

# CHAPTER I

## INTRODUCTION

As an introductory section, this chapter presents background of the research. It also presents statements of the problem, aims of the research, scope of the research, significance of the research, clarification of the terms, and organization of the paper.

### 1.1 Background

Reading comprehension is one of the problems faced by Indonesian students in reading English texts. Most Indonesian students have difficulties in reading English texts because English in Indonesia is a foreign language (Hamra and Syatriana, 2010). In addition, many results of research also showed that Indonesian students' ability in reading English texts was very low (Syatriana, 1998; Hamra, 1993 and 1996; Kweldju, 2001 as cited in Hamra and Syatriana, 2010).

As one of the English Language Skills, reading is the most important area of activity for the development of L2 academic competence, for interpersonal function, and for merely "getting along" in literate society, and also as the primary channel for L2 input and a major source of exposure to associated literature and other aspects of the L2 culture for many learners (Saville-troike, 2006). Reading is also very beneficial for language acquisition and has positive effect on students' vocabulary knowledge, on their spelling and on their writing (Harmer, 2007). Besides, the crucial goal of teaching reading is to help students understand texts through conscious and systematic training of reading skills (Astika, 2007). Therefore, reading is an important skill that needs to be mastered by EFL students.

Moreover, Brown (2001) states that reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies for most EFL learners who are already literate in a previous language, L1. In other words, an appropriate and efficient reading strategy is required to help students improve their reading comprehension. Therefore, applying appropriate reading strategy is crucial to help students improve their reading comprehension.

One of the strategies in teaching reading comprehension is SQ3R (Survey, Question, Read, Recite, and Review) developed by Robinson (1941) providing students with a systematic approach for studying a textbook assignment (Wright, 2003). Besides, SQ3R presents a detailed step-by-step outline of what readers should complete and accomplish while reading (Baier, 2011). In addition, Nuttal (1989) states that SQ3R makes students responsible for guiding themselves in reading texts, and also it promotes purposeful and active involvement to students in reading texts.

Afterwards, there are previous studies that have been conducted on SQ3R strategy in teaching reading comprehension. Firstly, Pribadi (2013) conducted his research to find out how SQ3R helps the tenth grader of SMA 1 Srengat to solve their problems in reading descriptive text. It was concluded that the students who used SQ3R reading strategy performed reading activity better, especially in reading descriptive text (Pribadi, 2013). The strategy also provided the students with a structured reading technique, which could lead them to comprehend the text better (Pribadi, 2013). Then, Lestari (2012) who conducted the use of SQ3R in the Tenth Grade of Senior High School concluded that this method gave a significant improvement of students' reading comprehension. Besides, Baier (2011) who conducted the implementation of SQ3R in the fifth grade students also concluded that SQ3R strategy significantly improved the fifth grade students' comprehension scores of expository texts. In addition, Apandi (2011) who conducted SQ3R strategy in teaching reading to the Second Year of Junior High School students concluded that SQ3R helps the students to understand the main

idea, the general idea, and the similar and the opposite meanings of English words from the texts. The students also give positive impression in learning reading by using SQ3R (Apandi, 2011). Therefore, as one of the reading strategies, SQ3R is appropriate to be applied in teaching students' reading comprehension.

Based on the explanation above, this research was conducted to describe the implementation of SQ3R in teaching reading comprehension and to identify students' responses toward the implementation of SQ3R in teaching reading comprehension.

## **1.2 Statements of the Problem**

The statements of the problems of this research are formulated in the following questions.

1. How is SQ3R implemented in teaching reading comprehension?
2. What are students' responses toward the implementation of SQ3R in teaching reading comprehension?

## **1.3 Aims of the Research**

The aims of this research are stated as follows.

1. To describe the implementation of SQ3R in teaching reading comprehension.
2. To identify students' responses toward the implementation of SQ3R in teaching reading comprehension.

## **1.4 Scope of the Research**

This research focuses on two concerns in its investigation. The first is on how is the description of the implementation of SQ3R in teaching reading comprehension. The second is on how the students' responses toward the implementation of SQ3R in teaching reading comprehension. The context of those

two concerns is in an English as a Foreign Language (EFL) classroom in Indonesia, that is the eighth grade students of one State MTs in Sumedang as participants in this research.

### **1.5 Significance of the Research**

This research is expected to give advantages in theoretical and practical aspects.

#### **1. Theoretical aspect**

This research is expected to be useful to enrich the theories and methods in teaching reading comprehension.

#### **2. Practical aspect**

This research is expected to be useful for both students and teacher.

##### **a) Students**

This research is expected to improve students' reading comprehension and to increase their interest and motivation in reading English texts.

##### **b) Teachers**

This research is expected to be useful for teacher to improve their strategy in teaching reading comprehension and to find solution to problems faced in teaching reading comprehension.

### **1.6 Clarification of Terms**

- Reading comprehension is the proses of extracting and constructing meaning simultaneously through interaction and involvement with written language (Snow, 2002). Reading comprehension in this research refers to reading comprehension taught in one EFL classroom in Indonesia, that is the eighth grade students of one State MTs in Sumedang as participants.

- SQ3R (Survey, Question, Read, Recite, and Review), developed by Robinson (1941), provides students with a systematic approach presenting a detailed step-by-step outline of what readers should complete and accomplish while reading for studying a textbook assignment (Wright, 2003; Baier, 2011). SQ3R refers to the method used in this research in teaching reading to EFL students.
- An EFL classroom is a class in a country in which English is not the dominant language, and there is little experience and exposure to the language outside the classroom, and also encounters with the language are through several hours of teaching in a school week (Cameron, 2005). An EFL classroom refers to the participants in this research that is eighth grade students at one State MTs in Sumedang.
- Madrasah Tsanawiyah (MTs) is a formal education equals to Junior High School which organizes general education by using religion characteristics under Ministry of Religious Affairs (Ministry of Religious Affair, no. 90, 2013). Madrasah Tsanawiyah (MTs) in this research refers to the school as the site in doing this research that is one State MTs in Sumedang.

## 1.7 Organization of the Paper

**CHAPTER I: Introduction.** This chapter covers information about background, statements of the problem, aims of the research, scope of the research, significance of the research, clarification of the terms, and organization of the paper.

**CHAPTER II: Theoretical Foundation.** This chapter discusses theoretical foundation that is relevant to this research, which provides basic theories for investigating the research problems. The theories in this research are about reading, reading processes, reading comprehension, reading comprehension strategy, descriptive text, recount text, the definition of SQ3R, SQ3R as

strategy in teaching reading, characteristics of young learners, and previous studies on SQ3R strategy.

**CHAPTER III: Research Methodology.** This chapter explains the procedure of the research that includes research questions, research method, site and participants, data collection, research procedure, and data analysis.

**CHAPTER IV: Findings and Discussion.** This chapter reports and discusses the result of the research findings about the implementation of SQ3R in teaching reading comprehension and students' responses toward the implementation of SQ3R.

**CHAPTER V: Conclusion.** This chapter presents conclusion of this research and suggestions for further research.

