

# CHAPTER I

## INTRODUCTION

This chapter presents the background of the study, statements of the problem, the aims of the study, limitation of the study, the significance of the study, hypothesis, methods of the study, clarification of terms, and organization of the paper.

### 1.1 Background of Study

Reading is an important skill to be mastered by students especially ESL/EFL students. Anderson (1999) describes reading as important skill because students will make good progress and achieve well development in all academic areas with strengthened reading skill. Further, Saville- Troike (2006) also stated that reading is the most important skill for development of L2 academic competence because it becomes the main source for L2 input.

However, some EFL/ESL students face some obstacles in learning reading comprehension. First obstacle is students' inability in comprehending the text. For examples, they fail in understanding vocabulary and lack of morphology, phonology, syntax, and discourse structure in the language system. Also, they have different cultural and social knowledge of English context (Saville-Troike, 2006). As a result, students lack motivation and only retain very little from the material based on their read.

Second, Carlston (2006) argues that students' reading habit can influence reading comprehension. Furthermore, Carlston (2006) explains students who read without strategy and even highlighting text cannot comprehend the text actively. Thus, even though they can read in their second language, unfortunately they are not actively engaged with the text in a meaningful way (Anderson, 1999). Therefore, reading actively needs some appropriate training from teacher to aid students in reading English texts.

Nevertheless, the third obstacle in reading is faced by teachers itself. They do not teach their students how to read the text because of limited time in teaching reading comprehension in the class (Baier, 2011). Besides, Armbuster (1993); Cantrell, Burns, & Callaway (2009) in Baier, (2011) stated that 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 comprehension.

There are some strategies in reading comprehension. One of the offered is SQ3R (Survey, Question, Read, Review, and Recite). SQ3R is introduced by FB Robinson where the strategy is used widely in many aspects of text and it becomes a basis of the other studies of reading (Williamson, 2010). Further, SQ3R is also an excellent strategy to be used with a textbook which provides a lot of information and requires you to learn the material in depth as retrieved from <http://www.ucc.vt.edu/lynch/TRUse.htm>. Thus, SQ3R is appropriate to be applied in the senior high school because learning reading in senior high school is

purposed to understand every text written which provides a lot of information such as narrative, descriptive expository, and news item.

Afterwards, there are some researchers who reported that the strategy brings significant improvement on students' comprehension. For instance, Baier (2011), who conducted a study of SQ3R strategy in the fourth grades, said the strategy is very useful in teaching reading comprehension. Hedberg (2002) also said that the strategy help her students in reading comprehension.

Regarding to the reason above, the research was conducted to discover whether the SQ3R strategy is an effective strategy for students in learning reading comprehension.

## **1.2 Statement of the Problems**

The research is aimed at answering the following research questions:

1. Is the use of SQ3R effective in teaching students' reading comprehension?
2. What are students' responses toward SQ3R in learning reading comprehension?

## **1.3 Aims of the Study**

Considering the background and the statements of the problems above, the aims of this study are:

1. To find out the effectiveness of the use SQ3R in improving students' reading comprehension.
2. To know students' responses toward SQ3R in learning reading comprehension.

#### **1.4 Limitation of the Study (Scope of the Study)**

The scope of this study is the use of the SQ3R in teaching students' reading comprehension. The subject of this study is students in one SMAN in Cimahi.

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

The research which is focused on using SQ3R as a strategy hopefully gives a positive contribution to the English teaching learning process, enriches the teachers' strategies in teaching reading and helps students in the English teaching-learning process.

#### **1.6 Hypothesis**

According to Hatch and Farhady (1981. p3), a hypothesis is a tentative statement about the outcome of research. In other words, hypothesis is defined as prediction of research result and to prove the prediction has to examine the research first. The hypothesis applied in the research is null hypothesis ( $H_0$ ). It means that there is no significant difference between the mean of the experimental group (class which is treated by the SQ3R strategy) and the control group (conventional strategy). In other words, the SQ3R strategy is not effective to improve students' reading comprehension.

#### **1.7 Method of the Study**

The research is a quantitative research and was conducted using quasi experimental as the research design. The quasi-experimental design was used because the purpose of the research is to test the use of SQ3R strategy on

students' reading comprehension. The participants involved in this study were 62 students which were divided into two classes, one class as experimental group and the other as control group.

The data collected for this study were the scores obtained from pre-test and post-test, from the questionnaire filled by the participants, and from the interview conducted. The data gathered through pre-test and post-test were analyzed using *independent t-test* while the data from questionnaire and interview were analyzed based on the frequency of students' answers and then were calculated and interpreted into percentage.

### **1.8 Clarification of Terms**

The following key terms are presented to assist in understanding several terms or concepts in this study. The terms are:

1. Reading comprehension is the ability to understand information presented in written form and the interaction of readers' background knowledge on the text (Anderson, 1999).
2. SQ3R is one of strategy reading, which are involved Survey, Question, Review, Read and Recite (Baier, 2011).

### **1.9 Organization of the Paper**

The research paper is organized as follows:

**Chapter 1:** Introduction provides the background of the study, statements of the problem, the aim of study, the significance of study, limitation of the study,

research method, population and sample, data collection, data analysis, clarification of key terms, and organization of the paper.

**Chapter 2:** Theoretical Foundation explains the theoretical foundation that is relevant to the research field and be the basis for investigating the research problems.

**Chapter 3:** Research Methodology discusses the subject of the research, procedures in collecting the data and data analysis.

**Chapter 4:** Research Findings and Discussions reports the data presentation and data interpretation. The data obtained from questionnaire and interviews are presented in the statistical form.

**Chapter 5:** Conclusions and Suggestions contain the researcher's concluding remarks regarding the results of the study and suggestions for further researches.



