

CHAPTER I

INTRODUCTION

This chapter presents the background, problems and objectives, operational definition of the term, significance, scope and limitation of the research.

1.1 Background of the research

Reading is one of the skills in learning language. English in particular which all students must be able on it. Moreover, since in the kindergarten until university students mostly spend their time to read books. “ Reading is an active process which consists of recognition and comprehension skill. Reading is an important activity in life with which one can update his/ her knowledge. Reading skill is an important tool for academic success” (Patel and Praveen, 2008: 113).

For mastering English language, students also have to master the reading skill beside another three skills; listening, speaking and writing. According to Hennings (1997: 4), reading is a basic skill of communication. In line with it, Wood (1996: 5) states that reading will become a valuable source of information when it is learned to get meaning from different types of material and to read for variety of purpose. Reading is a fundamental skill, purpose and active process. It can be challenging when students are facing unfamiliar and complex topics. Furthermore, for some students who interested in reading, comprehension can be more challenging. Students may understand the words separately, but putting them

together into meaningful interpretations often is not easy as it should. It refers to the ability beyond the sentence, understanding the interpretations and relationship between the hidden interpretations conveyed in the text called comprehension. Or in other way, to make it easier in understanding the written words, topic or content that is being read and meaning construction of the text is by comparing the reading and comprehension, using prior knowledge to interpret information, construct a picture in the reader's mind of what the text about, together. A reader reads to understand, to remember what is understood and put the understanding to use. A reader can read a text to learn, to find out information, or to be entertained. In accordance to the earlier explanation, Tankersley (2003: 90) which can be restated as:

Comprehension is the center of reading. Good readers have a purpose for reading and use their experiences and background knowledge to make sense of the text. Making connections is the key to comprehension. We don't comprehend unless we make connections and are able to process the words that we read at the thinking level.

Based on the explanation about reading comprehension above, it can be stated that reading comprehension involves very complex processes. Therefore, the teacher's role becomes important in teaching and learning process especially in choosing the most suitable teaching technique and material. The teacher should apply the appropriate technique in the reading class that helps the students get the message or the information from the text. There are so many learning techniques that can be applied in teaching reading and one of them that is interesting for the researcher is SQ4R technique.

The SQ4R technique was developed by Francis Pleasant Robinson as a help to those students who needed effective study habits. This technique was introduced in 1970 in this book “Effective Study”. This technique stands for six steps: survey, question, read, recite, review, and reflect. SQ4R deal with speed reading, in which speed reading itself is a useful and valuable skill. However, there might be times when using this technique isn't appropriate. For instance, it's often best to read important or challenging documents slowly, so that the reader can fully understand each detail.

Speed reading courses usually consist of a set number of texts of a fixed length, written within a restricted lexicon, followed by several multi-choice questions. The presence of the questions encourages learners to read the texts for understanding, rather than focus on skimming the text as quickly as possible. Such courses meet all Nation's conditions for fluency development. Because the texts are written with a restricted, known vocabulary all that the learners are reading is expected to be familiar to them, and as comprehension questions follow each text the learners' focus is on receiving meaning. At the same time, as learners are recording both their speed and their comprehension scores for each text there is some encouragement to perform at a faster than usual speed. The condition requiring a large amount of input is met by the number of texts (Macalister, 2010: 105).

Some previous researches that deal especially with teaching reading are presented to prove the originality of this study. The research in SMA Islam 1 Surakarta with subject eleventh grade students. The results of the study was that the students' progress during teaching and learning activity in Cycle 1 and Cycle

2. In Cycle 1 mean score was 61.20, and in Cycle 2 the students' improved significantly become 86.40, Hananiel (2015). This study find technique that can improve reading comprehension and students love to read. The conclusion based on data analysis showed that SQ4R technique was effective on Reading Comprehension.

Considering with the explanation above, the writer wants to conduct the similar research but with different school. The writer wants to try SQ4R technique on eleventh grade students at SMK N 3 Jember.

1.2 Problem of the Research

Is there any significant effect of using SQ4R technique on eleventh grade students' reading comprehension at SMK N 3 Jember the academic year 2015-2016 ?

1.3 Objective of the Research

To know that the use SQ4R technique has any significant effect on eleventh grade students' reading comprehension at SMK N 3 Jember the academic year 2015-2016.

1.4 Operational Definition of the Terms

An operational definition will guide the readers to understand the terms used in the title. It enables to get mutual understanding of the terms between the research and the readers. The terms that are necessary to be defined operationally in the research are SQ4R technique and Student's reading comprehension.

1) SQ4R Technique

SQ4R technique is a technique for active elaboration of material that students read, say in a Model Pembelajaran Inovatif. Steps of SQ4R are: Survey is the step of students to look through the text to become familiar with the content. Question is the students reading technique more active and easier to get idea of the text by using questions. Read is the students reading material actively. Recite is activity of transferring the material to their long term-memory to test whether they have already understood what they have read. Review is reading step to reread the reading passage, and Reflect is the last step to take brife notes in the margins or on separate of paper.

2) Reading Comprehension

Reading comprehension is the students' understanding literally and inferential of the reading descriptive text. It refers to students' literal comprehension on word, sentence, and paragraph.

1.5 Significance of the research

This research has two significances: theoretical and practical significances.

1.5.1 Theoretical Significance

This research has theoretical significances as follows:

1. This research can become another refrence to other researchers who conduct the study on the same topic.
2. The result of this research can become an input in teaching process especially in teaching reading.

1.5.2 Practical Significance

The results of this research are expected to be beneficial for the following people:

1. The English teacher

This strategy can give another way to teach reading attractively, and can teach the students easily in understanding the text. This research is also expected to give alternative to technique of teaching reading in order to create more enjoyable atmosphere for the students.

2. The students

This technique can make it easier for the students to develop their reading comprehension and understand the text well.

1.6 Scope of the Research

This research focuses on investigate the effect of SQ4R technique on the eleventh grade students' reading comprehension of descriptive text at SMK N 3 Jember in the 2015-2016 year as the subject of the research.