

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Reading is so prevalent in language use and the primary means of language learning for students. Because of the increasing of direct communication in foreign language, the development of reading comprehension as a skill and a channel for language input has become the object of attention in education that needs to be researched.

Maria (1990: 98) stated that reading skill is necessary and it supports all the subjects' learning since knowledge rapidly accumulates. The ability to read is primarily to be improved to enable students to get information. Actually reading is not an easy process because it involves the work, eye and brain almost to get information or message from the text. The students should be able to comprehend the text quickly and comprehensively.

Funchs (2007) said that students who enjoy reading do it more often and they tend to become skilled at it. Poor readers, by contrast, often display low motivation to read. One possible explanation of this is that reading skill and reading motivation influence each other. 15 studies were reviewed addressing the relationship between students' reading and competency belief or goal orientations. Results indicate that reading skills and motivation correlate, and support the possibility of a bidirectional relationship between the two.

Theoretically, Rebecca (1990: 8) believes that certain methods must be applied for effective reading comprehension to occur. She stated that teaming methods are specific actions taken by the learner to make teaming easier, faster and more enjoyable.

More self-directed, more effective and more transferable to new situation. Awareness and deployment of effective reading methods will help students capitalize on language input they are receiving. Consequently, teaming methods provide teachers with valuable clues about how to remedy the teaming situation.

In this case, it means that reading methods can help students maximize their comprehension and identify relevant and non-relevant information. In reading, there are many reading methods to facilitate comprehension and to make their reading more effective such as speed reading, critical reading, proof reading, SQ4R (Survey, Question, Read, Recite, Write and Review), and SPE (Structure, proposition, Evaluation) teaching reading methods (Vandergrift, 1996:65). By using those teaching reading methods can help students build up independence and control their reading

The explanation above implies that reading ability requires the students to be able to read the text effectively and efficiently. Not only are they reading rapidly but also comprehensively. Therefore, the students should master the way of good reading to read effectively and efficiently, as such that they do not need to spend much time to read they can understand their text completely.

The fact shows that this phenomenon does not happen in Indonesian Students. in this case, they still have difficulties in comprehending reading. Sukyadi.et.al (2003: 2) stated that research on reading skill in Indonesian students', particularly in reading comprehension are still far from satisfactory. Sixty nine percent (69%) of 16-year-old Indonesian students have the worst reading performance internationally; and around 37.6% of 16-year-old students only afford to read the texts without understanding the meaning of it. Only 24.8% out of them are able to correlate the texts with their prior knowledge. Therefore, from explanation above we can conclude that the students' achievement in reading comprehension still low.

Suci (2009: 4) said that the problems of reading comprehension appear because some English teachers still use traditional or conventional method to teach reading. Conventional method usually makes students bored because the method is monotonous and the students are not active so it makes the learners get bored.

The same problem also happened to the students of Sekolah Menengah Kejuruan Negeri 1 Panyabungan. It is revealed by their reading comprehension score that during the first and second semester in 2011/2012 academic year. That can be seen in the table below.

Table. 1.1 The Reading Comprehension Score of Eleven Grade Students of SMKN 1 Panyabungan in 2011/2012 Academic Year

Semester	Score of Reading Comprehension Test									
	10	20	30	40	50	60	70	80	90	100
First	–	–	30	60	50	80	60	50	10	–
Second	–	–	20	50	45	75	75	60	15	–

From the table above we can see that from 340 students only 210 students got score 70 to 90 in the first semester and only 150 students got score 70 to 90 in the second semester.

According to Guthrie (2000: 408) Motivation is an important element in reading engagement; Motivational processes are the foundation for coordinating cognitive goals and strategies in reading. For example, if a person is intrinsically motivated to read and believes she is a capable reader, the person will persist in reading difficult texts and exert effort to resolve conflicts and integrate text with prior knowledge. A learner with high motivation will seek books known to provide satisfaction.

In this research, SQ4R (Survey, Question, Read, Recite, Write and Review); and SPE (Structure, Proposition, Evaluation) methods are chosen as reading methods,

which will be trained in order to help students become successful reader. Both of methods are considered as the methods that provide detail steps and more comprehensive reading method.

SQ4R method is significant in reading comprehension because SQ4R is an excellent method to use with textbook that provide a lot of information and require the readers to learn material in depth. It is also teaming methods that enable to students to use their own background knowledge to understand and retain new content material. The method supposes to find out the topic sentence and the Important things from a text in order to be able to remember the content of the text in a long time

SPE method is also significant for students because this method involves the way of reader to analyze the matter and the problem from the material of reading text. The readers do not only extract the topic from the text, but also can do material Judgment or evaluation to the reading text. So, the readers will be involved in deeper function in reading comprehension activity

So far, there has been no other research do this kind of research and realizing the fact happened in the field that students who learnt English in Indonesia face some difficulties in reading comprehension, there were some previous researchers have already done the discussion in reading comprehension. However, this study is primarily concerned with SQ4R (Survey, Question, Read, Recite, Relate and Review), and SPE (Structure, Proposition, Evaluation) as the reading methods and motivation level on students achievement in reading comprehension.

1.2 The Problems of the Study

Based on the background previously stated, the problems in this study are formulated as the following.

- 1) Is the students' achievement in reading comprehension taught by using Survey, Question, Read, Recite, Write and Review (SQ4R) method significantly higher than that of the students taught by using Structure, Proposition and Evaluation (SPE)?
- 2) Is students' achievement in reading comprehension for high learning motivation students higher than that of low learning motivation students?
- 3) Is there an interaction between SQ4R and SPE Teaching reading methods and students' learning motivation to students' achievement in reading comprehension?

1.3 The Objectives of the Study

Based on the above problems, the objectives of the study are

- 1) to find out which of the two methods significantly affect the students' achievement in reading comprehension?
- 2) to find out whether the students' learning motivation affect their achievement in reading comprehension
- 3) to find out whether there is an interaction between SQ4R and SPE Teaching reading methods and students' learning motivation to students' achievement in reading comprehension.

1.4 The Scope of the Study

There are many learning methods that can help students to handle the task in language skills such as listening, speaking, reading, and writing. This study deals with the learning methods in reading comprehension. Therefore, the scope of the study is the effect of SQ4R, SPE and motivation on students' reading comprehension.

1.5 The Significances of Study

The findings of this study are expected to be useful for teachers of English in overcoming the students' problem in reading comprehension. Theoretically, it is hoped that the result of the study will add to what has been found in the era of teaching English as a foreign language.

And practically, the result of this study will inform and increase the English language teachers in their attempts to decide the best method to improve students' reading comprehension. Students can also take benefit from being taught by the method which can improve their reading comprehension.