

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Reading is one of the language skills. Through reading learners can get much information, which is considered as knowledge of the world. The text that the learners read contains all sorts of information such as sciences and technology. In fact, reading has given the learners an opportunity to find out how much they know about their life in general.

Getting information from the printed materials indeed is not as simple as what most people think. Many times when people asked, what they already comprehended from their readings, they cannot explain it precisely.

The explanation above tells us that reading is a necessary skill that any learner needs. Unfortunately, how to teach reading has not been given due care in our schools. In the past, according to the traditional view, reading begins with the child's mastering the names of the letters, then mastering the letter-sound relationships, then learning some easy words in isolation and finally reading simple stories with highly controlled vocabularies (Harp, B and Brewer, J. 1996). Researchers and teachers as well complain that most learners are not able to understand what they read. The teacher's notion of reading is very important to determine the most suitable strategies and methods for reading effectively; it can also help in the way teachers tend to teach reading texts. In the past, teachers used

to present a subject in the textbook and ask students to read whether silently or loudly, and then students had to answer the questions that follow. Students, naturally, had no choice but to read even if they had not technical ways of how to read. What reinforced this perception of having any interest were the teacher's traditional techniques for teaching reading comprehension.

Students have to do a lot of reading at school. Without proper reading strategies, students may find themselves unable to retain what they have read. Worst of all, some might not even be able to understand the given text. The result is that students hate to read; they only read the required textbook in order to be able to set for the achievement routine exams. In such case, students lacked motivation to read, even if they read, they show negative attitudes such as they are not interest to the reading or they are lazy to answer the questions according to the text. For most of the learners, reading is an extremely difficult task that requires interrogated body of skills, which also does not get easier with the passage of time and the accumulation of experience.

It is widely believed, however, that reading is more difficult than teaching other language skills. Hence, to read effectively, the learner should be able to use two competences simultaneously; the linguistic and rhetorical. The latter is concerned with the style- system in cultural patterns of language. It is rhetorical competence that most second language learners lack; unfortunately, having controlled the linguistic competence is not expected to read effectively meaningfully. Therefore students should be taught how to read in order to create lifelong readers (Harp and Brewer (1996)).

Learners should probably develop reading comprehension skill much like learning to drive. Reading Comprehension becomes so automatic that most skilled readers forget that they had to develop their reading comprehension skill. Learning reading comprehension requires a strategy where lesson plans progressively develop and reinforce reading comprehension skill, but a student does not seem to really get it by reading; this means that the student is successfully decoding word, but without reading comprehension will not get him far.

Reading comprehension skills separates the “Passive” unskilled reader from the “active” readers. Skilled readers do not just read they interact with the text. Skilled readers, for instance: predict what will happen next in a story using clues presented in text, create questions about main idea, message, or plot of the text, monitor understanding of the sequence, context, or characters (Sanders 2001).

All teachers want their students to be good readers, but not all agree on the best ways to teach reading. Effective reading requires not only accurate reading skill, but also to be able to comprehend easily and automatically (Lyon, 1995).

Learners comprehend better when they see the text organized in such a way, which can easily, be understood, and which indicates the relationships between ideas. Learners need to know how to self-monitor their own comprehension. They do self-correcting errors and by assessing their own understanding. The method of study recommended in this research is not a new

approach. It is one that has been used successfully with students of all ages. It is a tried-and true method of helping students comprehend what they are reading.

To accommodate those reading skills, the teachers or lectures are hoped to use various kinds of strategies such as using SQ3R and SEMANTIC MAPPING students of all reading levels can improve their comprehension.

SQ3R is an easily recognized acronym by adults and children, because of its lasting use as a method study. The “S” stands for word *survey*, the “Q” stands for the word *Question*; the 3Rs represent the words *read*, *recite* and *review*. The skills featured in this acronym are for some difficult to acquire. For this reason, the teacher needs this technique to make certain students fully understand how to *survey*, *question*, *read*, *recite* and *review* prior to applying this method to a reading text. Semantic mapping can be used for at last several different instructional purposes. They can assist teachers in planning for instruction by helping them identify the patterns of organization of ideas and the concepts.

A semantic mapping can be useful for introducing the important vocabulary in a selection to be read. It shows students how the terms are interrelated. Teachers can use a semantic mapping to activate and tap student's background knowledge. Also, it can be a helpful reference for students to use in clarifying confusing points as they are reading. Once students are familiar with the nature of the semantic mapping, they can create their own as a during-reading or post – reading activity.

Steps in the creation if semantic mapping strategy particularly the concept and word mapping method are: analyze the concepts and vocabulary in the text.

Arrange the words in a map that depicts the interrelationships between the concepts. Add to the diagram the words or concepts that are already understood by the students in order to depict the relationship between what they know and the information in the text (Chall 1996).

1.2 The Problems of Study

The research problems of this study are formulated as follows:

1. Do SQ3R and Semantic Mapping significantly affect on Reading Comprehension?
2. Which of the techniques is more significantly effective on reading comprehension?

1.3 The Objectives of the Study

SQ3R and Semantic Mapping are about reading strategies and more particularly, about how reading strategies can be successfully taught, and what goes into successful teaching of reading strategies. Reading strategies are of interest not only for what they reveal about the ways readers manage their interaction with written text, but also for how the use of strategies is related of effective reading comprehension.

Related to the research problem specified before, this study attempts to investigate:

1. Whether teaching method with SQ3R and Semantic Mapping significantly affect in reading comprehension.

2. Which of these techniques the most significantly effective on reading comprehension is.

1.4 The Significances of the Study

The findings of this study are expected to be useful for : (1) The practical of this study is for teachers and students in solving one of the problems in reading comprehension; (2) English teachers as a giving contribution for them to improve their students' ability in reading comprehension; (3) students or reader to improve their ability in reading comprehension.

1.5 The Scope of the Study

There are other factors that enable the readers to comprehend a reading text such as attitudes, assumption toward reading, background knowledge, language abilities, thinking abilities, purpose for reading and affection can be cited the factors that affect reading text.

Considering the fact that reading comprehension is affected by many facts, but in the case the writer just focuses her research on use two techniques'. They are SQ3R and Semantic Mapping. According to the test of reading comprehension, the writer limits the test into two levels. They are: Inferential and Evaluation

