

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

Language is a system of communication that consists of a set of symbols, words, or signs, along with a set of rules or grammar, used to convey meaning between individuals or groups. It is a fundamental aspect of human communication and plays a crucial role in expressing thoughts, ideas, emotions, and sharing information. Languages can take various forms, including spoken, written, or signed. Spoken languages involve the use of sounds and vocalizations to communicate, while written languages utilize written symbols or characters. Sign languages involve the use of gestures, hand movements, and facial expressions to convey meaning. Language allows humans to express complex thoughts and concepts, engage in social interaction, transmit cultural knowledge, and create and preserve literature, history, and scientific advancements. It is a dynamic and evolving system, influenced by cultural, social, and historical factors.

There are thousands of languages spoken around the world, with different languages belonging to distinct language families and having their own unique characteristics, vocabulary, and grammar. Some widely spoken languages include English, Mandarin Chinese, Spanish, Hindi, Arabic, and French, among many others.

Reading is a lifelong skill. Reading is a basic skill for students, basic learning skills. Therefore, reading can provide us with new information or

important information that has not been conveyed by teachers or others. The focus is on reading activities and reading skills. Learning and plays a key role in the educational process (Diani, 2019). Furthermore, reading is a purposeful activity. In a sense, a person performs reading activities to review existing knowledge, expand knowledge, criticize ideas, and even seek pleasure or fun. entertainment. For this we need a clear focus on reading comprehension. Because reading is an interactive process between the reader and the text that describes it. code or symbol to build and infer meaning, with the resulting knowledge.

Futhermore, many students think that reading is a tiring and difficult activity. To achieve reading comprehension, students must activate prior knowledge and relate it to the information obtained (Fenty, 2020). According to Dhinuk (2014), According to her, reading comprehension calls on a wide range of cognitive abilities, including thinking in order to locate information and comprehend the author's message as well as motor skills for eye movements. Reading becomes little more than interpreting or writing information if understanding is lacking. The following goals are included in activities aimed at helping students learn reading comprehension in English classes: (1) to improve their ability to communicate in the language both orally and in writing; (2) to raise their awareness of the nature and significance of the English language in order to support their learning of the language as a foreign language; and (3) to build their understanding of language and culture. As a result, comprehending a text involves more than just having pupils read a passage and provide their responses. This is not a strategy in teaching reading, but rather an activity where students are given a

test. According to Rivers in Hasanudin (2014), nowadays a person should have understood if he can finish the text he reads.

In addition, many research results also show that the reading comprehension ability of Indonesian students is very low Hamra and Syatriana (2010). One of the strategies to teach reading comprehension is SQ3R (Survey, Question, Read, Recite, and Riview). The SQ3R method is probably one of the oldest and most widely used Rahyana, Kasyulita, and Rasyidah (2016). SQ3R, developed by Robinson (1941), consists of 5 steps: Survey, Questions, Read, Recite, and Rivew (Baier, 2011). The first stage is to learn (S), by examining titles and images, readers can activate their prior knowledge (Hedberg, 2002). Text study also helps readers understand the text better. The second phase is the question (Q) This stage sets out the goal of reading the text in more detail so that students are ready to study the text in more detail. Asking questions also causes readers to seek answers to questions (Baier, 2011). This will arouse the reader's curiosity about the text to increase their understanding of the text. The third stage is reading (R-1) which involves reading to find answers to the questions generated in phase 2. The fourth stage is recitation (R-2) which includes presentation. rephrase the responses in stage 3 in their own words and then write the answers Masruroh (2015). The final stage is Review (R-3) which involves going through recorded notes and observing the relationship between key points and supporting details Baier (2011). In this passage, students can write brief notes in their notebooks for later review and study.

Based on the research results, many students are lack interest in reading. This can be seen from the enthusiasm of students when participating in reading lessons and the lack of vocabulary owned by students, especially the eight grade students of SMP Negeri 2 Tanjung Beringin. Teachers use the SQ3R approach to teach reading comprehension because of this. The five process phases that make up the SQ3R method are Survey, Question, Read, Recite, and Review. Huda (2013) claims that the SQ3R technique is intended for text comprehension since it aids readers in summarizing and remembering the reading's material.

The SQ3R approach serves a specific purpose in each operation. In the Survey stage, for instance, students read the text or reading to understand the title, bolded text, and charts at first glance. As they go through the first survey's results, students start to formulate questions on the reading in the Question stage. During the Read phase, students begin reading and searching for solutions to the questions they have created. Students reiterate their answers to the questions in the Recite stage and take notes on them for future reference. Students should go back over the material and use their prior answers to help them answer the following questions during the Review stage. Teachers face several problems during the reading comprehension process. Many teachers teach reading comprehension by using texts to explain the gist or purpose of the texts. The above issues lead researchers to believe that reading comprehension will become a problem if not addressed immediately. Based on this assumption, researchers are interested in conducting descriptive studies. By conducting this study, the researchers hope that the study will be titled "The Implemetation of Teacher's

Strategies SQ3R in Teaching Reading Comprehension of Grade Eight in SMP NEGERI 2 TANJUNG BERINGIN". To Implementation the strategies of English teachers, researchers want to know which strategies are used in teaching reading comprehension.

### **1.2 The Problem of the Study**

Based on the research background, this research question is: How does the teacher implement the SQ3R strategy in reading class?

### **1.3 The Objective of the Study**

Based on the problem of the study mentioned above, the purposes of the study is: to find out the implementation of SQ3R strategy students' reading comprehension in English language learning.

### **1.4 The Scope of the Study**

Based on the above problem, the scope of this study focused on the application of SQ3R strategies used by teacher in teaching English reading comprehension in the eighth grade of SMP Negeri 2 Tanjung Beringin. To conduct this research, this study focuses on the types of SQ3R strategies used by English teacher in teaching reading comprehension.

## 1.5 The Significances of the Study

It is anticipated that this study will be beneficial to all parties involved in English language instruction and make a significant contribution. There are several goals that this research should accomplish :

### 1. Theoretical Benefit

The results of this study can be used to add references to readers or further researchers in conducting research related to reading comprehension.

### 2. Practical Benefit

The practical benefit of this research can be described as follows:

#### a. For the English teacher

The researcher hopes that the findings of this study will prove beneficial to other teachers in utilizing the SQ3R approach to teaching reading comprehension. This will make reading instruction and learning activities more engaging, dynamic, productive, and enjoyable, thereby creating a cheerful classroom atmosphere.

#### b. For Students

The researcher hopes provide motivation and enthusiasm for students to read often to increase their reading comprehension skills.

#### c. For Other Researcher

The results of this study can be used to add references to readers or further researchers in conducting research related to reading comprehension.