

CHAPTER I INTRODUCTION

A. Background of the Study

Reading as one of the four language skills take much portion of time in teaching and learning process. Grabe and Stoler (2002:9) state that reading is the ability to draw meaning from the printed page and interpret and this information appropriately. It means that without comprehending and interpreting the meaning of the text the reading it self is useless. Able to gain the information order to improve the knowledge of the readers is the competence of reading. Nowadays the students can improve their knowledge through medium of reading such as newspaper, magazine, and journal.

Comprehension is the main goal of reading skill is very important, the teacher attempts to help the students to be able to read and comprehend the text. The learner have to be able to discover the meaning which is as the purpose of the text. The learners read to construct the meaning of the text by analyzing, learning, and organizing the information that is logic to the learners. To construct the meaning of the text the readers need to know the main idea of the text. Reading comprehension involves more than readers responses to the text. It involves many interactions between readers and what they bring to the text.

In teaching reading skill the teachers have to be able to help the students to read and comprehend the text. The teacher need to lead the students to know the purpose of the text, how the sentences are connected each other in order to comprehend the content of the text. Mostly teachers when they tought reading

skill they asked the students to read the text and answer the question from the text then, correct it. This teaching method makes the condition of the class bored. The teacher needs to make the students to be more active in comprehending the text.

Based on the writer's experience when she was in Teaching Practice Program (Praktek Program Lapangan/PPL), many students had difficulties to understand the text well. Most of them had limited knowledge to master reading skill. They were unable to understand the purpose of the text because they were unable to comprehend the text and lacked of vocabulary. And for the result the students were unable to answer the questions at the end of the chapter and from the teacher as well. Therefore, they had low score.

The percentage of Grade VIII Students Score in Reading :

Semester	KKM	Score	Students	Percentage	Mean
<i>1st Semester</i> 2012/2013	75	< 75	28	77.7	51.7
		≥ 75	8	22.2	
<i>2nd Semester</i> 2013/2014	75	< 75	23	63.9	53.3
		≥ 75	13	36.11	

The writer found that the school where the writer did the practice applied the traditional method. In doing the traditional method it self the teacher gave basic knowledge, asked the students to read the text, answered the question from the text or the teacher, and then corrects the answers. This situation did not give a good mood in teaching learning activity. The students were not effectively gain the lesson from the teacher. The students feel bored and the teacher cannot give some motivations to the students.

In order to make the teaching process interesting and the purpose of the teaching learning process reached, the teacher need a special technique, strategy and method. The purpose of using them is to make the students easy to learn and understand the lesson. Besides making the student easier to comprehend, using a method in comprehending a text can make the teaching learning process more effective and make the students more active. There are so many methods to interact and improve the achievement of students reading comprehension. To improve the reading skill the writer is going to use SQ3R method.

The method SQ3R stands for survey, question, read, recite and review. The goal of this method is to increase students engagement with the text when studying content material. It is effectively persuade the students to consume information in an effort to answer key question to the subject content. It helps the students to construct the information in their mind, and make it meaningful. In comprehending the text using SQ3R method the students not only know how to comprehend but also help the students to be more active and critics in comprehending a text. In using SQ3R method the students also trained to process the information deeper. The elements of the method which are survey, question, read, recite, and review lead to an active learning process.

B. Problem of the Study

The problem of the study is formulated as follow:

Does SQ3R method have significant effect on the students' level reading comprehension ?

C. Objective of the Study

The objective of the study is to investigate the significant effect of using SQ3R method on the students' ability in reading comprehension.

D. Scope of the Study

Reading comprehension is dominantly affected by strategy that being used. The comprehension in reading process can be reached when the reader knows which strategy and skill that needed to be used for the text type and understand how to use them. Beside the strategy, the level of comprehension that the readers need to be reached is important. There are some kinds of text such as narrative, descriptive, recount, expository text and etc. This study focuses on the applying of SQ3R method on the students' reading comprehension in descriptive text.

E. Significance of the Study

The study is expected to be significance as follow:

1. Giving a reference to development of teaching learning process especially in reading, that SQ3R method can make the studentd' reading comprehension will be better.
2. Giving a contribution to the students how to improve their skillll in comprehending about the reading text.
3. Giving a profitable description to any further researcher which wants to study the same case, so this study becomes a helpful information and useful reference for the next study.

4. Give worthwhile experiences in teaching English to the writer; and the result of this research is expected to be useful for English teachers to develop their teaching abilities.



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