CHAPTER I

INTRODUCTION

1.1 Background of The Study

English is spoken in the most International events and it is used as the medium of information flow in science, technology, and culture as well. Thus, it is not surprising that the teaching of English is carried out in many parts of the world. Furniture (1975) states that, language learners should be given insight into the place and function of various language items and skills in listening, speaking, reading, and writing activities; that is, in real communication situation. Among these skills, reading is the fundamental skill. It is supported by Moats as cited in Westwood (2001) who states that reading is the fundamental skill upon which all formal education depends. Through reading, the students' knowledge will automatically be enriched which eventually can influence their language skills, such as speaking, listening, and writing.

Burns et.al (1996) also states that reading can be a way to share another person's insight, joys, sorrows, or creative endeavors. Reading helps the reader to construct knowledge, share experiences, feeling, ideas, and developing new perspective. It can be said that reading is a tool for expanding reader's knowledge and helping the readers to communicate with other people.

Bond (1979) also states that reading is the ability to draw meaning from the printed page and interpret this information appropriately. Indeed, reading for general comprehension requires rapid and automatic processing of words, strong

1

skill in forming a general meaning representation of main ideas, and efficient coordination of many processes under much emitted time constraints.

More over, Moats (1999) remarks that : reading is the fundamental skill upon which all formal education depends. Reading is one of the language skills that must be learned at any level of education. It is an essential part of language instruction at every level because it supports learning in multiple ways. Moreover, Moats points out that reading is the fundamental skill upon which all formal education depends. So, it is clear to say that having reading activity is very important for students at any level of education because it can help them to get much information in their learning process.

In reading activity, a reader should be able to understand what she or he reads about. Without knowing the content of the reading material, the reading activity becomes inadequate. Moreillon (2007 :10) also points out that reading is making meaning from print and from visual information. Furthermore, Harmer (2011) states that reading is an exercise dominated by the eyes and the brain. The eyes receive the messages and the brain then has to work out the significance of these messages. Therefore, the brain has an important role since it processes what has been read to be interpreted and concluded.

It also can be inferred that reading is an active activity. Grellet (1981) states that reading is an active skill that constantly involves guessing, predicting, checking, and asking one self questions. Before the readers read the text, they have to suppose what the readers will talk about by seeing the title, pictures, clues, or the first and last paragraph. Therefore, in reading, the readers do not only read

the printed words, but they also must understand what is the message that conveyed by the writer.

Moreover, Dillyana D. Sungatullina, Eka Terina O. Zalyaeva, and Yuliya W. Gorelova (2015: 2) state that Language skills : Listening, Reading, Speaking, and writing. Reading comprehension section being one of the largest and complex, includes a variety of text types as well as various task designs. Success in passing the reading subtest depends widely on the vocabulary size.

Furthermore, they also state that Reading comprehension itself is the interpretation of the information in the text, reading comprehension is also the center of reading. That is why; reading comprehension is the final stage that should be gained by the students as the essence of reading activity. the majority of tasks are concentrated on the following purposes: reading to find information, reading for basic comprehension, reading to learn, reading to integrate information across multiple texts. Therefore, not the context knowledge itself, but the ability of test-takers to use the clues, which underlie any context is of a primary and detailed research.

Considering the important of reading, it is crucial that reading should be given the greatest attention in any level of education, especially in senior high School level as a bridge to link the students to university. As we know that, in majority questions that are always tested in examination wether Mid Test, Semester Test until national examination are about discourse or Genre so it is considered that reading skill needs great attention to make students comprehend the reading text. It means that a student who doesn't learn the basic reading early,

he/she is unlikely to learn them at all. Any student who doesn't learn to read early, will not easily master other skills and knowledge, and is unlikely to ever flourish in university or in life. In teaching reading comprehension the teacher has to have a goal to minimize reading difficulties and to maximize comprehension by providing culturally relevant information. What the students read must be relevant to their need and interest and they must be ready, willing and able to read it.

However, as cited from The Jakarta Post (September 16th, 2009), reading interest of in Indonesia people in general is relatively low compared with young people in neighboring countries like Singapore and Malaysia. The problem of reading has been found in young students. As reported in The Jakarta Post (July 4th, 2014), based on a recent nationwide survey conducted by the United States Agency for International Development (USAID) in cooperation with the Education Ministry, Religious Affairs Ministry and Myriad Research, the reading ability of primary school students in Indonesia was 69 percent. It is found that many students are not able to read (31%). If the primary students have a reading problem in their first language, undoubtedly university students also have difficulties in reading, especially for English text, the survey also states that Indonesian peoples' reading interest is number 64 of 65 countries in the world. Furthermore, UNESCO Survey as cited by Java Post (Thursday, May, 19 2016) stated that reading interest of Indonesia people is 0,001 %. It means that from 1000 persons of Indonesian people only one of them who has reading interest. Moreover, the head office of communication for soceity service (BKLM) KEMENDIKBUD Asianto Sinambela stated that literacy reading interest of

Indonesian people is left behind from other countries in the world. The rank of Indonesia country is number 60 from 61 countries. It shows that Indonesian people's reading interest is similar to South Africa. That's why Indonesia Government publish (PERMENDIKBUD) No. 23, year 2015 about the emergence of character: by implementing 15 minutes reading obligatory before the class lasting, especially for School Students: Elementary, Junior high School and Senior high school.

Moreover, Anderson (1982) ; Hidi, Baird, & Hildyard, (1982) there is increasing evidence that interest plays a critical role in determining what students learn and remember from their expository reading. Furthermore, Anderson, Shircy, Wilson, and Fielding (1987) revealed that interest accounted approximately the same amount of variance in recall as did standart reading scores on reading performance. Besides, Schank (1979,1982) Students can become bored and uninterested in learning if left unchallenged to reach beyond these comfortable awareness of knowledge and thought this is boredom and lack of interest is often seen in students' textbook reading behaviors.

In learning to read, the teacher way or strategy has an important role to the students in comprehending the text. Besides that, a good interaction to students and guide them to get the point of text is very important. The statement above is also supported by Simon and Miler (2006: 64) they said that, successful in classroom involved two ways of interaction between students and lecturer. Classroom life is what teacher / lecturer and learners make it. Moreover, they state that at the same time, classroom life is what they make of it, and what it makes

them. These apparently simple observations capture both the inherent contradictions of classroom life and its complex systemic nature. Students' enthusiasm, involvement, and willingness to participate affect the quality of classroom activity as an opportunity for learning.

Based on the preliminary study and an interview conducted on March, 17, 2016 to an English Teacher of SMAN 1 Pangkalan Kuras, the teacher said that " several strategies and methods have been implemented in teaching English. But, they still could not make all the students enganged in teaching and learning process and improve their reading comprehension significantly. Some of the students looked passive and got nothing after reading. It could be seen from the score of the students; only 20 % of the students could answer the questions given by the Teacher. The implementation of the jigsaw, just made the students confused because they could not find the ideas of the reading text. The students were just busy with themselves and some of them looked bored. Whereas in the jigsaw, the students should be able to develop their creativity, actively share their idea to one another and extract the information from the text, then share it to other group and then to share it back to their group. Some students have been observed in this research, revealed that some students were still passive and bored while teaching and learning process was lasting. They were reluctant to speak up, or take a part in learning activity. some of them were just busy by themselves and did not pay attention to the lesson. They frequently felt sleepy in the classroom. Furthermore, they were not able to construct the coherent meaning from the text

and making sense of it although, they know some of the words. In the other words, teaching and learning process can not run well.

In consequence, when the teacher gave them some questions the students could not answer it well. They did not comprehend the texts, they got nothing after their reading. "They got difficulties to find the, genre, topic, main idea, factual information from the texts, they could not identify the purpose of the texts, they got difficulty in identifying the references of certain pronoun, and they could not infer what they have read well."

Hence, to comprehend the content of the text, students should not only have good mastery of English, but also need an appropriate reading comprehension technique. To control how the students learn and to help the students become more effective language learners, the teacher needs an appropriate technique. It means that the use of technique in the teaching and learning process makes the students think uniquely to obtain information.

In this case, it can be assumed that either the teacher applies Survey, Question, read, recite, review and reflect (SQ4R) technique as an appropriate one in teaching reading is a wise consideration. Robinson, F. (1961) states that survey, question, read, recite, review and reflect (SQ4R) Technique will increase their interest in the subject, and provide expectations to meet while they read. Moreover, he says that : by applying the technique once they have interest and expectations, they have a better chance of reading more effectively and effeiciently. Besides, he also satetes that the steps in Survey, question, read, recite, review, and reflect (SQ4R) technique engages their curiousity and aids in

comprehension. Furthermore, Robinson (1996) suggests that through these activities the students *will increase their interest* in the subject, and provide expectations to meet while they read and they have a better chance of reading more effectively and efficiently.

Richardson and Morgan, (1997) state that Survey, Question, Read, Recite, Review and Reflect (SQ4R) provides students with opportunities to stimulate their prior knowledge, to make predictions, and then to confirm or to refute their predictions. Furthermore, they also say what reader aids are included in the text : read all the titles and subtitles. Read the captions under pictures, charts, graphs, or maps. Read the questions at the end of chapter. If there is the a summary read it. Get an overview of what the chapter is about. This condition makes the students more active and involved in the teaching and learning process. In short, the use of Survey, question, read, recite, review, and reflect (SQ4R) technique can stimulate their thinking ability and teach them reading good habit.

Thus, based on its benefits for English learning and other good values of the use SQ4R technique this study is proposed to increase the students' participation and to improve their interest and reading comprehension. Hence, it is necessary to carry out a reasearch entitled : "THE EFFECT OF USING SQ4R TECHNIQUE ON STUDENTS' READING INTEREST AND READING COMPREHENSION AT SMAN 1 PANGKALAN KURAS PELALAWAN".

1.2 Statement of the Problem

The problem of this study was: that the students of grade XI of social major at SMAN 1 Pangkalan Kuras Pelalawan exhibited low in reading comprehension. They did not comprehend the texts, they got nothing after reading. They got difficult to find the, genre, topic, main idea, factual information from the texts, they could not identify the purpose of the texts, they got difficulty in identifying the references of certain pronoun, and they could not infer what they have read as well. Besides, the teacher failed to engage the students to participate in teaching and learning process. However, the students are expected to be presented on time and participate actively to absorb, seek and apply the skill and knowledge shared in the classroom or other learning activities.

Infact, the students had low interest to read discourses or English texts, many students did not read the passages to answer the questions about text in examination, the students were difficult to find out the topic of the text, the students were still difficult to find out the main idea of certain paragraph in the text, the students were still confused to investigate the supporting details or factual information of the text and the students were still difficult to differenciate the genres. Most of the students were not able to answer the questions related to specific ideas of the text, most of the students were not able to recognize the main idea of the paragraphs and even, many of them got difficulty to differenciate the purpose of the genres or kinds of text, more of the students were difficult to infer the passage they read well. The questions need to be addressed dealing with the problems above. What are the causes that the students have low interest to read

discourses? What are the causes that the students get low scores in reading comprehension? Why do not the students understand fully about the text/passage? why are the students difficult to to identify the specific idea of the text? Why are the students difficult to find the topic of the text? Why are the students difficult to find the main idea of the paragraphs? Why are the students difficult to investigate the supporting idea of the text? Why do not some students know how to recognize the Genre? Why cannot some students answer the questions given correctly after reading the passage/text? Why do not the students know how to infer what they have read well? Does SQ4R technique give effect to the students' reading interest? Is SQ4R technique suitable to increase the students' interest in reading? Does SQ4R technique give effect to the students' reading comprehension? Is SQ4R technique suitable to increase the students' reading comprehension?

According to Urquhart & weir (1998) in Fengliu (210: 152) reading is the process of receiving and interpreting information encoded in language form via the medium of print. General idea is A broad idea that applies to a large a number of specific items, the term clothing is general because it refers to a large collection of specific item, slack, suit, blouses, shirts, serves and so on, a specific idea is more detailed or particular. It refers to individual items. The word scarf for example is a particular term, the phrase red plaid scarf is even more specific, Main idea is what the author wants you know about the topic. If the paragraph is deductive, so the first sentence usually sentence that expresses the main idea. It is the broad, important idea that the researcher develops throughout the paragraph. A question that will guide us in finding the man idea is "what is the author saying about the

topic", Supporting details are those facts and ideas that prove or explain the main idea of a paragraph. While all the details in a paragraph do support the main idea, not all details are equally important. As we read, try to identify and pay attention to the most important details. The key details directly explain the main idea. Other details may provide additional information offer an example or further explain one of the key details. A text genre is a type of written or spoken discourse .

Hence, the teacher needs an appropriate technique which emphasizes the function of teacher as instructor to engage the students in the teaching and learning process. The technique should activate the students' prior knowledge and their thinking to help them become effective language learners.

The problem investigated in this study was whether there was significant difference of students' interest and reading comprehension after using the treatment done by the teacher by using SQ4R technique, and whether there was significant effect on the students' interest and reading comprehension after using the treatment done by the teacher by using SQ4R technique.

1.3 Limitation of the Problem

In order to focus the problem and to avoid misunderstanding, the problems of the research are limitted as follows :

This study aims to find out the effect of using SQ4R technique on the Students' interest and reading comprehension. Besides, This research focuses on students' interest and reading comprehension taught in the second year of Social Science (IPS) of SMAN 1 Pangkalan Kuras Pelalawan. The study was conducted at the

second year of Social Science Students of SMAN 1 Pangkalan Kuras with the accreditation (A). Data on students reading interest and reading comprehension were gathered by using a nquestionnaire and a written test. In this study an objective test was conducted to measure the students' reading comprehension, which consisted of 30 multiple choice items that must be answered based on the text given.

1.4 The Purposes and Objectives of the Research

The purpose of the study is to find out the effect of Survey, Question, Read, Recite, Review, and reflect (SQ4R) technique technique on students' reading interest and reading comprehension at SMAN 1 Pangkalan Kuras Pelalawan.

The objectives of the study are as follows:

a. To find out a significant difference of using SQ4R technique on students' reading interest before being given the treatment of experimental group at SMAN 1 Pangkalan Kuras Pelalawan.

b. To find a significant difference of using SQ4R technique on students' reading interest after being given the treatment of experimental group at SMAN 1 Pangkalan Kuras Pelalawan.

c. To find out a significant difference of using SQ4R technique on students' reading interest of pre-questionnaire mean score between an experimental group and a control group at SMAN 1 Pangkalan Kuras Pelalawan

d. To find a significant difference of using SQ4R technique on students' reading interest of post-questonnaires mean score between an experimental group and a control group at SMAN 1 Pangkalan Kuras Pelalawan

e. To find out a significant difference of using SQ4R technique on students' reading comprehension before the treatment of experimental group at SMAN 1 Pangkalan Kuras Pelalawan.

f. To find out a significant difference of using SQ4R technique on students' reading comprehension after the treatment of experimental group at SMAN 1 Pangkalan Kuras Pelalawan.

g. To find out a significant difference of using SQ4R technique on students' reading comprehension between pre and post-test of experimental group and a control group before the treatment at SMAN 1 Pangkalan Kuras Pelalawan.

h. To find out a significant differnce of using SQ4R technique on students' reading comprehension between pre and post-test of experimental group and control group after the treatment at SMAN 1 Pangkalan Kuras Pelalawan

1.5. Research Questions.

Referring to the objectives of the study, the research questions are stated as follows:

a. Is there any significant difference of using SQ4R technique on students' redaing interest before being given the treatment at SMAN 1 Pangkalan Kuras Pelalawan?

b. Is there any significant difference of using SQ4R technique on students' reading interest after the treatment of experimental group at SMAN 1 Pangkalan Kuras Pelalawan?

c. Is there any significant difference of using SQ4R technique on students' reading interest of pre-questionnaire mean score between an experimental group and a control group at SMAN 1 Pangkalan Kuras Pelalawan?

d. is there any significant difference of using SQ4R technique on students' reading interest of post-questonnaire mean score between an experimental group and a control group at SMAN 1 Pangkalan Kuras Pelalawan?

e. Is there any significant difference of using SQ4R technique on students' reading comprehension before being given the treatment of experimental group at SMAN 1 Pangkalan Kuras Pelalawan?

f. Is there any significant difference of using SQ4R technique on students' reading comprehension after being given the treatment of experimental group at SMAN 1 Pangkalan Kuras Pelalawan?

g. Is there any significant difference of using SQ4R technique on students' reading comprehension between pre and post-test of experimental group

and a control group before being given the treatment at SMAN 1 Pangkalan Kuras Pelalawan?

h. Is there any significant difference of using SQ4R technique on students' reading comprehension between pre and post-test of experimental group and control group after being given the treatment at SMAN 1 Pangkalan Kuras Pelalawan?

1.6. The Significance of the Study

This research is expected to be very beneficial one. The benefits can be on teaching reading theoretically and practically. Theoretically, this research can be used as a reference for the future research. Then, it is expected that this research can change the paradigm of learning strategies for teaching as achieving results to teaching as the process of achieving result. After that practically, this research, using SQ4R technique in the classroom, it is expected that the students can improve and apply creative thinking in answering or solving reading comprehension questions or problems. Using the technique, the teacher can engage the students in the learning process.

I.7 Rationale of the Study

The research has been done in the second year of Social Science major Students of SMAN 1 Pangkalan Kuras Pelalawan. The research was focused on reading skill students, because based on the observation, the students had

problems in reading skill, like difficulty to find out the topic, main idea, and supporting details, purpose of the texts, genre, reference and inference.

In fact, many strategies have been implemented by the teacher in teaching reading process, but they did not engage students in the learning process. The above phenomenon is interesting to be researched, whether using SQ4R technique can engage students reading skill in the learning process or not. SQ4R is a technique used for the purpose of obtaining information, acquiring greater understanding, or improving a skill. This technique is suggested by (Richardson and Morgan, 1997). Completely, there are six steps in SQ4R technique, they are survey, question, read, recite, review, and reflect. The steps of applying the SQ4R technique in comprehending the reading text can be seen in the following explanation.

Firstly survey, in the first step takes a couple of minutes to skim the text. Don't read it. Look at the chapter objectives, topic headings, and picture. This peek at the chapter allows the students to focus on the prevailing subject before getting bogged down in details. Secondly question, in this step, the students were asked to make questions based on the overview they did. They are free to ask questions as many as possible that deals with the text meaning that to anticipate what the text about. Thirdly read, students are asked to read the text comprehensively and repeatedly while trying to get the author's ideas. It will relate to the questions that they made before, so if they read carefully as they will know the important information of the text.

Fourthly recite, in this step, the students answer their questions. about what they have just read and summarize in their own words and connect the new information with what they already know. Fifthly review, Students study their outlines, notes and be able to retell what was read in their own words. Students should try to see relationships within the content. Sixtly reflect, in this step, students clarify their thinking and focus on understanding. By reflecting on the reading, students begin to think critically about what they have learned and have not yet to learn about the topic.

Based on step what are in SQ4R reading technique means, it can be believed that SQ4R technique can engage students in the reading process, increase students' reading interest, not only engage students in learning reading process and increase students' reading interest but also can improve students reading skill. Because of Successful in teaching and learning process depend on the teacher guidances toward students. Besides that, this research is expected to give information on the students' difficulty in reading comprehension. It is hoped that the result of this research give a contribution to teachers at SMAN 1 Pangkalan Kuras especially in giving materials for reading comprehension. So, the students' problems in reading can be decreased after using SQ4R technique.

1.8 The Definition of Key Terms

In order to avoid misinterpretation and misunderstanding, several terms will be defined as follows:

    a. **The Effect**

The effect is change or event that is produced by an action or cause, result of something. Oxford learners' pocket dictionary (1980; 134). In this study, effect means how Survey, Question, Read, Recite, Review, and Reflect (SQ4R) technique can influence the students' ability in understanding the text.

b. **SQ4R**

A technique used for the purpose of obtaining information, acquiring greater understanding, or improving a skill. In this case, This technique is suggested by (Richardson and Morgan, 1997). Completely, there are six steps in Survey, Question, Read, Recita, Review, and reflect (SQ4R) technique, they are survey, question, read, recite, review, and reflect.

c. **Interest**

Anderson, Shirey, Wilson, and Fielding 1987 revealed that interest accounted for approximately the same amount of variance in recall as did standart reading scores on reading performance. There is increasing evidence that interest plays a critical role in determining what students learn and remember from their expository reading.

Mandle 1982, Schank, 1979 : This boredom and lack of interest is often seen in students' textbook reading behaviors. Besides that it is also defined as a quality that attracts someone's attention and makes him/her wants to learn more about something or to be involved in something.

Moreover, it is defined something (such as hobby) that a person enjoys learning or doing.

Furthermore Dictionary.com defines that: interest is the feeling of a person whose attention, concern, or curiosity is particularly engaged by something. Another definition of interest is : something that concerns, involves, draws the attention of, or arouses the curiosity of a person.

d. **Reading Comprehension**

As a level of understanding in a message or text from a book, magazine or other form of literature. (Urquhart & Weir 1998) in fengliu (210:152) Reading is process of receiving and interpreting information encoded in language form via the medium of print it is clear that reading comprehension is one of capability to get message from the text.

In this research, reading text is defined as some reading texts which are taken directly from the English book of the second year students of SMAN 1 Pangkalan Kuras. These materials are taken to implement SQ4R technique in reading comprehension.