

CHAPTER I

INTRODUCTION

A. The Background of the Problem

Reading is one of the important skills in learning language, in addition to speaking, reading, and writing skills. Reading is one of the ways to get information. In the school, reading includes into one part of the skills in learning english.

The aim of teaching reading is to enable students to read the text with good comprehension. Reading comprehension is a multi-component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types)¹. So, the teacher should make the students understand and comprehend the text well.

SMA Muhammadiyah is a school that located in Rambah, Rokan Hulu. It uses School-Based Curriculum (KTSP) as the guidance in teaching and learning process, including English subject. The basic competence stated in syllabus of SMA Muhammadiyah for the second year is students are able to read aloud and comprehend the meaning of the functional texts or short essays such as narrative, report, expository, and analytical exposition.

Based on the writer's preliminary observation in SMA Muhammadiyah Rambah, English subject has been taught since the first year of teaching period. In learning process, the students are taught the several kinds of text on student's textbooks. Firstly, the teacher introduces one type of text and explains the de¹ and purposes of the text. And then, she delivers the

¹Janette K. Klinger, Sharon Vaughn, and Alison Boardman. *Teaching Reading Comprehension to Students with Learning Difficulties* (New York: Guilford Press, 2007). p.23

characteristics of the text. After explaining it, she asks the students to read a text and gives some questions related to the text.

The teaching English is taught twice a week for 45 minutes for one hour. The skills taught are speaking, listening, writing and reading. For reading skill, the writer found that some students still have difficulties in comprehending texts. They still answered the questions based on the text wrongly. The teacher has already taught English, especially reading skill, by using several techniques such as question and answer, reading aloud, and three phase techniques. Ideally, the students could comprehend the text well. But in the fact, the students still had problems in understanding the text. The students did not seem good at English and many students still had difficulties in reading. They were difficult to find main idea of the text. They also were not able to identify the important information in the text. Besides that, the students could not conclude the text well. They did not understand the generic structure of the text and they also had lack of vocabulary. Teaching reading was very complicated when the teacher did not prepare any strategy.

The strategy was used by the teacher in teaching reading made the students bored in learning process. The students got many difficulties in reading activity that made them slower in doing task given by the teacher. In other side, some of the students did not fulfill the minimum standard curriculum achievement (KKM). The passing score (KKM) of English subject was 75. Therefore the writer could conclude that some of the students at the second year of SMA Muhammadiyah Rambah cannot achieve the KKM because the low skill in reading comprehension.

Generally, the problems can be seen as follows:

1. Some of students are not able to find the main idea of analytical exposition text.

2. Some of students are not able to summarize in analytical exposition text.
3. Some of students are not able to interpret the words based on the context of text.
4. Some of students have problem about text meaning, they get trouble to comprehend the text.

From the phenomena above could result from many factors. They could derive from the teaching strategy, the students' knowledge and economic condition. So the researcher thing that it needs alternative new solution or strategy to solve this problem, especially learning strategy for reading comprehension in analytical exposition text.

To solve these problems, researcher would like to purpose an alternative strategy to teach reading comprehension. The researcher try this strategy appropriate for helping them as a solution for their problems, this strategy called Survey, Question, Predict, Read, Respond, Summarize (SQP2RS) strategy. SQP2RS strategy is a strategy that will help the student's to improve reading comprehension analytical exposition texts. This strategy can stimulate them to be active and lead them to comprehend the text easier.

Therefore, the researcher is interested in carrying out a research entitled” **The Effect of Using Survey, Question, Predict, Read, Respond, Summarize (SQP2RS) Strategy Toward Students Reading Comprehension at the Second Year Students of SMA Muhammadiyah Rambah Rokan Hulu**”.

B. The Definition of the Term

1. Effect

Effect is a result or conditions by a cause something that happen when one thing acts and another². In addition, Hornby stated that effect is a change procedure by an action or cause as definition³. In this research, the effect means the alteration of student's reading comprehension between students who are taught with Survey Question Predict Read Respond Summaarize strategy and those without Survey Question Predict Read Respond Summaarize strategy at the second grade of SMA Muhammadiyah Rambah.

2. SQP2RS Strategy

Henry stated that Survey Question Predict Read Respond Summaarize (SQP2RS) is designed to develop comprehension through summarization and main idea identification.⁴ In this research, Survey Question Predict Read Respond Summaarize is a strategy used in the research in order to develop reading comprehension in Analytical Exposition text of the second year students at SMA Muhammadiyah Rambah.

3. Reading

Thomas said that reading is hard when readers are meeting many new ideas.⁵ According Collin and Terry Reading is also complex activity and accomplished readers operate at a number of levels simultaneously. They are decoding and establishing meaning at the same time as they

²Longman. *Dictionary of Contemporary*. (1998)

³Hornby, AS. *Oxford Advanced Learner's Dictionary of Current English*, Oxford: Oxford University Press. 1995. p.422

⁴Henry, *Reading Comprehension Strategies*, (USA : first published Inc.2007), p. 185

⁵ Thomas G. Gunning, *Reading Comprehension Boosters*. (San Fransisco: Jossey-Bass, 2010), p.7

are responding what they read, selecting particular aspects for consideration and evaluating effects.⁶

4. Reading Comprehension

Reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word, world knowledge, and fluency. It is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text as well as variables related to the text itself.

5. Analytical exposition Text

Analytical exposition is the text explains to reader that an issue/something is very important.

C. The Problem

1. The Identification of The Problem

Based on the problems depicted in the background of the problems of this research, the problems are identified as follows:

- a. What makes some of the students unable to find main idea in reading text?
- b. What makes some of the students unable to identify the information of text?
- c. What makes some of the students unable to infer the text?
- d. What makes some of the students unable to mention the generic structure of the text?
- e. What makes some of the students lack of vocabulary ?

⁶Collin Harrison & Terry Salinger. *Assessing Reading 1: Theory and Practice*. (New York : first published 1998 by Routledge) p.89

2. The Limitation of the Problem

The problem of this research only focuses on using Survey, Question, Predict, Read, Respond, Summarize (SQP2RS) strategy and students' reading comprehension of the second year students at SMA MuhammadiyahRambah, Rokan Hulu. In order to avoid misunderstanding in this research, the reading text used by the researcher is analytical exposition text.

3. The Formulation of The Problem

- a. Is there any significant difference of students' reading comprehension in analytical exposition text before being taught by using Survey, Question, Predict, Read, Respond, Summarize (SQP2RS) strategy for experimental class and without using Survey, Question, Predict, Read, Respond, Summarize (SQP2RS) in control class at the second year of SMA Muhammadiyah Rambah?
- b. Is there any significant difference of students' reading comprehension in analytical exposition text after being taught by using Survey, Question, Predict, Read, Respond, Summarize (SQP2RS) strategy for experimental class and without using Survey, Question, Predict, Read, Respond, Summarize (SQP2RS) in control class at the second year of SMAN 3 Pekanbaru?
- c. Is there any significant effect of using Survey, Question, Predict, Read, Respond, Summarize (SQP2RS) strategy towards students' reading comprehension in analytical exposition text of the second year students' at SMA Muhammadiyah Rambah?

D. The Reason for Choosing The Title

The reason why the writer is interested in carrying out the topic above are based on the several considerations:

- a. The writer is interested in carrying out this research in order to find out the effect of using Survey, Question, Predict, Read, Respond, Summarize (SQP2RS) strategy toward students' reading comprehension in analytical exposition text.
- b. The topic is relevant to the writer as an English student of English department of State Islamic University of Sultan Syarif Kasim Riau.
- c. As far as the writer is concerned, this research title has never been investigated by any other researcher yet.

E. The Objectives and the Significance of The Research

1. The Objectives of the Research

- a. To find out the data about significant difference of students' reading comprehension in analytical exposition text before being taught by using Survey, Question, Predict, Read, Respond, Summarize (SQP2RS) strategy for experimental class and without Survey,

Question, Predict, Read, Respond, Summarize (SQP2RS) in control class at the second year of SMA Muhammadiyah Rambah.

- b. To find out the data about significant difference of students' reading comprehension in analytical exposition text after being taught by using Survey, Question, Predict, Read, Respond, Summarize (SQP2RS) strategy for experimental class and without using paragraph shrinking in control class at the second year of SMA Muhammadiyah Rambah.
- c. To find out the significant effect of using Survey, Question, Predict, Read, Respond, Summarize (SQP2RS) strategy toward students reading comprehension in analytical exposition text at the second year of SMA Muhammadiyah Rambah.

2. The Significance of the Research

- a. The researcher hopes it would be a guidance to improve students' reading analytical exposition comprehension.
- b. To fulfill academic requirements to get undergraduate degree program at English Education Department of State Islamic University of Sultan Syarif Kasim Riau.
- c. To give input for the English teacher in finding the appropriate strategy to teach reading comprehension, especially here is in analytical exposition text.

