

CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading is one of the skills that has important thing to get information. It is key of knowledge, so reading is must be mastered by students. According to kalayo hasibuan, the purpose for reading also determines the appropriateness of reading comprehension.¹

As we know the students think that reading comprehension is very difficult because there are many aspects that should be considered. They not only read the text but also comprehend the information in the text such as table, map, pictures, graph, diagram, difficult words, etc. then the students should know the purpose of text.

Nowdays, our Education curriculum (KTSP) of senior high school state that learners are expected to understand meaning in short functional written text and simple essay of recount, narrative, procedure, descriptive, report, analytical exposition, hortatory, explanation discussion and review from in the context daily life.² The students are able to conclude that mastering reading comprehension is very important and crucial.

Based on the observation at MA Hasanah Pekanbaru on November, 2013. The teacher has used KTSP that provides reading as one of the English standard

¹ Kalayo Hasibuan and Muhammad Fauzan, *Teaching English as a foreign Language* (TEFL). (Pekanbaru: Alaf Riau Graha UNRI Press, 2007) . P. 114-115.

² Syllabus of SMA 2011/2012

competences that must be taught and learned in MA Hasanah. English is taught twice a week with time duration about 40 minutes for an hour. The students have KKM (passing score) for English subject in MA Hasanah Pekanbaru is Seventy Five (75). In teaching reading, the teacher taught how to answer the questions by Skimming strategy to the students. The teacher also used various reading strategies. One of them was Scanning strategy .

Based on the explanation above, ideally students in MA Hasanah Pekanbaru should be able to comprehend a narrative text well because the teacher had some strategies in reading. In Fact, the teacher still found many students who had problems in comprehending the text, especially in narrative text. It could be itemized in to the following symptoms:

1. Some of the students do not know to identify pronominal references in narrative text.
2. Some of the students are not able to identify main idea in narrative text.
3. Some of the students are not able to identify generic structure of narrative text.
4. Some of the students are not able to infer meaning of an unknown narrative text.
5. Some of the students are not able to make inferences.

To improve students' reading comprehension needs an appropriate strategy or technique helping them as solution for their problems. Actually, there is a strategy

that can help the students to improve their reading comprehension, called SQRW strategy. SQRW strategy is a strategy reading. This strategy consists of four steps that lead the students comprehend the whole parts of the text.

It is a strategy that can help the students focus on reading textbook and take better from such reading materials for class or exam purposes.

The written record will be valuable when students have to participate in a class discussion and again when students study for a test. Read to learn what to do for each steps in SQRW.³ Finally, based on the symptoms above, the writer is interested in applies SQRW Strategy for the students.

It is found that there are many students having problems in reading. The problem can be seen as in following phenomena:

1. Almost all the students were reluctant to ask question to the teacher.
2. Most of the students are not able to find main idea in reading the text.
3. Most of the students are difficult to find the detail information in reading text.
4. Almost all the students are not able to identify text organization in the reading text.
5. Most of the students are not able to infer what the events happen in reading text.
6. Most of the students gets confused when they try to understand reading text.

³ Liya. *A Strategy for reading textbooks*. http://kousalia.blogspot.com/2006_05_01_archive.html

Based on phenomena above. The writer is interested in conducting a research entitled **“The Effect of Using SQRW Strategy On Reading Comprehension of the first year Students MA Hasanah Pekanbaru”**

B. The Problems

1. The Identification of the Problem

Based on the background of the problem, the writer identifies some problems as follows,

Why some students are not able to find main idea in reading narrative text.

1. Why some students are difficult to find the detail information in reading narrative text.
2. Why some students are not able to identify text organization in reading narrative text.
3. Why some students are no able to infer what the events happen in reading narrative text.
4. Why almost all of the students are reluctant to ask question to the teacher.
5. Why almost all of the students get confused when they try to understand reading narrative text.

2. The Limitation of the Problems

Based on the identification of the problem above, it is clear there are many problems involved. however, the writer needs to limit the problems on students' reading comprehension in narrative text by using SQRW strategy. In

conclusion, the researcher will focus to the effect of using SQRW strategy on reading comprehension of the first year the students at MA Hasanah Pekanbaru.

3. The Formulation of the Problems

- a. How is the students' reading comprehension taught by using SQRW strategy and how is the students' reading comprehension taught without by using SQRW strategy of first year at MA Hasanah Pekanbaru?
- b. Is there any significant difference on students' ability in reading comprehension of using SQRW strategy of first year at MA Hasanah Pekanbaru?

C. The Objectives and the Significances of the Research

1. The Objectives of the Research

- a. To find out how students' reading comprehension taught by survey, question, read and write (SQRW) Strategy.
- b. To find out how students' reading comprehension taught by convention al strategy is.
- c. To find out whether there is or not significant difference of survey, question, read and write (SQRW) strategy on students' reading comprehension.

2. The Significance of the Research

1. To give information about the students' reading comprehension in narrative text after being taught by using survey, question, read and write (SQRW) Strategy.
2. To fulfill one of the requirements of S.1 degree of English Education Department of Education and Teachers and Training Faculty of State Islamic University of Riau.
3. To enlarge the writer's knowledge about the research especially the writer's insight scientifically in the topic of survey, question, read and write (SQRW) strategy.

D. The Definition of the Terms

1. SQRW

SQRW strategy is a strategy for reading textbook. SQRW means in this research is a strategy used by writer to know the difference on students' ability in reading comprehension of the first year at MA Hasanah Pekanbaru.

According to Luckner, SQRW is a strategy. It is called Survey, Question, Read and Write (SQRW).

There are some steps :⁴

a. Survey the material (S)

Scan the material and read.

1. The chapter title.

⁴ John Luckner and Suzanne Rudolph. *Teach Well .Live Well*. USA.2009.P. 126

2. The heading and subheadings.
3. The introduction.
4. The section and chapter summaries or conclusions.
5. Any diagram, graphs and tables.

b. Question (Q)

1. Formulate question in your mind as you read. Ask question about the title, headings and subheadings by changing them into WH-Question, question that start with Who, What, Why, Where, When and How.
2. If a heading is formulated as a question, use this question.
3. If a heading contains more than one idea, formulate a question about each idea.

c. Read (R)

1. Read attentively; concentrate on what you are reading.
2. Read the information that comes after each heading. Try to find answers to the questions you asked.
3. Be flexible if necessary, change your question or and add other questions as you read.

d. Write (W)

1. Write each question and corresponding answer in your notebook. Give clear and concise answer to questions.
2. Read again each answer. Make sure answer contains all the information.

2. Reading 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).⁵

Theoretically, reading comprehension is a process of interaction between the reader with the text and the reader relates the idea for the text to prior experiences and their knowledge. In other words, reading comprehension is a process by which the reader is constructing with the text. In this study, reading comprehension is the capability of the first year students of MA Hasanah Pekanbaru in understanding or comprehending the reading text.

⁵ Harris, Karen R. and Steve Graham. *Teaching Reading Comprehension to Students with Learning Difficulties*. (New York: The Guilford Press). P. 23