

I. INTRODUCTION

This chapter describes the background of the problem which includes the reason for conducting the research, the problems in teaching reading comprehension, and the suitable teaching technique which is needed to improve the students' reading comprehension. This chapter also describes identification of problems, limitation of problem, formulation of the problem, objective of the research, uses of the research, scope of the research, and definition of terms.

1.1. Background of the Problem

Generally, the objectives of teaching language at school is to develop the students' language skill. The guideline of School Based Curriculum states that SMA/MA students should be able to use the language in informational level, that is, expected to access knowledge by the language skills (Depdiknas, 2006: 307). There are four skills of language that have to be taught by English teacher: listening, speaking, reading, and writing. One of the skills that very important to be developed is reading skill.

Christian and Mary (1976) state that reading is the most important skill of all the most students of English through the world. By reading, the students were able to access much information which was might have otherwise been unavailable, especially English texts book. Given that the students were expected to read information to access knowledge by their reading skill, reading materials dominate other teaching materials in almost English textbooks. Therefore, reading skill should been paid more attention to achieve the level.

In additional, Dallman (1982: 23) states that reading is more than knowing what each alphabet stands for; reading involves more than word recognition; that comprehension is an essential of reading, without comprehension the main aims of reading activity. This statement shows that comprehension of the textbook is the most important things it seems that to get information from the textbook is the main aim if reading activity.

In the teaching learning process, it refers to the classroom activity. However, we often found the students of got difficulties in reading comprehension of English teaching learning activity. The students had problems when they read English text. The problems arose because they cannot catch the main idea the text tells about. The students got bored in reading if they cannot understand the idea of the material that they had just read.

Based on the researcher's pre-observation at the second grade in SMAN 1 Muara Enim, it was found that almost 70% students of SMAN 1 Muara Enim had low ability in reading. It was proved by giving test from some students to see their ability in reading, and the score of the test which were mostly stated lower than

the minimal mastery criterion (KKM) of that school requires the students getting 70. From the analysis of the result, the students had difficulties in finding the main idea of the text, specific information, inference, reference and vocabulary.

One of the factors that can cause students' problem in reading comprehension was the technique that the teacher used in teaching reading. Based on the pre-research most teachers did not know a certain technique in reading in order to make students to comprehend the materials well. Unclear explanation and monotonous technique used by the teacher discourage students to learn reading.

Moreover, basically, reading is an active thinking activity. The students cannot be said as good reader if they cannot comprehend the text. However, with the conventional technique that the teacher used, it was possible to make reading activity as a passive and boring activity. Consequently, the students' score of reading comprehension were low.

To reach the goal of reading, the teacher had to choose the suitable technique. It was believed that in teaching learning activity teacher could apply one of the most suitable techniques to improve the students' ability. In addition, it was necessary for the teachers to make reading material more interesting and to motivate the students so that they can make progress in reading. Students have better comprehension when they read materials in topics which are highly interesting to them (Steven and Baldwin, 1985: 34).

As a way out to solve the problem, the students need another effective teaching reading technique which can activate their prior knowledge before and during

reading and can force them to be more active. Therefore, the researcher presented SQ3R technique to improve students' reading comprehension because by considering the previous research done by Novendra (1999) that the SQ3R technique can improve students' reading comprehension. Novendra stated that this technique this can be applied by considering:

1. Survey (pre-reading) given the students a mental organization. In this case, the students were expected to know the materials.
2. This technique offered the students to be able to look for something specific than wondering aimlessly through a printed page, it is useful for students who learn English as foreign language. Therefore, the purposes of students reading is to find out the information of the text clearly and quickly.
3. The students would wind up with a set of notes and a test question similar to that used by the instruction. It is useful for students to decide the correct answer.

The SQ3R is a technique that proposed for the first time by Robinson in 1961. It was designed for the whole levels (history, science, social science, and prose materials). He said that to help students to master the reading skill a teacher may use SQ3R technique in teaching reading because this technique was considered good to be implemented. This technique emphasized to make the students to be an active reader in comprehending their text so that the students have the skill to comprehend the text clearly and quickly. The SQ3R technique involves five steps, namely; *Survey*, *Question*, *Read*, *Recite*, and *Review*. The teacher may offer this technique by following its steps.

However, based on the School Based Curriculum introduces the concept of some type of English text where students are expected to be able to develop their thoughts and idea into texts both in oral and written form; such as descriptive, report, recount, procedure, anecdote, and narrative (Depdiknas, 2006). Based on the researcher's pre-research in the second grade of SMAN 1 Muara Enim, not all students were good at reading. In general, they had difficulties in comprehending a reading text especially in report text. They had difficulty the main idea, and specific information of report text.

To overcome the problem of students' low reading comprehension of report text achievement, the researcher used SQ3R technique. The researcher tried to find out whether there was significant improvement of students' reading comprehension achievement of report text through SQ3R technique.

According to the background above, the researcher wanted to conduct a research using SQ3R technique in teaching reading. The title of this research is **“Improving Students’ Reading Comprehension of Report Text through SQ3R Technique at the Second Grade of SMAN 1 Muara Enim”**.

1.2. Identification of the Problems

Based on the background above, the following problems can be identified:

1. The students got difficulties in comprehending the reading text. They got the difficulties in finding the main ideas, finding the specific information, inferences, references, and vocabulary. As the results, the students cannot catch and understand the information of the text.

2. The teacher applied the conventional technique in teaching and has not try other various techniques. Therefore, it possible to make reading activity as a passive and boring activity.

1.3. Limitation of the Problem

The focus of the research was students' reading comprehension achievement as a result of conducting *SQ3R technique*. The decision was taken by considering the importance of *SQ3R technique* as one of strategies that is useful to improve students' reading comprehension achievement, and knowing the fact that most of second grade students at SMAN 1 Muara Enim still got low scores for reading test.

1.4. Formulation of the Problem

According to the background of the research above, the researcher formulates the research problem as follows:

“Is there any significant improvement of students' reading comprehension achievement of report text before and after treatments of SQ3R technique?”

1.5. Objective of the Research

Based on the research problem, the objective of this research as follows:

“To find out whether there was significant improvement of students' reading comprehension achievement of report text before and after treatments of SQ3R technique.”

1.6. Uses of the Research

The uses of the research are as follow:

1. Practically

This research can be useful for English teacher, students, and also school.

a. The teacher

The results of this research were expected to give useful information to English teacher whether or not SQ3R technique was an effective technique to improve students' reading comprehension achievement.

b. The students

The implementation of SQ3R technique hopefully could motivate students in reading English text so that it can help poor students or reader improve their reading comprehension.

c. The school

The result of this research can be used as a consideration whether the school would implement SQ3R technique for students so as to improve their reading comprehension achievement and made the students interesting in reading class.

2. Theoretically

The results of this research were expected to confirm and clarify the previous theories about SQ3R technique.

1.7. Scope of the Research

The focus of this research was on the SQ3R technique as the way to develop students' reading comprehension achievement. This technique was applied to the second grade students of SMAN 1 Muara Enim. The students were expected to be able to comprehend the following reading aspect: main idea, vocabulary, specific information, reference and inference. The materials were focused on report text. The researcher had taken one class as a sample, and one class as a try out class. The research was presented in three meetings, each meeting consists of 90 minutes. To find out the improvement of students' reading comprehension achievement of report text, the researcher measured the score of a set of pretest and posttest. The test was multiple choices.

1.8. Definition of Terms

There are some terms that were used in this research and to make it clearly, some definition of terms are as follow:

1. Reading comprehension is a process of getting information from written language. It is not only to understand the surfaces meaning of the text but also understanding the purpose of the main idea of the text.
2. SQ3R (Survey, Question, Read, Recite, and Review) technique is a useful technique for fully absorbing written information. It helps to create a good mental framework of a subject, into which can fit facts correctly. It helps to set study goals. It also prompts to use the review technique that will help to fix information in mind.

3. Report text is a kind of texts which describes the general characteristic from certain things; living or nonliving things (Depdiknas, 2005). This text is different from descriptive text which explains certain thing specifically and without generalization.