

I. INTRODUCTION

This chapter discusses the following points: introduction deals with background of the problem; research problem; objective of the problem; uses of the research; scope of the research; and definition of terms.

1.1 Background of the Problem

In Indonesia, English is a compulsory subject, which is learned from elementary school to university. Realizing that English plays a very important role in the world of communication, the Indonesian Department of National Education has declared English as the first foreign language. There are four skills of language to be mastered, i.e. listening, speaking, reading, and writing.

Reading is one of the four language skills required when the students learn English in school. By reading texts which is categorized as a receptive skill, the students are able to get a lot of information. Furthermore, the students are expected to be able to comprehend what is stated and what is unstated in the text.

According to School Based Curriculum (KTSP) for the 8th grade of junior high school, it is stated that there are many reading skills goals that should be achieved, they are:

1. Students are able to comprehend stated and unstated information from the text.
2. Students are required to understand the main idea of a text, the topic sentence and the factual information.

3. Students are able to communicate both in spoken and written form to solve problems in their daily activity lives.

According to the English teacher at SMPN 9 Bandar Lampung, most of students at 8th grade still have problems in comprehending a text. Therefore, the students' achievements in reading comprehension are still far from the objectives stated in the curriculum. They still had difficulties in comprehending the text.

Based on the researcher's observation, there were many factors that might influence the students' problem in reading. First, the students had difficulties to comprehend a passage because they faced unfamiliar code in which text was expressed. As a result, many of them still got difficulty in getting specific information from the text. Besides that, finding the details, finding the main idea, finding the reference based on the text and making inferences from the text were some other obstacles faced by them. It can be caused by the amount of previous knowledge that the students brings to the text were still low, or they lacked of vocabulary knowledge. Second, the students did not enjoy reading comprehension activity, because reading materials which were taken from students' text book were monotonous so that they were not interested in reading comprehension activity.

Based on the problem stated above, the researcher proposes SQ3R technique as the way to solve one of the problem. SQ3R technique is one of technique in reading. It is a technique which is propounded by Robinson (1970, in Nuttal 1985). This technique is believed to be an effective technique. The five steps of this technique (Survey, Question, Read, Recite, Review) can help the students to comprehend the text. These steps can lead the students to be active reading. This technique makes the students to be an active reader in comprehending

their text so that they have the skill to comprehend the text clearly and quickly. SQ3R technique can be applied by considering several points:

1. Survey (pre reading) gives the students a mental organization. In this case, the students are expected to know the materials.
2. This technique offers the students to be able to look for something specific rather 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 will wind up with a set of notes and test questions similar to that used by the instructor. It is useful for the students to decide the correct answer.

Considering the background above, this research focused in reading comprehension activity by using SQ3R technique in order to find out whether there was significant increase of students' reading comprehension after they were taught through SQ3R technique.

The researcher chose SMPN 9 Bandar Lampung because the researcher wanted to improve the students' reading comprehension achievement and there is no research using SQ3R technique of folktale has been carried out there. Hopefully, by presenting this technique in reading class, the students' skill in reading will increase.

1.2 Research Problem

Based on the explanation above, the researcher formulated one research question as the main problem:

Is there any significant increase of students' reading comprehension achievement of folktale after they are taught through SQ3R technique?

1.3 Objective of the Problem

The objective of this research was to find out whether there was any significant increase of students' reading comprehension achievement after they were taught through SQ3R technique.

1.4 Use of the Research

1. Theoretically, the result of this research is to confirm the previous theories dealing with SQ3R technique.
2. Practically, the result of this research can be used by teacher to solve one of the problems of teaching reading comprehension and it can be used as an alternative technique to increase students' reading comprehension achievement.

1.5 Scope of the Research

This research was conducted at SMPN 9 Bandar Lampung. The population of this research was the second year students and the researcher chose one class randomly by lottery as the sample. This research focused on the activities of reading comprehension taught by SQ3R technique. This research used folktales from Lampung Province as the reading material. The students were expected to be able to identify the main idea, vocabulary, inference, reference, and some specific information of the text given to them. The reading materials were taken from internet and Indonesian folktale book collection. The students reading achievement was measured by a set of pre-test and post-test in form of multiple choices.

1.6 Definition of the Terms

Reading Comprehension

Reading comprehension is defined as an active cognitive process of interacting with print and monitoring comprehension to establish the meaning. (Silberstine,1987 ; Simanjuntak, 1998:15)

A Technique

A technique is method that actually takes place in language teaching or learning in the classroom (Setiyadi, 2003:13). In this research, SQ3R technique was used as one of techniques in reading.

SQ3R technique

SQ3R technique is a technique to help the students in reading process. SQ3R stands for the five sequential techniques. They are Survey, Question, Read, Recite, and review. (Nuttal, 1982)

Folktale

Folktale is a tale or legend originating among a people and typically becoming part of an oral tradition.