

I. INTRODUCTION

In introduction chapter, there were six components that would be explained namely background of problem, formulation of problems, objectives of the research, uses of the research, scope of the research, and definition of terms. The explanation was as follows:

A. Background of Problem

As English is now used as an International language which is used in many fields all over the world, it becomes important to master English. It is also a fact that English is widely needed by people, for example to transfer new modern science, technology and information. Based on the School Based Curriculum (KTSP) which is legitimated in 2006, the English lesson in senior high school is focused on speaking, reading, listening and writing skills.

In Indonesia, English is taught as compulsory subject and it even becomes a subject which is nationally examined. The students are examined for the grammar mastery and also for the four basic skills. Reading commonly becomes the difficult skill to be mastered for the students. In fact, reading skill is absolutely needed because it is used to read the information which is mostly written in English. So that, reading dominates the teaching materials in almost English

textbook. In the basic course outline (BCO) of the 1994 English curriculum for SMU (Depdikbud, 1994:6), it is stated that one of the objectives of teaching reading is that the students are able to find out the general ideas of the context. This objective refers to comprehension of the reading text. Moreover, there is an explanation stated on the guideline of School Based Curriculum, KTSP (Depdiknas, 2006:297). The objectives of teaching reading for first grade of Senior High School (SMA) are:

1. The students are able to identify the main idea of whole texts or in each paragraph of reading texts
2. The students are able to identify vocabularies of reading texts
3. The students are able to identify some specific information of reading texts

The objectives above give an idea that reading is more than recognizing the words. It should involve an essential thing in reading known as reading comprehension. Without comprehension no reading takes place. In this case, the students can get a big contribution in accepting input from reading if they read with a good comprehension. On the other hand, they will also get bored in reading if they cannot understand and get the idea of material that they have just read.

Related to overcome difficulty and enhance reading comprehension, especially in getting the information from the text, the teacher should use an appropriate technique to help them to retain, organize, and evaluate the information they read. In addition, the technique also should motivate the students to learn so the technique's role as a means to achieve the learning goal can be obtained. As the result, it depends on the attempts in using technique effectively and skillfully.

There are varying techniques of teaching English, especially in reading. It can be different from one situation to another situation. One of applicable and suitable techniques to increase students' ability in reading comprehension is SQ3R technique. In this paper, the writer used the SQ3R technique as the way to develop students' reading skill because by considering the previous research done by Novendra (1999) and Marsiyah (2009) that the SQ3R technique can increase students' reading comprehension. They stated that this technique can be applied by considering:

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 than wondering aimlessly through a printed page. It is useful for students who learn English as foreign language. Therefore, the purposes of the 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 a test question similar to that used by instructor. It is useful for students to decide the correct answer.

The SQ3R was a technique that proposed for the first time by Robinson in 1961. He said that to help the students to master reading skill, a teacher may use SQ3R technique in teaching reading because this technique was considered good to be implemented. SQ3R was a useful technique for fully absorbing written information. It could help the students to create a good mental framework of a subject, into which they could fit facts correctly. It also prompted them to use the

review techniques that would help to fix information in their mind.

One of the competences in School Based Curriculum, KTSP (depdiknas, 2006) is reading where the students have to understand the various nuances of meaning and the steps or rhetoric development in written text especially in discourse which form recount, narrative, procedure, descriptive, and news item.

The writer used narrative text to be analyzed because it was guided by several questions about the text itself, the vocabulary within can be made simple or complicated depending on the students' ability. In general, the students had difficulties in finding the main idea and specific information of narrative text. On doing the analysis the writer took the sample of reading text material which included short stories and new stories because it was to muse and to entertain, and to deal with actual experience in different ways.

In addition, the research was done in SMAN 1 Punggur. Based on the researcher's pre-research, the students still had low ability in comprehending reading text. Most of students were not good enough in making sense of idea in narrative text that they have read. It could be proved from the result of preliminary reading test which was in form of multiple choices and consisted of 20 items. From 36 students, there were 21 students or 58.3 % failed from the reading narrative test while there were 15 students or 41.7 % passed from the reading narrative test. The minimum standard score of that school was 63.

Seeing these phenomena, the researcher identified many factors that may cause students' problem in reading comprehension; some of them are as follows:

1. Students' limited main idea, specific information, reference, inference, and vocabulary knowledge.
2. Limited background knowledge of the students; most of them have insufficient prior knowledge related to the topic of the text they read.
3. The technique that the teacher used in teaching reading; the teacher focuses merely on translation done by herself.

From those three factors, the researcher assumed that the most influential factor was the technique that the teacher used in teaching reading. In researcher's opinion, the teaching technique focused merely on translation which was done mostly by the teacher. As a result, most of the students did many negative activities during learning activity, such as, disturbing friends, sleeping, chatting, reading other books. It can be said that the learning process becomes very boring and monotonous.

Basically, reading is an active thinking activity. The students cannot be said as good readers if they cannot comprehend the text. However, with the conventional technique that the teachers used, it is possible to make reading activity as a passive and boring activity because students were not encouraged to be more active in thinking harder before and during reading.

As a way out to solve the problem, the students needed another creative way of learning reading technique. The effective technique to solve the problem was the one which can activate students' prior knowledge before and during reading and

also can force them to be more active. Therefore researcher here tried to implement the SQ3R technique that can help the students activate their prior knowledge.

The reasons above are significant reasons which make the writer interest to use the SQ3R technique to overcome the problem of students' low reading comprehension of narrative text achievement. The writer tried to find out whether SQ3R technique can increase the students' reading comprehension in narrative text.

In addition, the quantitative research findings of the previous study (Novendra: 1999 and Marsiyah: 2009) confirmed that SQ3R technique could be used to increase students' reading comprehension achievement significantly. In Novendra's research finding, we can see the increase of meant point in pretest and post test was 17.74, meanwhile in Marsiyah's research finding, the increase was 17.33. Their research tended to learning product only. To make the research is more accurate and also the writer tries to improve the activity process and solve the problem happened in class, in this paper the writer uses Classroom Action Research (CAR). Classroom Action Research (CAR) is an action research implemented for a group of students aimed to observe learning product and learning process by finding out the students' reading comprehension achievement and the students' activities. This research also can increase teacher's performance in the class.

Considering the background above, the writer is interested to conduct a classroom action research (CAR) using the SQ3R as an alternative technique in teaching

reading comprehension.

B. Formulation of Problems

Referring to the background above, the writer formulated the problem of the research as follows:

- Can SQ3R technique increase students' ability in reading comprehension of narrative text?
- How can SQ3R technique increase students' participation in teaching learning process?
- How can SQ3R technique increase teacher's performance in teaching learning process?

C. Objectives of the Research

Based on the formulation of the problem, the writer formulated the objective as follows:

- To find out whether SQ3R technique can increase the students' ability in reading comprehension of narrative text.
- To find out whether SQ3R technique can increase the students' participation in the teaching learning process.
- To find out whether SQ3R technique can increase the teacher's performance in the teaching learning process.

D. Uses of the Research

This research was conducted as an attempt to find out some uses. The uses of this

research are:

1. Theoretically, to see whether the result of this Action Classroom Research was relevant to the previous theories.
2. Practically, to find out whether SQ3R technique can be used as an alternative technique in teaching reading comprehension of narrative text.
3. To give information to English teacher that SQ3R technique can increase students' reading comprehension of narrative text.

E. Scope of the Research

This research was conducted at the first year of SMUN 1 Punggur, which consists of 36 students. The research focused on the activities of reading comprehension of narrative text taught by SQ3R technique. The reading materials were taken from English Book for Senior High School 2006 Curriculum KTSP. This research was carried out for about two weeks. Each meeting consisted of 80 minutes. The aspects of reading that focus on this research were main idea, vocabulary, specific information, reference, and inference. The reason why the researcher used those five aspects was because she wanted to limit her reading research. She thought that the data would be more valid and more accurate.

F. Definition of the Terms

- *Reading* is the ability to grasp the main idea and scan piece of information.
- *Reading comprehension* is a process which requires the ability to relate

the textual material to one's own knowledge. It is always controlled by the needs and the purposes of individual.

- *Narrative text* is a sequence of events which provides a literary experience to the reader. It is written based on life experience and organized focusing at character oriented. The purpose of narrative text is to inform, to tell story, and to entertain.
- *SQ3R* stands for survey, question, read, recite, and review. It is a technique to help the students to improve comprehension and memory in reading.