

I. INTRODUCTION

A. Background of the Problem

Students are one of classroom components that take an important part in teaching learning process. Mostly the objective of the lesson is to make students able to understand or produce something. Therefore, teaching learning process nowadays is centralized on the students which is called 'students centre learning'. In teaching learning which is centralized on the students, students should be independent and active in learning, so they can be able to receive knowledge given in the lesson and the objectives of the lesson can be reached.

In fact, during the researcher's experienced when she had PPL in SMAN 10 Bandar Lampung, she found that students' independency and effort in learning material are low, so that their achievement in learning is not developed well. In line with students in SMAN 10 Bandar Lampung, based on the data and interview that the researcher collected during pre observation that the researcher held in SMPN 5 Bandar Lampung, the English teacher there said that her students always get lower score than Minimal Mastery Criterion in English lesson because they were not independent and lack of effort in learning English.

Based on the statement of the English teacher in SMPN 5 Bandar Lampung, from students English score in the previous semester, among all English skills and components, the students' score in reading test was lower than other skills of language. She stated that her students were reluctant to comprehend English text by themselves. In addition, when the researcher had an interview with some students, they stated that when they had a test, they did reading comprehension test by choosing the longest choice, or, if it was an essay test they tried to find a similar sentence to the question in the text. They also stated that it was not important to learn English reading in daily meeting, because in every test there would be different texts and different questions that should be answered to get a high score. Whereas, it is stated in the syllabus of KTSP that "*students must be able to understand the meaning of functional text and simple short essay related to their environment*" not to answer the question given to get a high score. This case indicates that students' independency and effort in English reading lesson are low so that their achievement is not increased well.

Whereas, students' independency and effort in English lesson are needed to develop their understanding and creativity, especially in English reading lesson. Cheslea (2001: 3) states that to understand and remember what you read you need to be involved with what you are reading. In other words, the reader needs to be an active reader to comprehend text they have read. When students are not independent and active in English reading lesson, they can be called as reluctant

readers. Reluctant readers need more support from the teacher before they can successfully participate in any kind of independent reading time.

Based on the pre observation in some classes of 8th grade in SMPN 5 Bandar Lampung, the researcher found that teacher in school did not lead students to use an effective strategy to be easy to comprehend texts. Firstly, she gave the text to the students, asked some students to read it paragraph by paragraph aloud, translate the text that have been read by stu by students, and finally she asked students to answer the questions. Most students answered the question by opening their dictionary to translate the question and choose the right answer. By doing so, most students could answer the questions given. But the problem came when the students faced reading test. Most students were frustrated because they were asked to comprehend the text and answer the questions while their teacher did not give the translation of the text and did not give them any chance to open their dictionary to translate the text.

Seeing this problem, the researcher concludes that the strategy that students use to comprehend the text, does not help students to increase their English text comprehension skill, because through this strategy they become dependent and lack of effort in comprehending the text, since they are able to understand the text by the help of the teacher, not by their own effort. Because of that, the researcher suggests to apply SQ4R strategy in the classro\om because SQ4R is a strategy of comprehending text that is suitable to increase students' independency and effort. SQ4R stands for Survey, Question, Read, Recite, Relate, and Review.

Robinson in Hartlep (2000:269) has proposed the survey, question, read, recite, and review (SQ3R) study method as a way to get students to build more actively process textbook material. After a year, P. D. Forsyth and Forsyth in Hartlep (2000:269) have proposed an SQ4R strategy, including a self-referencing component, referring to this additional “r” as “reflect.” Specifically, this step involves having students reflect about how the reading materials relate to their life experiences.

Previous research done by Marsiyah (2011) at SMA Muhammadiyah 1 Kotabumi applying SQ3R strategy in teaching reading showed that teaching reading through SQ3R can increase students’ achievement significantly. In line with Marsiyah (2011), research done by Novendra (2011) at SMU Persada Bandar Lampung, applying SQ3R strategy in teaching reading showed that teaching reading through SQ3R strategy can increase students’ achievement significantly.

From the result of the previous research, it can be seen that SQ3R strategy is an effective strategy to be used to comprehend text. Considering this fact, the researcher tries to use SQ4R strategy as the development of SQ3R strategy, as SQ4R provides “reflect” as the additional strategy that can be used by the reader,

Moreover, Richardson & Morgan, (1997) states that SQ4R provides a systematic way of comprehending and studying text. It means that by using SQ4R, students can comprehend and study the text by using systematic way which are; firstly,

students preview text to develop predictions and set a purpose for reading by generating questions about the topic, students then read actively, searching for answers to the questions they have generated, next they summarize information that they get, by summarizing information students are able to monitor their own comprehension, after that students relate the information they get to their own experience, and finally students evaluate their comprehension through review. By doing so, it is expected that students' independency and effort in reading English text can be increased, and their achievement can be developed.

For the explanation above, the researcher tries to use SQ4R as a strategy to help students to comprehend text; especially students who are still depend on their teacher or their dictionary to comprehend text. Therefore, the researcher conducts the research entitled "improving students' achievement in reading comprehension of recount text through SQ4R strategy at the second year of SMPN 5 Bandar Lampung".

B. Formulation of the Problem

Based on the background above, the researcher formulates the problem as follows:
"Is there any sygnificant increase in students reading comprehension of recount text achievement through SQ4R strategy?"

C. Objective of the Research

The objective of the research is:

“To find out whether SQ4R strategy can increase students’ achievement in reading comprehension of recount text sygnificantly.”

D. Uses of the Research

1. Theoretically, it may support theories that SQ4R strategy can be used to increase students’ achievement in reading comprehension ability.
2. Practically, it may inform English teachers that SQ4R strategy can be applied as a way to comprehend and study text in teaching reading comprehension.

E. Scope of the Research

This research was conducted in 8th grade of SMPN 5 Bandar Lampung. In teaching and learning process, the researcher guided students to use SQ4R strategy to help them comprehend text given in English reading lesson. The material for teaching learning process was recount text. The material was taken from students’ text book and other sources which are relevant to English curriculum of Junior High School nowadays. In addition, to know the students increase on comprehending text, the researcher had conducted reading test for them. To show their ability in reading, the students were expected to be able to

comprehend some reading aspects namely main idea, vocabulary, specific information, reference and inference. The research was conducted in 4 meetings.

A quantitative research based on the experimental method had been conducted by using one group pre-test and post-test design, to find out whether the use of SQ4R strategy can increase students' achievement in reading comprehension of recount text significantly.

F. Definition of Terms

There are some terms used in this research. Some definitions of terms are clarified as follow:

1. *Reading Comprehension* is defined as an active cognitive process of interacting with print and monitoring comprehension to establish the meaning. (Silberstine, 1987 ;Simanjuntak, 1988:15)
2. *Recount text* is a sequence of events, which is based on life experience and is person-oriented using dialogue and familiar language.
3. *SQ4R* stands for survey, question, read, recite, relate, and review. It is a strategy to help students increase their comprehension and relate to their lives experience.