

CHAPTER I.

INTRODUCTION

A. Background of the Research

Reading is one of the four language competencies and is the most important skill for second language learners in academic context (Ediger in Murcia, 2001: 153). Reading is an all-important language skill that is now in more demand than in any time in the human history. With the exposure of the internet in a global area, students need to master reading in order to understand the vast knowledge the world embraces them with.

The existence of internet and its demand is undeniable, even for Indonesian senior high school students. Internet provides valuable information that is needed by students in order to enrich their knowledge and enlarge their horizon. This fact is one of the reasons that senior high school students need to be able to read English texts.

Reading comprehension skills increase the pleasure and effectiveness of reading. Strong reading comprehension skills help in all other subjects and in the personal and professional lives. If people want to be productive, they need to understand the world and the opportunities that it presents. To do this, they must be able to learn. To learn, one must be able to read (Anonymous, 2008). Without reading comprehension skill, students will not be able to understand English text and gain valuable information they need.

Government Law No 23 year 2005 (*Peraturan Pemerintah No 23 tahun 2005*) about Standard of Mastery Learning in reading states that students understand the meaning of interpersonal and transactional written text, formally and informally, either recount, narrative, procedure, descriptive, news item, report, analytical exposition, hortatory exposition, spoof, explanation, discussion, review, or public speaking text in academic context, and popular arts, and simple authentic text in the real daily lives. This law suggests that the graduates of high school students have those abilities of reading.

The importance of reading ability for high school students can be seen in the school test and also National Final Examination which is always dominated by the test of reading. It is showed in the National Final Examination 2008/2009. The test consists of 50 items. Fifteen (15) items or 30 percent of them are listening and 35 items or 70 percents of them are reading test. The domination of this reading test has forced students to focus their English learning activity on achieving reading comprehension. This is aimed to prepare them for the test, so that they can pass the test with high score.

Only reading will improve reading (Clarity, 2007). Martin (2009) argues that reading a book once is not enough. To develop a deeper understanding, a reader has to highlight, summarize and review important ideas. Those statements suggest that one has to read in order to develop his reading skill. Without reading, one will have never developed his reading skill. Grabe and

Stoller (in Murcia, 2001: 188) asserts that students become better readers only by doing a lot of reading.

Meanwhile, students of the XII IPS-2 of SMA Gondangrejo read very little and their reading comprehension is low. The preliminary research which was done in the XII IPS-2 class showed the average score of students of XII IPS-2 class of SMA Gondangrejo in the academic year 2008-2009 below the standard of English mastery learning of XII grade in SMA Negeri Gondangrejo that is 60. In the first reading test conducted in February 12th 2009, the highest score was 75 the lowest score was 32.5, and the average score was 52.92. From 42 students there were only 15 (35.71 %) who passed the standard of mastery learning. In the second reading test conducted in March 19th 2009 the highest score was 75, the lowest score was 32.5 and the average score was 53.69. From 42 students there were only 10 (23.81 %) who passed the standard of mastery learning.

The test of reading comprehension consists of 6 competencies which include: (1) finding general information (2) finding specific information, (3) finding detail information, (4) finding information between the lines, (5) deducing meaning, and (6) detecting references (Government Law No. 45 year 2006). Most of students in the XI IPS-2 have difficulty in (1) finding general information, (2) finding specific information, and (3) finding information between the lines based on the text. The table below shows the result of reading comprehension test.

Table I-1. The Result of Reading Comprehension Test

No	Reading competency	First Test				Second Test			
		Total item	%	Right answer (%)	False answer (%)	Total item	%	Right answer (%)	False answer (%)
1	Finding general information	5	12.5	52.86	47.14	5	12.5	54.76	45.24
2	Finding specific information	12	30	46.43	53.57	13	32.5	45.42	54.58
3	Finding detail information	5	12,5	55,71	44,29	5	12,5	55,24	44,76
4	Finding information between the lines	6	15	30,16	69,84	5	12,5	30,95	69,05
5	Deducing meaning	6	15	68,25	31,75	5	12,5	69,52	30,48
6	Detecting reference	6	15	71,03	28,97	7	17,5	72,11	27,89

The above table shows that the most difficult competency is finding information between the lines. In the first test, there are only 30.16 percent of right answers. In the second test, there are only 30.95 percent of right answers. It also means that 69.84 percent of students' answer in the first test and 69.05 percent of students' answer in the second test are false.

The second most difficult competency is finding specific information based on the text. The result of the first test shows that only 46.43 percent students' answer is right and 53.57 percent of it is false. In the second test, 45.42 percent of students' answers is right and 54.58 percent is false. The third most difficult competency is finding general information based on the text. The result of the first test shows that 52.86 percent of students' answer is right and 47.14 percent is false. In the second test 54.76 percent of students' answer is right and 45.24 percent is false.

The above table also proves that deducing meaning and detecting references based on the text are assumed as quite easy to do. The result of the test shows that more than 70 percent of students' answer is right.

This condition shows the problems faced by students in reading. They usually read the text and do not comprehend the meaning of the text. After finishing reading the text, students face difficulty in answering questions about the text. They cannot find general or specific information based on the text. And they cannot find information between the lines either.

This condition has shown the problems in the process of teaching and learning English in the XII IPS-2 class of SMA Gondangrejo. Based on the questionnaire about reading compiled by the researcher in April 25th 2009, 36 of 43 students in the XII IPS-2 class say that reading is difficult, 39 of them do not understand about reading technique, and all of them do not use any reading techniques.

The result of questionnaire is also supported by the result of informal interview conducted by the researcher. Most of students are not motivated to learn English especially reading. When the teacher asked them to read English text at class or at home most of them show their resentment. It seems that reading an English text is a difficult and hard task. The longer of the text is the longer of their resentment. The task to read English text usually de-motivates them to learn English.

The interview also shows that most of students are discouraged to read. They rarely associate reading with an enjoyable activity. Students usually

dislike and avoid reading. For them reading is boring and pointless activity. Reading is viewed as ‘too difficult’. This perception is captured in the following statement:

“teks bahasa Inggris sulit dipahami karena banyak kosa kata yang tidak tahu....seringkali saya harus membaca berulang-ulang atau mencari artinya di kamus. Sudah membaca lama tetapi tidak tahu artinya. Terlalu sulit. Waktunya sudah habis untuk membaca tapi tetep nggak bisa jawab yang bener. Rasanya jadi males baca” (Muhamad Rifa’i, interview notes, April 27th 2009)

(“English text is difficult to be comprehended because there are unknown vocabularies. I frequently read the sentences or find the meaning by opening the dictionary. I have read for long time, but I couldn’t understand the meaning. It is too difficult. The time will pass quickly and I can’t answer the question correctly. It discourages me to read”)

“Banyak kosa kata yang saya tidak tahu, jadi waktu membaca harus banyak melihat kamus. Sering kali, jadi malas karena sebentar-sebentar harus melihat kamus. Apalagi kalau ujian. Waktunya habis untuk mbaca” (Elisa, interview notes, April 27th 2009)

(I don’t understand the meaning of many vocabularies that I should find them in the dictionaries when I was reading. It discourages me, because I should frequently open the dictionary. It will be more difficult when I do the test. The time will up quickly during reading the text)

The interview with parents shows that most parents realize that English is important for their children. They acknowledge that they have encouraged their children to study. Yet, they do not understand whether their children like or dislike reading English text. They also realize that reading English text may be difficult for their children and they ask the teacher to give extra time to teach their children.

The interview with students shows that students face difficulties in reading because they do not familiar with the topic and that they do not understand and use any reading techniques. From class observation, it is found

that the teacher has to translate the text word by word and do many other supports which discourage students to learn. This kind of teaching and learning process eventually creates passive and dependent students. Students usually depend on teachers and will not be able to find solutions or solve problems they actually faced.

The above condition creates teacher-centered teaching and learning process. The teacher is the main actor in the teaching and learning process. The teacher is also the central focus of the process, whereas students are the passive object of learning. This kind of teaching and learning process actually creates passive students. The observation during the process of teaching and learning English in the XII IPS-2 class of SMA Gondangrejo shows that students are not active. There are only few students who can be categorized as active. When the teacher gives opportunity for students to ask questions, most of them don't ask anything, even though they don't understand the subject and can't answer teacher's question. When the teacher asks students to read the text, most of them depend on their friend to find out the meaning of some vocabularies or to find out the answer of text's questions. Most students also never do the homework. The punishment from teacher doesn't make them do it. They are accustomed to be passive students.

This kind of teaching and learning process will also be boring, burdening, and not interesting. The boring, burdening, and not interesting process will discourage students to learn. Finally, students will lose their attention to the process and will not learn at all.

The low score of students' reading comprehension is also related to the use of reading technique. Based on the result of informal interview with students in the XI IPS-2 class of SMA Gondangrejo, it can be concluded that they are not accustomed to the reading technique, or they do not having a technique at all. Even the students who get good score said that to comprehend the English text, they just read and read the text. They do not understand about reading technique, so they do not use any specific reading techniques. Students acknowledge that they want to master reading but they do not understand about reading technique:

. *“Bahasa Inggris itu penting, jadi kita harus bisa....kalau untuk memahami bacaan ya...biasa saja, membaca pertanyaan lebih dulu baru kemudian membaca teksnya. Ya sudah, begitu saja, nggak pake teknik khusus.”* (Nia Anggraini, interview notes, April 27th 2009)
(English is important that we should have this skill. When I was reading to understand the content, I usually read the questions first then read the text. That is all, I don't use specific technique)

”Penting sekali tapi sulit. Senang kalau bisa menguasai teks bahasa Inggris. Tapi susah, mungkin kalo ada cara yang mudah yang bisa dipakai.”(Tri Gunawan, Interview notes, April 27th 2009)
(“I know that English is very important, but also difficult. It will be enjoyable if I can comprehend English text easily. It is really difficult, but I wonder there is an easy way to be practiced”)

The result of interview shows that most students have the same perceptions about the importance of studying English. They also acknowledge that they want to know about reading technique which they can use to understand the text easily.

The fact that students do not understand and use any reading techniques to comprehend a passage is showed in the daily teaching and learning process

in the classroom and showed during the test. Students usually read the text and reread again to understand the text. Sometimes, when they encounter unknown words or unknown sentences they stop reading and think about the meaning of that words or sentences and thus they will lose their full attention to the text. The process of reading and rereading the text without the use of reading technique is time consuming. Students will be unable to finish answering the test in the exact time.

Based on the interview, it is known that the teacher has not taught any reading techniques.

“Pada waktu kelas X, saya belum memperkenalkan teknik membaca kepada siswa.....secara umum memang siswa masih lemah dalam memahami bacaan, terutama karena keterbatasan kosa kata dan grammar.”(Sukarni, interview notes, April 27th 2009).

(I have not introduced reading technique to the tenth-grade students. Most students have difficulty in comprehending English texts, especially because of their limited vocabulary and grammar knowledge)

It is the role of teacher to introduce students with reading techniques which can be used to read text or books. Mc Laughlin (2003: 6) states that excellent teachers will influence students' learning. He also states that excellent teachers know the technique good readers use and they can teach students how to use them (2003: 9).

Good readers understand the goals of reading activity, have a range of well-practiced reading techniques at their disposal, apply them in efficient combinations, monitor comprehension, and repair comprehension problems effectively (Stoller and Grabe in Murcia, 2001: 195). The development of

good readers requires a commitment to teaching techniques. It means that teacher should introduce the techniques, urge their practices and their uses.

In line with Stoller and Grabe suggestion above, this class action research is aimed at introducing SQ3R reading technique to students, explain and model the use of SQ3R, coach students to use SQ3R as needed, and urge students to practice and use it in their process of reading. The teacher urges students to train the use of SQ3R reading technique so that it will become his skill.

SQ3R is a reading technique which stands for Survey, Question, Read, Recite, and Review. SQ3R which is developed by Francis P. Robinson in 1941, is a systematic reading technique to help the reader organize the reading process into manageable units (Anonymous, 2004). This technique provides students with step by step reading activity which can ease the students in gaining information contained in the text.

Using SQ3R reading technique, means guiding students in reading step by step. Students with low or high performance both will improve their reading comprehension. The step by step activity in this technique will help students focus their reading. SQ3R will guide students in finding the meaning of the text without losing much time. By that way, students will improve their ability to comprehend a passage.

Meanwhile, the use of SQ3R will also increase students' motivation to learn English as well as increase students' activity during learning. The ease of reading will encourage students to learn English and motivate them to study

more. Zaenuddin (2005: 45) states that motivation can change students' assumption about learning a definite subject. It means that English may be assumed as an uninteresting or difficult subject to be learned by some students. Meanwhile, motivation can change this situation or assumption. A motivation to do the best for UN test may change the assumption that English is an uninteresting subject or as a difficult subject. Motivated students will give their best efforts to learn English and these efforts of learning will eventually change the difficult subject to be an easy one. Zaenuddin also states that intrinsic motivation can be heightened by extrinsic motivation. The teacher has the role to sustain or increase students' intrinsic motivation.

The use of SQ3R will also increase students' activity because students are forced to be actively involved in doing each step of SQ3R. Each student depends on himself. For example: the discussion with friends about the text or about the meaning of the text will be useful and helpful in understanding the text. Yet, it also forces student to be active. Student should be actively involved in learning activity, in reading the text, or in discussing the text with friend. Student should ask questions or ask for help either from other student or from teacher if he finds any difficulties in reading, such as the unknown vocabulary. It also means that students have to be active. If he actively involves in doing the step of SQ3R it means that he tries to read the text and understand it then he will have greater opportunity to gain more understanding about the text. The statement above coincided with Harmer (2007: 51-53) statement about engagement as one of the elements for successful language

learning. He states that engagement is one of the vital ingredients for successful learning. Engagement means that students are fully involved in the learning process. Their minds and hearts are fully involved in the learning process. It also means that they should be actively involved or engaged in the process.

Based on the above condition, the researcher intends to improve students' reading comprehension, their motivation to learn English, as well as their participation during the process of teaching and learning English through the use of SQ3R reading technique for the XII IPS-2 students of SMA Negeri Gondangrejo Karanganyar in the academic year 2009-2010.

B. Problem Statement

The problems of this research are:

1. Can SQ3R reading technique improve students' reading comprehension for the XII IPS-2 students of SMA Negeri Gondangrejo Karanganyar in the academic year 2009-2010 and how effective is that improvement?
2. How do students' motivation toward the use of SQ3R reading technique in the language teaching and learning process in the XII IPS-2 students of SMA Negeri Gondangrejo Karanganyar in the academic year 2009-2010?
3. What are the strengths and the weaknesses of the use of SQ3R reading technique in improving students' reading comprehension for the XII IPS-2 students of SMA Negeri Gondangrejo Karanganyar in the academic year 2009-2010?

C. Objectives of the Study

General objective of this study is improving students' reading comprehension, students' motivation to learn English, and students' activity during the process of teaching and learning English using SQ3R reading technique. Meanwhile, there are many specific objectives as follow.

1. To find out whether or not SQ3R reading technique can improve students' reading comprehension for the XII IPS-2 students of SMA Negeri Gondangrejo Karanganyar in the academic year 2009-2010.
2. To find out information about students' motivation toward the use of SQ3R reading technique in improving students' reading comprehension for the XII IPS-2 students of SMA Negeri Gondangrejo Karanganyar in the academic year 2009-2010.
3. To find out the strengths and the weaknesses of the use of SQ3R reading technique in improving students' reading comprehension for the XII IPS-2 students of SMA Negeri Gondangrejo Karanganyar in the academic year 2009-2010.

D. Benefits of the Study

1. Theoretical Benefits

The result of this research hopefully can be used to improve and develop the learning and teaching method especially in learning and teaching reading English text.

2. Practical Benefits

a. For teachers

- 1) The result of this research informs the level of reading comprehension of the XII grade students of SMA Negeri Gondangrejo Karanganyar in the academic year 2009-2010. This information hopefully can be used as starting point whether it is important to introduce, model, and use SQ3R technique of reading in the teaching reading.
- 2) The result of this research will hopefully be an input to improve teaching learning process, especially in teaching and learning reading.
- 3) This research can improve teachers' performance in conducting the research and reflective teaching.
- 4) This research can improve teachers' ability to implement a flexible approach to classroom improvement through action and reflection.
- 5) The teacher can recognize and then translate evolving ideas into action.

b. For students

- 1) Increasing students' reading comprehension.
- 2) Developing students' ability to use reading technique.
- 3) Learning effective reading technique to develop reading comprehension
- 4) Increasing students' motivation in learning English.

- 5) Enhancing students' activity during the process of teaching and learning English.
- 6) Giving greater opportunity for students to be the subject and the focus of the learning process.
- 7) Creating an interesting and joyful learning activity.

c. For other researcher

The result of the research can be used as a reference to conduct further research about teaching and learning reading comprehension.