CHAPTER I
INTRODUCTION

A. Background of Study

In Junior High School especially, the student’s reading skill is a very crucial thing. First of all, there are many materials that are presented in English, so students should have an assessment on reading. Secondly, reading skill is also important to help the students to understand many test that are usually used to measure their ability. Besides, by reading students can get some information and knowledge. Through reading, the student also become familiar with new grammar structures, and in the same time, they can widen their vocabularies. It is related with Nunan (2003: 69) said that with strengthen reading skill, learner with make greater progress and development in all other areas of learning. In this researcher students’ reading comprehension is the main point.

The fact of recent studies on students reading comprehension in junior high school shows that many students do not like to read English text. They can not understand the meaning of the text. In this case, there are probably three explanations that can be used to explain this condition. First, the students probably know the word but they do not know the meaning. Second, the students probably know the word orally but they do not know in the written form. Vocabulary also gives big influence in mastering reading ability.
Those problems also faced at the students of SMP N 1 Ajibarang. Most of students do not like reading subject and find difficulties in getting the message of the text when they join the English teaching learning process. Moreover, they are passive in joining reading class for instance when the teacher begins the lesson. They also have low vocabularies that influence their understanding the text so students reading competence is low. It is indicated by the mean students reading score in their examination on last semester which only reached 50.5.

To respond this condition, the writer tries to use SQ4R technique to teach reading. SQ4R technique is study for teaching reading that use survey, question, read, recite, record, review to understand the text. The writer also gives students opportunity to expand their feeling and idea to comprehend the text using their own word. This technique is easy to be followed in classroom activity. It is also appropriate be used with grouping and peering activity. The SQ4R technique is suitable for students who have lack vocabulary. This technique also makes the student as a center of teaching learning process. The students will be more active in doing some activity based on this technique.

Based on the problem description above, the writer decides to do research to help students improve their reading capability using classroom action research. Hence, the writer proposes the classroom action research entitled “An effort to improve students reading comprehension through
SQ4R technique (classroom action research at the first grade of SMP N 1 Ajibarang, in academic year 2011/2012).”

B. Reason for Choosing the Topic

The writer has some reasons to choose the topic “An effort to improve students reading comprehension through SQ4R technique (classroom action research at the first grade of SMP N 1 Ajibarang, in academic year 2011/2012). The reasons are:

1. SQ4R can make the students motivate in exchanging knowledge and information each other during reading activity. It gives much time to get the point of the text/passage and the students can express their analysis freely.
2. SQ4R Technique can improve the students capability in comprehending reading text.

C. Problem of the Research

Based on the explanation above, the writer formulate the problems of the study as follows: “Can SQ4R Technique improve student ability in comprehending reading text at the first grade student of SMP N 1 Ajibarang in academic year 2011/2012?”

D. Aim of the Research

The aim of the research is to know whether or not SQ4R Technique can improve the student ability in comprehending reading text at first grade of SMP N I Ajibarang in Academic year 2011/2012.
E. Clarification of the Term

In order to be able to understand the topic more clearly, and easily, the writer clarifies the key terms of the topic "An effort to improve students reading comprehension through SQ4R technique (classroom action research at the first grade of SMP N 1 Ajibarang, in academic year 2011/2012)." The clarification is as follows:

1. Improve
   Pei (1976: 483) states that “to improve is to make better or become better”. In this case, improving is to make or become better someone or communities (students) in their language learning especially in reading.

2. Reading Ability
   Reading means about understanding written texts. It is a complex activity that involves both perception and thought. (Nunan 2003: 68)

3. Comprehension
   Comprehension is the process of making sense of words, sentences and connected text (Anderson and Anderson, 2000:28)

4. SQ4R
   SQ4R (Survey, Question, Read Recite, Record, Review) is a technique teaching reading that students can use to comprehend content reading. (Richard-Amato & Snow, 1992: 3)
F. Contribution of the Research

1. For Teacher
   a. This research will provide the step in doing SQ4R so teacher can use it as their input in teaching reading.
   b. The teacher also will know the students’ competence after teacher uses SQ4R, so they can anticipate the students’ problems in teaching reading.

2. For Students
   The students have experiences in using a new technique to improve their reading competence through SQ4R and enable them to comprehend the text easily.