

CHAPTER 1

INTRODUCTION

A. Background of the study

In English, there are four skills that must be mastered by students. They are reading, speaking, writing, and listening. Among them, reading is very important in learning language especially in learning English. Reading activity is a tool for students to acquire information and knowledge from printed material. According to Anderson (2008: 2) reading is a process of reader combining the information from the text and their own background knowledge to build the meaning. From definition mentioned previously, reading is an important skill for students. By mastering reading skill, the students would have good reading comprehension; get more information, and a lot of new vocabulary.

The aim of teaching reading is to make students understand passages and take the information needed. In the reading activity in classroom, teacher must set reading goals by providing special goal which is appropriate to the students. The better the students' reading skill, the more knowledge students will get. Being important, reading becomes main point in teaching English. By reading, the students will achieve intellectual, social, emotional and extensive knowledge in their life.

The students are expected to understand the meaning of the simple functional text that is related to the nearest environment (standard

competence of reading in junior high school). To obtain those standard competences, the students have to learn hard, many reading materials will be learned by the students in Junior High School. Students will learn about kinds of text, generic structure of the text and language feature. It is difficult to learn to get better comprehension of the text.

Based on the interviewed, the English teacher of SMPN 3 Ajibarang, she said that the students had difficulties in reading comprehension. The students were confused if they directly faced the reading materials. The students did not know how to start reading. The conclusion of the interview with the teacher were; 1) students had difficulty to answer the question about the text; 2) students had problem in comprehension the content of the text; 3) students had problems in understanding the new word. Because of the problems above, many of students' score in reading text were below the minimum standard (KKM), 7, 0.

Based on the problems above, the researcher conducted a research to solve the students' problem in reading. The researcher was interested in using SQ3R technique. SQ3R is a five step reading strategy that stands for Survey, Question, Read, Recite and Review. It is a reading technique originally created by Francis Pleasant Robinson in his book, *Effective Study*. SQ3R is a way to solve the problems and SQ3R can be used in Junior High School levels students. It could guide the students to learn systematically.

By using SQ3R technique, it could solve the problems of the students in comprehending reading text. According to the reason above, the writer would conduct this study entitled **“Improving Students’ Reading Skills on Recount Texts through SQ3R Technique”**

B. Reason for Choosing the Topic

The writer chooses this topic based on the considerate as follows:

1. Reading is the one of macro skills that will be taught in learning English.
2. For students, SQ3R technique can be shortcut to help students finishing their reading tasks.
3. SQ3R has capability to make the students concern with the material in learning reading.

C. Problem of the Study

Based on the explanation above, researcher stated that: Can SQ3R technique improve reading skill to students grade VIII ASMPN 3 Ajibarang?

D. The aim of the Study

According to the problem above, the aim of the study is improving students’ reading skills on recount texts through SQ3R technique (At VIII Agrade students of SMP Negeri 3 Ajibarang) In the Academic Year 2014/2015.

E. Clarification of the Key Terms

To make the topic easy to understand, the writer wants to give definition of the term “Improving Students’ Reading Skills on Recount Texts through SQ3R Technique” (At VIII A grade students of SMP Negeri 3 Ajibarang) In the Academic Year 2014/2015.

1. SQ3R Technique

a. SQ3R

SQ3RR (Survey, Question, Read, Review, and Recite) is useful techniques for fully absorbing written information. It helps readers to create a good mental frame wear of a subject, into which they can fit fact correctly. It helps them to set study goals. It also prompts them to use the review techniques that will help to fix information in their mind. By using SQ3R to read a document actively, they can get the maximum benefit from their reading time. (www.mindtools.com)

b. Technique

Garcia (2003: 19) states that technique is a practical method, skill, or art applied to a particular task.

2. Teaching Reading

a. Teaching

Teaching is an activity in organizing a surrounding and relating it with students in order that create a learning process (Sardiman, 2011: 48)

b. Reading

Harajasujana (1995: 1.3) states that reading is an interaction between readers and the author. Interaction between readers and author will be going well if the readers have good reading skill.

3. Recount Text

a. Recount text

Widiati (2008: 44) states that recount text is a text which has social function to retell events in the past. It has purpose to inform or entertain the readers.

F. Contribution of The Study

This study will give some benefits for some parties:

1. For the students

The writer hopes that by studying this theme, the students:

- a. Are able to comprehend reading text quickly, precisely, and systematically.
- b. Will be motivated and interested in learning English especially in learning reading.

2. For the teachers

The result of this study can help the teacher find out the most appropriate technique for the development of teaching and also implements innovative approaching in teaching reading.

3. For the institution

The writer hopes that the result of this study will be inputted for the institution to improve the teaching and learning in English subject especially in teaching reading.

