

# CHAPTER I

## INTRODUCTION

This chapter presents introduction which consists of background of the study, reason for choosing the topic, problem statement, research objectives, significances of the research, and thesis organization.

### 1.1. Background of the Study

English is an International language in modern and global communication. English has four basic skills that must be mastered by the students that learn English as a second or foreign language. Those skills are: speaking, reading, listening, and writing. As one of the language skills, reading also plays an important role because reading has become a part of our daily life. Through reading, we can get some information and knowledge, because reading is a bridge of science.

Based on Nordin & Eng, (2017:71) Reading is categorize in the most essential skill for all learners. When learners can read and comprehend texts of English effectively, they have established themselves as effective readers. When learners have low reading skills, they definitely have to make a great effort to grasp and acquire new knowledge throughout their academic years.

Reading also becomes a mandatory and majority thing to do for Muslims. This is evidenced by the first divine revelation from Allah in the holy Qur'an that is "IQRA" it means read. In other words, this divine revelation confirmed to humankind that reading is one of the learning activities that are required to be done continuously in order to human has the widest knowledge. Therefore, reading

became one of the English language skills that have to be mastered completely by students.

Why reading is important for students? Because through reading, students can understand the content of the reading easily, it means that they will increase their knowledge and information from what they get in reading. Students will be more interested in reading if they know that the reading materials are easier to understand. (Yenisa, 2017).

Due to reading become an important something, so the teaching of reading comprehension was supposed to be improved or made some various models and techniques of teaching in order to make students can more easily understand the reading materials. But, in reality the teaching of reading by the teacher still quite difficult for the students in comprehend.

The importance of teaching reading for the teachers is not same with to the importance of reading activity for students in the classroom. Generally, students do not find that reading activity is necessary thing in learning English. Most of them think that reading is a thing that constrains them to think hard in doing some certain tasks or exercises. It causes the students are less motivated in reading activity, lack of vocabularies and the strategies that is applied by the teachers in teaching reading is not good for the students, so the students easy to felt bored when the teachers teach reading comprehension.

There are some problems in comprehension of reading. First, the problem is from the students. Based on the researcher's observation, many students face difficulties in reading because of their poor abilities to comprehend the content of the

text. They usually just read the text without knowing and understanding the content and the meaning of the text. Second, the problem is from the teacher who teaches students. The teacher still used conventional method in teaching reading and could make students bored. And the third, in teaching learning process of reading comprehension method that used must cooperative learning method.

Nowadays, teacher whose teach students must use cooperative learning technique, not only use conventional method. Cooperative learning technique has a big participate in curriculum 2013. According to Gunawan, (2017:56) the learning activities will be meaningful when the teacher prepared well. When developing learning activities, the teacher also should be considering the prevailing of curriculum 2013. Curriculum 2013 has a greatly emphasizing in building students' characters, developing skills based on students' interests and needs, and developing a thematic approach that useful in students' cognitive abilities.

Based on some problems above, the researcher will conduct a research. In this research, the researcher explains the effectiveness of using Survey, Question, Read, Recite, Review (*SQ3R*) method in teaching reading of narrative text. The researcher will apply Survey, Question, Read, Recite, Review (*SQ3R*) method to teach reading of narrative text.

According to Head & Pyp (2017) *SQ3R* is a reading comprehension strategy thought for reading textbook and assignments for various learners. It can develop an intrusive, dynamic attitude towards learning and the cognitive processes of successful learners.

The SQ3R method will make easier students in finding the ideas about the topic of the reading material, they also can easily understand about the topic. In this case, is narrative text. SQ3R has five steps in its practice and in each step, it can make students will be more focus on reading comprehension of the materials. Thus, it will make students more interact and active when they are asked by the teacher to read in the class.

### **1.2. Reason for Choosing the Topic**

This study is conducted based on some reasons. First, from the students, there is problem that faced. They did not catch well the materials of reading comprehension. Some of them have not yet understood the content and the meaning of the text. Second, from the teacher that teach English still used conventional method and make students bored. And the third, in teaching learning process of reading comprehension method that used by teacher must cooperative learning method.

From the reasons above, the researcher conduct a research use Survey, Question, Read, Recite, Review (*SQ3R*) method that can interest and encourage students in teaching learning process and make students more active than teacher use conventional method.

### **1.3. Problem Statements**

There is a problem which became main discussion in this study as stated: How is the effectiveness of using Survey, Question, Read, Recite, Review (*SQ3R*) method in reading comprehension of narrative text?

#### 1.4. Research Objectives

In line with the problem statements above, the objective of the study can be elaborated like the following: To find out how is the effectiveness of using Survey, Question, Read, Recite, Review (*SQ3R*) method in reading comprehension of narrative text.

#### 1.5. Significances of the Research

This research hopefully can give contributions to English teaching and learning process. The researcher mention the significance into three aspects: theoretically, practically, pedagogically:

- a. Theoretically: for the students, it would be effort to improve their learning motivation and reading comprehension. The implementation of Survey, Question, Read, Recite, Review (*SQ3R*) method is the way to develop students in reading comprehension of English language.
- b. Practically: for the English teachers, the implementation of *SQ3R* as learning method. The teacher hope to be continuously performed to create enjoyable situation in the classroom and everywhere given appropriate models of English to learn reading.
- c. Pedagogically: for English Language Education Islamic University of Nahdlatul Ulama' Jepara, it can be used as a research reference for other researchers who have similar topic and purposes.

#### 1.6. Thesis Organization

This thesis is developed in five chapters that can be explained as follows:

Chapter 1 is about introduction of the study, include several points, those are: Background of the study, reason for choosing the topic, problem statements, objectives of the study, significances of the study, and thesis organization.

Chapter 2 describes review of related literature that contains previous studies, theoretical review, conceptual framework, and hypothesis.

Chapter 3 describes method of investigation. This chapter contains of research design, population and sample, research variable, research instrument, method of data collection, and method of data analysis.

Chapter 4 describes discussion. In this chapter explain about research finding.

Chapter 5 is about conclusion. This chapter describes conclusion and suggestion of the research.

