CHAPTER 1

INTRODUCTION

This chapter presents the background of the study, Research problem, objective of the study, hypothesis, significance of the study, scope and limitation, and definition of key terms

A. Background of the study

For many years, English has been the most important foreign language in Indonesia. In our country, English is a foreign language that is considered very important to absorb and develop science and technology. Therefore, successful in learning English becomes on important goal that must be achieved by the educational system; the teaching of English in Indonesia has been applied at the very beginning level, in the elementary school. At this level, English is only considered a local content subject, out for secondary level up to the university level, it is considered as a secondary subject.[1]

Based on 2006 English curriculum, the teaching of English for secondary level emphasizes the development of the four language skills, which are listening, speaking, reading and writing. Besides, the students are expected to master language component as grammar, pronunciation that supports the development of four skills.[2]

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[1]Welter T, *Developing Children's language*, Boston 1980, Allyn and Bacon Company, p.24

[2]Robert Lado, Language Teaching; A Scientific Approach, New York, 1964, McGraw-Hill Company, Inc, p.380

Teaching English always deals with ability to communicate. The content of study will consist of speaking, listening, reading, and writing. All of the skills are integrated. These skills cannot be separated each other. In reading process, for example the content of study will consist of speaking, listening, reading and writing.[3] Reading is one essential skill in this study that the researcher focuses on. Reading skill is a skill that students will have greatest ability to read will stay with them longer than other skill. Reading is a skill that most students do not want to do. There are difficulties faced by students in reading. It can be seen when students are asked to read the material, after that the teacher gives a question relating to the material they read. Some students were not able to answer the questions from the teacher.

Reading is bringing meaning and getting meaning from printed or written material.[4] Reading text is now an important way for the general population in many societies to access information and get meaning. Reading is a process to know about something, information, etc, in a passage. Reading comprehension aims to test the students' comprehension about the content of the passage. According to Nunan, reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning.[5] But, according to Harmer Reading is an exercise dominated by the eyes and the brain then has to work out the significance of these messages. Reading is like listening, both of them are passive skills because

[3] H Allan Robinson, Teaching Reading and Study Strategies, USA, 1997, Allyn n Bacon, p.46

[4] http://id.shvoong.com/tags/pengertian-reading

[5] David Nunan, *Practical English Language Teaching*, New York, McGraw-Hill, 2003, p.70

person just receive and understand incoming information a reading text moves at the speed of the reader.

Depend on some cases teaching reading by using conventional method makes the student fells uncomfortable and has difficulty in comprehending the material; here the researcher tries to use SQ3R method to help the student comprehend the material, especially in narrative text.

From some reading-study system above the researcher assumes that the use of SQ3R will help the teacher success in teaching and learning process. The researcher can conclude from Robinson who has been used the SQ3R since 1940s. This technique has many psychological advantages on reading. First, pre-reading gives the readers a mental structure. They will know what to expect. Second, the students always look for something specific rather than reading without finding specific information. Third, the students will have more rewarding both before and after reading. The consideration is accordance with the statement Mc.Whorter that one research study designed to test the effectiveness of SQ3R reading-study system. The reading rate and comprehension level of a group of college students measured before and after using SQ3R method.

MTsN Puncu is one of the state school that has many students, therefore the researcher is interested to conduct the research there, beside that the quality of the students is better than the other school, it can be seen from many awards that is got by the students, the award is not only from regional competition but also in national competition.

The researcher conducts this research on the class VIII because the material was taught on the class VIII. However, there is no enough empirical evidence that the technique is effective. Based on the background above, the writer would like to investigate the effectiveness of reading text by using the SQ3R technique whether the students will understand the text easier rather than using conventional method by conducting the study entitled "The Effectiveness of Using SQ3R on The Improvement of The Achievement of Narrative Text Class VIII of MTsN 1 PUNCU KEDIRI."

B. The Statement of the Problems

Based on the statement of the background of the study above, the problem of this study is formulated as follows: Is the use of SQ3R effective on the improvement of the students' Achievement of Narrative Text of MTsN 1 PUNCU KEDIRI?

C. Objective of the Study

The objective of the study is to know the effectiveness of the use of SQ3R method on the improvement of the students' Achievement on the narrative text at MTsN Puncu, Kediri.

D. The Hypothesis of the Study

In this research, the researcher can set up the hypothesis as follows:

H0: SQ3R method is not effective on the improvement of the students' Achievement on Narrative Text at MTsN PUNCU KEDIRI

Ha: SQ3R method is effective on the improvement of the students' Achievement on Narrative Text at MTsN PUNCU KEDIRI

E. Significance of the Study

This study is classified and will be useful for some people that relate about this study. They are, for the students, the teacher, and the researcher.

1. For the students, it will make students easily in teaching learning process of reading. Besides that, it also gives more understanding about the materials that will be explained and the component of reading. They can improve, overcome, and increase their achievement on reading with this technique if it is suitable for them.

2. For the teacher, it can be used to find the effective method that can help student more understanding about the materials especially in reading by using SQ3R. Then, the teachers should explain the steps that will be used to teach it with this technique in school. So the students will know about it and practice this method. The teacher hopes that this technique can increase the ability of the students, exactly in reading skill. The teacher can use this technique if it is suitable for their reading class where they are taught.

2. For the researcher, the research is aimed to clarify the function of SQ3R in studying English especially in reading. This activity can help them to get some sources and description about variables that will be accurate data. It is about the effective method in teaching reading which it is applied in teaching learning process. Besides that, the researcher also gets new information about teaching learning English.

F. Scope and Limitation of the Study

This study concentrates on the discussion of the effective method in teaching reading at second year of MTsN PUNCU. The observation is limited in improving reading skill by using SQ3R. Besides that, the teacher can explain specific lesson there, which is narrative text. So the teacher is not confused to explain the material and the students can make the text clearly.

G. The Definition of Key Terms

1. Improvement

It becomes or to make something better. In this research, students can understand and increase students' understanding narrative.

2. Effectiveness

The degrees to which objectives are achieved and the extent to which targeted problems are solved. In contrast to efficiency, effectiveness is determined without reference to costs and, whereas efficiency means "doing the thing right," effectiveness means "doing the right thing."

3. Understanding

The students can analyze the text which has been given by the teacher. The students can show that is a narrative text. And the finally, students can answer questions from the teacher correctly.

4. Narrative

Narrative is a text written to amuse, entertain and to deal with actual or vicious experience in different ways: Narrative deal with problematic events which lead to a crisis of turning point of some kind, which in turn finds a resolution. A fictional narrative consist of scene-setting, a stepping back to evaluate, a crisis arises, the crisis resolved and optional.

5. SQ3R Method

SQ3R (Robinson, 1970) is a method for active elaboration of material that you read, say in a textbook. It consists of 5 steps. There are Survey (S), Questions (Q), Read (R), Recite (R), and Read (R).