

CHAPTER I

INTRODUCTION

This chapter provides an overview of the research topics that have been determined. Introduction contains the background of the study, questions of study, objective of study, and significance of study.

A. Background of Study

Language is an essential tool for human communication. Through language, people can express ideas, feelings, opinions, and experiences in social life. In the educational context, language also has an important role because it helps students understand knowledge, interact with others, and develop their thinking ability. Halliday (1973) states that language is not only used as a means of communication, but also as a resource for making meaning and building social relationships. Therefore, language learning becomes an important part of the teaching and learning process, especially in learning English as a foreign language.

In learning English, students are required to master several language skills. The four main skills in English are listening, speaking, reading, and writing. These skills are connected to one another and support students' ability to use English effectively. Brown (2001) explains that the four language skills cannot be separated because each skill contributes to the development of language competence. Among those skills, reading is considered one of the most important skills, especially for students who learn English in an EFL context. Through reading, students can get new information, enrich vocabulary, understand sentence structures, and improve their academic

knowledge.

Reading is not only the activity of pronouncing written words, but also the process of understanding meaning from a text. Grabe and Stoller (2013) explain that reading is an interactive process between the reader and the text. It means that readers need to use their background knowledge, vocabulary mastery, and reading strategies to understand the message of the text. In junior high school, reading becomes an important skill because students are expected to understand various English texts, such as descriptive, narrative, recount, and procedure texts. Therefore, reading should be taught effectively so that students are able to understand the content of the text, not only read the words.

The main goal of reading is reading comprehension. Reading comprehension refers to the ability to understand the meaning, main ideas, supporting details, and information contained in a written text. Anderson (2008) states that reading comprehension involves the ability to understand main ideas, identify supporting details, make inferences, and interpret information critically. However, many students still have difficulties in reading comprehension. They often find it difficult to identify the main idea, understand unfamiliar vocabulary, answer comprehension questions, and retell the content of the text using their own words. These problems may happen because students often read passively and do not apply appropriate reading strategies.

To overcome students' difficulties in reading comprehension, teachers need to use an appropriate strategy in teaching reading. A strategy is important because it helps students learn in a more systematic and meaningful way.

Harmer (2015) explains that effective reading instruction should involve pre-reading, while-reading, and post-reading activities to guide students through the comprehension process. One of the strategies that can be used to teach reading comprehension is SQ3R. SQ3R stands for Survey, Question, Read, Recite, and Review. This strategy guides students to read actively through several systematic steps. In the Survey stage, students observe the title, pictures, headings, or other elements of the text. In the Question stage, students make questions based on the text. In the Read stage, students read the text to find answers and important information. In the Recite stage, students retell or explain the content of the text using their own words. In the Review stage, students review the material to strengthen their understanding.

The implementation of SQ3R in the classroom is important because it can help students become more active readers. Through this strategy, students are not only asked to read the text, but also to predict, question, understand, retell, and review the information. Oxford (2011) states that learning strategies help students become more independent and effective learners. Therefore, SQ3R can support students in monitoring their own comprehension and participating actively during reading activities. In teaching reading comprehension, the teacher has an important role in guiding every stage of SQ3R so that students can follow the reading process step by step.

Although SQ3R has many benefits, its implementation in the classroom can also face several challenges. In actual learning practice, not all students are ready to actively follow the SQ3R steps. Some students still have passive learning habits, limited vocabulary mastery, low reading motivation,

and difficulty in generating questions. This is in line with Robinson's (2019) view that the success of SQ3R depends heavily on student readiness, learning motivation, vocabulary comprehension, and the teacher's ability to guide each stage of the strategy. Teachers may also face challenges in managing classroom activities and using time effectively because SQ3R consists of five stages. These challenges demonstrate that SQ3R implementation is not only related to the implementation of the strategy steps, but also related to how teachers manage the learning process and help students overcome their difficulties.

Several previous studies have shown that SQ3R can improve students' reading comprehension. Fa'izah, Salimi, and Wahyudi (2024) found that the implementation of SQ3R improved students' reading comprehension skills and helped students become more active in reading activities. Sulastri and Suhandoko (2024) also showed that SQ3R had a positive impact on students' reading comprehension because the structured reading steps helped students focus on understanding the text. In addition, Pratama et al. (2024) found that students' reading ability improved after the use of SQ3R strategy. These studies indicate that SQ3R is an effective strategy for improving reading comprehension.

However, most previous studies focused on measuring the effectiveness of SQ3R through quantitative research, classroom action research, or experimental design. There are still limited studies that analyze how teachers practically implement SQ3R in real classroom situations, especially in junior high school English classes. In other words, previous

studies mostly discuss the improvement of students' scores, while the practical implementation and challenges faced by the teacher have not been explored deeply. Therefore, this study focuses on analyzing the teacher's practical implementation of SQ3R and the challenges faced by the teacher in teaching reading comprehension.

This research was conducted at Al Huda Junior High School because the school provides an English language learning program and supports students' English development through several activities, such as English conversation and English camps. The researchers chose this school because its English teacher has 10th years of experience implementing the SQ3R strategy in teaching reading comprehension. This situation makes Al Huda Junior High School an appropriate research location because the researchers can observe the practical use of SQ3R in a real classroom context.

The participant of this research is an English teacher at SMP Al Huda who teaches seventh grade students. The researcher chose seventh grade because students at this level are in the early stage of junior high school learning. They are still adapting to English texts and need guidance in developing their reading comprehension ability. Therefore, the use of SQ3R is relevant for seventh grade students because it can help them read texts more systematically and actively.

The researcher chose reading comprehension as the focus of this research because reading is an essential skill in learning English, and comprehension is the main goal of reading. Without comprehension, students only read the words without understanding the meaning of the text. The

researcher also chose SQ3R because this strategy provides clear and structured steps that can guide students before, during, and after reading. Furthermore, this study uses a qualitative approach because the purpose of the research is not to measure students' scores, but to describe how the teacher implements the SQ3R strategy and to identify the challenges faced by the teacher in the teaching process. Qualitative research is suitable for this study because it allows the researcher to obtain detailed information through observation, interview, and documentation.

Based on the explanation above, this research is entitled "An Analysis on Teacher's Practical SQ3R Strategy for Reading Comprehension at SMP Al Huda." This study is expected to provide a deeper understanding of how the SQ3R strategy is implemented by the teacher in teaching reading comprehension and what challenges are faced during its implementation in the classroom.

B. Research Problems

Based on previous background of the study above, the researcher formulated research question as :

1. How is the SQ3R strategy implemented by the teacher in teaching reading comprehension at SMP Al Huda?
2. What challenges are faced by the teacher in implementing the SQ3R strategy in teaching reading comprehension at SMP Al Huda?

C. Objective of The Study

From the problem formulation above, this study aims to :

1. To describe how the teacher implements the SQ3R strategy in teaching

reading comprehension at SMP Al Huda.

2. To identify the challenges faced by the teacher in implementing the SQ3R strategy in teaching reading comprehension at SMP Al Huda.

D. Significance Of Study

The research results are expected to have theoretical and practical benefits

1. Theoretical Significance

This research aims to contribute to the growing body of literature on reading pedagogy by deepening our understanding of how teachers' strategy influence students' engagement and comprehension in reading. It highlights how strategic instruction such as activating prior knowledge, guiding comprehension through questioning, and encouraging reflection can transform reading into a more meaningful and participatory activity. As Grabe and Stoller (2013) suggest, comprehension is a dynamic process that depends on both cognitive and instructional factors. By examining teachers' practices at SMP AL HUDA, this study provides empirical insights into how such strategy are implemented in real classroom contexts where English is taught as a foreign language.

Furthermore, this research reinforces the theoretical notion that effective reading instruction goes beyond teaching linguistic competence it involves cultivating learners' motivation, curiosity, and confidence in engaging with texts. In line with Anderson (2008) and Harmer (2015), this study emphasizes that reading is not only about acquiring vocabulary or understanding grammar structures, but about helping students construct

meaning through interaction and reflection. The findings are expected to enrich the theoretical discussion on how reading strategies can be adapted and contextualized in Indonesian EFL settings, providing a bridge between global reading pedagogy and local classroom realities.

2. Partical Significance

This study is expected to offer meaningful benefits for teachers, students, and educational institutions.

a. For Teachers

The study can serve as a source of inspiration and guidance in designing more effective, creative, and student-centered reading lessons. It encourages teachers to view reading not as a passive activity but as an opportunity to foster critical thinking and discussion. Teachers at SMP AL HUDA and similar schools can use the findings to reflect on their own practices and explore new approaches that make reading more engaging and accessible to students with diverse abilities and interests.

b. For Students

This study seeks to indirectly improve students' reading experiences by promoting strategy that help them comprehend texts more effectively. When teachers apply supportive and interactive techniques, students are more likely to develop enthusiasm for reading, improve their vocabulary, and strengthen their understanding of language in context. Ultimately, the study hopes to nurture lifelong readers who see reading not as an academic requirement but as a way

to explore ideas, emotions, and the world around them.

c. For Future Researchers

This study can serve as a reference and foundation for further research on reading comprehension, teaching strategy, and classroom dynamics in the EFL context. It opens possibilities for future studies that could examine the impact of specific strategy on student outcomes or compare instructional practices across different educational levels and institutions.

E. Scope and Limitation of the Research

The researcher focused on the implementation and challenges of using the SQ3R strategy from the practice of English teachers in teaching reading at SMP AL Huda. SMP AL HUDA is a school in Kediri City. This school offers excellent programs including imperative classes, Parent Teaching programs, English conversation, and English camps. In 2023, this school won second place in the KKJ School English Olympiad, which won a bronze medal in the national final of Junior High School English. The researcher interviewed and observed a 7th grade teacher at SMP AL HUDA, identified as DKF. She graduated from Nusantara PGRI University Kediri and has taught English for 10 years and has used the SQ3R strategy since the beginning of her teaching career.

F. Definition of Key Terms

To avoid the misunderstanding in this research, there are several key terms that the researcher feels necessary to explain them.

1. Teacher's Practical Strategy

Teacher's practical strategy refer to the real and applicable methods or techniques used by teachers in the classroom to help students improve their reading comprehension

2. SQ3R Strategy

SQ3R stands for Survey, Question, Read, Recite, and Review, which is a reading strategy designed to help students understand and remember texts effectively. In this study, SQ3R refers to the steps used by the teacher to guide students in comprehending English reading texts.

3. Reading Comperhension

Reading comprehension refers to students' ability to understand the meaning of written texts, identify main ideas, and interpret the information contained in the text accurately..