

CHAPTER I

INTRODUCTION

The information which is provided in this chapter is: the background of the research as well as its limitation, the problems of the research, the objectives of the research, the significance of the research and the scope of the research.

A. The Background of the Research

Schools or academic institutions have various teaching and learning subjects in their curriculum, and there must be problems that an education system may encounter. One of the subjects taught at school is language learning, which includes four skills, i.e. reading skill, writing skill, speaking skill, and listening skill. In this research, the researcher focuses only on reading skill. Here are some of the problems on reading skills area. First, reading activity is necessary in learning process; therefore, it is important to train students to think critically on certain exercises or tasks. Second, students need to think, they have to become independent learners. Third, the students cannot comprehend a text or article well because they do not have sufficient vocabularies. They would rather stop reading and instead they ask their peers about the information if they are faced with unknown words. Fourth, the teachers are lack of strategy in teaching reading. Fifth, learning to read English can be very difficult for some students. Hammer (2001, p. 210) stated that the problems that are usually found on learning reading are the text length, vocabulary, and genre of

text. The students often think that the longer the text, it makes harder and more difficult to be understood.

For many years, educators or academics have been working to find the effective way to improve students' reading skills. Many schools apply the Teacher-Centered Learning (TCL) approach in their academic system. TCL has been widely considered to make students become active learners. Therefore, it is difficult to develop students to be independent and to be active learners. Because of that, it is important for teachers or educators to find suitable approach and strategy to achieve the learning and teaching goals. It is also important for teachers to consider the students' learning style, their prior knowledge, and the environment.

Reading is one of the four skills in language learning that should be learned by the students other than listening, speaking, and writing. Reading is the process of receiving and interpreting information encoded in language form via the medium of print (Grabe, 2009:14). Reading comprehension is derived from two terms, which are reading and comprehension. Reading skill is very important for everyone especially student. Reading is a way to pronounce the sound of letters that construct words in sentences. Reading also means an activity of transforming information by text. Here, in reading activity, the readers have to construct the meaning of words or even sentences, which exist as the content of the text. Students are typically making use of their background, knowledge, vocabulary, grammatical knowledge, experience with the text and other strategies to help understand the written text. As learners, he/she has to have an ability to comprehend the content of a text. Rahmi and Ratmanida

(2014) believed that the goal of teaching reading is to enable students to comprehend social functions, generic structures, and language features of the texts. Larsen-Freeman (1990, pp. 1) stated that the secret of effective teaching and learning reading issue to the effort or strategy that is made by the language instructors or the teacher in the classroom. Another definition of reading also came from MC Ginnis and Smith (1982, pp. 14) “ Reading is a process of identifying, interpreting and evaluating ideas in terms of mental content or total awareness of the reader. It is a complex process that is dependent upon the individual’s language development. There are Experimental background, cognitive ability, and attitude toward reading. Reading ability results from the application of those factors as the individual attempts to identify, interpret and evaluate ideas from written material” Smith and Dechant (1997, p. 8) pointed out that reading always involves an interaction between the writer and the reader.

When students try to comprehend certain texts students must have a wide range of capacities and abilities. Those include cognitive capacities, motivation, and various types of knowledge. Here, students should be able to extract the content from any text. If students are only able to extract a single text, of course, it is not enough. Besides, comprehension does not occur by simply extracting meaning from text. Language and content is interrelated to one another. We have to know how language is used to convey the content. Therefore, we have to read a text carefully, because it relates to our own prior knowledge for interpreting the message that the writer sends. It is undeniable that sometimes when someone asks about the content of the passage

and students cannot answer it well. It probably happens because students do not fully comprehend the content of the text. Today's technology is very wonderful; the students can access many sources from the internet to find answers to many problems. They can get information and solution not only from their teachers. Many methods and techniques can be found and used to solve the problems.

It is one of the methods to help students in reading skills. It can help students to be more creative and to be more active in the classroom. In this method, the teacher is not the only source of information available. It is conducted in five steps. First is to survey, the students should have to see the title, layout, chapters, graphs, pictures and highlighted words on the text. Second is to question, the students try to change statements into the questions. They have to understand what it is that the author wants to convey, and what the text is about. Third is to read the text actively while maintaining the previous steps. The four is to recite, the students need to repeat and read aloud using their own words. The last step is to review, in which the students should make a summary and take a note from the whole text. They need to pay extra attention to the text as well.

The researcher wants to investigate these problems from many aspects. As such definitions above, the researcher would like to know the students' perception about SQ3R method to comprehend descriptive text. Therefore, the researcher is very much interested in conducting this study entitled "Students' Perception on Using SQ3R Method to Comprehend Descriptive Text at SMP Negeri 3 Babelan".

B. The Problems of the Research

Based on the background of the study, the problems of the study are formulated in the form of question as follows:

1. What is students' perception toward the SQ3R Method?
2. Are the students interested to use SQ3R Method to improve their comprehension in descriptive text in the classroom?

C. The Objectives of the Research

This objective of this study is formulated to achieve the followings:

1. To investigate students perception towards the SQ3R Method.
2. To know whether students are interested to use SQ3R Method to comprehend the descriptive text.

D. The Scope of the Research

Due to the time and budget limitation, the researcher had to conduct this study only in the scope of eighth graders students at SMP Negeri 3 Babelan. In Addition, The data was collected using cross section survey method. As a consequence of those limitations, the finding of this study could not be generalized to other population. The researcher did not observe the interaction between students and teachers during reading class, and all the tasks they had to complete at the time. A questionnaire was administered to 40 students and interview was conducted to 10 students. The

researcher had also asked and confirmed the teacher, Miss Nelrita, that the students have difficulties or problems in reading skill.

E. The Significance of the Research

This study is hopefully providing useful information and contribution to lecturers, English teachers, and researchers.

1. To lecturer, the results of this study will hopefully provide information about students' perception and interest on the use SQ3R method in learning reading comprehension at SMP Negeri 3 Babelan.
2. To English teacher, English teacher can make use the finding of this study in selecting learning strategies in their classroom.
3. To other researchers, the results of this study can provide a basis for conducting research on the same problems in reading skills.