

CHAPTER I

INTRODUCTION

This chapter presents the general outline of the study. It provides the background of the research, research question, objective of the research, limitation of the problem, benefits, research methodology, definition of key terms, and organization of the research paper.

A. Background of the Research

English is one of some international languages which is used by most people around the world. In a global era, people are expected to master English so that they can communicate with other people who live in other countries. As an international language, it should be mastered by people especially by learners who want to compete in this globalization era, including Indonesia. In English, there are a lot of skills which have to be mastered and learnt. Therefore reading, listening, speaking and writing. One of the most the important skill should be mastered is reading skill.

According to Oakhil, et.al., (2014: 1) “Reading is an important way of gaining information in language learning and it is a basic skill for a language learner, for the more reading comprehension is important, not just for understanding text, but for boarder learning, success in education, and employment.”

Refer to Kintsch in Santi, et.al., (2015: 2) “Reading comprehension is the product of processes, that operate during reading to create a mental

representation of the situation described by the text, referred to as a situation model.” English is taught in educational curriculum as one of its compulsory subjects starting from junior high school until university.

Nowadays, a lot of learners still have difficulties in learning English. They cannot understand and still lack of vocabularies. They cannot comprehend the text they read. Most of them, the learners do not interest in learning English.

According to phenomena above, the teachers are demanded to have the interesting method which should be provided to learners in order the learners can be interested in and motivated to learn English. One of the method which writers provides is “SQ4R Method” (Survey, Question, Read, Recite, Review and Reflect).

Based on Mitterer & Coon (2014: 6) “SQ4R is a method to make reading more interesting and effective.” Furthermore, the “SQ4R experience enhanced the learners’ academic curiosity by the question they were asking and the level of their participations in classroom activities.” (Bilgen & Chouseinoglou, 2014: 190). The SQ4R have steps following Survey, Question, Read, Recite, Review and Reflect.

That is why, the writers uses the SQ4R method to motivate learners to learn English with the title “Teaching Reading Comprehension Using SQ4R Method.”

B. Research Question and Hypothesis

1. Research Question

“Does SQ4R method influence the student’s reading comprehension?”

2. Hypothesis

Null Hypothesis

“The SQ4R method does not influence student’s reading comprehension.”

$H_0: \mu_1 - \mu_2$

H_0 : There is not significance influence between SQ4R with students’ reading comprehension.

C. Objectives of the Research

The objective of the reasearch to examine the influence of SQ4R method in the student’s reading comprehension.

D. Limitation of the Problem

The writer conducts the research with the limitation. The limitation of the problem of the research is limited to reading comprehension using SQ4R method in narrative text. The research also is conducted in the class of tenth grade of SMK Al-Hasyimiyyah Cipanas-Cianjur in academic year 2018. Then, the limitation of the time goes from February to March.

E. Significance of the Research

1. Theoritically

It increases some theoritical informations about SQ4R method and reading comprehension.

2. Pedagogically

It helps the teachers to improve the student's reading comprehension.

3. Practically

It introduces the teacher with the method that could motivate the students to learn English better.

F. Definition of Key Terms

The definitions of Keys Terms are describes as follows:

1. Teaching

According to McIntyre in Moon. et.al., (2002: 124) Teaching is a relatively easy concept to define: teaching is acting so as deliberately and directly to facilitate learning. While what is done to achieve the purpose of teaching may be almost infinitely diverse, it is the purpose of these activities, not the activities themselves, which is definite.

2. Reading

According to Oakhil, et.al., (2014: 1) "Reading is an important way of gaining information in language learning and it is a basic skill for a language learner, for the more reading comprehension is important, not

just for understanding text, but for boarder learning, success in education, and employment.”

3. Teaching Reading

As Louisa C. Moats (1999) in Schumm (2006: 10) wrote, “Teaching reading is a job for an expert. Contrary to the popular theory that learning to read is natural and easy, learning to read is a complex linguistic achievement. For many children, it requires effort and incremental skill development. Moreover, teaching reading requires considerable knowledge and skill, acquired over several years through focused study and supervised practice.”

4. Reading Comprehension

According to Kintsch in Santi, et.al., (2015: 2) “Reading comprehension is the product of processes, that operate during reading to create a mental representation of the situation described by the text, referred to as a situation model.”

5. SQ4R Method

According to Mitterer, & Coon (2014: 6) “SQ4R is a method to make reading more interesting and effective.” Furthermore, the “SQ4R experience enhanced the learners’ academic curiosity by the question they were asking and the level of their participations in classroom activities.” (Bilgen & Chouseinoglou, 2014: 190).

G. Organization of the Research Paper

This research paper consists of five chapter, they are;

Chapter 1 Introduction includes Background of the problem, Research Question, Objective of the Research, Limitation of the Problem, Significance of the Research, Definition of Key Terms and Organization of the Paper.

Chapter 2 Theoretical Framework includes Definition of Teaching, Definition of Reading, Teaching Strategies, Definition of Reading Comprehension and SQ4R method and Previous Studies.

Chapter 3 Research Methodology includes Research Method, Research Design, Population and Sample, Research Instrument, Data Collection Technique and Analysis.

Chapter 4 Result and Discussion includes Result of the Research, Data Analysis, Testing Hypothesis, The Research Question and Discussion.

Chapter 5 Conclusion and Suggestion.