

CHAPTER I

INTRODUCTION

This section provided an explanation of the research's background, research formulation, research objective, research significance, hypothesis, and terminology. the writer explains the research's background from general to specific

A. Background of the Research

Reading is one of the fundamental language skills that students need to master. As one of the four core language skills, reading not only serves as a tool for acquiring information but also forms the foundation for academic success across various subjects. In the context of learning English, reading becomes more challenging since students are required to understand texts written in a language they do not use in daily communication. Reading comprehension plays a crucial role in this process. Without good comprehension, reading becomes a mere act of recognizing words without grasping their meaning.

In other words, the ability to fully understand the content of a text is essential for helping students interpret, analyze, and extract information effectively. A common issue faced by junior high school students is their level as beginners of reading comprehension in English, which limited their ability to answer questions, draw conclusions, or identify main ideas in a text. This highlighted the need for effective instructional strategies to improve students' reading comprehension skills.

Based on a pre-observation that Researcher conducted at SMP Negeri 2 Sintang together with one of the English teachers, it was noted that the absence of effective English instruction at earlier educational levels has led to students struggling to understand the meaning of texts. This suggested that students who begin learning English only at the junior high school level were those who most urgently need to improve their reading comprehension skills. Out of 33 students, nearly half of the students that started in elementary school, and the rest only began learning English in junior high school. It meant that nearly half of the class still required substantial improvement in reading comprehension. From a brief observation conducted with the students, many of them stated that they did not fully understand what they were reading and often had difficulty answering questions based on the texts. In other words, junior high school students generally still struggle to comprehend English reading materials effectively.

Signs of weak reading comprehension can be seen in several specific difficulties faced by students. One common issue was their struggle to find the main idea of a text. Especially for students that learning English as a foreign language, who often have trouble telling the difference between the main idea and supporting details, finding the main idea across different paragraphs, understanding new vocabulary, and making inferences about the meaning of what they read. These problems show that many students not only miss the main point of a text but also find it hard to answer questions that require deeper understanding. Altogether, these challenges

were clear signs that junior high school students still have difficulty understanding English reading texts.

There are several factors that contribute to the low reading comprehension skills of junior high school students. First, limited reading strategies play an important role. Students who do not use specific reading strategies often read word by word, which make it difficult for them to understand the content of the text or the questions related to it. Second, low learning motivation also affects students' willingness to put effort into understanding what they read. As a result, they often become bored and less concerned about the meaning of the text. Third, a limited vocabulary and deficiency of background knowledge also make it difficult for students to understand reading materials. It was well known that weak vocabulary and insufficient prior knowledge are major barriers to reading comprehension.

In other words, if students do not have enough vocabulary or basic understanding related to the topic of the text, they will struggle to grasp its meaning. Other contributing factors include low reading interest, weak of regular reading habits, and teaching methods that have not yet fully supported the development of reading skills. Students who struggle with reading comprehension often face difficulties in other subjects as well, since most learning materials are delivered through texts. The negative impact of low literacy levels has been well documented: poor reading comprehension can lower academic achievement, hinder problem-solving abilities, and even reduce students' chances of continuing their education to higher levels.

Therefore, finding effective teaching strategies is crucial. One promising strategy is the SQ3R technique (Survey, Question, Read, Recite, Review). This is a structured reading technique designed to improve comprehension and retention of reading materials. Moreover, SQ3R has been shown to increase students' engagement with texts and enhance their critical thinking skills. Based on this evidence, SQ3R is considered a potential strategy worth applying to address the issue of low reading comprehension among junior high school students.

After reviewing the research background above, the title of this research proposal is chosen as "The Implementation of SQ3R Technique to Improve Students' Reading Comprehension for Eighth Grade at SMP Negeri 2 Sintang."

B. Research Formulation

Based on the research background, the research formulations of this research are as follows:

1. Does the SQ3R technique affect the reading comprehension of eighth-grade students at SMP Negeri 2 Sintang?
2. What is students' perspective after using SQ3R technique at SMP Negeri 2 Sintang?

C. Research Objective

Based on research formulation above, the research objective of this research are as follows:

1. To find out the effect of the SQ3R technique on the reading comprehension of eighth-grade students at SMP Negeri 2 Sintang.
2. To analyze students' perspective in reading comprehension after being taught using the SQ3R technique at SMP Negeri 2 Sintang.

D. Research Significance

Based on the research objective, the researcher anticipated to make meaningful contributions for various ways by conducting the research.

1. Theoretically, this research is helpful in providing information about how to use the SQ3R technique in teach reading comprehension to students.
2. Practically, this research's findings will be beneficial to the following parties:
 - a. For Teacher, this research might be useful as a reference for other educators or schools in using similar techniques to improve reading comprehension in English.
 - b. For students, this technique may help them establish better reading practices and gain confidence in comprehending texts in English.
 - c. For other researchers, this research is expected to provide useful insights and references for future researchers who are interested in the field of reading comprehension and language learning strategy.
 - d. For school, it provides a valuable instructional strategy by implementing the SQ3R technique, teachers can adopt a more structured and student-centred approach in the reading process,

which helps students actively engage with texts and develop higher-order thinking skills.

- e. For STKIP Persada Khatulistiwa Sintang, this research is expected to bring benefits to STKIP Persada Khatulistiwa Sintang as an institution that prepares future educators. The implementation of the SQ3R technique in teaching reading comprehension can serve as a practical model for English language teaching, especially in developing effective and interactive reading strategies.

E. Hypothesis

This part explained the hypothesis of the research.

The hypothesis for this research is whether implementing the SQ3R Technique might improve students reading comprehension. The hypothesis is rejected if the H_0 sig < 0.05 and can be represented as follows:

1. Alternative Hypothesis (H_a) : The implementation of the SQ3R technique significantly improves the reading comprehension of eighth-grade students at SMP Negeri 2 Sintang.
2. Null Hypothesis (H_0) : The implementation of the SQ3R technique does not significantly improve the reading comprehension of eighth-grade students at SMP Negeri 2 Sintang.

F. Terminology

This part explained the term of definition that writer used.

1. Implementation

Implementation refers to the process of applying or putting a technique or method into practice that involve the actual use of a technique or method by the teacher and students in classroom

2. Reading Comprehension

Reading comprehension is the ability to understand, interpret, and evaluate the meaning of a written text. It involves grasping both explicit and implicit information, identifying main ideas and supporting details, making inferences, and connecting the content of the text to prior knowledge or personal experience.

3. SQ3R Technique

The SQ3R technique is a reading strategy designed to help readers understand and remember information from a text more effectively. SQ3R stands for five main steps in the reading process: Survey, Question, Read, Recite, and Review. It is a commonly used strategy to address problems related to reading comprehension.