CHAPTER I
INTRODUCTION

1.1   Background of Study

Reading is an interactive process in which the reader effectively constructs a meaningful representation of a text using reading strategies (Narjes, 2016). The effective reading strategy considers a considerable talent that has acquired a special cognizance of students' studying comprehension abilities. So, reading is one way to apprehend the reading material of textual content to discover the existing records. While reading, students want effective techniques to guide their potential to read, so students can get what is contained inside the reading. English instructors are chargeable for educating students from very little understanding to good enough English to speak my surroundings. Even though English has taught when you consider that fundamental school, maximum students have trouble with studying competencies. One of the issues is they hardly ever use English while communicating with instructors or their partners in elegance during the learning system or in their gambling environment.

According to Darmadi (2018), reading is an activity that is easy to do as well as fun. By reading, we can enjoy various exciting things, various imaginative things. By reading, the world will be wide open. We can absorb all information through reading activities. Reading is an activity in the form of reciting or spelling a piece of writing.

An English teacher is a person who is required to provide English language learning as needed by students. The teacher facilitated the students to learn and

use English orally and in writing. The reading ability is a crucial tool that helps the learning process, without which the students may not be able to deal with the literature they must read during their study period. It is hardly exaggerated if reading is said to be as most important ability non- English speaking students to master. Ideally, in reading skills, the students should be able to find the main idea of the text, find details information in a text, identify the use of reference in a text, guess or understand the meaning of unfamiliar words in the text, and distinguish between literal and implied meaning.

Based on observation, there are many problems in teaching English as a foreign language in the school environment, and the researcher found it at SMK N 2 Anambas. The students got difficulties with reading skills. This was due to several factors. They include students' competence and class situation. From the students' competence category, the researcher found some indicators dealing with the low of students' specific text comprehension, including literal, sequencing, and summarizing comprehension. These indicators were : (a) students were unable to find the main idea; (b) the students were unable to find detailed information about the text; (c) the students were unable to translate the difficult words. Therefore, they did not feel confident when they wanted to read English texts. This triggers students to be afraid of starting reading because they are not confident when doing it, especially when the teacher asks them to read. This condition prevented them from being able to read English texts.

Second, the teacher did not create an environment in the classroom. The teacher only practiced how to speak without knowing that reading skills were also

needed. So, when students were asked to read, they did not do it properly. However, when practiced directly by reading, students feel fluent. Another factor, the teacher still used methods that made students uncomfortable and enthusiastic about learning. The lack of reading sources or book references in the library also causes students to be not proficient in reading English even though sources such as reading books were needed for students to be easier to understand.

With the constraints of resources and facilities at SMK N 2 Anambas, the teacher is overwhelmed in teaching, and students are less able to understand learning. The SMK N 2 Anambas school doesn't have a library room, only using a partial class limited by plywood. With the lack of library space, there will also be a lack of student literacy sources in reading and searching for other sources of information. From these problems, it can be said that the teaching and learning process, especially in learning to read in English at SMK N 2 Anambas still minimal and monotonous because of the method. It only uses the same method every lesson and without reading sources that can be used.

Based on the characteristics of the issue, it can be solved using appropriate methods. The researcher used the SQ3R methods to solve students' problems in improving reading skills in learning English. The action taken by the researcher is an action where the researcher conducts research directly into the field to find and dig up information from students and teachers at the school and the parties concerned. Based on the description above regarding the background at SMK N 2 Anambas, the researcher are interested in conducting a study entitled "Improving

Students' Reading Skill Using SQ3R Method at Tenth Graders of SMK N 2 Anambas ".

1.2 Identification Of The Problem

From the background of the study above, the researcher found some problems that can be researched, such as :

1. Students are still not confident with their skills, especially in reading;

2. Students have difficulty in learning to understand the main idea and detailed information of text;

3. Teachers still use the methods that made students bored and unattractive;

4. The students don't have some source for searching for information like a textbook.

1.3 Limitation of the Problem

Based on the problem described above, the researcher focused on improving students' reading skills in English lessons using the SQ3R method at tenth graders of SMK N 2 Anambas.

1.4 Research Question

Based on identifying the problem, the research question is how does the SQ3R method can improve students' reading skills in the tenth grade of SMK N 2 Anambas?

1.5 Purpose of the Research

Related to the research question, the purpose of this research are to describe how the SQ3R method can improve the students' reading skill in English learning.

1.6   Significance of the Research

The result of this research is expected to be used theoretically and practically :

1.6.1 Theoretically

This research contrubuted to students, teachers, and researchers. This research provided benefits for the teacher as a reference for using the right technique or method for students, namely reading skill by using SQ3R method. in addition, students can use this research as a refernce to use the right technique to learn English on their own, and also for schools to develop the use of teaching and learning method with SQ3R so that students are interested in studying at SMKN 2 Anambas.

1.6.2 Practically

a. Students, the results of this study are expected to provide new experiences in learning English, especially in learning to read, so they can be more motivated to develop their abilities. And students can improve their ability to read texts in English.

b. English teachers, the results of this study are expected to provide alternative techniques in teaching reading. It is also expected to motivate teachers to be more creative so that students will be more enthusiastic about learning English in the classroom.

c. Schools, the results of this study: 1) can improve the quality of reading comprehension of learning both process and results; 2) With the completion of the research conducted by the researcher, this can be an input for schools on the use of teaching and learning methods in

curriculum development based on essential competencies that have been determined in the curriculum applicable at SMK N 2 Anambas.

d. Researcher, the results of this study can develop experience related to knowledge in research on English education and teaching, especially for reading.

1.7   Definition of Key term

1.7.1 Reading skill

Reading is a process of recognizing the forms of letters and grammar and the ability to obtain and understand the contents of good, implied, and even highlighted ideas in a reading (Muhsyanur, 2014).

1.7.2 SQ3R Method

According to Salam (2018), the SQ3R method is one of the reading methods to understand the content of reading that uses systematic steps in implementation. SQ3R stands for Servey, Question, Read, Recite, and Review.

1.7.3 Classroom Action Research (CAR)

(Hanifah, 2014) Action research is about systematic study of attempts to improve educational practice by group of participants by means of their own practical action and by means of their own reflection upon the effect of those action.