

CHAPTER I

INTRODUCTION

A. Background of Research

In learning English, four skills that must be considered and mastered, namely listening, reading, speaking, and writing. One of them is reading. Reading has an essential role in human life. By reading a reader can interact with his feeling and thinking, get information and increase his knowledge. According to Tarigan in (Nuriati, Ohoiwutun, & Mashuri, 2015), reading is a process reader to get a message sent through written media. It means that through reading, someone will get information or message needed.

Based on the preliminary observations of students' ability in English reading comprehension in recount text at the Second Grade of SMP PGRI Cililin Bandung Barat through interviews with teachers and students, the result showed student learning outcomes still do not meet expectations with the average score of student daily test score in recount text is 64,13 with KKL (Classical Criteria of Mastery) 48%. This is due to the students showed that most students do not understand what they are reading in recount text. This can be seen when they are told to read the material, after which the teacher gives questions related to the material they are reading, it turns out that some students cannot answer the questions from the teacher. In addition, students are passive and silent, this is due to the emergence of shame, lack of courage to ask questions and answer questions and express opinions.

In overcoming this problem, one of them is the mastery of English teachers on many kinds of reading technique, because it is not an easy process. Nurhadi in (Safitri, 2016) said that reading is a complex and complicated process. Teachers should use a variety of technique to improve students' ability in reading comprehension.

According to Syah in (Sobri, 2017), there are tips specifically designed to comprehend the reading text comprehensive called the SQ3R technique developed by Francis P. Robinson at Ohio State University the United States, the technique which is intended Survey, Question, Read, Recite and Review.

- a. Survey : checking or identifying all texts
- b. Question : making a list of questions that are relevant to the text
- c. Read : to read the text actively to find answers to questions which has been arranged
- d. Recite : memorizing each answer which has been specified
- e. Review : reviewing all the answers questions arranged in the second and third steps

Besides that, SQ3R use for fully absorbing written information. It helps to create a good mental framework of a subject, which can fit facts correctly. It helps to set study goals. It also prompts to use the review techniques that will help to fix information on the mind. If use SQ3R will significantly improve the quality of study time (Rahyana, Kasyulita, & Rasyidah, 2016).

In this case, the research use the SQ3R technique in Cooperative Learning Type STAD to be more attractive, useful, and efficient in time so that it can cover the weaknesses of the SQ3R technique, one of which spends a lot of time.

Cooperative Learning Type STAD contains the structure of cooperation in groups learning, which consists of two or more people and the involvement of each member determines the success of their work according to Solihatin & Raharjo in (Septrijiwati, Murdiana, & Paloloang, 2016). The students who comprehend quickly can help students who are slow to comprehend.

The research wants to know how the real effect of the SQ3R technique in Cooperative Learning Type STAD to foster students' ability in English reading comprehension in recount text because it has not been studied by other researchers. The research is interested in conducting research by the title *The Use of SQ3R Technique in Cooperative Learning Type STAD to Foster Students' Ability in English Reading Comprehension in Recount Text (A Pre-Experimental at The Second Grade of SMP PGRI Cililin Bandung Barat)*.

B. Research Questions

The research formulates the questions; they are:

1. How is students' ability in English reading comprehension in recount text at the second grade of SMP PGRI Cililin Bandung Barat being taught before using the SQ3R technique in Cooperative Learning Type STAD?
2. How is students' ability in English reading comprehension in recount text at the second grade of SMP PGRI Cililin Bandung Barat being taught after using the SQ3R technique in Cooperative Learning Type STAD?

3. What are the differences between students' ability in English reading comprehension in recount text at the second grade of SMP PGRI Cililin Bandung Barat who were taught before and after using the SQ3R technique in Cooperative Learning Type STAD?

C. The Aim of Research

The research has some aims as follows:

- To find out the students' ability in English reading comprehension in recount text at the second grade of SMP PGRI Cililin Bandung Barat being taught before using the SQ3R technique in Cooperative Learning Type STAD.
- To find out the students' ability in English reading comprehension in recount text at the second grade of SMP PGRI Cililin Bandung Barat being taught after using the SQ3R technique in Cooperative Learning Type STAD.
- To find out the differences students' ability in English reading comprehension in recount text at the second grade of SMP PGRI Cililin Bandung Barat being taught before and after use SQ3R technique in Cooperative Learning Type STAD.

D. Hypothesis of Research

Ha: There is significant different students' ability in English reading comprehension in recount text being taught before and after use SQ3R technique in Cooperative Learning Type STAD.

Ho: There is no significant different students' ability in English reading comprehension in recount text being taught before and after use SQ3R technique in Cooperative Learning Type STAD.

E. Limitation of Problem

In order for this study to be more about the target, it is necessary to limit the problems, including the following:

1. Judging from the object of research that is limited to students' ability in English reading comprehension in recount text.
2. Judging from the research subjects, the research was conducted at the second grade of SMP PGRI Cililin Bandung Barat.

F. The Benefit of Research

1. Theoretical Benefits:

As a study material in increasing knowledge about the SQ3R technique in Cooperative Learning Type STAD to foster students' ability in English reading comprehension in recount text.

2. Practical benefits:

a. Benefits obtained by students:

1. By applying the SQ3R technique in Cooperative Learning Type STAD can foster students' ability in English reading comprehension in recount text.
2. Can motivate and help the students more attractive, useful, and efficient in time.

b. Benefits obtained by the teacher:

1. As a motivation to improve skills to choose appropriate and varied learning strategies
2. As a material consideration for teachers to choose and use the right technique in encouraging and providing excellent service for students.

c. Benefits obtained by the school:

1. Schools get input on how to conduct classroom action research
2. Growing and increasing productivity in researching teaching staff, especially in finding solutions to learning problems.

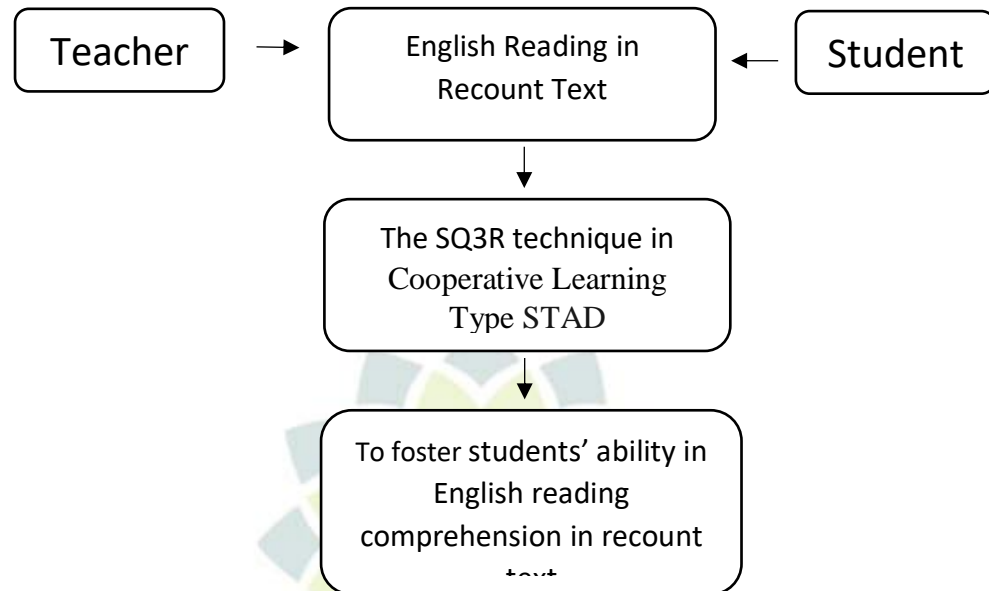
G. Research Framework

The problem faced by students at the second grade of SMP PGRI Cililin Bandung Barat is the most students lack ability in English reading comprehension in recount text. In overcoming this problem, the research uses the SQ3R technique in Cooperative Learning Type STAD which a technique of comprehending text actively which includes the survey, question, read, recite, and review where this technique is carried out in Cooperative Learning Type STAD which involves group collaboration to complete learning tasks.

The use of the SQ3R technique in Cooperative Learning Type STAD can provide positive benefits because students can work together in groups to comprehend the material, but in Cooperative Learning Type STAD, they still have an element of individual responsibility.

This technique is expected to be able to improve learning achievement in students, where learning achievement can be seen from the ability of students to

master the material that has been taught through test results. From the description above, the thinking framework can be described as follows:



H. Previous Study

Some research have shown that SQ3R Technique in Cooperative Learning in a subject can improve the learning outcomes of students. One of the research that is reviewed by Nita in class VIII E SMP NU 01 Muallimin Weleri on period 2006/2007. Based on initial observation showing that students difficulties in comprehending reading and they tend to be passive in economic subjects, whereas economic subjects is a subject that most in the form of long description text. This proven with the average value of daily text students is 62,80 with completeness classical amounting to 58,54%.

In an effort improve the learning outcomes of students in economic subjects, Nita made repair effort in learning with apply SQ3R Technique (Survey, Question, Read, Recite, and Review) in Cooperative Learning to students class VIII E SMP NU 01 Muallimin Weleri on period 2006/2007 which numbered 41 students.

The Results of research have shown that the learning outcomes of students increase in economic subjects. This could be seen from increasing the average value of students from each cycle that is on the first cycle 66,95 with completeness classical amounting 78,05%; on the second cycle the average value increases become 73,78 with completeness classical to 87,80%. While percentage completeness classical in learning outcomes of affective aspect on the first cycle 73,2%, and on the second cycle increases to 87,8%. From the results observed in student activities in learning obtained score 26 with good category in the first cycle, whereas on the second cycle is obtained score 33 with very good category.

Based on the results research could be concluded that learning with use SQ3R Technique in Cooperative Learning can improve the learning outcomes of students class VIII E SMP NU 01 Muallimin Weleri on period 2006/2007 on economic subjects (Kurniasari, 2007).

Another research by Arum in 2019 to improve ability in problem-solving students class VIII A SMPN 2 Nanggulan in learning mathematics using a cooperative models type of Think-Pair-Square.

This research is a research of CAR (Classroom Action Research) that carried out in collaborative and participatory. This action held in 2 cycles with the first cycle consists of 5 meetings, and the second cycle consists of 4 meetings. On every cycle, students are given the last test cycle to measure ability in problem-solving. The Instruments used in collecting data included observation, test, and guidelines interview. Data collection is done with way observation, tests, interviews, and documentation. Data analysis is done with descriptive qualitative and quantitative.

The results of research showing that learning mathematics with cooperative models type of Think-Pair-Square can improve ability in problem-solving. It showed with increasing the average value of students in the first cycle test 71,99, whereas the second cycle test 84,46. Average percentage of problem-solving aspects on the first cycles and the second cycle are as the following: (a) the ability in the comprehending problem increase from 89,06% to 95,99%, (b) the ability in planning for problem-solving increase from 77,78% to 78,57%, (c) the ability in problem-solving increase from 63,26% to 82,29%, and (d) the ability in interpreting an obtained solution increase from 56,94% to 80,56% (Handini, 2010).

