

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Reading comprehension plays an important role in human life. Its role is realized as very substantial because it opens up new knowledge for individual. The goal is to gain information from what the writer conveyed through a text and uses this information to enrich his/her experiences and to improve his/her intellectual ability. Reading comprehension is the process of constructing meaning by coordinating a number of complex process that include word reading, word and world knowledge, and fluency (Harris and Graham, 2015).

Reading is one of the important aspects in English that should be mastered by all of people in general and especially for all students who want to get more information and deepen their knowledge. As we knew that reading can be a bridge for seeing the world. By doing reading activity, we could get so many new things. There are so many benefits that could be gotten from reading if we know the right strategy in getting reading comprehension.

Based on School-Based Competency Curriculum, reading has a function in understanding the meaning in written expression formally or informally in the recount, narrative, procedure, or descriptive text. According to Siahaan and Shinoda, descriptive text is a written English text describing an object by the author. The object may be a real or abstract entity. It may be a human, place or anything it can be on any

topic. Reading descriptive texts without understanding is likely to be one of the obstacles. The first factor is the learning environment also has a big influence on students' learning motivation. A conducive learning environment will encourage students to always be motivated in learning. But on the contrary, a learning environment that is not conducive will cause students to be lazy in learning reading. The second is inadequate school and learning facilities at this time. The last factor from the students is their ability in implementing the reading strategy. They do not use any reading strategy effectively although they may know some reading strategies to gain information from the text.

In this part, teachers have main role in making students being interest to read book. By useful Survey, Question, Read, Reflect, Recite and Review (SQ4R) strategy, it help improving students reading activity easily. The SQ4R strategy is a method of reading and studying textbooks, in SQ4R stand for five steps: survey, question, read, reflect, recite, and review. And in this section the teacher teaches students how to read a descriptive text about a thing or object using SQ4R method, after that the teacher gives a test questions related to the descriptive text. The goal of reading could be reached if the reader could gotten deep comprehension from the descriptive text they have read. If the students reading just fluent, it could not categorized as successful reading.

Unfortunately, reading is still being complicated problem in Indonesian students right now. Almost of the teacher who teach reading just focus on students'

reading fluency without noted students reading comprehension. Because of this case, almost of students being less interest in doing reading activity.

The problem also happened in SMKS Muhammadiyah 04 Medan, based on mini research and some interview with English teacher that had been done by researcher, the students reading comprehension is still low, the parameter of interest in reading the result of the responses of students' related to reading from KKM value. Because among them, on average out of 40 students they get a fairly low English scores namely 75 of KKM value from their English teacher. Indeed some of them are having no interest in reading activity.

Because of having low comprehension in reading, their score become low too. It proved that if the teacher is not implementation the appropriate strategy as soon as possible, it would give more bad impact. If teacher still could not implementation the strategy, as the other ways, they could change how the way they teach reading. For the example, the teacher can give some motivation or explained some benefits of reading before beginning reading activity or may be student's prior knowledge related with the material that would be learned.

However, the researcher tries to offer SQ4R strategy as a solution to improve students reading comprehension of descriptive text exactly in SMKS Muhammadiyah 04 Medan. SQ4R strategy is one strategy that helped students in comprehending reading text. By using active activity, it motivated students to enjoy the reading activity.

Through this strategy, the researcher want to see how far students reading comprehensions exactly descriptive text can be improving. Based on details above, the researcher took a title of this thesis is **“Improving Students’ Reading Comprehension of Descriptive Text By Using Survey, Question, Read, Reflect, Recite and Review (SQ4R) Strategy at Tenth Grade of SMKS Muhammadiyah 04 Medan”**.

1.2 The Problem of the Study

Based on the background of the study, the problem of the research is Formulated as follow “How does SQ4R strategy improve students’ reading comprehension of descriptive text at tenth grade of SMKS Muhammadiyah 04 Medan?

1.3 The Objective of the Study

Based on the problems of this study, the objective of this study is to find out how the SQ4R strategy improve student’s reading comprehension of the descriptive text at tenth grade of SMKS Muhammadiyah 04 Medan.

1.4 The Scope of the Study

There are many strategies that can be used for the purpose of improving students’ reading comprehension. In this research, the researcher only focuses to improve students’ reading comprehension using SQ4R strategy. This study takes data with the subject of all X grade students’ at SMKS Muhammadiyah 04 Medan.

1.5 The Significance of the Study

There are some benefits which can be obtain from this study, there are:

- a. For researchers, the research can give practices in developing their knowledge the reading comprehension exactly in reading descriptive text.
- b. For teachers, the research can being as reference in choosing the appropriate strategy in teaching reading comprehension especially in reading descriptive text.
- c. For students, the research can be useful inputs for students in improving their reading comprehension of text exactly in reading descriptive text.
- d. For education, this research finding is useful in adding the strategy of reading comprehension exactly reading comprehension of descriptive text.