

**THE USE OF SQ3R TECHNIQUE IN TEACHING READING
COMPREHENSION FOR JUNIOR HIGH SCHOOLSTUDENTS**

PAPER

*Submitted as a Partial Fulfillment of the Requirements to Obtain Bachelor of
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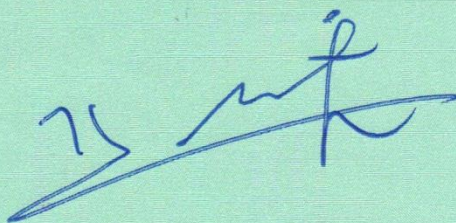
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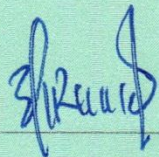
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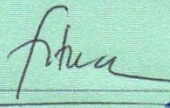
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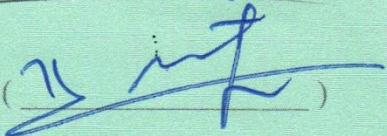
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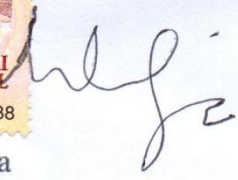
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ABSTRAK

Gustria, Ulfa. 2021. The use of SQ3R Tecnique in Teaching Reading Comprehension for Junior High School Students

Makalah ini mendiskusikan bahwa strategi SQ3R dapat digunakan oleh guru bahasa inggris di SMP dalam mengajarkan pemahaman membaca berdasarkan pengalaman penulis dalam mengajar bahasa inggris, siswa mengalami kesulitan dalam membaca, terutama dalam pemahaman membaca. Guru bisa menggunakan strategi SQ3R dalam proses belajar dan mengajar pemahaman membaca. Strategi ini diaplikasikan untuk membantu siswa dalam menyelesaikan permasalahan dalam membaca. Hal ini karena setiap langkah dalam teknik SQ3R dapat membantu siswa dalam memahami teks. Teknik SQ3R membantu siswa menjadi pembaca yang mandiri dengan menganalisis teks. Teknik ini membantu siswa menghubungkan latar belakang pengetahuan siswa dengan ide-ide baru dalam teks bacaan. Dengan mengaplikasikan strategi ini dalam pemahaman membaca, guru dapat mencapai tujuan dalam mengajarkan pemahaman membaca kepada siswa SMP. Dengan kata lain, strategi ini dapat membantu guru dalam mengajarkan pemahaman membaca kepada siswa.

Keywords : Teknik SQ3R, Pemahaman Membaca

ABSTRACT

Gustria, Ulfa. 2021. The use of SQ3R Tecnique in Teaching Reading Comprehension for Junior High School Students

This paper writes that the SQ3R technique can be used by English teachers in junior high schools in reading guidelines based on the author's experience in teaching English, students who have difficulty reading, especially in reading comprehension. Teachers can use the SQ3R technique in the learning process and teach reading comprehension. This technique is applied to help students solve problems in reading. This is because each step in the SQ3R technique can help students understand the text. The SQ3R technique helps students become independent readers by analyzing text. This technique helps students connect students' background knowledge with new ideas in the reading text. By applying this technique to reading comprehension, teachers can achieve the goal of teaching comprehension to junior high school students. In other words, this technique can help teachers teach reading comprehension to students.

Keywords: SQ3R Technique, Reading Comprehension

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CHAPTER I

INTRODUCTION

This chapter presents the description about the introduction of this research. It consists of some parts which deal with background, limitation, formulation and the purpose of writing. Each part is presented systematically.

A. Background of the problem

English is one of the main and important subjects in school. Biringkanae (2018) says that English is taught in school because it is a tool of communication all over the world which students have to be able to communicate both of using oral or written skills. In Indonesia English is as a foreign language which maybe becomes a difficult subject to learn by students. “There are possibilities that English language students may get difficulties in understanding reading text; it is caused by wrong word identification and recognition” (Satriani: 2018: 16). This is all due to three factors such as: the structure and pronunciation of English is quite difficult to understand, English is not Indonesian language nationality, and sometimes the teacher is unable to teach English well. English consists of four skills, listening, reading, speaking and writing. In language teaching, reading may be a difficult language skill to teach, because reading is a complex process and involves many different elements. However, to be a master in reading skill, students have to do the interaction with the text in order to gain the information given.

According to Burns et al. (1996:130) reading is not only having one skill but is a combination of many skills that will lead to a meaning. Reading skills

are one of the most important skills in teaching English (Snow, C 2002: 5). Reading is a skill in which students know and understand vocabulary, grammar and sentence structure. Therefore, reading skills are a very important aspect and must be taught in schools so that students are able to understand the meaning of a reading text.

In addition, the main goal of reading text is to get comprehension. Huckin, Haynes, &Coady (1993) say that English reading comprehension is an important part of the process of speaking English, especially in academic knowledge. According to Al Emami (2009), reading comprehension is a complex job that relies on many different automated cognitive procedures and techniques. In reading comprehension, the teacher must be able to minimize difficulties in reading and be able to maximize understanding or comprehension. Gaining better comprehension is one of problems faced by Indonesian students in reading English texts. Most of Indonesia students have difficulties in reading English text because English in Indonesia is a foreign language (Hamra and Syatriana, 2010). Then, while reading a text the students have to combine the prior knowledge with new information given to get writer's point of view.

Furthermore, there are several factors that can cause a lack of reading comprehension. First, the lack of vocabulary; when the students read a text the level of reading comprehension is still lacking. This can cause students to be lazy to find the meaning of difficult words in a text in a dictionary and students cannot remember the meaning of these difficult words. The second is grammar.

Sometimes students ignore the grammar of the reading text. Grammar is essential in reading text because with grammar students can develop writing skills and reading abilities. Then students can translate their mother tongue into another language, for example from Indonesian to English. In the learning process, reading comprehension is very important, because students must be able to find an idea of the mind, know the contents of the text and students can conclude the text (Nuttal, 1996:26). But in fact, many students are not able to do it. They just read the text as if skimming without paying attention to the pronunciation of vocabulary and grammar.

Another factor is the teaching technique, most teachers usually only provide the usual techniques in reading the text. They have difficulties finding the best technique for teaching reading comprehension. Teachers do not have a variety of techniques in teaching reading comprehension. Aziz (2019) finds lack of school facilities also a factor of students' difficulties. It will make students not able to comprehend and understand the reading text.

Based on the Intan, Wijaya & Rosnija (n.d) experience in language English at junior high school, the writer found the students problem in comprehending the text or reading. Intan, Wijaya & Rosnija (n.d) add that students are not able to determine main idea and supporting detail. In the fact, students need strategies to improve student comprehension in teaching and learning English especially reading. It is a challenge for teacher to find a good ways to help students improve their reading ability.

In line to this, SQ3R is technique where the students have an opportunity to improve their reading ability. Kurniasih (2008) mentions that SQ3R is a technique of teaching reading comprehension which help students to understand the material of reading systematically and efficiently. It consists of five steps; survey, question, read, recite, and review. In this technique students use the survey technique to read the main ideas in passage quickly and make summary from the passage. In question technique, the students will looking for the answer of the questions appears in mind while reading the text. It means that, the students are expected to have questions while doing survey technique. Then, read technique. In this stage, the students read each section to fill the information needed to answer the question. In recite technique, the students have to know whether the questions are answered yet or not. If not, they should look back at the text. And the last stage is review which the students begin building their own memory about the information of the text. Further, Falenti (2012) agrees that SQ3R method helps students to create a good framework of subject and help them also to set study goals.

Based on the explanation above, the writer is interested in conducted a research paper entitled “The Use of SQ3R Technique in Teaching Reading Comprehension for Junior High School Students”

B. Limitation of the problem

Based on the background of the problem above, the problem is limited to the use of SQ3R Technique in teaching reading comprehension to junior high school.

C. Formulation of the problem

The problem of the paper is formulated into the following question: “What are steps of SQ3R technique in teaching reading for Junior High School students? “

D. The purpose of the writing

The purpose of this paper is to explain the implementation or the use of SQ3R Technique to help student in reading comprehension. In addition, by using SQ3R technique, the writer hopes that this paper could help the teacher in teaching reading comprehension to junior high school.