

CHAPTER 1

INTRODUCTION

A. Background of the Study

Reading skill is one of the crucial skills that should be improved by students to enhance their English language and knowledge. According to Damanik and Herman (2021), reading skill is a crucial thing that students should acquire; their ability to understand reading skills should be guided as they can reflect on what they have learned. This idea is also supported by Alderson (2000, as cited in Mart, 2012), who states that reading involves two key components: word recognition and comprehension, which contribute to developing students' language competence. Therefore, improving reading skills is important for mastering English and enabling students to understand the written text.

An essential aspect of reading skill is reading comprehension, which enables the reader to obtain information from the text. To develop good comprehension, the reader needs to master various aspects that support the reader in building a good comprehension. Wicaksono (2020) explains that reading comprehension includes identifying the main idea, stated detail, and unstated detail. Therefore, to improve reading comprehension, students should be able to recognize the main idea and the stated and unstated details in English texts.

However, many students struggle with these aspects, so effective reading strategies are needed. One of the strategies that can be used is the SQ3R strategy. The SQ3R process begins by guiding and encouraging students to survey the text through questioning. This strategy consists of five steps: Survey, Question, Read, Recite, and Review, which readers follow to better understand the text (Gurning & Sinegar, 2017). In the first step, the Survey, the students examine the text's title, images, and headings. Then, they formulate questions related to the title or headings. Next, students read the entire text to find information and answer questions. After reading, they recite the content in their own words. Finally, the students review the text and answer to deepen their comprehension.

While the SQ3R strategy offers a structured approach to reading, its practical effectiveness depends on how it addresses real challenges faced by

students in the classroom. Based on the result of preliminary observation, the researcher found out that there were low students' reading comprehension skills, such as: 1) Students had difficulty in determining main ideas in the text, 2) Students had difficulty in understanding stated and unstated details in the text. These issues were also reflected in their reading comprehension test scores. To address these problems, the researcher requires an appropriate strategy to help students achieve skills and learning objectives (Khakim & Anwar, 2020). The SQ3R strategy is suitable to overcome these problems, as it guides students through a systematic and metacognitive process that improves comprehension. Therefore, the researcher employs Classroom Action Research (CAR) to investigate and improve instructional strategies, classroom practices, and students' comprehension. CAR provides a framework for systematically evaluating the SQ3R strategy (Stringer & Aragon, 2020).

To support the rationale for this study, the researcher reviewed previous studies on improving students' reading comprehension using the SQ3R strategy. For instance, Gurning and Tarigan (2010) conducted a study on high school students and found that the SQ3R strategy helped learners identify main ideas and supporting details more effectively. Another study by Herlina (2019) used a quasi-experimental design to compare students taught with SQ3R, and the result showed a significant improvement using the SQ3R strategy. However, gaps exist between this study and previous research, particularly regarding participants, data collection methods, and overall research design. These differences highlight the need for further investigation. Motivated by these gaps, the researcher aims to conduct a study entitled "Improving Students' Reading Comprehension by Using the SQ3R Strategy in Junior High School."

B. Formulation of the Problem

This research addressed the question, "How does SQ3R Strategy Improve Reading Comprehension?"

C. Operational Definitions

The researcher offers some definitions to prevent misunderstandings regarding terminology used in this study.

1. Reading Comprehension

Reading Comprehension is the process of finding out the information and the meaning of the text. Reading comprehension also includes the capacity to organize literature, comprehend its meaning, and elaborate it using prior knowledge. Reading comprehension is also a measure of the readers' text/message comprehension. This understanding results from the relationship between the written words and how they cause knowledge of the text or message from outside.

2. SQ3R Reading Strategy

SQ3R, which stands for Survey, Question, Read, Recite, Review, is one of the students' strategies for improving their comprehension of the text and increasing their reading engagement.

D. Aim of the Research

This study aims to identify how the SQ3R Reading Strategy improves students' Reading Comprehension.

E. Significance of the Study

1. Theoretical Uses

This research contributes to the theoretical development of reading comprehension instruction by reinforcing the effectiveness of the SQ3R strategy (Survey, Question, Read, Recite, Review) as a structured and systematic approach to teaching reading. It supports cognitive learning theories emphasizing active engagement, prior knowledge activation, questioning, and metacognitive strategies in reading. The findings also strengthen the theoretical link between reading comprehension processes and instructional strategies encouraging students to interact meaningfully with texts. By applying these principles in a junior high school context, the study validates the SQ3R strategy as a theoretically sound method for enhancing students' understanding of texts, especially in identifying main ideas, stated details, and implied information.

2. Practical Uses

Practically, this research offers valuable guidance for English teachers, particularly at the junior high school level, on how to implement the SQ3R

strategy effectively in the classroom. It provides a step-by-step example of incorporating the strategy into lesson planning and classroom activities, enabling teachers to foster better comprehension and student engagement during reading tasks. The study's results can also help curriculum developers integrate more reading strategies into language learning syllabi. School administrators and policymakers can also use the findings to support teacher training programs focused on reading instruction and the adoption of evidence-based strategies in the classroom.

3. Empirical Uses

Empirically, this study adds to the body of research on reading comprehension in EFL (English as a Foreign Language) contexts by providing data on how the SQ3R strategy affects students' reading performance in a real classroom setting. Based on Classroom Action Research (CAR), the research design offers detailed observations, test results, and reflections that can inform future studies. It is a reference point for other researchers seeking to replicate, compare, or extend studies on reading strategies in similar educational environments. Furthermore, it provides evidence of the measurable impact of the SQ3R strategy on students' reading comprehension, supporting the need for more strategy-based instruction in secondary education.