

CHAPTER I

INTRODUCTION

1.1 Literature Review

Reading is a complex process consisting of two stages. The first stage is where the individual distinguishes between what he sees and then tries to recall, analyze, decide, and evaluate what he reads. As a complex process, reading values one's self-development.

Learning English requires four language talents: write, speak, listen and read. Students must be able to read. When we read, we see a series of words and putting them into paragraphs and phrases that tell us something. We use our brains to do this. Reading is used to obtain information and knowledge from a text. Reading is one of the four fundamental abilities that should be fostered in the field of education, according to 2nd Act of 1989, which concerns the national educational system.

The purposes of reading for students these to search and get information, recognize the meaning of difficult words while reading and find the contents of the reading. Reading has benefits for students, and reading can help students understand every sentence they read and help them develop intellectual property, improve thinking skills, and increase creativity. Students can improve their vocabulary when reading storybooks or articles and learn to make proper sentences, paragraphs, and text.

Difficulty faced by teachers when delivering reading comprehension material is that students are assigned to look for complex words, determine paragraphs, and retell the contents of the reading by delivering material that is repeated and takes a long time so that students be bored and unmotivated. In this conventional way, students are not motivated to read comprehension material.

The advantages of this journal. The SQ3R method is a student-centred learning method. In this method, the researcher provides knowledge about the SQ3R method to facilitate the search for answers to a text so that students should take an active role in discovering their understanding of students' reading preferences. When applying the SQ3R method to narrative texts, students do not memorize much. However, they carefully read and understood to answer the questions the teacher posed related to the narrative text's content. Narrative text is in form of an imaginative composition intended to entertain the reader. It tells a series of events with a chronological system of interconnected stories that are given in sequence. These stories are non-fiction in the form of fairy tales, myths, folklore, animal stories, etc.

In 2019, Covid-19 was sweeping the world. It has a tremendous impact on all aspects. One of them is in the field of education, so it provides a policy of learning advantages online and offline. In offline learning, the researcher explains the material using the SQ3R method in class orally and in writing and distributes narrative texts to students to read and apply the SQ3R method to narrative texts. However, in the current COVID-19 situation, the learning process in schools is limited, so schools implement 50% offline learning and 50% online learning to prevent COVID-19 from spreading to the community. When studying online, applications that support learning, such as zoom, google classroom and other e-learning as a medium for discussion to use as students learning media.

The steps and definition of the SQ3R method. The survey is after they give a narrative text to study, then survey the words used and how difficult it is in the text. It can be quickly traced to the title, and the main idea in the text, this final phase aims to make the issue's purpose clear, comprehend the topic, and determine how much time pupils spend on literacy activities. The researchers need to ask questions after conducting a survey. They directed students to write questions about the text on their worksheets, including what, where, who, why, and how. This step is the main point of this strategy, and students must be active in reading activities. This step serves as an answer to previously prepared questions. Next, students should underline the main idea at this stage. The next stage is The Recite. Argue that reciting is a step that students

need to pronounce readings according to the understanding they are reading so that they can pronounce the readings in their language. However, it does not all can be summarized. Only the key points can answer the previous questions. Then students have to rewrite the answer without rereading it. I think this stage requires students to recall their memories of the most recent information after reading it, and they can also retell the information by rewriting or speaking. *Review* is an activity that will be repeated in the previous stage. Furthermore, this stage helps students get information conclusions so that the information remains in students' memories permanently.

In this study, the researchers proposed two methods: the lecture method and the SQ3R method. In the lecture method, the researcher only reads the text and has his understanding of the text that is read orally and explained briefly. While using the SQ3R method, the researcher provides a more precise and detailed explanation before answering each of the questions in the text.

The advantages of the SQ3R method can be helpful for students who like to read and simplify reading comprehension for students by reading often. Use the SQ3R method in active reading activities. Then they can get answers to the questions quickly when they understand the reading. Students can easily understand the contents of the reading by using the sq3r method. Before reading, students will survey to get an overview or main idea. The teacher asks questions related to the reading, and students get answers when reading the entire passage. The last step is that students can conclude essential points in their sentences, making them remember the reading longer. The SQ3R learning technique has the following disadvantages: it cannot be used for arithmetic studies because the subject matter is sometimes difficult to comprehend from reading only and furthermore calls for a practical. If not every students have reading materials, secondary teachers will struggle to prepare books for each student.

To repair the reading comprehension process, teachers can apply the SQ3R method. With this method, the teacher can show the steps quickly and precisely in reading a text. Adjusting the reading comprehension sequence starting with

preparation, such as looking at the title, reading paragraphs, reading as a whole actively, and then students must be able to examine the content of the reading, test the discussion of the content of the text such as analyzing, evaluating and commenting on the content of the reading. In the process of reading, students must perform these stages consistently being able to comprehend the content of the text and be able to retell the entire contents of the text that is read in order to improve students' reading skill. The research is conducted to ascertain the impact of the SQ3R approach on reading narrative texts on the ability of class X TKJ at SMK Telkom 2 Medan based on the research problem formula.

1.2 Formulation of the Problem

“Does the SQ3R method significantly affect students' performance in reading the narrative text of class X TKJ at SMK Telkom 2 Medan?” is how the research problem in the research problem is formulated.

1.3 Scope of the Study

With the above-described issue, researchers can observe the impact of the SQ3R method on the outcomes of reading narrative text in class X TKJ at SMK Telkom 2 Medan.

1.4 Goals for the Research

The goal of this research is to solve the problem of low reading ability of students in reading texts. If the SQ3R technique can affect the reading ability in class X TKJ at SMK Telkom 2 Medan, this technique is appropriate to be used as a source of problem- solving in learning to read.

1.5 The Study's Significances

1.5.1 Theory

Theoretically, it is expected SQ3R method will contribute positively to student reading comprehension skills and the quality of online and offline reading comprehension learning.

1.5.2 Practical benefits

1. **For researchers**, it is hoped that these researchers add insights using learning strategies for reading comprehension, training for classroom problems, and solutions.
2. **Teachers** should pay attention to the teaching process when using the SQ3R strategy in reading.
3. **For students**, this study improves reading skills, reflects on the content of the text read and derives answers from the read text.