Chapter 1

Introduction

1.1. The Background of the Study

Language is a mean of communication. One of the most popular languages in the world is English. Human life depends on the use of English. Reading is one of the language skills which needed to possesed by students. Reading is much more than the decoding of black marks upon a page: it is a quest for meaning and one which requires the reader to be an active participant. It is a prerequisite of successful teachingof reading that whenever techniques are taught, or books chosen for children's use, meaning should always be in the foreground (Brindley: 2005:78). Language can be implemented in words. Words can compose a reading text.

Reading text is meant to be done such. One of the types of reading text to be read is narrative text. Sometime, to read narrative text especially in English books for students brings some problems. In many cases, the teachersfound that so many students cannot understand the text and how to answer the questions correctly.

Based on the experience of the writer when she had teaching training program in school (PPL), it is found that it was not easy for the students to answer question from the reading text; most of them are not interested in learning reading comprehension, so the process of teaching reading can not run well. Based on the fact, the researcher would like to propose one of the strategies in teaching to solve the problem. The strategy is Survey, Question, Read, Recite, Review (SQ3R) strategy. This strategy is introduced by Robinson in 1946. This strategy of study provides the students with a systematic approach to study type reading and promotes more efficient learning of assigned reading materials.

To support this research, the writer took some prevous related research. Sari et all (2013)

conducted a research on PQRST and SQ3R strategy. The research aimed at investigating whether or not there is a different effect between PQRST and SQ3R strategies based on the text types upon the eighth grade students' reading competency. Rahmawati also (2014) did a research on the effectiveness of using SQ3R strategy to improve students' reading comprehension. The last , Davari et all (2014) conducted a research to compare the effects of two comprehension methods: SQ3R technique and Assisted Repeated Reading (ARR) technique on Iranian EFL learners' narrative writing.

1.2. The Problem of the Study

In relation to the background of the study above, the problem of the study are formulated as:

1. How is the students' ability in reading narrative text at SMK Telkom 2 Medan?
2. What are the students' problem in in reading narrative text at SMK Telkom 2 Medan?

1.3. The Objective of the Study

In line with the problem of the study, the objective of the study is to find out:

1. The students' ability in reading narrative text at SMK Telkom 2 Medan.
2. The students' problem in in reading narrative text at SMK Telkom 2 Medan

1.4. The Scope of the Study

The researcher limit the topic to focus only on the students' comprehension in reading narrative text.

1.5. The Significance Of the Study

The writer expects that this research will give contribution to the English teachers, the students and other next researchers. The significances of this research study are formulated separately to each as stated below.

1. English teacher

The teachers will find a new effective teaching process in reading narrative text.

2. Students

Students are hoped to be easier in learning and mastering reading especially in narrative text.

3. The next researcher

It will become a reference for the next researcher who wants to conduct the same research topic.