

CHAPTER ONE

INTRODUCTION

I.1 Background of the Study

Nowadays English has become an international language. People use English to communicate with others both written and spoken. Considering this situation, the government decides English as an obligatory subject. Students who will lead this country in the future should have English proficiency. In order to do that they have to read since reading is a significant method to expand their knowledge of the world. By reading a lot, students can improve their knowledge as they will get some information from the books they read. That is why reading is an important skill to master for the students learning English as a foreign language in Indonesia, especially for Senior High School students who are going to continue to the tertiary education because most of the reference books are written in English. But the problem is sometimes they do not fully understand what they read. In other words they are not aware whether they understand the text or not.

Casanave (1988) says that the key to understand the text successfully does not depend only on the reader's background knowledge but also depends on their ability to monitor what they understand and to take appropriate strategic action. The understanding of that one possess about their knowledge has been referred as metacognition.

Effective readers are aware of their cognitive abilities and able to decide what kind of strategy is needed if comprehension is faulty. One way that may be useful is through reading techniques that will help the reader to comprehend the text better.

The techniques that the writer is going to present are SQ3R (Survey, Questions, Read, Recite, and Review) and Translation technique.

SQ3R technique has been taught to thousands of college students. It does not emphasize only on the vocabulary but it also discusses the content of the passage so that the students will easily comprehend the passage.

GTM is not new. Earlier of the century, this method has been used for the purpose of helping students read and appreciate foreign language literature. Through the study of the grammar of the target language, students would become more familiar with the grammar of their native language, and this familiarity would help them speak and write their native language better. In this study, the writer limits the use of GTM only on the Translation technique.

There is a need to do a research on reading techniques so as to give suggestion to English teachers about the variety of reading techniques. It is expected that Senior High School teachers will be able to choose which technique is the most appropriate and useful for their students.

The writer of this study, therefore, chooses the topic:” The effect of SQ3R and Translation techniques” as he would like to discover the effect of these two techniques on the students’ reading comprehension achievement.

I.2 Statement of the Problem

This study is going to compare the effect of SQ3R technique with Translation technique on students’ reading achievement. Thus, the writer would like to answer this following question: What is the effect of the SQ3R and Translation techniques on the students’ reading comprehension achievement?

I.3 Objective of the Study

Based on the problem statement above, the objective of the study is to compare the SQ3R technique and Translation technique in order to determine whether there is a significant difference in the students' reading achievement when using the SQ3R technique and Translation technique.

I.4 Significance of the Study

This study is expected to help student add the awareness of their cognitive abilities and improve their skill in comprehending the text. It also contributes to English teachers at Senior High School about information on the variety of techniques in teaching reading and to enable them to choose which technique is appropriate and best to be given to their students in order that the students' reading comprehension as well as their reading achievement improves.

I.5 Scope and Limitation

The writer took the subjects of the experiment from two classes of the third year students in SMU Negeri 9 Surabaya. Class received treatment with the SQ3R technique while the second class with Translation technique.

Furthermore, in conducting the study, the writer limits only on the teaching of reading comprehension by using the SQ3R and Translation technique. In the SQ3R technique there can be various other skills that can be taught, such as vocabulary skills to guess the meaning of new words, and reading skill to enable students to determine the subject matter of a text or the main idea of a paragraph. However, the writer restricts his research to the application of the steps in the SQ3R technique only.

Similarly, the writer limits the application of the GTM to the translation of the reading text to the native language, the Indonesian language.

1.6 Theoretical Framework

The theoretical framework of this study is metacognition as proposed by Baker and Brown (1984a). The theory explains how someone is aware of and has a degree of control over their cognitive activities when they read. The purpose when one reads is to achieve the understanding of the text. Mature readers should be aware of their cognitive activities and have well-developed metacognitive skills. Besides, they should be able to manipulate these skills in order to comprehend the text fully (Ngadiman: 2001).

Considering the importance of metacognitive skills in achieving effective comprehension, the writer takes metacognition as his theoretical framework of his study.

1.7 Hypothesis

There are two hypotheses in this study. They are:

- The null hypothesis (Ho)

There is no significant difference between the reading achievements of the students taught by means of the SQ3R technique compared to the students taught by means of the Translation technique.

- The alternative hypothesis (Ha)

There is a significance difference between the reading achievements of the students taught by means of the SQ3R technique compared to the students taught by means of the Translation technique.

1.8 The Definition of the Key Terms

The writer will define some key terms used in this study in order to avoid ambiguity and misunderstanding. Those key terms are:

1. Reading comprehension

Reading comprehension is the ability of a student to think about the information presented by the author". The students must understand the author's language usage and strive to obtain the intended meaning. This depends largely on the student's own facility with language as well as the student's background of experiences which can help to evaluate the data and ideas of the author. (Shepherd, 197:79).

2. Metacognition

Metacognition is "knowledge or cognition that takes as its object or regulates any aspect of cognitive endeavor" (Cassanave: 1988). In this study, Metacognition theory is used as a basic concept how to comprehend the text better.

3. SQ3R

SQ3R is a reading technique which is designed to deal with the informational material which consists of five steps namely, Survey, Question, Read, Recite and Review. (Dubin,p et.al, 1986:148-149).

4. GTM

GTM is a reading technique in which the learner analyzes grammatical elements and translation of the text.

1.9 Organization of the Thesis

This study consists of five chapters. Chapter one discusses the introduction of the study. Chapter two deals with the opinions of several specialists who are used to support the writer's study and review of the related studies. Chapter three presents the methodology of the research. Chapter four presents result of data analysis and discussion. Finally chapter five presents the conclusion and suggestion.