

# **CHAPTER I**

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### 1.1. Background of the study

Reading is the most important skill to master for the students studying English as a foreign language throughout the world. As James Ward (1980:2) says that the majority of students learning English as a second language may never speak much English but most of them should have to read English in order to fulfill their study. This is why by reading a lot, a student can improve his knowledge as he will get some information from the books he reads.

The reading skill is as foundation of all intellectual progress and for the advancement of learning as Fraida Dubin (1982:14) says that today a special program designed to meet specific needs, many teachers realize that the skill students need most is reading.

Realizing the importance of reading for students to be able to comprehend the reading materials correctly, teachers should give great attention to reading class activities which provide the students with a skill to understand the reading material. To help the students, the

English teacher must use certain techniques to help and lead the students to find out the general ideas as well as the details in the text. As Kathleen T. Mc Whorter (1992: 272) says that students who are taught to use a study - reading system understand and remember what they read much better than students who have not been taught to use such a system.

The techniques that the writer would like to present are SQ3R technique and Rosenblum technique.

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

Rosenblum technique is a technique to teach a short story. It gives the vocabulary and also discusses the content of the passage. The teacher guides the students to understand the story so the students will easily understand the story. These two techniques are going to be discussed later in chapter II.

Teachers can use a supplementary material which will help bring motivation in the language learning class. As

stated by Mary Finocchiaro (1974:77) that, in addition to helping students comprehend the written material in the text we are using, we should give the knowledge and ability to be able to read other materials with ease and enjoyment. Based on this opinion above, the writer suggests that teachers should increase the students' reading comprehension ability by using short story as supplementary material.

The supplementary material is used as variation to overcome the boredom of the students and as additional material if there is enough time.

By giving the students a short story as supplementary material, it will give a variety of material to students. A short story is interesting, it tells something important about human life, so the students know more information about the nature of life.

## **1.2. Statement of the problem**

The writer would like to answer the following question:

"Does the SQ3R technique give a better effect than the Rosenblum technique through short story as supplementary

reading material on the reading achievement of second semester students of English Department?"

### **1.3. The objective of the study**

The objective of the study is to find out whether the SQ3R technique gives a better effect than the Rosenblum technique in reading comprehension by using short story as supplementary reading material to improve the students' ability to read.

### **1.4. Significance of the study**

This study is essential to carry out because of the following reasons:

1. This study is expected to give a variety of techniques so that it is hoped that the teachers could choose the most suitable technique to increase the students' ability in reading.
2. This study is expected to give a variety of materials so that it is hoped that the students could be motivated to read the story by themselves.

### **1.5. Limitation and scope**

The subjects of this study is the second semester English Department students of Widya Mandala University Surabaya, of the year 1995-1996.

In this study, the writer uses the short story as supplementary reading material. The writer gets the short stories from a book. It is entitled Modern Short Stories in English, written by Robert J. Dixon and published by Regents Publishing Company, Inc, 1971.

The techniques of teaching reading comprehension that the writer uses in this study are the SQ3R technique and the Rosenblum technique.

### **1.6. Hypotheses**

In this study, there are two hypotheses:

#### **Null Hypotheses:**

There is no significant difference between the SQ3R technique and Rosenblum technique on the students' reading comprehension by using short stories as supplementary reading materials.

### **Alternative Hypotheses:**

There is a significant difference between the SQ3R technique and Rosenblum technique on the students' reading comprehension by using short stories as supplementary reading materials.

#### **1.7. Definition of key terms**

The writer tries to define the following key - terms as used in this study.

1. Reading is a process of interpreting/understanding the text in terms of the questions that the reader formulates about the text.( Smith, 1982 )
2. Schema theory is a teory which tries to explain how new information from the text becomes integrated with the reader's prior knowledge and thus influencing the comprehension process.
3. Short story is a fictitious story. It tells about human life and has a message for us. It is only an imagination of the author though the events might happen in daily life. ( Little, 1963:82 )
4. SQ3R technique is the reading technique which can be used to improve students' reading achievement. This

technique consists of five steps namely: Survey (S), Question (Q), Read (R), Recite (R), and Review (R).

5. Rosenblum technique is a technique for a teacher to teach a short story to the students step by step.

### **1.8. The organization of the thesis**

This thesis consists of five chapters. In chapter one is the Introduction. Chapter two is Review of Related Literature. Chapter three is Research Design and Methodology. Chapter four is the Interpretation of the Findings. Chapter five is about Conclusion that consists of summary and suggestions.