

CHAPTER I

INTRODUCTION

This chapter discusses about background of the research, formulation of the research problem, objective of the research, the significance of the research, scope and limitation, hypothesis, and the last definition of key terms.

A. Background of the Research

In learning language, one of the aspects that should be improved is reading. In daily life, it is very important to get information from every reading passage, especially in learning English. Through reading people can get kind of information, enjoyment, knowledge and even problem solution. Being able to read in English is important because there are many books written in English. Everyone can learn and understand science, theory, philosophy, news, and many others from other countries.

Reading is a constant process of guessing, and what one brings to the text is often more important than what one finds in it. The students should be taught to use what they know to understand unknown elements, whether these are ideas or simple word (Grellet, 1981:7). Reading is very necessary for students because their study understanding depends on their reading comprehension. Reading comprehension is the process of making meaning from text. In addition, reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language (Snow, 2002: 11). It means that reading comprehension is a capability of someone to get the meaning from what they read. Therefore, the goal is to gain an overall understanding of what is

described in the text rather than to obtain meaning from isolated words or sentences (Wolley, 2011:15).

According to Salmi Zaki Yanti (2017:10) in her thesis she said, from her observation during *praktek pengalaman lapangan/ppl* or practice for field experience (PFE), she was found that students' ability in reading still low. The students faced many difficulties in reading texts and in the fact teaching and learning activities the students of the first grade of senior high school have some difficulties to mastering reading text. It happened because the students have low motivation and interest in reading skill class. Some text sometimes appear too long and difficult which make students become bored. Therefore, in order to make the student more understand the reading text and make they do not feel bored it is needed an interesting strategy. The various interesting strategy can be used as the variation in teaching reading. One of the strategies for teaching reading is PQRST (Preview, Question, Read, State, Test).

PQRST was found by Thomas F. Stanton (1982: 15) this strategy is used to improve reading competence. Skills students can achieve through reading learning activities with PQRST strategy, among others : 1) students can answer the question literal, 2) students can determine the main idea, 3) students can determine the explanatory ideas, 4) students can specify the main sentence of the paragraph, 5) the students can specify the explanation sentence of paragraph, and 6) the students can conclude the content of the reading. PQRST strategy is one method of reading which is similar or even

same as the SQ3R method. Then, PQIRST stands for the core activities of the preview, question, read, state/ summarize, test.

PQIRST Strategy in this study is a method of reading the passage which consists of five activities: preview, question, read, state/ summarize, and test some additional activities that consist of discussing the questions, discuss the answers, determining the main sentence, main ideas, and ideas of explanatory. The indicator of PQIRST are follows; 1.) Preview, before reading the text, previewing must be done as the first activity 2.) Question, before reading the text, questioning is the second activity that must be done. 3.) The third step is reading the text to find the complete information. 4.) After reading actively, the reader has to state the idea to ensure the understanding of the reader after reading the text. 5.) And the last section is testing the comprehension.

PQIRST strategy consists of these 5 steps below: Preview, in this first step, the reader determine what the entire text is about by skimming through it all so they know they're going to be overing. One way to do this is to read the litle, and then notice the graphs, pictures, diagrams in the text. Next, read the introduction and summary or the first paragraph, also notice the organizational structure text. The point is to get an idea of the main topic and sections of the text. While, Question, after preview the text, the students as the readers determine what they are exactly looking for while reading. The students should make question based on what they have read before. The

questions can lead them to find further information of text. They should avoid adding questions that might distract or change the subject.

And for the third step is R or Read. In this step, the readers read the whole text. And while reading it, they also try to find the answers of the questions they made before. Here, they should remember the features that they notice during the last two steps: heading, special term, pictures, and summaries. Those can be used to guide them toward the main ideas. Meanwhile, S (State/ Summary) is after reading the text, the readers should know how much they can recall the information they get from the text and state it by their own words. Highlight, only the most important words. Without looking at the book, ask the students to recite the main idea of the text generally and the main idea of each paragraph. Lastly, T (Test) at the end of the reading activity, the reader checks their knowledge by testing themselves to know how far their understanding of the text they read is. Then tell themselves in a sentence or two what they've read.

These previous study to prove this method is effective to used in reading comprehension. The first is thesis written by Widiya (2012). The research conducted in Senior High School used Quasi Experimental that focus on Narrative text. The second research is by Yasinta (2013). She also used Quasi Experimental research but, the object was taken in Junior High School, focused in Descriptive and procedure text. The result of both research found there is improvement in experiment class after they taught using PQRS Strategy. It showed that the PQRS Strategy can improve student's reading achievement in reading comprehension. Moreover, Ade (2015) in her journal,

has proved that PQRST method in learning process affect positively to their reading skill. It is shown by increasing score that the students have from reading comprehension test, the score become higher than before. The motivation to read the English text is also improved as well as their vocabulary building also enhanced. It helps the students to comprehend and grasp the content of English text.

In addition, PQRST is claimed that its activities help students to become a better independent reader and encourage students to review their knowledge and obtain the new knowledge. Therefore, by using this strategy the students can be active learner, can take information and comprehend the text. This strategy can be used by students at any grade level. The main goal of PQRST Strategy is to help students to advance their reading comprehension.

Related to the background above, the researcher thinks that the existence PQRST (Preview, Question, Read, State, Test) Strategy in that school can be one of the ways in developing students' reading comprehension. The researcher chooses PQRST Strategy because of this strategy designed to improve students' reading comprehension to the reading and helps students to understand and remember important information. Therefore, the researcher is interested in carrying out the research entitled: The effectiveness of using PQRST (Preview, Question, Read, State, Test) Strategy on the student's reading comprehension of the first grade at MA Darul Huda Wonodadi Blitar.

B. Formulation of Research Question

Concerning the background of the research, the researcher formulates the problem of the research, as followed:

Is there significant difference in the student's reading scores before and after being taught by using PQIRST (Preview, Question, Read, State, Test) Strategy?

C. The Object of the Research

To identify the significant difference on the student's reading comprehension ability before and after being taught by using PQIRST (Preview, Question, Read, State, Test) Strategy.

D. The Significance of the Research

1. To enlarge the researchers' knowledge about reading comprehension.
2. To give positive contribution to support the theory that related to the process of teaching and learning English, especially in reading comprehension to the students and the teachers of the first grade at MA Darul Huda Wonodadi Blitar.

E. Scope and Limitation

The aim of this study to measure the effect of PQIRST (Preview, Question, Read, State, Test) Strategy on the first grade students reading comprehension ability at MA Darul Huda Wonodadi Blitar. This research is only focused on

PQRST (Preview, Question, Read, State, Test) Strategy in exploring Descriptive Text.

F. Hypothesis

Hypothesis is presents the researcher's expectation about the relationship between variables (Ary et al, 2010: 81). In this research the researcher proposed two hypothesis that can be stated as followed:

1. Null Hypothesis (Ho)

There is no significant difference in the student's reading comprehension ability that are taught before using PQRST (Preview, Question, Read, State, Test) Strategy and after using PQRST (Preview, Question, Read, State, Test) Strategy.

2. Alternative Hypothesis (Ha)

There is significant difference in the student's reading comprehension ability that are taught before using PQRST (Preview, Question, Read, State, Test) Strategy and after using PQRST (Preview, Question, Read, State, Test) Strategy.

G. Definition of Key Terms

To avoid the misunderstanding, the researcher gives the definition of terms.

1. PQRST (Preview, Question, Read, State, Test)

PQRST is for Preview, Question, Read, State, and Test. The indicator of PQRST are follows; 1.) Preview, before reading the text, previewing must be done as the first activity 2.) Question, before reading the text,

questioning is the second activity that must be done. 3.) The third step is reading the text to find the complete information. 4.) After reading actively, the reader has to state the idea to ensure the understanding of the reader after reading the text. 5.) And the last section is testing the comprehension itself. And, the main goal of PQIRST Strategy is to help students to advance their reading comprehension.

2. Reading Comprehension

Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. (Snow, 2002: 11) It means that reading comprehension is a capability of someone to get the meaning from what they read. Therefore, the goal is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences.