

CHAPTER I

INTRODUCTION

This chapter presents background of the study, formulation of the research problem, purposes of the study, significance of the study, scope and limitation of the research, and definition of key terms.

A. Background

Language is a human way of communicating thought from one person to another. With the language, people can express their feelings and thought. According to Oxford English Dictionary, language as the method of human communication, either spoken or written, consisting of the use of words in a structured and conventional way. It is important for us to learn language especially English, since it is used as the universal language of communication. English is an international language that it is the most widespread medium of international communication (Brumfit, 2001:35). Learning English has many advantages, we know the development of knowledge, science and technology because most of books, articles, journals of science are written in English.

In Indonesia, English is used as subject matter in education and has been taught at the level Elementary school until university. There are four skills in learning English that must be mastered by students those are speaking, listening, reading and writing. Reading receives a special focus because there are several reassuring reasons for that. Reading is considered to

be the most important one (Nunan, 2003:69). Reading may be a source of comprehensible input and may contribute significantly to competence in a school language (Krashen and Terrell, 2000:131).

Reading is very important for Indonesian students because it helps them to understand many books written English, either to obtain information and message for scientific purpose or just for relaxation. Usually there are some reasons why someone reads. First, they want to be able to read for information and pleasure, for their career, and for study purpose. Second, good reading texts also provide good models for writing. Reading is seeing something written and understanding its contents (Langenscheidt, 2002:622).

Since reading is important, teaching reading allocates much time in school context and the demand of it receives more priority (Budiharsono, 2004:50). One of the ways to make the teaching reading effective is making the students active so they will enjoy learning and they can improve their reading skill. Reading can be fun activity when we know strategy or technique in reading. Students need technique in reading to achieve reading goals. Technique can be an activity in reading. Reading does not occur in a vacuum. It is done for a purpose, to achieve some end. We need technique in reading. Students need technique in reading to achieve reading goals. Technique can be an activity in reading. To achieve the expected situation, teacher should give the students more activities that can attract their attention to participate in the lesson actively. Teacher should make students to be a good reader. Fluent readers recognize and get meaning from word they see in

pint, and use their knowledge of the structure of the language to begin forming a mental nation of the topic. They need teaching method, teaching methods are the mean by which the teachers attempt to bring about the desired learning.

Reading is the skill which is highly valued by students and teacher alike. Students almost get texts in their study. The text can be difficult or easy, depending on factor inherent in the text, on the relationship between the text and the knowledge and abilities of the reader, and on the activities in which the reader is engaged (Elizabeth, 2003:12).

Based on the problem above, in order to make comprehension easier in reading and a text, the teacher should use the strategy that is easy for the students in teaching reading comprehension. So those, the students can enjoy and be stimulated in learning English as foreign language especially in reading comprehension.

One of reading strategies used to improve students' reading comprehension is PQ4R Introduced by Thomas and Robinson 1972. PQ4R is the systematic strategy consisting of several steps they are Preview, Question, Read, Reflect, Recite, and Review (Suprijono, 2009:103). Each step functions to optimize the students' ability to develop the idea, gaining the information and stimulating the students to recognize the new vocabularies.

In order for the implementation of learning by using PQ4R strategy work well, the teacher provides the student in cooperative learning because the PQ4R takes little longer time learning, so it will be easy if the activity implemented in cooperative learning. Johnson (Jonhson,et al., 2008) called group work as cooperative learning, and defined it as the instructional use of small groups to promote students working together to maximize their own and each other's learning. So, there is a greater opportunity to understand PQ4R strategy and improve learning outcomes in the English language narrative material.

According to this phenomenon, the writer is interested to conduct an experimental research in first grade of senior high school by using PQ4R strategy in teaching students' reading comprehension of narrative text.

B. Formulation of The Research Problem

Based on the backgrounds that have been explained in the background of study, the researcher formulates the research problems as follow :

How is the effectiveness of using PQ4R strategy to improve students' reading comprehension skill of narrative text at the first grade of Senior high school?

C. Purposes of The Study

Based on the formulation of the research problem, the purpose of the study is to find out the effectiveness of PQ4R strategy to improve the

students' reading comprehension skill of narrative text at the first grade of senior high school.

D. Significance of The Study

The researcher expects that the result of the study will give contribution for :

1. English teacher

By doing this research, the teacher will find a new effective teaching process using PQ4R strategy especially in teaching students' reading comprehension.

2. Students

Students can use this research as their reference in finding out suitable strategies for reading.

3. The writer

By conducting this research, hopefully the researcher will get some experience and knowledge how to implement PQ4R strategy in teaching reading comprehension. This research can be evaluation for researcher who frequently used monotonous technique in teaching reading in the classroom.

E. Scope and Limitation of The Research

This study is only limited on the effect by using PQ4R strategy. This study is conducted at the first grade of Senior High School. Thus, the result of this study is only applied to the target population, specifically at the first grade students of Senior High School.

The researcher also give limitation about the topic that is narrative text. Since based on the curriculum for the students at first grade in reading skill is taught narrative text outside the other genre of the text.

F. Definition of Key Terms

From the research problem stated above, this study focuses on the how the effectiveness of using PQ4R strategy in teaching students reading comprehension of narrative text in first grade of Senior High School. In order to avoid misunderstanding, the key term used in this study are defined as follow :

1. Reading comprehension

Janette (Janette et al., 2007:2) defines reading comprehension is the process of constructing meaning by coordinating a number of complex process that include word reading, word and world knowledge and fluency.

2. PQ4R

PQ4R Introduced by Thomas and Robinson 1972. Suprijono (Suprijono, 2009:103) defines PQ4R is the systematic strategy consist of several steps they are Preview, Question, Read, Reflect, Recite, and Review. This strategy is used to help students in remembering what they read and also help teaching learning process in the class with reading activity (Sudarman, 2009).

3. Narrative text

Narrative text is a text to retell the story in the past. The purpose of the text is to entertain or to amuse the readers or listeners about the story.