

CHAPTER I

INTRODUCTION

In this chapter the researcher presents some aspects that underline the topic of the research; they are background of the study, problem of the study, objectives of the study, research hypothesis, significance of the research, scope and limitation of the research, definition of key terms, and the organization of the research.

A. Background of the Study

English is one of the subjects in school in Indonesia. It has become one of subject in curriculum. The teaching of English in Indonesia is focused on the four language skills, namely; listening, speaking, reading and writing. In teaching English also there are some components that can support language skills, they are pronunciation, vocabulary, and grammatical. To be successful in language, besides the students need to master all of the language skills, they need to master various components of language. The students need to have adequate knowledge of English Grammar, adequate vocabulary size, and accurate pronunciation of English utterance.

In learning language, one of the aspects that should be improved is reading. Reading is one of the important skills in English that has to be mastered. It becomes a major upon teaching and learning process. In other word, reading

skill is an important tool for academic success. As Addison (1996:23) stated that the reading ability plays a central role in teaching and learning success at all education stages. In line with this, Eskey and Grabe (1986;1991) point out that the ability to read and understand English texts is an important skill for many students of English as a second language around the world. It is due to most of the materials of teaching and learning are in written form. It means that the students have to improve their reading skills in order to understand teaching and learning materials to get success in their academic process. If they could not read, they will be on the academic failure. Besides for academic success, reading is also an important activity in life with which one can update his or her knowledge. Reading enables us to gain information, knowledge and enjoy any kinds of literature. We can enrich our knowledge by reading. Reading is not only a source of information and a pleasurable activity, but also as a means of consolidating and extending one's knowledge of the language. Reading is very necessary to widen the mind and gain and understanding of foreign culture.

In daily life, it is very important to get information from every reading passage, especially in learning English. Since reading is one of the basic skills in English which is not simply translated word by word but need to be acquired during language course, therefore when the students learn to read, they should be able to comprehend the reading text during the process of reading. Moreover, the students not only expected to read the text in good pronunciation or to find the meaning of each word within the text. As Grellet (1981:3) stated that reading understands a written text means extracting the required information from it is an

efficient as possible. Reading comprehension is considered as the real core for reading process. As Durkin (1993) (cited in Riswanto (2014) assumes that comprehension is the peak of the reading skills and the bases for all reading processes. To come in reading comprehension, the reader has to know and master some skills and strategies that are appropriate for the type of text and understand how to apply them to gain the reading purpose.

In comprehending a text, the students must have basic skills of reading that can help them understand the complete message of the text. Students with a good comprehension use strategies or method in reading. They use strategy to get deeply involved in what they are reading and critically evaluate what they read. But also many students fail in comprehending the reading text. Cuesta (2003) (cited in Riswanto (2014) points out that many students take reading for granted. They feel too busy to read, or they may not enjoy reading. Generally, EFL students can only read without being able to correlate the reading, they have just read with the knowledge they have. Moreover, many students have difficulty in comprehending the text without have enough vocabulary. Therefore, the students' ability in comprehending the text needs to be improved.

The teacher has important role because teacher is a key in teaching learning process. Teaching students to read with a good comprehension must be teacher's highest priority. Moreover, teaching students to comprehend is challenging because reading is complex. In fact, reading comprehension instruction is often minimal or ineffective. Teaching reading comprehension needs appropriate technique in order to develop the students' ability in understanding

the text. To improve student's ability in comprehending the reading text, the teacher should make a good technique or strategies to make students easier to understand the reading English.

The English teacher has to know about the strategies or method which must be used to guide the students in comprehending the text. Moreover, the teacher must help the students change their inefficient habits as reading word by word, focusing too much attention on the form and relying heavily on dictionary. Therefore, the teachers' activity in the class and strategy used by the teacher plays an important role. The teacher has to know the strategies which might be appropriate and must be used in their teaching and learning process. Department for education and skills (2005:1) gives definition "strategies are ways for learners to solve problems encountered in constructing meaning in any context". The teacher must choose the effective strategy in order to achieve successful learning. If the strategy used by the teacher is not suitable with the students or situation in the class, the successful teaching and learning will not be achieved.

The use of strategy is to reach the target competence that should be achieved. It also can make the class condition more attractive and not boring. Moreover the use of strategy can make the students more enthusiasm during teaching and learning process. Learning strategy is based on a comprehension that a student success is mostly depends on students ability to learn by themselves and control their own learning. As Sudirman (2009) stated that the aim of learning strategy is to make students as a self regulator learner. In reading, the main goal of learning strategy is in order to the students can comprehend the reading text. In

line with this, Vacca and Vacca (1998:388) stated that the readers use learning strategy to raise questions and make plans for reading, to comprehend, make connection among the important ideas, and remembers information, to summarize what they have read, and to take and make notes.

Many students have difficulty in comprehending the reading text because of some factors such as difficulty in understanding English word, phrase and sentence in English, the difficulty in finding the main idea of the text they read, or the students are not accustomed to practice reading in the classroom and everyday life. The role of teacher also has significance influenced. Some English teacher could not find the right method or technique to provide materials for students to learn and quick understanding the material presented. Whereas, the student's difficulty in comprehending the reading text can be avoided by the teacher, if there is stimulus from the teacher to help the students in comprehending the text.

Due to some problem related with the students' difficulty in reading comprehension, it is necessary for the teacher to solve this problem. The teachers should apply some strategies in their teaching reading in order to improve the students' ability in comprehending the reading text. Appropriate strategy applied will lead the students in successful learning.

In this study, the researcher uses two strategies that are applied in teaching learning especially in reading comprehension. Those two strategies are compared to know which one that is more effective in teaching reading comprehension. The researcher believes that one of the strategies that applied in classroom is more

effective in teaching reading comprehension. It is due to these two strategies are stimulate the students to catch the content of the reading text they have read, the researcher assume that these two strategies will have influence toward students' reading comprehension ability in narrative text.

Narrative text is a kind of text that has aim to amuse the reader. In Junior High School syllabus especially English lesson for second year students stated that the students should be able to understand about recount text and narrative text. Narrative text has been become a part of curriculum that should be mastered by the students. However, many students have difficulty in comprehending the text especially narrative text. It can be avoided if there is stimulus from the teacher to help the students in comprehending the text.

In this study, the researcher teaches the students continually by giving two different strategies and classes in learning reading narrative text. Those two strategies are Preview, Question, Read, Reflect, Recite, Review (PQ4R) and Know- Want- Learn (KWL) that are compare to know which one is more effective in teaching reading comprehension. As we know PQ4R is one of elaboration strategy. It is useful for the students in remembering and comprehending the reading text. In line with this Sudarman (2009) states that the effectiveness of PQ4R strategy has been used and has been examined teaching learning process. In other word, by using this teaching reading strategy, the students are able to study b themselves, since they need to be critical, comprehend and argue their opinion about their reading material.

Beside the PQ4R, the researcher uses KWL strategy in teaching reading comprehension. This strategy is considered as a good one in teaching reading. The aim of using this strategy is to help the students to be active thinker of what they read. KWL strategy originally was developed by Ogle to enable teacher to access the prior knowledge of students and to help students develop their own purposes for reading expository text (Katherine:2008). The three-steps procedure K-W-L are for three basic cognitive steps required. The students access what they know, determining what they want to learn, and recalling what they did learn as a result of reading. This strategy can help the teacher to engage with their students from beginning of a reading lesson by activating prior knowledge and keep students interested, which is very important as they think about what they have learned.

Early studies revealed that KWL strategy is effective to improve the interaction between the students and the teacher (Yuniarti:2013). It is supported by other previous study that revealed that the implementation of KWL strategy was likely to be more in improving the students' reading comprehension mastery (Wahyuni :2014). Previous study also revealed that the use of PQ4R strategy is effective to be used in teaching reading comprehension than the use of conventional method (Krisdiana: 2014). Both of KWL and PQ4R strategy are effective in teaching reading comprehension than the other strategies since both of those strategy are lead the students to get better understanding of the text by activating prior knowledge and doing interactive text-preview.

After conducting this study, the researcher hopes to get information of those strategies that more effective to improve the students' reading

comprehension by comparing the score of two strategies. In this study, the researcher wants to do research in Junior High School especially SMPN 1 Sumbergempol Tulungagung. The researcher chooses this school because it is known as reputable school. That is proved by the school achievement in several competitions such as English competition, math competition, etc. So that the researcher thinks the students are clever.

Based on the background above, the researcher had encouraged to conduct study in order to know which one is more effective between PQ4R and KWL strategy of teaching reading. Finally the researcher conduct a study entitled “A Comparative Study in Teaching Reading Narrative Text by Using PQ4R (Preview, Question, Read, Reflect, Recite, Review) and KWL (Know – Want – Learn) Strategy at Second Year Students of SMPN 1 Sumbergempol Tulungagung in the Academic Year 2015/2016”

B. Formulation of the Research Problem

The Research problems can be described as follows:

1. Which one is more effective between Preview, Question, Read, Reflect, Recite, Review (PQ4R) or Know- Want- Learn (KWL) in teaching reading to improve the students achievement in reading comprehension of narrative text ?

C. Objectives of the Study

Based on the formulation of the research problem above, the objectives of the study can be described as follows:

1. To find out Which one is more effective between Preview, Question, Read, Reflect, Recite, Review (PQ4R) or Know- Want- Learn (KWL) in teaching reading to improve the students achievement in reading comprehension of narrative text .

D. Research Hypothesis

There are two employed in this study, as follows:

1. There is significant different score in students' reading ability who taught by using PQ4R and KWL strategy (alternative hypothesis)
2. There is no significant score in students' reading ability who taught by using PQ4R and KWL strategy (null hypothesis)

E. Significance of the Study

The researcher hopes that this study can contribute some useful result for:

1. Teacher

This study is expected to give contribution to the teacher in developing the learning strategy. It is expected to helps the teacher to be creative in choosing the learning strategy in order to make the students more active in their learning process, especially in reading. Hopefully the teacher can choose and apply one of these strategies in reading, so that the students can comprehend what they read.

2. The Student

This study will help the students in improving their comprehension by choosing the appropriate strategy, because they are taught using PQ4R and KWL strategy that is theoretically effective in improving reading comprehension. The students can use one those strategies as an alternative strategy to have better comprehension.

3. The Researcher

This study is very important and gives beneficial experience for the researcher. In other word, this study will enrich the knowledge of the researcher to become a successful English teacher. In addition, this study can be used by the researcher as new reference about strategy in teaching learning process especially in teaching reading.

4. Other Researcher

The researcher hopes that this study can be used by the other researcher as an additional resource and comparative research to conduct the future study about reading comprehension.

F. Scope and Limitation of the Study

In teaching reading comprehension, there are some strategies that can be used by the teacher. This study is focused on teaching reading narrative text by using two strategies. Those are Preview, Question, Read, Reflect, Recite, Review (PQ4R) and Know- Want- Learn (KWL) in the

second year students of SMPN 1 Sumbergempol Tulungagung in the academic year 2015/2016.

G. Definition of Key Terms

The terms in this investigation is used to avoid the misunderstanding among the reader. In order to make it clear based on the statement above, the researcher provides some definition of key term as follows:

1. A comparative study is the research that involves comparing two groups to see if some independent variable has caused change in a dependent variable (Lodico, et al, 2006: 209). This study uses two strategies in reading that are compared. Those are PQ4R and KWL strategy.
2. PQ4R are sequence of constructivist approach in teaching and learning. It is one of part in elaboration strategy. 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). The students are asked to explore their knowledge to think before they read by making question to get information needed from the text, then they read by themselves to find the answer that they make (Krisdiana:2014)
3. Know-Want-Learn (KWL) is making strategy that engages students in active text learning. The strategy creates an instructional framework that begins with what the students know about the topic, moves to

what the students want to know as they generate question about the topic, and leads to a record of what the students learn as a result of their engagement in the strategy (Vacca, 1998:232)

4. Narrative text is text which has purpose to amuse or entertain the reader through the real experience or an imagination. The general structure of narrative text is consists of orientation, complication, evaluation and resolution.

H. The Organization of the Study

This thesis entitled “A Comparative Study in Teaching Reading Narrative Text by Using PQ4R (Preview, Question, Read, Reflect, Recite, Review) and KWL (Know – Want – Learn) Strategy at Second Year Students of SMPN 1 Sumbergempol Tulungagung in the Academic Year 2015/2016” is divided into five chapters.

Chapter I (Introduction): it covers the background of the research, formulation of the research problems, objectives of the study, research hypothesis, significance of the study, scope and limitation of the study, definition of key terms, and the organization of the study.

Chapter II (Review of Related Literature): In this chapter the researcher conveys theoretically deals with the following aspect: the nature of reading, the definition of teaching reading, teaching reading in Junior High School, Teaching reading by using PQ4R strategy, teaching reading by using KWL strategy, and previous study.

Chapter III (Research Method): In this chapter the researcher conveys the research method. It includes the following aspect such as research design, population and sample of the research, research variable, data source, data collecting method and research instrument, data analysis and hypothesis testing.

Chapter IV (Finding and Discussion): It includes the description of the data, hypothesis testing and discussion.

Chapter V (Conclusion and Suggestion): The researcher presents conclusion and also gives some suggestion of this study.