

CHAPTER I

INTRODUCTION

In this chapter, the researcher will present six topics related to this research. Those include background of the research, formulation of the research problem, the objective of the study, the limitation of the study, significance of the study and definitions of key terms.

A. Background of The Study

English as an international language is learned by many people all over the world. In Indonesia, learning to read English starts at the fourth grade of elementary schools, and it continues at junior and senior high schools up to the higher education. There are four skills presented in teaching English.

Nowadays, science and technology development demands people to increase their knowledge and experience. One way to increase their knowledge and experience is by reading. Reading is one-step to study effectively. Through this step, it can develop our memory, comprehension, and more knowledge for example when the people study textbook, article, short story, and even a novel. Reading can increase our science and give us knowledge information. Reading is an activity with a purpose. Someone may read for many reasons, for instance to gain information and exiting knowledge, or in order to critique a writer's ideas or writing style.

the students can understand the word, phrases and sentences in the text the readers must comprehend the text first. Then, reading is a way for us to know

the world. Through reading the readers can know what happen in the world, go around the world without travelling.

Reading in a foreign language is essential not only for promoting the students' personal and cognitive development, but also for improving their study and job prospects in a globalized society. According to Teixeira (2012:1), reading is a key language skill that has a significant place in the teaching and learning of foreign languages. This skill allows students to have access to ideas that is communicated by people in different locations and eras, give them the opportunity to broaden their horizons and increase their knowledge. Due to the importance of reading, one of the priorities of language teaching should provide students with the tools they need to tackle texts in variety of contexts and to define purposes more intensively. Based on Moats (2004:7), the most fundamental responsibility of school is teaching students to read. Reading is the fundamental skill upon which all formal education depends. The ability to comprehend something from reading materials for students who learn a foreign language needs to be improved in order to make them easier in reading process and to give them enough time in developing ability.

Reading to students is not only the responsibility of teachers. Although reading is very important but students still have any difficulties in mastering reading. From the result of interviewed from the English teacher in MTsN Jambewangi. From this interview, it was found out that class VIII G of MTsN Jambewangi had problems in reading the understanding English word, phrase

and sentence in English . This class had more than 75% students could not achieve the standard estimated score of the school (75).

Most of the students faced problem in reading namely difficulties in understanding English word, phrase and sentence in English. The problem happened because of the following things. First, the teacher did not understand how to manage their class and make the students feel bored to learn English. Second, the students only had a limited scope of vocabulary, and the topic of the reading passage made them not really understand. Most of the students fail in answering question related to the topic and they are quickly get bored and difficult to understand a word. This condition made the students unable to comprehend what the passage was about. Therefore, the English teacher has to be able to organize teaching and learning activities; they have to give materials by using a suitable technique and master the lesson effectively.

One effective way to solve the problem that is faced by the students of eight grade in MTsN Jambewangi is by using *PQRST* (*Preview, Question, Read, Summary and Test*). The researcher hope this technique can improve the comprehension in narrative text that is based on this theory.

First,Angga.kadek “Improving reading comprehension through *PQRST* of eight grade student of SMPN 2 Banjarangkan ”. State that *PQRST technique* an effective to improve reading comprehension student. Before using *PQRST technique* most of student difficult to understand the text, and after using *PQRST technique* the student more easy to understand the content of the text. This method helps the student focus on studying and prioritizing the

information in a way that relates directly to how they will be asked to use that information in an exam.

Second, Elisabet, Rahayu Apriliaswati, "Teaching Reading Comprehension of Descriptive Text Through *PQRST Technique* based on Whole Language Give conclusion that the result of research showed that the action hypothesis was accepted. By using Preview, Question, Read, Summary and Test (PQRST) technique, the ability of students' reading comprehension of eighth grade of SMP Negeri 24 Pontianak in academic year 2013/2014 improved. The students had improved their reading comprehension on descriptive text.

In order to get the benefits of the method, this method could be useful to improve and activate students' prior knowledge and make the teaching and learning process more interesting, enjoyable, understandable and more communicative in comprehending the passage. Therefore, it is necessary to do research on the application of *PQRST technique* on English subjects in order to help Improve Reading Comprehension eight Grade Students of MTsN Jambewangi because low score of the student and low motivated from teacher make student feel bored more interest to read the text.

B. Research Problem

Based on what have been described on the background of study, students still have difficulty in reading comprehension such as students have difficulties in understanding English word, phrase and sentence in English. It need exchange learning behavior in reading with *PQRST technique*. Therefore the

research question can be formulated as follows: “How can the Reading Comprehension Ability of Eight Grade at MTsN Jambewangi in Academic Year 2015/2016 be Improved by Using *PQRST technique*?”

C. Objective of the Study

To answer the research question state above, objective of the study must be clearly stated. Therefore the objective of this study is to know the implementation of *PQRST technique* in improving the reading comprehension ability of eight grade students of MTsN Jambewangi in academic year 2015/2016. In addition, this study used to find out the student motivation and interest in reading comprehension after the technique applied.

D. Limitation of the Study

In this study it is necessary to limit the present study because the problems relate to teach reading at junior high school especially to the eight grade students in MTsN Jambewangi is too broad and complex in single coverage of the study. Therefore the discussion of the study must be restricted. This study will be only limited on improving reading comprehension ability in Narrative text through *PQRST technique* of eight grade students at MTsN Jambewangi in academic year 2015/2016. In this study the researcher had taken class VIII G for the subject. This class consists of 36 students.

E. Significance of the Study

The result of the study hopefully gives meaningful contribution for:

1. The Headmaster

This result of study will give more spirit for the headmaster to improve the quality of his/her school to be better.

2. The writer

The study will give an inspiration and image of teaching technique to improve students' ability in English.

3. The student

This study may be helpful to the students, because using *PQRST* technique in learning narrative text will make their understanding clear and improve the students' competence based on the content of narrative text.

4. The Teachers

This study will give motivation the English teacher to teach the student by using *PQRST technique* especially at reading comprehension class. Furthermore the teacher can develop the teaching method this is interesting and enjoyable

5. The Reader

To give information and easy technique of teaching English in reading comprehension skill. And also the result of this researcher will help the student to solve their problem in reading comprehension.

F. Definition of Key Terms

Some operation definitions are given in order to avoid misunderstanding. They are reading comprehension and *PQRST technique*.

1. Reading comprehension

Reading comprehension is defined as the ability of the student under study in understanding the content of reading text which is delivered by the teacher on the present study. The students reading ability and achievement are measured by means of administering a series of post test.

2. PQRS Technique

a. Preview

In the first step, the students preview the entire chapter by skimming through it to get an idea of the major topics. This is done by reading the chapter outline, and then skimming the chapter, paying special Attention to headings of main sections and sub-sections and glancing at pictures and illustrations. If there is a summary, take time to consider each point in the summary, questions will come to mind that should be answered later as the students read the full text. The preview stage will give the students an overview of the topics covered in the chapter and how they are organized.

a) Question

In this step, the students try to ask specific questions in their mind about a reading assignment. The students can start this stage by turning the chapter headings and sub headings into questions.

b) Read

Next, the students read the material in detail. As the students read, they try to answer the question which asked in the step

Question. Besides, they can give underline the difficult word and pay attention the main idea.

c) Self-Recitation / Summarize

After the students have finished reading the section, the students try to recall the main ideas and recite the information. Self-Recital is a powerful means of fixing the material on the students' memory. The students try to recite the information loudly. Self-Recitation will reveal blanks in the students' knowledge and help them organize the information in their mind.

d) Test

In this final step of PQRST technique, to know and remember what the students have read. The students try to test themselves and review all the materials. If the student made notes, read through these. Think about the relevance of what the students learn and how it all fits together. Reread any chapter summaries.