CHAPTER I

INTRODUCTION

In this chapter, the researcher serves seven topics related to the research. Those topics cover background of the study, formulation of research problem, purpose of the study, scope and limitation of the study, formulation of hypothesis, significance of the study and definition of key term.

A. Background of the Research

Among the four language skills in English, listening, speaking, reading and writing, reading is the most important one to be taught since by reading students can get knowledge as the input of the learning process because reading is a source of knowledge. By reading students can comprehend and understand what they have learnt so, it can be said that reading has an important role in students' achievement. It is strengthened by Nunan (2003: 69) that state reading is considered to be the most important one, and also strengthened by the statement of Krashen and Terrell (2000: 131) who state that reading may be a source of comprehensible input and may contribute significantly to competence in a second language. The competence covers both, oral and written performance.

Reading is also viewed as a highly effective means of extending command of language so that it plays an important role in classroom where language is the main purpose (Nuttal, 2000: 30). Since reading is important, teaching

reading allocates much time in school context and the demand of it receives more priority (Budiharso, 2004: 50).

Knowing that reading is the most important one of four English skills, it becomes a challenge for the English teacher to arouse students' motivation to read. It is because the students' motivation is low (Nuttal, 2000: 3). Students' motivation can be increased by setting the purpose for reading. By knowing the purpose of reading, students are expected to grasp what the reading text tells them about. Besides, they can easily determine the information they want so they can read effectively.

Effective readers know that when they read, what they read is supposed to make sense. They monitor their understanding, and when they lose the meaning of what they are reading, they often unconsciously select and use a reading strategy (such as rereading or asking questions) that will help them reconnect with the meaning of the text.

The students' failure in reading when they study at school can be caused by their motivation in studying especially reading. Here, students' motivation in studying especially reading is low. Since the motivation is low so they have some difficulties in reading comprehension. They cannot comprehend the content of the text well. They cannot grasp the information of the text they read. Since they cannot grasp the information of the text, so they are not able to get the main idea of each paragraph they read. It means that by the difficulties of students' reading comprehension stated above, the students need more time allocation in reading since they cannot read fast and need more time to finish the text and comprehend the meaning of what they read. Chaniago,

Badusah, Embi (2011) stated that there are some causes that caused the students have low motivation in reading. They are: (a) both parents and teacher are giving less motivation to read, (b) society interested in reading is low, (c) the school and the teacher are less creating a conducive situation to the development of reading interest, (d) inadequate library, (e) television programs are so interesting and various, so much of students' time are useless.

Based on the problems described above, it also causes the other problems. Such as, (a) they would get difficulties or even they cannot answer the question related the text they read, (b) they cannot retell other people about what text tell about, (c) they will not be able to comprehend the implicit meaning of the text.

To measure the comprehension of the students about reading, the teacher should give them question related to reading comprehension. If the students pass in the test, it means that they comprehend the material well. But, when the students get difficulties in comprehending the text, they also will get difficulties or even cannot answer the question related to text they read.

Another way to measure students reading comprehension besides give them question is making summary about the text or ask them to retell the content of the text to other people. But the problem is also the same as stated above that when they cannot comprehend the text so they also cannot make summary or retell the content of the text to other people.

In reading comprehension, the students not only read for comprehending or for answering the text. They also should know the meaning of the text they read. The meaning that exist in the text is there are two, explicit meaning and

implicit meaning. To know the explicit meaning the students do not need to be confused since it is stated explicitly in the text. But when they want to know about implicit meaning, they must read the text until they are really understand and comprehend the text well. It means that to know the implicit meaning of the text the students should comprehend the text they read. Since the implicit meaning does not exist in the text but the students must interpret by themselves. When the students cannot comprehend and understand the text well so, they will not be able to comprehend the implicit meaning of the text.

Based on the problems stated above, there are some that also faced by students of SMPN 2 Bakung which is one of the schools in remote area of Blitar district. Almost all the students are native population. According the information getting from the teacher of SMPN 2 Bakung, the native populations are having low motivation in reading. Since they are having low motivation in reading so, parents do not care about their children's education. It is influence students motivation in studying because more times are spent with family rather than with the teacher at school.

Students learning low motivation here include learning reading comprehension. When they are taught reading comprehension at school, they do not read but they talking with their friend outside the material. They are not interested at all in reading comprehension material. When they are asked to do the questions about reading comprehension, they will not do by themselves but they prefer to cheat their friend.

Since students motivation in reading is low so, it is still weak to achieve the target of minimum score. It is proved by the statement of English teacher

during interview that more than half students of the class fail in achieving the minimum score. There are 80% students fail to achieve the target. It means that only 20% students who pass the target.

To solve the problem faced by the students of SMPN 2 Bakung, using strategy in teaching and learning process is very important because by using strategy the teacher can help the students in comprehending the material. Using strategy in teaching and learning process also make the condition of the class more attractive, live, and not boring and also can make the students more enthusiasm. According to Weintein and Meyer in Nur (2000) in Sudarman (2009) that a good learning should involve teaching students how to learn, how to remember, how to think and how to motivate themselves. 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. It makes learning strategy absolutely taught to students from sixth grade of elementary school to students of university.

Sudarman (2009) states that generally, strategy defined as outline to act in reaching the target that have been given. Related to teaching learning, strategy can be defined as general pattern of teachers and students in teaching and learning activities to reach the target that have been given.

Learning strategy depends on the process of thinking and behavior of students that have effects on what they learn, involve cognitive and metacognitive. The main goal of learning strategy is teaching students to learn by themselves. In other words, the aim of learning strategy is to make students as a self regulator learner (Sudarman: 2009). Another goal of learning strategy

also stated by Vacca and Vacca (1998: 388) 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.

When the teacher gives students an interesting activity, they will not feel bored to study. They will enjoy to study in the class without depressed feeling. The situation of the class become more vivid, interesting, not depressed and give support to students to be more diligent in studying. Thus, the targets of competencies are able to be achieved (Sudarman, 2009).

Related with statement above, a strategy can be applied in reading. The strategy is preview, question, read, reflect, recite, review that also known as PQ4R which is one of the strategies in teaching reading that can be used by teacher. PQ4R is one of elaboration strategy. It is useful for students not only in remembering and comprehending what is read but also to help teaching and learning related to reading. Generally, learning strategy in reading involves three aspects; they are cognitive, metacognitive and social factor or affective. In which, cognitive is an ability to absorb, store and retrieve information from the main, while metacognitive is an ability to monitoring the process of the mind, and social factor or affective is an ability to cooperate with other people and controlling emotions (Djiwandono, 2009: 1).

The strategy mentioned above can be said effective to use in teaching learning process, especially teaching learning that need text or book as the material. It is strengthened by Sudarman (2009) who said that the effectiveness of PQ4R strategy has been used and has been examined in

teaching learning process. It can be said that by this teaching strategy students are able to study by themselves, since they are able to criticize, comprehend and argue their opinion about the material they learned individually or in group.

The prove that this strategy is effective to be used can be seen from the previous studies. The first is thesis written by student of Semarang State University entitled "*Penggunaan Strategi Belajar PQ4R (Preview, Question, Read, Reflect, Recite, Review) dalam Pembelajaran Sejarah untuk Meningkatkan Hasil Belajar Siswa kelas XI IPS 1 pokok bahasan Pendudukan Militer Jepang di Indonesia SMA Negeri 1 Gringsing tahun ajaran 2008/2009*" by Irwan Hartanto. This research is Classroom Action Research (CAR) that consists of two cycles. The result of the research show that there is an improvement of the students score average that is 65 at first cycle, while the second cycle the students score average improve until 80,5. Based on the result of the research the use of PQ4R study strategy is needed in the classroom since this strategy can improve students' comprehension and students' achievement.

The second is thesis written by the student of Yogyakarta State University entitled *"Keefektifan Penggunaan Metode PQ4R Pada Pembelajaran Kemampuan Membaca Pemahaman Teks Bahasa Jerman Peserta Didik Kelas XII SMAN 1 Sedayu Bantul"* by Prihatini Nandang Ing Tyas. This research is experimental research using quasi experimental research design. The result of this research can be concluded that there is significant different achievement between students that is taught by using PQ4R and students that is taught by

using conventional method. The use of PQ4R in teaching reading comprehension in German text is more effective than teaching using conventional method. So, it can be proved that the use of PQ4R is effective to be used.

Based on the previous studies above, it can be concluded that PQ4R strategy is effective to be used in teaching learning process. Since from both previous studies show about the affectivity this strategy in teaching related to reading.

B. Research Problem

Based on the background above, the writer formulates the research problem as follow: Is there any significant difference score of reading comprehension ability of VIII grade students of SMPN 2 Bakung before taught by using PQ4R and after taught by using PQ4R strategy?

C. Objectives of the Research

The purpose of the study is to figure out whether there is any significant difference score of reading comprehension of eighth grade students of SMPN 2 Bakung before and after taught by using PQ4R strategy.

D. Research Hypothesis

There are two research hypothesis that researcher used in this research. They are:

1. Null hypothesis (Ho). The null hypothesis of this research is there is no significant difference score of students' reading comprehension ability before and after taught by using PQ4R strategy.

2. Alternative hypothesis (Ha). The alternative hypothesis (Ha) of this research is there is significant difference score of student' reading comprehension ability before and after taught by using PQ4R strategy.

E. Significance of the Research

It is expected that the result of the study will give significant contribution for the teacher, the students, the researcher and also for the institution. Clearly it is described as follows:

1. The teachers

    This study is expected that the result will give contribution for the teacher to vary their ways in teaching reading. Teacher can apply such kind of strategy to make students easier to grasp the content of the text that they read. Hopefully by using this strategy in teaching reading so that the student can really comprehend what they read.

2. The students

    It is also expected that the students can find more interesting activity in reading. So, the students can improve their reading comprehension ability by PQ4R strategy, because this strategy give them very detail activity that can make them easier to really comprehend the text they read.

3. The researcher

It is expected that the result will give some knowledge and experience for the researcher in teaching and learning process, especially in teaching reading using PQ4R strategy. It is also can be used as new reference about strategy in teaching learning process especially in teaching reading.

4. The institution

PQ4R strategy is the strategy in teaching learning process that can be used not only in teaching reading comprehension, but it also can be used in other subjects that related with the text or book. If the application of PQ4R strategy is running well, so it can improve the achievement of the institution among other institutions.

F. Scope and Limitation of the Research

This study is only limited on the effect by using PQ4R strategy. This study is conducted at the eighth grade students of junior high school in SMPN 2 Bakung. Thus, the result of this study only applied to the target population, specifically at the eighth grade students of junior high school in SMPN 2 Bakung.

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

G. Definition of Key Terms

From the research problem stated above, this study focuses on the PQ4R strategy toward students' reading comprehension of eighth grade student of SMPN 2 Bakung. In order to avoid misunderstanding, the key term used in this study are defined as follow:

1. Reading comprehension

Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language (Snow, 2002: 11).

2. PQ4R

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). Students are asked to explore their knowledge to think before they read by making questions to get information needed from the text. After that, the students read by themselves to find the answer that they make.