

CHAPTER I

INTRODUCTION

This chapter discusses about background of the research, formulation of the research problem, objectives of the research, research hypothesis, significance of the research, scope and limitation of the research, and definition of the key term.

A. Background of the research

Reading skill focuses on comprehension. The relation between reading and comprehension cannot be separated. It means in understanding and interpreting written symbols, one must comprehend the text. Nunan (2003:8) states that reading is a process of readers combining information from text and their own background to build meaning. For understand, the writer must have background or prior knowledge that enough about topic discussing. It can easy to know the content and give a respond about idea that writer delivered. Whereas The National Reading Panel (2000) defines comprehension as the intentional thinking during which meaning is constructed between the reader and text. It implies that the reader interact with the text and content, using his or her vocabulary, background of knowledge, skill, motivation to read that text, knowledge of text structure and strategies to construct the meaning. Hence, the students are expected to understand the content of reading text by reading comprehension.

Reading comprehension requires the reader to know and understand what they are reading. According to Snow (2002:11), reading comprehension is the

process simultaneously extracting and constructing meaning through interaction and involvement with written language. It means that reading comprehension is defined as the level of understanding of a text. A student may read in order to gain information or verify existing knowledge of language being read. It means the reader by reading comprehension can get information and can transfer the information from what they read.

In teaching and learning reading class, reading comprehension is the learning that must be priority. The important of reading comprehension can be seen in the learning other skills or other subjects through reading comprehension. It means the success of other language skill is influenced and depends on reading comprehension. Reading comprehension is the main reason of why the students learn the language. According to Westwood (2008:257) states that “The cornerstone of academic achievement and the foundation for success across the curriculum is learning to read and write proficiently. It means the learning of reading especially reading comprehension must be well implemented in the school. In order the other skills or subjects will be better and success. Therefore, through reading comprehension is very influenced in other aspect of learning process.

The learning process of English class, the teacher still used conventional method to teach reading to solve the problem. Brown (2001:7) define that teaching is the activities to show or help someone to learn how to do something, give instruction, guide in the study something, provide with the knowledge, and cause to know, understand knowledge and give new knowledge. But in the fact,

the teacher only read text and together to answer the questions based on the text not attend how to develop and to improve the ability of reading comprehension. Consequently, it makes the students easily frustrated, bored and not active in reading English especially reading comprehension.

The other problem is the students were not interested in reading English for comprehension. It cause they have the weakness on mastery of vocabulary. The mastery of vocabulary is a basic capital that needed to understand the text. Teachers tend give instruction that students must know the meaning of word to understand the text. Teacher also seldom to develop the reading comprehension, because they assumes that reading comprehension will develop itself naturally during the students know meaning of word on the texts. The students have low vocabulary mastery will faced the problems toward reading comprehension. But according Rapp and *et all* (2007) that says for the mastery vocabulary can't help students to understand a text beside students must be taught about how to mastery vocabulary, students must be taught skill, strategy or method in understand texts.

This condition, make the importance of teaching method come to facilitate the reading comprehension. Method is ways the teacher use to teach students in the learning process. According to Brown (2001:16) defines that a method as a generalized set of classroom specification for accomplishing linguistic objective. He states that methods primarily tend to be concerned with teacher and students roles and behaviors and secondarily with features such as objective of learning grammar, sequencing and material. It means that the teacher has the right in using method or technique in teaching process as long as the method can achieve the

goal instruction. They give and help the students a clear of sense of what they understanding from reading. And in order to make progress teaching and learning will be interesting, and effectively. Therefore, the appropriate teaching methods that focused on the reading comprehension is needed. One of the methods is apply of PQRS method to improve students reading comprehension.

PQRS Method is as the alternative to solve the problem of the students in reading comprehension. Peterson states (2002:242) that PQRS Method is one of the best methods for improving memory for reading. The method is intended to improve the student's ability and remember material presented in the textbooks. With this method the students will be focused on the text and read the text again. In other word the students are more interested to learn the material they have read. PQRS also allows for better time management practices since it breaks down the study process into five different steps, so instead of allotting time to study for a whole topic, the student has the option to break it down into five separate steps while still retaining the information. There are five steps in PQRS such as the following: 1) Preview: They only read in a few second (skimming), 2) Question: The students will arrange the question in which they want to know about the text, 3) Read: The students will read through all the text that the writer has given, 4) State: In this step, students can recall and state the idea, 5) Test: The students will answer the question in which the teacher has made.

These previous of study to prove this method is effective to be used in reading comprehension. The first is thesis written by Widiya (2012). The research conducted in Senior High School used Quasi Experiment that focused in

Descriptive Text. The second research is by Yasinta (2013). She also used Quasi Experiment research, but the object was taken in SMP focused in Descriptive and Procedure text. The result of both research found there is improvement in experiment class after they are taught using PQRST Method. It showed that the PQRST Method 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 the 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. Another previous study is journal written by Prih Febriningsih, M.Zaim and Jufrizal (2013) stated that the students with low interest taught by PQRST technique have significantly higher reading comprehension on procedure texts than those who are taught by QAR technique at grade VII of SMPN 2 Padang. It indicates that PQRST technique affects the students with low interest on reading comprehension on procedure texts. It indicates that PQRST is effective.

Using PQRST (Preview, Question, Read, Summary, and Test) might be suitable on the students' ability in comprehending of text. According to Staton (1982: 15-27), PQRST Method has shown the improvement of the readers' understanding, and their ability to recall information. It's better to be applied in comprehending of narrative text. Moreover, narrative text should be read in full

of concentration. The researcher intended applying this method in the second grade of Junior high school. Because, the material of narrative text is being taught appropriate with syllabus of second grade of junior high school. So, this method is appropriate for help them in comprehending the text. Hopefully, it can increase their knowledge in learning narrative text and they can use this method to help them comprehends the text in the next level.

Based on the backgrounds above, the researcher conducted in the form of quantitative research entitled “The effectiveness of PQRST Method on the eight grade students’ reading comprehension ability at SMP N 1 Sumbergempol Tulungagung 2016/2017. This research is also intended to know the effectiveness of using PQRST Method on the second grade students’ reading comprehension ability in exploring Narrative Text. Hopefully, the teacher can apply PQRST Method as one of alternative method in teaching and learning process reading comprehension next future. And the researcher hopes with PQRST Method can improve student’s reading comprehension ability.

B. Formulation of the Research Problem

Based on the background study, the problem of this study formulated as follow:

1. Is PQRST Method effective on the eight grade students reading comprehension at SMPN 1 Sumbergempol 2016/2017 in exploring Narrative Text?

C. The Objective of Research

The objective of research is based on the statement of the research problem above is to know the effectiveness of using PQRST Method on the eight grade of students' reading comprehension ability at SMPN 1 Sumbergempol 2016/2017 in exploring Narrative Text.

D. Research 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 hypotheses that can be stated as followed:

Ha : The PQRST Method is effective on the eight grade students' reading comprehension ability at SMPN 1 Sumbergempol 2016/2017.

Ho : The PQRST Method is not effective on the eight grade students' reading comprehension ability at SMPN 1 Sumbergempol 2016/2017.

E. Significance of the Research

For teachers, practically, the use of the method provides clear descriptions of how students' reading comprehension can be improve through PQRST Method. Moreover for teacher still teach use conventional method which it's very bored. They can apply PQRST Method in teaching and learning reading process. Meanwhile for students, it will easy to understand the whole content of text like finding main idea, massage, the difficult vocabulary and the important information. PQRST Method helps the students more motivated and active in learning and teaching reading activities and can improve their reading comprehension skill. For further researcher, the result of research is useful as

reference for other researcher to conduct the further research dealing with using PQRST Method.

F. Scope and Limitation of the Research

The aim of this study is to measure the effect of PQRST Method on the eight grade students reading comprehension ability at SMPN 1 Sumbergempol. This research is only focused on PQRST Method in exploring Narrative Text.

G. Definition of the Key Term

To help the reader easily understand the key terms used in the thesis, the researcher gives some of difficult words some follows:

1. PQRST Method is as the alternative method to solve the problem of the students in reading comprehension. According Staton (1982:15-27), PQRST Method has shown the improvement of the readers' understanding, and their ability to recall information. In other words, the readers are more interested in material learning they have read. This method prioritizes the information in a way that relates directly to how they are asked to use that information on the text. With this method the students will be focused on the text and read the text again.
2. Effectiveness is a changed produced by an action or cause a result or outcome (Hornby, 1987:369). A result can be caused by an action. The improvement reading comprehension score as a result that caused by implementation PQRST Method to teach reading comprehension ability. In this research, effective was indicated by improvement of reading comprehension ability that measure by comparing the mean score both of

pre-test and post-test, the method is effective if score of post-test is better than pre-test.

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