

# CHAPTER I

## INTRODUCTION

### 1.1 Background of The Study

There are four skills in English namely listening, speaking, reading and writing. Reading is viewed as receptive or passive skills and it is as important as other skills that cannot be neglected. Without reading, students cannot gain new knowledge for themselves. Furthermore in many second or foreign language teaching situations, reading receives a special focus (Ricards and Renandya, 2002:273). There are several reasons for this. Many students consider reading as one of their most important goals. They want to read for information and pleasure, for their career, and for study purposes. In fact, in most EFL situation, the ability to read in a foreign language is all that students ever want to acquire (Ricards and Renandya, 2002:273). Reading texts have many pedagogical aims. Good reading text can be provided good models for writing and provided opportunities to introduce new topics, to stimulate discussion and to study the language (e.g. vocabulary, grammar and idioms).

Reading is about understanding written texts. It is a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of

perceiving how written symbols correspond to one's spoken language.

Comprehension is the process of making sense of words, sentences and connected text. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text. A reader reads a text to understand its meaning, as well as to put that understanding to use. A person reads a text to learn, to find out information, to be entertained, to reflect or as religious practice. The purpose for reading is closely connected to a person's motivation for reading (Elizabeth, Pang; 2003:1).

Reading is very important for Junior High School students. Budiharso (2004) cited from Sadtono (1988) and Huda (1994) state that reading ability is important for the secondary school level and teaching reading allocates much time. This is important because Junior High School is level to increase vocabulary. Budiharso (2004) states that after graduating from Junior High School, student should be able to master 1000 vocabularies. Therefore, the Junior High School students have to be able to enrich their vocabulary and the way to do it is by reading much.

Unfortunately, in reality some teachers only teach reading in a monotonous way (Abbot, et, al, 1981:84). The teacher only asks the student to read the text first then translate the text into Indonesian, so that students only focus on the text books and dictionaries, it makes the students cannot comprehend the content of the reading well. That common method make the students get bored because it is not interesting for them. The students may find reading textbooks is a difficult or boring task.

Fortunately, there are strategies that can help students become better at it. Therefore, the teachers are supposed to find the suitable strategy and create some fun activities in reading class.

There are some strategies to improve students' reading comprehension that had been developed nowadays; such as NHT, KWL, PQRST, etc. The researcher uses PQRST strategy. PQRST, which stands for Preview, Question, Read, State, and Test, is a valuable technique students can use to actively tackle students' textbooks. These techniques require more from students than just reading the chapter from beginning to end. To be successful, the students should do certain things before, during and after the students read.

PQRST is a study reading strategy that helps students tackles textbook material in a strategic, efficient way in order to optimize the students learning. By following a series of PQRST steps, student will familiarize themselves with the major topics and organization of a chapter.

In the real situation, the students of SMP Muhammadiyah 7 Cerme have low score in English especially in reading skill because students get difficulties to comprehend the text. It is because they are lack of vocabulary; low interest; no good responds to the teacher's questions and low motivation to study especially in reading. Therefore the researcher uses PQRST (Preview, Questions, Read, State and Test) strategy to improve reading comprehension.

The researcher uses PQRST strategy to teach reading for the eight grade of Junior High School because many students feel difficult to find out the main idea of

the paragraph. By applying this strategy, it will be easier for the students to get the points of the text. PQRST is useful to be implemented in every text, not only in recount text, but also in descriptive text, procedure, news item and narrative text. By using PQRST (Preview, Questions, Read, State and Test) the researcher can help students remain active and alert. So the researcher and the students can manage the time allotment well.

### **1.2 Research Question**

Based on the background above, the researcher attempts to answer the questions:

How does PQRST strategy improve eight grader's reading comprehension of recount text at SMP Muhammadiyah 7 Cerme?

### **1.3 Purpose of the study**

Based on the research question above, this study aims to investigate how PQRST Strategy can improve reading comprehension for the eighth grade at SMP Muhammadiyah 7 Cerme.

### **1.4 Significance of the study**

The researcher expects that this research would provide practical and theoretical benefit:

1. Theoretical benefit
  - a. It is expected that the result of this research will generate idea on the teaching reading in Junior High School.

- b. It is expected that the result of the study will give contribution to the theory of the strategy in teaching reading.

## 2. Practical Benefit

- a. For teacher, the result of this study can be used as choice in choosing learning model in teaching reading comprehension.
- b. For students, this learning model improves their reading comprehension.
- c. For the next researchers who conduct similar research especially about strategy of teaching reading this research will give contribution.

### **1.5 Scope and Limitation**

This study focuses on teaching reading text using Preview, Questions, Read, State and Test (PQRST) strategy especially in recount text. The subjects of this study are the eight grades. The study only focuses on answering the question. The use of PQRST is to improve eight grader's reading comprehension of recount text of Junior High School.

### **1.6 Definition of Key term**

- 1. Reading : The process of thinking which includes the activity to interpret printers' material such as textbook with understanding the text.

2. PQRST strategy : The strategies which stand for Preview, Questions, Read, State and Test which can help the students remain active and alert in reading skill.
3. Recount text : A text that tells the reader about one story, action or activity. Its goal is to entertain or inform the reader.