

# **CHAPTER I**

## **INTRODUCTION**

This chapter provides the several methods of research, background of the study, research question, objective of the study, significance of the study, scope and limitation of the study, and the definition of key terms.

### **A. Background of the Study**

Reading is the most important skill in the classroom because it needs as a primary indicator for students' skills and it is important to the learning process (Brown, 2007). Reading has several advantages, including the ability to improve vocabulary and understand in several cultures. Reading very crucial in all aspects of life, especially in educational context. Reading comprehension is the important factor in student's educational achievement. Everyone needs effective strategy in highly challenging education environment.

Many of the problems that exist in reading ability. Firstly, students lack interest in reading. The lack of interest in reading by students makes students not want to learn reading skills because according to most students reading skills are very boring. The second is the lack of students in understanding the meaning of each reading text that has been provided. Generally, the researcher was asking the meaning of the reading texts being studied, however many students have difficulty making understanding of the assigned texts.

Based on these problems, it is necessary to find alternative ways to create effective and attractive strategy based on curriculum teaching, student learning conditions, and the demands of the current era. Teachers should use creative and

innovative ways in teaching reading because the techniques use in learning determine student achievement. The teacher must change the condition of the class to be more interesting so that students can enjoy the class comfortably. There are many strategies that can be used to teach reading in the classroom such as Inquiry-based learning, Jigsaw, Think pair share, and PQRST.

PQRST strategy is one of several reading strategy that may help the students better understand what students read. Teaching reading using PQRST strategy can improve students' comprehension of all types of text, especially explanation text. According to the Ministry of Education, this is a fundamental part of the curriculum 2013.

PQRST refers to Preview, Question, Read, Summarize, and Test. Preview are used in order to identify the most important ideas and conduct an analysis of the subject. Questions are used to expand the questions students want to find out and help students to concentrate on the text and increase interest in reading. Read are used to understand the material or content. Summarize is used to provide an overview of the main topics, and Test is used to know your knowledge by responding to the questions provided.

2013 curriculum still used as a guidance in teaching and learning process at MAN 2 Nganjuk in grade eleventh and twelve. In addition, students are expected can read and write short functional texts such as narrative, recount, report, description, procedure, analyses, and explanation. At the same time, 2013 curriculum centre on reading and writing. Eleventh grade high school students in 2013 are expected to be able to read and understand the explanation text created by

teachers based on the causes of a phenomena. It important for students to understanding the purpose, grammatical constructions, and language features of explanation text in both oral and written forms.

A text that contains an explanation of something's actions or causes is known as an "explanation text." Explanation texts provide function by answering questions like "how" and "why" at each step of the phenomenon's development. An explanation is most basic form to describes the means by which something occurs and the reasons for its occurrence. As the students, we should be familiar with the many characteristics of explanation text. The standard format for explanation text consists of a heading, introductory of paragraph, body paragraphs, and a summary. Also, the language features of explanation texts, such as the use of technical phrases, words that indicate cause and effect, action verbs, passive voice, present tense, etc.

Usually when students learn English especially in reading skill with explanation text, students lose interest. The above problem makes students are not able to develop a detailed understanding of English. It made reading and learning English will be difficult. Making students interested and involved in the reading process is one strategy for improving students reading abilities. To achieve reading goals, students need strategies and one strategy is PQRST Strategy.

The PQRST strategy is proven to be effective in teaching reading and learning in some of previous studies. Firdha Aulia, Fahriany, and Desy Nahartini (2022), with the title PQRST Technique on Students Reading of Hortatory Exposition Text. Aprilia Arista, Nike Angraini, and Badriyah Ulfah conducted

studies in the same context of this one in 2022, entitled Improving Students Reading Comprehension of Descriptive Text by Using Preview, Question, Read, State, and Test (PQRST) for Seventh Grade of SMPN 38 Palembang.

Based on the phenomenon, the researcher is interested in conducting experimental research in eleventh grade by using the PQRST strategy on students reading comprehension of explanation text. Researcher also used scanning strategy in control group besides used PQRST strategy in experimental group. To find a specific information in text, the reader can use scanning strategy. The reader simply movement of eyes and just stop when the reader has found the assumed word or information.

It is shown that the PQRST method is useful based on several previous studies that have been explained before. As a result, research in PQRST strategy is still possible. Researcher is interested to conduct reading research with the title **"The Effectiveness of Using PQRST (Preview, Question, Read, Summarize, and Test) Strategy on Students' Reading Comprehension"**.

## **B. Research Question**

Related to the background of the study above, the researcher formulates the research question "Is there any significant difference on students' reading comprehension between students who are taught using PQRST strategy and students who are taught using Scanning strategy?".

## **C. Objective of the Study**

Related to the research question, the objective of the study is to determine the significant difference on students' reading comprehension between students

who are taught using PQRST strategy and students who are taught using Scanning strategy.

#### **D. The Hypothesis of the Study**

A hypothesis is an educated assumption about what will be discovered after observation. The variables used in this research were hypothesized to have some kind of correlation with each other. The hypothesis of this research are:

H<sub>0</sub>: There is no significant difference between students who are taught using PQRST strategy and students who are taught using scanning strategy on students reading comprehension skill.

H<sub>a</sub>: There is significant difference between students who are taught using PQRST strategy and students who are taught using scanning strategy on students reading comprehension skill.

#### **E. The Significance of the Study**

Theoretically, this research was result to increase our understanding on PQRST Strategy in teaching reading. In addition, it anticipated the study was provide to be reference for other researchers who are interested in learning more about the effectiveness of PQRST strategy in reading comprehension.

Practically, the goal of this research is to assess the effectiveness of PQRST strategy in increasing students' ability to understand what students read. Using PQRST strategy for teaching reading was recommended for use in the English classroom. It is intended that the results of this research would bring advantages, which will result in students having a greater interest in acquiring knowledge through the use of this strategy.

## **F. Scope and Limitation of the Study**

The scope of this study is students in eleventh grade of class XI IPS 2 as the experimental class and XI IPS 3 as the control class at MAN 2 Nganjuk for second semester of academic year 2022/2023. The researcher was chosen this school because the content of the study used explanation text, which is this skill should be learned and mastered in high school. As a result, the researcher believes that this school was the best option.

The limitation of this study is a significant factor in determining whether or not PQRST strategy can increase students reading comprehension. Only two class were observed by the researcher, XI IPS 2 and XI IPS 3. For that reason, the sample of population of this research only includes students of eleventh grade from the 2022/2023 school year.

## **G. Definition of the Key Terms of the Study**

The researcher provides an explanation of the key term so that the study may be read and comprehended without difficulty. It is for the purpose of preventing confusion and misunderstanding from occurring between the researcher and the reader. The following is a definition of each of the key terms:

### **1. Reading Comprehension**

Reading is the process of extracting information from a text and it is primary purpose to increase understanding of the material that the reader has read. The primary objective of reading practice is to improve understanding of previously read material.

## 2. PQRST Strategy

Preview, Question, Read, Summarize, and Test is stand for the strategy of PQRST. The primary objective of PQRST strategy is to assist students in achieving greater levels of reading comprehension.

## 3. Explanation Text

Text that is used to explain how and why the process of a social, cultural phenomena, events or action, and natural scientific phenomenon.