CHAPTER I

INTRODUCTION

This chapter presents the background of the study, the problem of the study, objective of the study, hypotheses of the study, significance of the study, scope and limitation, definition of key term.

A. Background of the Study

Reading is one of the significant skills which has to be acquired in learning English (Martina, Iskandar & Yuliana, 2018). Reading is available to be an important thing for Indonesian students. It can help them to enlarge their knowledge especially in an English textbook, either to obtain information and message for scientific purpose or just for relaxation. The reading is not only a source of information and pleasurable activity but also a means of consolidating one's knowledge of a language (Rodli, 2015). It means that reading is the most necessary in any language activity in the class. Reading activity is able to give many benefits for everyone who does it such as getting information, pleasure, knowledge, and so on. According to Agustiani (2019: 18), reading is a process of thinking, evaluating, judging, imagining, reasoning and problem solving.

Since reading is important, many schools and the educational institution allocate a lot of time for teaching reading. One of the ways to make teaching reading is effective in making the students interest and active in to give much improvement in their reading skills. Reading will be much fun and interesting when the teacher has a good strategy or teaching technique. To achieve reading

goals, students need the strategies. Reading does not occur in a vacuum. It is done on purpose and expected a good end.

Applying the proper strategy greatly affect the success of the teaching and learning process. Strategy means a systematic way to achieve a goal easily. Mastering teaching strategy becomes a necessity for a teacher. Without mastering the teaching strategy, teaching and learning activities are difficult to run effectively and efficiently.

One of the reading strategies to give more understanding the contents of reading text is PQ4R strategy. The application of PQ4R strategy in teaching reading can help students understand reading texts especially narrative texts and it helps teachers know how students think about the reading text through the steps of Preview, Question, Read, Reflect, Recite, and Review. Besides that students can use the PQ4R strategy to read other types of text.

Many studies investigated PQ4R strategy in teaching reading comprehension. They proved that PQ4R strategy is an effective strategy applied in teaching reading comprehension. Rodli, (2015), for instance, conducted the study to the use of PQ4R strategy for teaching reading. This paper highlights the PQ4R strategy and its use as an alternative to improve students' reading comprehension achievement.

Martina, Iskandar, and Yuliana (2018) carried out the study to find out whether PQ4R (Preview, Question, Read, Reflect, Recite, Review) strategy that developed by Thomas E.L and Robinson H. A 1972 improved students' reading comprehension. Their study consists of 32 students. The result showed that PQ4R

is an effective strategy in teaching reading. It can be seen from the result of pre-test and post-test. The students' mean score in post-test (83.59) is higher than in the pre-test (62.50).

Still relating to reading strategy, Sarimanah (2016) conducted a study to find out the effectiveness of using PQ4R strategy in teaching reading comprehension. The study applied in junior high school. The result of the study showed experimental study with control class it may be concluded that reading learning model based on PQ4R metacognitive strategies in junior high school students are more effective than reading learning conducted teachers without the use of PQ4R metacognitive strategies with the calculation results of test of t test of 5.975 greater than t table 1.67. However, it is the same study, but the method to collect the data is different. Her study used pre-test, post-test, and questionnaire, while this study only uses pre-test and post-test. The subject of this study is Senior High School.

PQ4R is a method of reading in metacognitive strategies (Sarimanah, 2016). PQ4R is designed to deal with reading material in the form of books and is intended for study purposes (Wahyuningsih & Citraningrum, 2019). In addition, it is known as a strategy that deals with the education of learning that it helps learners to comprehend, memorize, and retain the included reading topics in order to access to the real learning (Khusniyah, 2018). In applying this strategy the students will aware the content of the text. And further they are able to do self-study.

According to this phenomenon, the researcher is interested to conduct an experimental research in the second grade of senior high school by using PQ4R strategy in teaching students' reading comprehension of narrative text. While PQ4R strategy conducted in the experimental group, the researcher also uses scanning strategy to use in control group. The strategy of scanning is often done to find a particular piece of information in a text. In this case, the movements of eyes in doing reading is fast over the text and only stop when the reader finds the word or information the reader looks for.

Furthermore, the study of Anvieanto, Munandar, & Munandar (2018), investigated the use of scanning strategy in teaching reading comprehension. The study showed that the average of post-test score cycle 1 was 68.5 and cycle 2 was 79.00. It can be concluded that scanning strategy is better to use in teaching reading comprehension.

B. The Problem of the Study

Related to the background of the study, the researcher formulates the research problem, "Do students who are taught using PQ4R strategy have better achievement in reading narrative text than those who are taught by scanning strategy?"

C. The Objective of the Study

Based on the problem of the study above, this research is aimed to reveal the significant difference of the students who are taught by PQ4R strategy and the students who are taught by scanning strategy.

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D. The Hypothesis of the Study

A hypothesis is a prediction of what will be found at the outcome of a research project and is typically focused on the relationship between two different variables studied in the research. Researcher's hypotheses are:

H_0: There is no significant difference between using PQ4R strategy and scanning strategy on students' reading comprehension skill.

H_1: There is significant difference between using PQ4R strategy and scanning strategy on students' reading comprehension skill.

E. The Significance of the Study

The result of this study is expected to give a good contribution to schools, teachers, students, and researcher. So it can be used as guidance for a better learning process.

First, the result for the school is giving information about the teaching-learning process using PQ4R strategy in making the learning variation to improve students' reading skill.

Second, for the teacher is giving information about how important the critical level of the students be improved, and as a material of evaluation to improve students' reading skill.

Third, the result for the students is as an effort to improve students' reading skills, and to raise the intelligence and competence of their critical thinking.

The last, the result of this research will be useful for the researcher to get the empirical evidence that teaching reading by using PQ4R strategy is effective,

get the good knowledge in teaching reading in the senior high school, and the researcher also hopes this research can contribute to improving the education quality in that senior high school.

F. Scope and Limitation of the Study

The scope of this study is teaching reading comprehension using PQ4R. The analysis is focused on the score of the effect of using PQ4R strategy in teaching reading English, and to get data, the researcher uses the test instrument. The researcher limits the class observation only in the research. The sample of the study is limited to the tenth-grade of senior High School in the academic year of 2019-2020.

G. Definition of Key Term of The Study

1. Reading Comprehension

Reading comprehension is one of the main sources providing the learner with the essential input (Rastegar, Kermani, & Khabir, 2017). In addition, it is the result of the reading process and is what happens when all of the components interact successfully (Khabiri & Pakzad, 2012).

2. PQ4R

PQ4R stands for six activities to engage in when you read: preview, question, read, reflect, recite and review (Martina, 2018). It is a strategy that deals with the education of learning; as it helps the learner to comprehend, memorize, and retain the included reading topics in order to access to the real learning; so students shall be aware of the contents of the reading texts; which helps them to transfer their learning to other learning situations (Al-Qawabeh & Aljazi, 2018).

3. Narrative Text

Narrative text is a text to retell the story in the past. The purpose of the text is to entertain or to amuse the readers or listeners about the story.