

# CHAPTER I

## INTRODUCTION

### **A. The Background of Problem**

English is very important to learn because it is an international language. English is also foreign language that be taught in beginning of elementary school. There are many reasons why Indonesian students need to study English. First, they can communicate with foreign people. Second, mostly requirement job should have well in English. Third, they can be easier in learning science and technology around the world. So, Indonesian students should understand those. In the fact, most of students still do not know English words meaning and difficult to apply in daily conversation. In university, English is needed to comprehend information. So, the students can apply their knowledge on their respective field.

Reading is one of four language skills that should be mastered by students. And also for junior high school students like in SMP Islam Kebumen that have studied reading since the first academic year of the school. Reading is also the main reason of why students should learn the language. Therefore, the main goal of teaching reading especially for junior high school students is to enable them to read book, articles or any other text written in English. Furthermore, the goal of reading is also to find the meaning of what they have read and answer the question based on the reading text. The ability to comprehend something from reading materials for students who learn foreign language need

to be improved in order to enable them to get used reading process and give them enough time to develop their ability.

There are some ways that can make people get knowledge or information. One of them is by reading. According to Hill (1997:58), Reading is a process to understand a written text which means extracting the acquired information from it as efficiently as possible. When reading, the readers should be able to manage every part of the text, because it is easy to comprehend the ideas conveyed on the text when they are able to analyze the organization of the text. In addition, Snow (2002:11) defines reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. It means that by reading the students get more knowledge as they are able to comprehend and construct the meaning of the text.

Based on the theories above it can be said that reading is one of the skills in English that have to be mastered by the students. Reading can help them to get new information out of the text in order to find out something or in order to do something with the information that the students get. The students should be able to analyze every part of the text, because it is easy to comprehend the ideas conveyed in the text.

Dealing with the reading learning process, a student should have a high motivation to read because it is a recursive process that every student needs to read the text after that to be able to achieve the learning goal of reading and

they are able to comprehend the text. Learning success is an important factor that can maintain their motivation. Hence, the teacher should use an appropriate teaching strategy to enhance their motivation in reading so that they will achieve the learning success.

In teaching reading, most of teachers emphasize on explanation and definition of text, then they ask students to do the exercises by answering questions based on the text given. There is a lack of guidance to comprehend the text, while the idea of reading comprehension is getting the idea of the reading text. Therefore, the crucial thing of teaching reading is leading the students to engage their mind in the text. Then, by comprehending the text well the students can get new information. In other words, they learn new knowledge that is studying.

Based on the observation and questionnaire that has been spread in 8<sup>th</sup> grade of SMP Islam Kebumen, it was found that some of students still get some problems in comprehending the text when reading an English text such as: they could not understand the text well, students still did not know how to determine the main character, setting, problem and solution. Then the teacher does not apply appropriate strategy in reading, the teacher only asks students to discuss together and asks the students to present it in front of the class. The teacher asks the students to translate the reading text and the last they answer the question given. So those students are not interested in learning reading. Second, there are some difficult words that the students found. They do not know the

meaning of the words. In other words, students had limited vocabulary. Third they have lack of motivation to read that make their achievement in reading comprehension is not satisfied yet. The last, limited time that teachers had and students have to learn reading, so it becomes more complicated for the students to comprehend a reading text.

In addition, other problems are classroom situation during teaching and learning process, such as low attention of the students during reading lesson when teaching learning process conducted; they preferred spending their time for useless activities such as talking with their friend, daydream, or do other homework in English class. Most of the students were passive during teaching learning process. They are reluctant to ask the teacher when they have difficulties. They tended to be silent and just gave little response during teaching learning process occurred. The result was when they were asked to do the reading assignments related to teacher's explanations before it, they could not it well. Most of the student were lazy to fulfill the reading assignment that the teacher instructed. They just tended to copy their friend's work.

There are many factors that can result in the students' low competency in comprehending reading texts and in achieving the competencies of reading. The factors include a poor input (the students themselves), the English teachers, the materials of reading that are used, times consumed in teaching reading, and the teaching strategies that are used in teaching reading

competency. All of those factors will affect the achievement of students in learning.

In this research, the researcher want to apply PQRST (Preview, Question, Read, Summary, Test) strategy in reading comprehension at the eighth grade of the second semester in SMP Islam Kebumen academic year 2018/2019 to overcome some students' difficulties in learning reading. As an instructional strategy, PQRST (Preview, Question, Read, Summary, Test) strategy helps students to cope their problem in reading comprehension by using five steps. They are previewing, questioning, reading, summarizing, and testing. Each step of PQRST (Preview, Question, Read, Summary, Test) strategy improves the teaching and learning process which is also aimed to improve the students' reading comprehension. Previewing is the first step of the strategy, this makes the student to activate their background knowledge. The second step is questioning, this step helps the students to focus and create the curiosity toward the text, this motivates the students to read. Read is the third step, when the students read the text, they already have purpose to read based on the question and this makes them to stay focus and increase their concentration. Then, summarizing, this activity asks the students to recall all the specific information about the text. And the last is test, it help the students to put the text into their long term memories.

Based on the problem above, the researcher intend to use a straegies that can enhancing students' reading comprehension that is PQRST (Preview, Question,

Read, Summary, Test) strategy. The researcher intend to raise the problem through a thesis entitled: *“Enhancing The Students’ Reading Comprehension by Using PQRST (Preview, Question, Read, Summary, and Test) Strategy at The Eighth Grade of The Second Semester in SMP Islam Kebumen Academic Year of 2018/2019 ”*

## **B. Formulation of The Problem**

From the limitation of the problem above, the problem of this study could be formulated by following question “How can enhancing the students’ reading comprehension by using PQRST (Preview, Question, Read, Summary, and Test) strategy at the eighth grade of the second semester in SMP Islam Kebumen Academic Year 2018/2019?”

## **C. The Object of Research**

The object of the research is to enhancing the students’ reading comprehension by using PQRST (Preview, Question, Read, Summary, and Test) strategy at the eighth grade of the second semester in SMP Islam Kebumen Academic Year 2018/2019.

## **D. Significance of The Research**

The researcher expect that this research may give some benefits to the teacher, students, and other researchers.

### **1. To The Teachers**

Hopefully this study can be motivated the English teachers in teaching reading comprehension through PQRST (Preview, Question, Read, Summary, and Test) strategy.

## **2. To The Students**

It is expected that this study gives an inspiration in learning process to improve their ability on reading comprehension by PQRST (Preview, Question, Read, Summary, and Test) strategy.

## **3. To Another Researcher**

Hopefully this research can inspire and provide information to other researchers interested in similar topics or related to this research.