

CHAPTER I

INTRODUCTION

A.The Background of the Study

Approximately 80 per cent of the world's population is reported to be able to read. An unknown percentage of these readers is also able to read, at varying ability levels, in one or more additional language. The role of reading in society is actually quite complex, so a few comments are needed to situate the role of reading and student learning. Language is basic form of communication. By using language, human beings can narrate and share their experience to others and tell some information to the others. Language is a tool used by human beings to communicate to the others. So, language is an important thing and cannot be separated from human life. One of the skills in language so the people can communicate to the other is reading.

Reading is one of the four skills in language and one of the most important skills in learning besides listening, speaking, and writing. Reading is an essential skill for all students at all levels. Reading is important because it can help the student to gain information such as general knowledge which is needed to insure the continuing personal growth and adapt the change in the world.

Reading for comprehension is not of course an easy task, especially for senior high school students. Hence, students must possess interpretation ability to the meaning of the words, expression and sentences.

Teaching reading of English learners is exciting for teachers who have the ability to perform it. They have skills and competence to apply the appropriate teaching strategies and teaching methods which can motivate the students to enjoy the reading materials they distribute. Actually, the aim of reading depends on the reader. But mostly the purpose or the main goal of the reading instruction must be comprehension; above all, we want students to understand what is on a page.

Moreover, based on the writer's experience in Teaching Training Practice (PTP) the writer observed that most students of Junior High School where the writer interviewed the students, they told her that it happened because of some factor. The learning is teacher-oriented. Commonly, teachers taught reading comprehension by using the translation method too.

They tended to translate their reading text in the initial stages of their teaching strategies. First, the conventional technique that teachers applied in teaching reading was not effective, teachers had students underline some difficult words then find out the meaning from the dictionary. Then teachers asked them to translate all the paragraphs in the text. After that, the teacher asked them to analyze the generic structure of the text. These are suitable to problems faced by students based on the interview. In this case, the teacher should make or apply a suitable strategy in teaching reading comprehension in order to make the students interested when they are studying.

PQ4R is an acronym for Preview, Question, Read, Reflect, Recite, and Review. Considering the condition previously mentioned, the writer offers to apply

Preview, Question, Read, Reflect, Recite and Rerview (PQ4R) method to overcome or improve the problems. One part of the elaboration strategy. This strategy used to help students to remember what they have read and this strategy also can help the students in learning process about reading activities. This strategy will improve the student's reading comprehension. It also may improve recall of facts by as much as 70%.

PQ4R was conducted by many researchers on their action research and experimental. An action research was done by Meilissa in 2012. Meilissa applied PQ4R terhadap hasil belajar siswa pada materi pokok sistem indera for eleventh graders. PQ4R very good to apply because it is suitable to use for the teaching of knowledge in form of concepts, definitions, rules, and knowledge application in daily life. It can help the students that has the low ability to memorize the lesson. It easy to apply in all levels of education. It can help students to improve their skills in the process of asking questions and to communicate their knowledge. It can rise the lessons in spready.

By using PQ4R method can improve the students reading ability because, it will help students to understand the text easily and well. PQ4R is one of the good strategy that can help students to understand and to remember the material that they have read (Thomas and Robinson (1972)). Therefore, in learning reading comprehension, both teacher and students can be more active to express their idea or opinion. In this case, PQ4R method can give good solution for teacher and students to get the education succesfull. As an expectation, by applying this method can help students in comprehending and understanding the text and

students are able to focus more on reading comprehension easily and well.

B.The problem of the study

Based on the background of the study , the problem of this study can be formulated as follows:“ is the students’ achievement in reading comprehension improve if it is taught by using PQ4R method?”

C.The objective of the Study

In relation to the problem, the objective of the study is aimed at finding out wheter the application of : Preview, Question, Read, Reflect, Recite, &Review (PQ4R) method improves grade eight student’ achievement of SMP Negeri 4 Pagaran Class VIII-1 in reading comprehension of narrative text.

D.The Scope of the Study

The scope of the study is limiteon finding the second year student’s achievement in reading comprehension by using Preview, Question, Read, Reflect, Recite, &Review(PQ4R) method. The levels of comprehension are limited on literal comprehension and Inferential Comprehension of SMP Negeri 4 Pagaran class VIII-1.

E.The Significance of the Study

The findings of the study are expected to be useful and relevant both theoretically and practically.

Theoretically the findings are expected to:

1. The horizons on theories of language learning,
2. Apply the theories on the second language learning, and
3. Be thereference for those who want to conduct the other reseacher who wants to conduct the same researchandinterested in using: Preview, Question, Read, Reflect, Recite, &Review (PQ4R) in teaching reading comprehension as well.

Practically the findings are relevant and useful for:

1. English teachers to provide the information in their attempt to decide the using of Preview, Question, Read, Reflect, Recite, & Review (PQ4R) method in teaching reading comprehension.
2. to improve students' ability in reading comprehension and to motivate them to be active in reading.
3. This research is hoped to give the improvement of students' participation in reading class so the students can comprehend reading text easier.
4. They can recall as much as information after they read the text.
5. This strategy can improve the people's reading ability to make students understand the content of the text, especially handbook, textbook.
6. It can improve the professionalism of reader and teaching reading

7. Give inputs for the teacher use PQ4R strategy to guide students' interaction with their text so can comprehend the passage easily.



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