

CHAPTER I INTRODUCTION

A. Background of the study

Communication requires a language, language users (sender and receiver) and message. Although the receiver does not have to be present or aware of the sender's intent to communicate at the time of communication; thus communication can occur across vast distances in time and space. Communication requires that the communicating parties share an area of communicative commonality. The communication process is complete once the receiver understands the sender's message

As it has been explained above, one of components of communication is message. Message means ideas to be shared by sender to receiver. When making interaction in communication, people use language. Most of people's activities are done in using language. People use language to make statements, convey facts, report something, and keep relations with other language users

With the above statement, it can be concluded that language is the expression of human personality in the world, whether written or spoken. In addition, language is the main means of communication used in social interaction within a community. In short, language is a very important thing in people's life. People certainly can not communicate one another without language.

Nowadays, providing students' with high quality education is necessary. The student should realize and consider that life in beyond the first century will be different from now. The student must try to develop their knowledge and

competence to face competitive future because it is continuing challenge. Competence in the language such as Indonesia, Mandarin, French, and others needed especially English.

It is known that English is an international language, even though in Indonesia, it is placed as a foreign language. English as a foreign language is a language that is used in a global area. It is very important to be mastered because it is a tool of communication in all over the world.

In Indonesia, English as a part of national curriculum, especially for senior high school. It is intended to meet the need era where English is used as an introductory language. Students who are learning English have desire to master the four language skills, namely : listening, speaking, reading, and writing, where other aspect of them, structure, vocabulary, and pronunciation are supporting skill which coherent one to another.

Among the four of skill in English, reading is the most emphasized in English teaching and learning process. Reading is not passive but rather an active process, involving the reader in going interaction with the text. Reading is constantly involves guessing, predicting, checking and comprehending.

Reading is one of the skills in English that have to be mastered by the students because reading can help them to get new information. Heilman (1981) defines reading as a complex process that involves the reader strategically his or her knowledge and experiences to construct meaning. By getting the meaning in

reading the students are able to follow the progress of technology and science which broaden their knowledge.

Reading is a means of language acquisition of communication, and sharing ideas (<http://en.wikipedia.org/wiki/Reading>). These ideas are usually some sort of representation of language, such as symbols to be examined by sight and by touch. It is mean that reading is a result of the interaction between the perceptions of cognitive skills, knowledge of world and so on. It is called as reading comprehension.

Students must be able to comprehend the meaning of the texts in form of recount, narrative, procedure, descriptive and report in the context of daily life. The most often problem is the difficulty of getting information or content of reading text. Nowadays, teacher have big responsibility to teach reading for their students because Indonesian government use reading to assess the students' ability in English which implicated in national examination.

The students' find some difficulties in learning reading comprehend because students are lack of vocabulary, grammar and the concepts of words which make them hard to understand how the sentences related to one another, students were not motivated to know about the content of text and technique of teaching. Usually during the reading activities, the students were just asked to read the text, translated into Indonesian, discussed the content and answered the question given. So when they faced the reading test, they read the whole text first, then translated it sentence by sentence and finally answered the questions.

Therefore, they had low score because they lost their time while translating it and finally they guessed the answer or cheated from another friend. They did not have opportunity to comprehend and to get the benefit of the text for the development of their academic, skill, and intelligence..

The teacher as instructor and guider must help students in solving the problems in reading comprehension by using new strategy when learn reading. When the teacher is successful in gaining students' attention, the teacher can attract students' interest and as what has been told previously, the students achievement in reading text especially in reading narrative text can achieved.

All the explanation above is reflected in one strategy, namely PQRST (Preview, Question, Read, Summary, and Test) method. By using that method the students will force focusing to the text and read the text again.

PQRST method will improve readers understanding and recall their ability to recall information. In other words, the readers is more likely to learn and to learn more of the reading material. There are five steps in PQRST, namely Preview, Question, Read, Summary, and Test. It leads to a more active learning environment and deeper processing of information. By preview, the students only read in few second (skimming). The question will be arranged by students which they want to know about the text. The students will read through all the text that writer had been has given. Then, students will make summary and the students will answer the question in which the teacher has made.

Based on explanations above, the writer concludes that by using PQRST (Preview, Question, Read, Summary, and Test) might be suitable on the students' reading comprehension.

B. The Problem of the Study

Based on the background of study, The problem of study can be formulated in the form of question: "Is there any significantly effect of PQRST (Preview, Question, Read, Summary, and Test) method on students' reading comprehension?"

C. The Objective of the Study

The objective of this study is to find out whether PQRST (Preview, Question, Read, Summary, and Test) method significantly effect on students' reading comprehension.

D. The Scope of the study

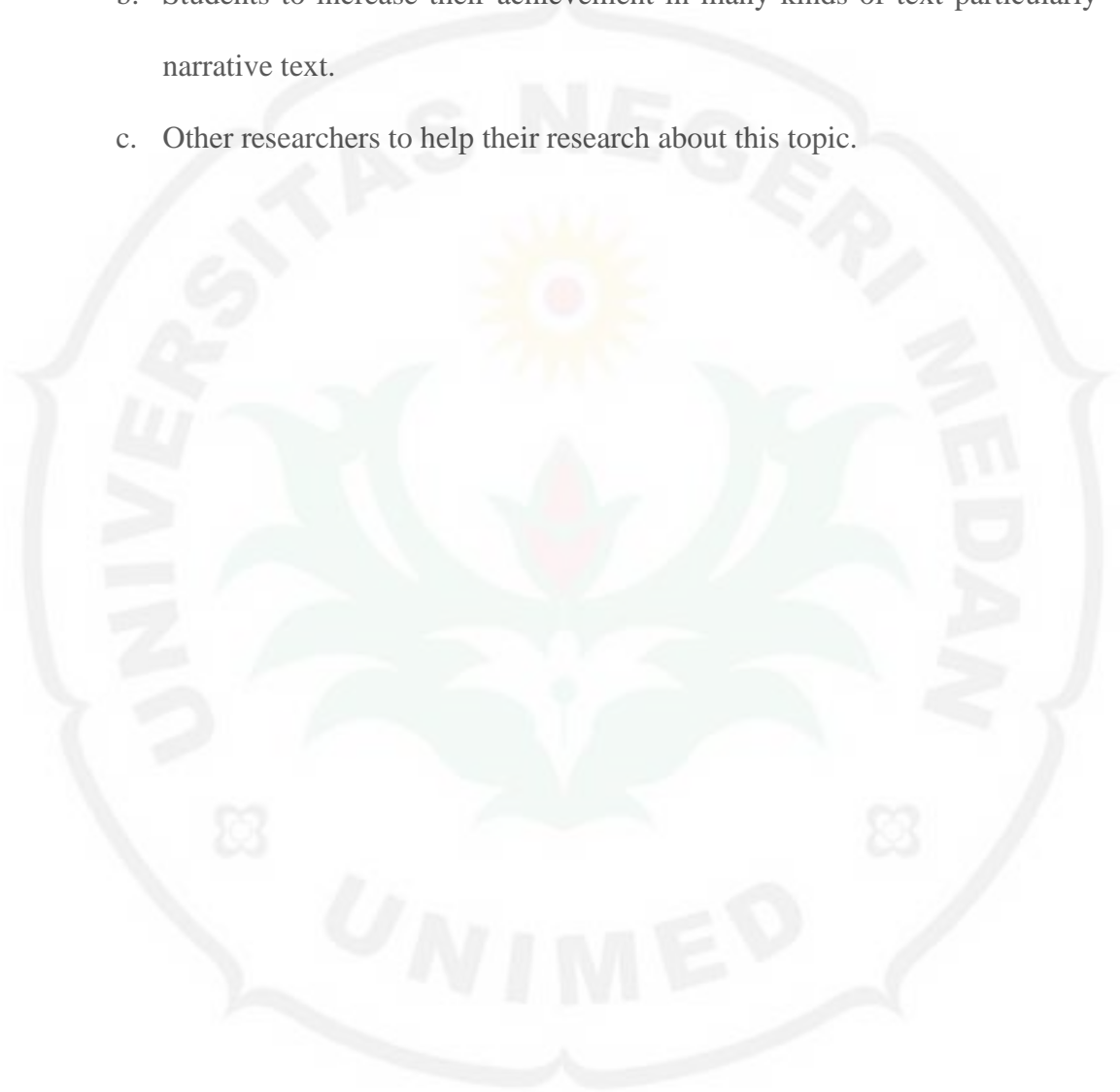
The scope of this study is limited to find out the effect of using PQRST method on students reading comprehension at literal and interpretive comprehension on narrative text.

E. The Significant of the Study

The result of this study are expected to be useful for:

- a. English teacher as the guider for students in order to provide a better teaching by using method in teaching reading particularly reading narrative texts.

- b. Students to increase their achievement in many kinds of text particularly narrative text.
- c. Other researchers to help their research about this topic.



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