

CHAPTER I

INTRODUCTION

A. Background of Research

Reading is one of the receptive skill where the reader should be able to get any information from the written text, the reader should have an adequate skill to read comprehensively. Reading comprehension is not only reading aloud but reading comprehension also establishes to understand the meaning of word, sentence, paragraph and ideas. According to Wainwright (2007:35), “Reading comprehension is very important with comprehension a text that students can get information already acquired to filter, interpret, organize, reflect upon and establishes relationships with the new incoming information on the page”. In addition, Wolley (2011:15) states that reading comprehension is a process of making meaning from the text. The goal is to gain an overall understanding of what describes in the text understanding the information on the page.

Since reading is important, teaching reading allocates much time in school context and the demand of it receives more priority (Budiharsono, 2004:50). Based on the researcher observation at SMP Negeri 1 Kuala Mandor B, the researcher found many students had low ability in reading comprehension. It can be seen from their English scores. Many students still had been scored under the criteria of minimum achievement (KKM). During the observation, the researcher had an interview with the English teacher, the teacher said that the students face problems in generating any ideas and lack of understanding about some aspects of reading comprehension such as main idea, finding factual information, finding the meaning of certain word, identifying inferences and identifying references.

One of the ways to make the teaching reading effective is making the students active they will enjoy learning and they can improve their reading skill. Reading can be fun activity when we know strategy or technique in reading. Students need technique in reading to achieve reading goals. Technique can be an activity in reading. Reading does not occur in a vacuum. It is done for a purpose, to achieve

some end. We need technique in reading. Students need technique in reading to achieve reading goals. Technique can be an activity in reading. To achieve the expected situation, teacher should give the students more activities that can attract their attention to participate in the lesson actively. Teacher should make students to be a good reader. Fluent readers recognize and get meaning from word they see in print, and use their knowledge of the structure of the language to begin forming a mental notion of the topic. They need teaching method, teaching methods are the means by which the teachers attempt to bring about the desired learning.

Related with statement above, a strategy can be applied in reading. The strategy is preview, question, read, reflect, recite, review that also known as PQ4R which is one of the strategies in teaching reading that can be used by teacher. PQ4R is one of elaboration strategy. It is useful for students not only in remembering and comprehending what is read but also to help teaching and learning related to reading. Generally, learning strategy in reading involves three aspects; they are cognitive, metacognitive and social factor or affective. In which, cognitive is an ability to absorb, store and retrieve information from the main, while metacognitive is an ability to monitoring the process of the mind, and social factor or affective is an ability to cooperate with other people and controlling emotions (Djiwandono, 2009: 1).

Moreover, there are some researchers who have conducted a research related to PQ4R strategy. The first researcher is Ebes which entitled "PQ4R Strategy In Eleventh Grade Students' Reading Comprehension Achievement on SMA Darul 'Ulum 1 Jombang" Vol. 7, No. 2 (2019). The second The Impact Of PQ4R Strategy Use On Efl Students' Reading Comprehension conducted by Khusniyah Vol. 1(2)2018: 166-177

Based on the previous studies above, the researcher is interest in conducting a research entitled: The Effectiveness of Preview, Question, Read, Reflect, Recite, Review (PQ4R) Strategy to Teaching Reading Comprehension to the seventh Grade Students of SMP Negeri 1 Kuala Mandor B in the Academic Year of 2020/2021.

B. Research questions

Based on the research background above, the research problems can be formulated as bellow:

1. Is the use of PQ4Rstrategy effective in teaching student reading comprehension to the Seventh Grade Students of SMP Negeri 1 Kuala Mandor B in the academic year of 2020/2021?
2. How is the effect ofthe use of PQ4R strategy in teaching student reading comprehension to the Seventh Grade Students of SMP Negeri 1 Kuala Mandor B in the academic year of 2020/2021?

C. Research Purposes

Based on the research problems above, the research purposes in this research are :

1. To find out whether the use of PQ4R strategy is effective or not in teaching student reading comprehension to the Seventh Grade Students of SMP Negeri 1 Kuala Mandor B in the academic year of 2020/2021.
2. To find out the effect of PQ4R strategy in teaching student reading comprehension to the Seventh Grade Students of SMP Negeri 1 Kuala Mandor B in the academic year of 2020/2021.

D. Research significances

The result of this research hopefully can give benefits for English teaching and learning reading skill.

1. Theoretical significances

This research can give crucial information about teaching reading comprehension by using PQ4R strategy and the finding of this research encourages and convinces that this media is practically useful to be implemented in the reading comprehension material.

2. Practical significances

a. To the students

To give some contribution to the students in order to improve their reading comprehension in descriptive text.

b. To the teachers

To give some information to the teacher about the effect of PQ4R strategy toward students' reading comprehension in descriptive text.

c. To the school

As a result of this research, It is highly expected for being considered as a reference in finding creative and interesting ways of teaching any kinds of English materials for students' enthusiasm and interest.

d. To the other researcher

The writer hopes this research can be useful resource and help the other researcher to enrich the theories by information from this research, and attract the other researcher to implement the same title in the future to find out the same problems in different area in the world so it will be useful for the teacher and students in that area.

E. Scope of Research

The focus of this research is to know The Effectiveness reading comprehension through PQ4R strategy which is applied to the Seventh Grade Students of SMP Negeri 1 Kuala Mandor B, and the focus of this research is Descriptive text.

1. Research Variable

A variable is a construct or a characteristic that can take on different values or scores Ary et, al, (2010:37). In this research one single variable is set, that PQ4R strategy in reading comprehension. Which mean that variables here have a role of becoming the main point of the research because without it this research will have no direction or goal to achieve. In addition, the

research variables in this research are split into two Variables of Independent and Dependent Variable and the variables will be listed below:

a. Independent Variable

An independent variable is a variable believe to give an effect to the dependent variable. In the pre-experimental design, the researcher will use independent variables that believe to affect the dependent variable by using a strategy. Creswell (2012:116), “An independent variable is an attribute or characteristic that influences or effects an outcome or dependent variable”. In this research, the independent variable is the use of PQ4R strategy.

b. Dependent Variable

A dependent variable is a variable in which the value depends upon independent variable. Dependent variable is what being measured in an experiment. A dependent variable is an attribute or characteristic that is dependent on or influenced by the independent variable Creswell (2012:115). The dependent variable in this research is the student’s reading comprehension.

2. Terminology

In order to clarify the term and avoid misunderstanding and misinterpreting, the researcher provides the following explanation:

a. Preview, Question, Read, Reflect, Ricite, Review (PQ4R)

PQ4R is a variation of SQ3R; the acronym represents six cognitive stages: preview, question, read, reflect, recite and review. These systems provide a strategy for students to approach, organize, read, consider, and remember information (Allen, 2008: 25). PQ4R is one of the most successful strategies for remembering textbook material.

Based on the statement above that PQ4R is a method used to help students understand, remember what they read and help the learning process in class with reading activities.

b. Reading Comprehension

Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language (Snow, 2002: 11).

c. SMP Negeri 1 Kuala Mandor B

SMP Negeri 1 Kuala Mandor B is one of the junior high school in kuala mandor B that located at Jl. Parit Cahaya, Kubu raya Regency, West Kalimantan. There are 3 classes of seventh grade and one of them would be selected as sample in this research.

F. Research Hypothesis

The researcher considered to find the result of this research through hypothesis. Hypothesis is a statement of a possible fact that can be tested through research. It is also a temporary prediction of a research. Based on Cresswell (2012: 125) stated hypothesis advance a prediction about what researcher expected to find. In addition Fraenkel *et al* (2012: 83), also stated that hypothesis is assumption of the possible outcomes of a research. In this research, the hypothesis are divided into two. They are Null Hypothesis and Alternative Hypothesis.

1. The Null Hypothesis (H_0)

The null hypothesis make predictions that of all possible people whom researchers might study, there is no relationship between independent and dependent variables or no difference between groups of an independent variable or a dependent variable (Cresswell, 2012:126). The null hypothesis of this research, there is no effectiveness of PQ4R Strategy to Teaching Reading Comprehension at the Seventh Grade Students of SMP Negeri 1 Kuala Mandor B in the academic year of 2020/2021.

2. Alternative Hypothesis (Ha)

Alternative hypothesis uses directional alternative hypothesis, where the researcher predicts the direction of a change, a difference, or a relationship for variables in the total population of people (Cresswell, 2012:127). The alternative hypothesis of this research, there is effectiveness of PQ4R Strategy to Teaching Reading Comprehension to the Seventh Grade Students of SMP Negeri 1 Kuala Mandor B in the academic year of 2019/2020.