

CHAPTER I

INTRODUCTION

1.1 Background of the Study

English is a universal language and it is used by most people around countries. In education programs, English is one of the most important subjects in schools, colleges, and universities. Now almost all jobs or businesses usually use English as the communicative language. English is supported by four major skills that should be mastered. They are listening, speaking, reading, and writing. Reading and listening belong to receptive skills. On the other hand, speaking and writing belong to productive skills.

Reading is not only an exercise of eyes movements but is also a thinking process. Effective reading requires a logical sequence of thinking. Pang et al (2003:6) state that reading is about understanding written texts. It is a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Klingner et al. (2007:2) state that reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading and word knowledge and fluency. Generally, reading is about understanding written texts. The student will indicate how far they understand and comprehend English by reading from that they need to improve their ability in reading comprehension.

Harmer (2007:100) states that reading is useful for language development. Many students develop their reading skill in purpose either for their careers, for study purpose or for pleasure. In reading the students are more or less understand about what they have read and it means that the more they read, the better they will understand at it. A good reading text can introduce an interesting topic, stimulate discussion, excite imagination, response and provide the springboard for the better reader, and create an attractive lesson.

Based on the interview with one of the English teachers in SMP Negeri 3 Tampaksiring, the teacher said that the students have some problems in reading comprehension. The English teacher said most students have difficulties finding out the main idea of a text, specific information, word meaning, and textual references. This problem exists because when the teacher evaluates student's ability in reading, the teacher uses multiple-choices as a teacher test and also the student only had a limited scope of vocabulary and it makes them difficult in understanding the text. The teacher has implemented question and answer techniques in the learning process but it couldn't increase the students' ability in reading. The students also still have a problem with the four indicators of reading and if this continues, it will affect the students' interest, motivation, and learning achievement.

One of possible way to solve the problem that is faced by the eighth-grade students of SMP Negeri 3 Tampaksiring is to implement PQRST (Preview, Question, Read, State/Summarize, and Test) and for evaluates student's ability in reading the researcher provide questions in the form of short-answer task. In these techniques, the students can be more focused on studying English, especially reading, and finding information about the text. The goal of the technique allows

the students to understand the content of the reading as well as to facilitate reminiscing about the content of the reading because this technique greatly facilitates students who have low ability to understand and recall the content of the reading they had read. In this technique, first they do preview by looking briefly at the discourse meant to be read. Then they will be asked some questions which the answers are in the text then they will understand more about the content of the written text. Furthermore, they just start to read the discourse to find out the answers, then record the things that are important and do the tests that have been made earlier.

The researcher hopes the PQRST technique can be used to improve students' reading comprehension. Based on the explanation above, the researcher believes that PQRST can improve the students' competence in reading comprehension of the eighth-grade students SMP Negeri 3 Tampaksiring in the academic year 2021/2022.

1.2 Research Problem

Based on the background of the study described above, the eighth-grade students of SMP Negeri 3 Tampaksiring in the academic year 2021/2022 still faced problems in reading comprehension, especially in finding general information, specific information, textual meaning and textual reference. Therefore, the problem must be solved, and the way students' reading comprehension should be improved by using PQRST teaching technique. Using this technique, can improve reading comprehension skills and minimize errors in showing the reading ability of each student. The problem in this study can be formulated in the form of questions as

follows: Can the reading comprehension of the eighth-grade students of SMP Negeri 3 Tampaksiring be improved through the PQRST teaching technique?

1.3 Objective of the Study

The purpose of this study is the researcher can find as much the students comprehend the reading skill. There are many techniques that teachers can use and apply in the teaching process to improve students' reading comprehension skills. One technique that is appropriate and often used is the PQRST technique. This study aims to determine whether the reading comprehension skill of the eighth-grade students of SMP Negeri 3 Tampaksiring in the academic year 2021/2022 can be improved through the PQRST teaching technique.

1.4 Limitatin of the Study

The discussion of reading comprehension is considered very broad and complex in the scope of the study and the time the researcher is limited to conducting the research. Therefore, to focus on specific areas of reading comprehension and to avoid mistakes in conducting classroom action research, research should be limited. This research is limited to improving the reading comprehension of the eighth-grade students of SMP Negeri 3 Tampaksiring academic year 2021/2022 through the PQRST teaching technique. The curriculum used in this school is the 2013 curriculum, which focuses on composing very short and simple oral and written interpersonal interaction texts that involve instructing, inviting, asking for permission, and responding by paying attention to a social function, text structure, and correct language elements according to the context.

Reading comprehension during the teaching and learning process focuses on four aspects they are finding the main idea, seeking specific information, word meaning, and textual references of recount text

1.5 Significance of the Study

This research is concerned with teaching reading comprehension through PQRST. It can improve the student's reading ability and students will find the task very interesting and motivating. The result of the study is expected to gain theoretical and practical significance concisely after implementing PQRST in teaching reading comprehension.

Theoretically, for the students, this study is expected to be useful to improve students' achievement in reading comprehension and they will get a better understanding of the point of reading comprehension. It also helps students improve their participation in reading class during the teaching-learning process.

Practically, the result of this study can give beneficial contributions to the students, teachers, and school. For the students, the result of this study can help them understand the reading text and enjoy studying reading. For the teacher, the result of this study is expected to give feedback that enriches their techniques in teaching reading comprehension. It enriches the teacher's knowledge. The result of this study is for the additional value of its image and school accreditation or evaluation. It is expected to be used as references for the school of SMP Negeri 3 Tampaksiring in conducting a further study related to the teaching of reading in school.

1.6 Definition of Key Term

Key terms are several typical words used in research. Here, the number of operational definitions is given to avoid misunderstanding to the readers and give a clear understanding of the terms.

1. Reading Comprehension

Reading comprehension is the ability to read text, process it, and understand its meaning. Reading comprehension is defined as the ability of the eighth-grade students of SMP Negeri 3 Tampaksiring in the academic year 2021/2022 particularly in recount text finding out the main idea, specific information, textual references, and word meaning.

2. Preview, Question, Read, State/Summary and Test (PQRST)

PQRST is a technique that is applied to improve students' reading comprehension and help student's in comprehending the reading text with systematic learning measures the students' reading activities. PQRST in the operational it can be applied: (P) The student preview the text from the teacher or silent reading, for the first step the pages of the text which will be studied are checked. Skimming the titles of paragraphs or its parts, the pictures, graphs, diagrams, maps, read the question or summary at the end of the chapter. (Q) The teacher gives the students questions based on the text. The question is based on the materials that have been read briefly earlier. (R) The students read the text again loudly and try to find the answers to all questions posed earlier. (S) The students summarize the text and state it in their words. In this step, students create a summary after several questions before reading the text. The last is (T) the teacher test the

students by giving the students a short answer task. It is repeated again and again, remembering the entire contents of an important summary of the entire chapter, and attempting to acquire a thorough mastery round and firm up the material in the test phase.



CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

In doing the research for this present study, the researcher is explaining and elaborating things based on the theories that have existed. In this chapter, there are some important points that include some theoretical and empirical reviews to support this study. There are the conception of reading comprehension, the implementation of PQRSST technique in teaching reading, recount text, and assessing reading.

2.1.1 Reading Comprehension

Reading is one of four skill that must be mastered by the students. Through reading the student can improve their ability to acquire knowledge and gradually increase or improve the other language skill. The students will reach all of these aims if they understand and comprehend the text they have read. Pardo (2004:272), comprehension is a process to construct the meaning which involves the combination of initial knowledge and previous experience, information the text and the manner of the reader takes in relationship to the text. Besides it, reading ability is determining on the readers' culture, purpose of reading, and motivation in reading. The readers' culture affect the degree of understanding which matches with the writer culture. The motivation in reading is needed to influence the interest, purpose and emotion the writer with the text. Harris and Graham (2007:8) describe that reading comprehension involves much more than reader's response to text at is a multi-component, highly complex process that involves many interactions

between readers and what they bring to the text as well as variable related to the text itself (interest in text, understanding the type of the text).

Brown (2004:45) argues that the most essential skill for success in all educational contexts remains a skill of paramount importance as we create assessments of general language ability. In implementing reading as the main emphasis of teaching activities every English teacher believes that the students differ in their ability to read. To attain the benefits of the highest goal, the teacher should be able to motivate them to read. In reading, the student must have purpose and motivation to learn. In regard to the importance of reading, foreign language students should develop reading skill in order to be able to read the materials written in English efficiently, that is by utilizing appropriate techniques and strategies for getting a good understanding.

There are multiple principal goals of reading, which are determined by the end and the reader has ordained the activity to obtain. The general reading of reading is the acquisition of meaning from the ordered arrangement of symbols. For example, in an alphabet writing system, each word is a collection of symbols that expresses a term or some meanings, which taken in conjunction with other words ordered to each other in a predetermined syntax, conveys some general meaning that the author intends the reader to acquire. Therefore, when people read something, they determine the meaning by the symbol presented in the book or any other written media.

The second goal of reading is to get understanding. A reader wished to receive a new knowledge of some discipline and set of facts from the author. He or

she usually approaches a given work with a misunderstanding, perception, or interpretation of understanding compared by coming to terms with the author of a given book and subsequently reaching an equal level of understanding. The readers also hope they can get something new and understand it when they read some texts.

The last goal of reading is to get information. The reader tries to get knowledge of facts or knowledge about the author himself. If a reader is reading a book with the third goal in mind, he may not be as concerned with understanding the arguments and parts of the book and the way these parts relate to the whole. He may spend less or even no time reading a book analytically, but simply systematically inspect a book in order to get knowledge.

2.1.2 Teaching Reading through PQRST

PQRST was founded by Thomas F. Stanton. PQRST stands for the core activities of the preview, question, read, state/summarize test. According to Petterson (2002:242) that one of the best-known techniques for improving memory from reading is called the PQRST technique.

Champion (2006:85) states that PQRST technique is aimed at helping to remember written information. The technique is very effective to apply for studies that need the remembering material. PQRST is the study technique that helps students retrieve information of reading involves glancing at topic, formulating possible question, reading related material and answering question (Turkington, 2003:61). Steps of PQRST:

1. (P) Preview is the same as the assessment or review of the introduction.

In the first step, the pages of the text it will be studied are checked,

skimming the titles of a paragraph or their parts, pictures, graphs, diagrams, maps, and reading the question or summary at the end of the chapter. The goal is to get the impression or general idea of its context.

2. (Q) Question: in the second step, the students are asked some questions before reading the whole chapter. The questions are based on materials that have been read briefly earlier.
3. (R) Read: try to find the answers to all questions posed earlier. By this stage, the mind is directed to seek information that is relevant to the focus of the problems that are formulated and trained to read carefully and in detail.
4. (S) State or summarize in this step, students create a summary, after several questions before reading test. Each question and answer is written in a notebook.
5. (T) Test. It is the same or similar to a preview or repeat. In the fifth step, it is repeated again to remember the entire contents of an important summary of the entire chapter. Attempted to acquire a thorough mastery round and firm up the material in the test phase, the test can also be used to reflect activities that have been done from beginning to end. Based on the explanation above, PQRST are includes preview, question, read, state, and test. In the action of preview, the students read the text briefly read quickly. At the stage of the question here, the students make some questions based on the material in the text. At the read session, the student read the text in detail. At the state session, the students state the important thing about the text. In the test session here, the teachers

evaluate student's abilities. PQRS technique is a development of the strategy survey, read, recite and review that can help students to understand the content of the passage and help them to concentrate longer. This way makes it easy for students to improve their reading comprehension.

2.1.3 Recount Text

Recount text is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. There is no complication among the participants and that differentiates from narrative. Recount text presents the past experiences in order of time or place; what happened on Sunday, then on Monday, then on Tuesday. Roison et al (2004:45) explains that, "The text organization of recount text is orientation and followed by a series of events. Sometimes a recount text has evaluation or re-orientation at the end of the text". In a simple way, recount text describes a series of events in detail. It does not expose the struggle on how to make them happen. The event happened smoothly.

a. Social Function of Recount Text

Social function or the purpose of recount text is to entertain or to amuse or to inform the reader about experience, story, action or activity which happened in the past.

b. The generic structure of recount text are:

- Orientation: Introducing the participants, place, and time
- Event: Describing a series of events that happened in the past

- Reorientations: Stating the personal comment of the writer about the story. (It is optional)

c. The language features of recount text are:

- Introducing personal participants: I, my group, etc.
- Using chronological connection: then, first, etc.
- Using linking verbs: was, were, saw etc.
- Using action verbs: look, go, change, etc.
- Using simple past tense, past continuous tense, past perfect tense, and past perfect continuous tense.

d. Identifying General Information, Specific Information, Textual Meaning and Textual Reference

1. General information

General information can be found by looking at the title, the pictures, the graphics, and other relevant items based on the text.

2. Specific Information

Specific information can be found based on 5W-1H questions. Summarizing and synthesizing what has been read by dealing with the plot and or central idea, as well as the author's purpose and perspective.

3. Textual Meaning

Textual Meaning can be found by thinking of another word that would make sense and have another meaning based on the context of the word.

4. Textual Reference

Textual Reference can be found based on the pronoun in the text. It also can be found by looking at other words around the word in the sentence or reading text and coming back to the word before the sentence.

2.1.4 Assessment of Reading Comprehension

Assessing reading comprehension is important to carry out in teaching and learning process. According to Nunan (2004:138), assessment is a procedure for collecting the students' data. Assessment has an important role for the teacher and the student. By doing the assessment, the teacher can measure how far the knowledge and skill of the student is to the material and it can be used as an analysis. Assessment also helps to enhance the student's ability through the result that is provided.

Edge (2002:5) defines that the assessment and evaluation of student understanding and ability is an ongoing process. Namdi (2005:57) states that assessment is a tool that measures a learner's knowledge and ability. It shows the areas in the reading program where learners have weaknesses and strengths. Caldwell (2008:26) states that there is a tendency to think of assessment as something that happens after instruction, something apart from instruction such as asking students to answer questions after they have read a textbook chapter or a story.

Klinger et al. (2007:13) believe that assessment is related to the process in the learning activity of the students. Assessment is carried out in each part of learning material. On other hand, Brown (2004:185) states that assessment is an

ongoing process that encompasses a much wider domain. Whenever students respond to a question, offer a comment, or try out a new word or structure, the teacher subconsciously makes an assessment of the students' performance. There are two aspects that measure in reading assessment. The aspects are phonological and comprehension ability. The tests of reading assessment require the students to think quickly and critically.

Klinger et al. (2007:14) state assessing comprehension is fraught with challenge, because it can be difficult to determine how much students really know and what they are actually thinking. Hence, it is important for the teacher to consider the test in assessing reading comprehension. If the teacher doesn't consider the test well, the assessment will meet with obstacles and even failure. There are some type tests that can be used in assessing reading comprehension such as multiple choice, gap filling, cloze task, short answer etc. One of the effective and popular tests is short answers. The assessment is easy to construct because the question relates with text that is provided. The questions related to the text include general information, specific information, textual meaning and textual references.

According to Alderson (2002:227) short answer – task a semi objective alternative to multiple choice. The test provides opportunities for the student to be more active through their responses to short-answer questions. Besides, in assessing reading comprehension, the short answer task can be designed with the procedure text in order to understand the things related to the context of the text. The student will answer questions that relate to the procedure text directly by using a complete and grammatical sentence. This kind of test is a good way for measuring the students' reading comprehension.

In the present study, the researcher adopted the theory about assessment reading comprehension from Brown (2004:56). Therefore, the researcher administers assessment reading comprehension to know their improvement after teaching through Preview, Question, Read, State/summary and Test (PQRST). The scoring rubric is used in assessing reading comprehension. The answer of the question relates to the recount text assessed by using the aspect of scoring rubric. The aspect is about the grammar of the answer.

2.2 Empirical Review

In order to show the strength of the present classroom action research, it is important to do an empirical review. Empirical review is about reviewing research that had been conducted by other researchers which might be similar to the present today. The empirical review is also provided to show the use of PQRST to improve reading comprehension as the references for this present study. In this classroom, the action researcher summarizes two previous types of research as the following.

The research was done by Anak Agung Aryshanty Rahayu (2017) entitled “Improving Reading Comprehension Through PQRST of The Eighth Grade Students of SMP Dharma Wiweka Denpasar in Academic Year 2016/2017”. The objective of her study was to find whether or not the students’ reading comprehension of class VIII B in SMP Dharma Wiweka Denpasar can be improved through PQRST. The result of her study showed students’ reading comprehension that was faced by the eighth-grade students of SMP Dharma Wiweka Denpasar in academic year 2016/2017 could be improved through PQRST.

In her study, PQRST was successful in improving students’ reading comprehension. She gave a clear and detailed explanation about the treatment of

PQRST that she used in her study, such as: step by step that you used to apply PQRST, but she did not explain in detail how the step she collected the data in this study.

The second research was done by “Putu Indah Rashitayanti” (2017) entitled “Improving Students’ Reading Comprehension through PQRST Techniques at grade eighth-grade students of SMP Harapan Nusantara in Academic Year 2016/2017. The objective of the study is to find out whether or not students’ reading comprehension of class VII students of SMP Harapan Nusantara can be improved through PQRST. The result showed that students’ reading comprehension was much better than previous ability after the students were given the treatment.

Therefore, the aspect of reading comprehension that she focused on in her research was clear enough. Furthermore, in her research for the test items, she uses multiple-choice for both pre-test and post-test. Using question and answer items was not effective enough to measure students’ ability, because the student will guess and cheat with others easily during answering the test. Therefore, in this present study, the researcher provided ten questions in the form of a short-answer task in conducting a pre-test. Meanwhile, in both the post-tests in each cycle, the researcher provided fifth teen questions each session in the form of short-answer tasks for the students in order to measure their ability after being taught through PQRST.

Based on the empirical review above, the researcher concluded the PQRST technique is one of the good techniques to improve students’ reading comprehension because PQRST has 5 parts which parts can make students be able to learn in detail through step by step preview, question, read, state/summary and

test to comprehend the text so they could find main general information, specific information, textual meaning and textual references on the text.

