

CHAPTER I

INTRODUCTION

1.1. Background of the Study

In English language learning, there are four skills that should be learnt, reading is the one of those. Reading is also a form of communication where the reader can extract a lot of information from a text. By reading, people can also get a lot of knowledge. Besides, people can get new vocabularies, they can improve their pronunciation and know the spelling of words. The reader can strengthen their writing abilities by reading because it can help to make readers well-rounded individuals. With the information and the knowledge that they get by reading, they can use it as references. To be able to understand the content and explore information in a writing, the reader needs a good reading comprehension. Reading comprehension is reading activity which need high focus and concentration. It is not only about comprehending sentences, but also about paragraph, articles, and others.

Harmer (2007: 68) states reading is useful for language acquisition. For students, reading can be effective to help them to understand about a text and make them fluent in English. Besides, by reading, it helps students to find new vocabulary, they will obtain a new knowledge. Reading can exercise people's mind. People can hone their comprehension and analytical abilities. Not only that, but also by reading people can fire up the imagination and stimulate the reader's memories. Using strategies for constructing meaning before, during and after

reading will help students connect what they read now with what they have learned in the past. Moreover, students who able to comprehend reading content will have a good knowledge.

According to Pollard (2008:44), reading involves students to interact with a text, predicting what will come next, and bringing his or her knowledge of the subject and language to the text. If students have a good comprehension of reading, they will easily to predict and analyze the text. In reading, it needs to analyze and predict the content of a text because reading is a receptive process. In addition, Snow (2002:11) states reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. When the reader is analyzing a text, there is a process of extracting meaning. When this process occurs, the reader will simultaneously construct the meaning of the text or sentence so that it is easier to understand and the information in the text will conveyed properly.

Based on observation on SMPN 2 Kuta Utara, the researcher found that the students of the eighth-grade in academic year 2021/2022 have difficulties in their reading comprehension. The students have difficult to identify specific and general information, textual meaning, and textual references in descriptive text. It can affect by many causes. Sometimes, the students did not get the point what they have read. They could not catch the meaning of the content. The problem which had been faced by the students can be caused by any reasons. The one is the teacher did not apply the right strategy to teach them. The strategy that teacher used in teaching learning process is important for students' improvement.

Based on the observation with English teacher of SMPN 2 Kuta Utara, the teacher used monotonous strategy. The teacher used reading aloud strategy. There are so many teachers used reading aloud strategy, this is very general. The application of this strategy is easy in which the students are asked to read the text with loud voice. This strategy is suitable to apply when teaching the young learners because it will make the class more fun. However, to teach reading comprehension by using this strategy is less effective because not all students can understand and catch the meaning of reading text by reading with loud voice. They need to process the meaning which they have caught. Moreover, it needs the clear steps to teach reading comprehension.

Reading aloud strategy is less effective for teaching reading comprehension. The researcher found the weakness of this strategy. Sometimes, the teacher did not really know about the students' reading ability. The application of this strategy cannot ensure the students' understanding. They only read one paragraph of text aloud in front of the class and the other students will read the other paragraph. By using this strategy, the students will not really understand about the content. They only read without knowing what the meaning of the text is. Sometimes, the students who did not have a chance to read, they would not pay attention to their friends. Besides, not all of the students have good pronunciation, it can be an obstacle in applying this strategy. Furthermore, this technique is unstructured as it does not have steps. It makes students feel bored and not interested to the class. A text which should be a source of information and knowledge can be very boring and tiring when they are not interested to.

There are so many strategies that can be used by teacher. PQRST is one of strategies to teach reading comprehension. According to Champion (2006:85) this strategy focused on five steps those are Preview, Question, Read, Summarize/State, Test. By using this strategy, teaching reading comprehension can be well-managed. The students followed the reading activity step by step. In the first step (preview), teacher asked the students to read the text by skimming to find the main ideas. The second step (question), students were asked to give questions related to the text. For the third steps (read), teacher asked the students to read whole text and make summary for the fourth step. In the last step (test), the teacher gave test for the students to know their understanding about the content of the text without cheating the material or the text. This strategy helps the students more focused and active during the activities and it make them easier to understand what they read. This strategy also makes the students more able to memorize the content of the text.

By using PQRST strategy, teaching learning process can be more structured. Besides, this strategy can be applied in every grade of students. It has five steps with simple process. This strategy makes all students more active in class because they must read the text to makes summary. This strategy does not take long time to apply. By applying this strategy, the teacher can check their understanding and their ability in reading comprehension through the fourth and fifth steps, those are in Summarize/State step and Test step. In those, steps teacher can check their answer one by one to measure their understanding of the reading text. The result of students' answer should have good validity because the students must summary the text and answer the question with their own words.

Following the problem that students have faced in reading comprehension, the researcher tried to conduct PQRST Strategy to teaching reading comprehension especially to help the students to found out main idea, general and specific information, textual meaning, and textual references in descriptive text. By using PQRST Strategy, it helped students more focus and active to participate in the class. It also motivated students to learn and they able to understand a reading text. So that, they can get a lot of meaningful information and knowledge. Therefore, the researcher motivated and interested to conduct a research entitled “Improving Reading Comprehension of the Eighth-grade Students of SMPN 2 Kuta Utara in Academic Year 2021/2022 through PQRST Strategy”.

1.2. Research Problem

Research problem is the one of terms in doing research. In research problem, the researcher states the problem of the study. Based on the background of the study, reading comprehension is reading activity which need high focus. In English, reading is not easy. Many students still find difficulties in reading comprehension. Based on the problem that the researcher had found in SMPN 2 Kuta Utara, the eighth grade students have difficulties in reading comprehension to found specific and general information, textual meaning, and textual references in descriptive text. The problem should be solved by applying teaching strategy. Therefore, the research problem can be formulated as follows: can reading comprehension of the eighth-grade students of SMPN 2 Kuta Utara in academic year 2021/2022 be improved through PQRST strategy?

1.3. Objective of the Study

To answer the research problem and make this study clear, it must have a clear objective of the study. The objective of the study should be achieved because it is the goal of the present research. In addition, it is significant for the researcher to know the objective of the study. It can help to collect the data and know the process in doing this present research. The researcher can be easier to construct the plan if the researcher knows the objective of the study. In this study, objective of the study also designed to answer the problem of this study which had been explained previously. Therefore, the objective of this study was to know whether or not reading comprehension of the eighth-grade students of SMPN 2 Kuta Utara in academic year 2021/2022 can be improved through PQRST strategy.

1.4. Limitation of the Study

In this present study, the researcher focused on the implementation of PQRST Strategy to improve the reading comprehension of the eighth-grade students of SMPN 2 Kuta Utara in academic year 2021/2022. In this present study, the implementation of PQRST Strategy used in teaching reading comprehension especially descriptive text which apply 2013 curriculum. So that, the learning material and lesson plan are based on the curriculum and syllabus. In this present study, the researcher focused on the third main competencies and third basic competencies. It was as a requirement to design lesson plan.

The third main competency is understanding and applying knowledge (factual, conceptual, and procedural) based on the curiosity about science, technology, art, culture related to visible phenomena and events. For the third basic competency is 3.6. Understanding social functions, text structures, and linguistic elements of spoken and written transactional interaction texts that involve the act of giving and asking for information regarding the whereabouts of people, objects, animals, according to the context of their use.

1.5. Significance of the Study

This research was focused to improve the students' reading comprehension of the eighth-grade students of SMPN 2 Kuta Utara in academic year 2021/2022. It was expected that this study had research findings because it one of the important terms in doing research. This research focused on using PQRST Strategy. Hopefully, this strategy can improve students' reading comprehension and this study provide the findings. The findings are expected that could give both theoretical and practical. The significance of the present study was to know how the strategy can solve the problem of reading comprehension which faced by the students and English teacher. Therefore, the significance of the study could be elaborated as follows:

Theoretically, the expectation result of this present study was to strengthen the theories of reading comprehension. It was expected that the teacher of SMPN 2 Kuta Utara can used this study for reference to improve students' reading comprehension with PQRST strategy. Furthermore, it can be a reference for the future study especially for the other researcher who use PQRST Strategy, it was

expected to be a reference which supports the similar research with PQRST strategy. Moreover, the other researcher can use the findings of study as empirical evidence which give them information of this study. In addition, for students it expected that this present study can make the students realize that learning reading comprehension and hone their reading ability is significant.

Practically, the finding results of this study were expected to give information for English teacher, for students, and the other researcher. Hopefully, this study can give information about the use of PQRST strategy which can be used in teaching learning process. For the teacher, it is expected to apply this strategy for teaching learning process in reading comprehension. By using PQRST strategy, it hopefully can get interesting process of teaching and learning. Furthermore, this study expected to give good contributions to English teacher in SMPN 2 Kuta Utara. For students, it is expected to make them easier to learn reading comprehension. By using PQRST Strategy, it is expected to help students to solve their problem in reading comprehension and they will be able to find specific and general information, textual meaning, and textual references in descriptive text. In addition, for the other researcher, it is expected to be a reference and motivate them to conduct their classroom action research by using PQRST strategy especially in reading comprehension.

1.6. Definition of Key Term

The title of this study was Improving Reading Comprehension of the eighth-grade students of SMPN 2 Kuta Utara in Academic Year 2021/2022 through PQRST Strategy. There were some difficulties and problem which faced by the students and English teacher. Therefore, to avoided misunderstanding and confusion and make the readers clearly understand, there were two key terms that needed to be clarified briefly to provide the study clear insight. The reader expected can understand and got the point of the key terms and this study hopefully can be meaningful for the readers. Furthermore, in this present study, the key terms which would be define are reading comprehension and PQRST strategy. The two key terms are clearly defined as follows:

1. Reading Comprehension

In this study, reading comprehension can be operationally defined as the ability of the eighth-grade students in SMPN 2 Kuta Utara to identify specific and general information, textual meaning, and textual reference in the descriptive text about places and person.

2. PQRST Strategy

PQRST strategy can be operationally defined as a strategy of teaching reading comprehension to the eighth-grade students in SMPN 2 Kuta Utara which the teacher provides five steps: Preview, Read, Question, State/Summarize, and Test. In Preview, the students read text by skimming to get main idea or topic of the text. In Question, the students will get a session for asking a question related with the topic. In Read, the students read the

whole text to find the answers which related to the question before. In State/Summarize, the students state or make summarize about the text. In Test, the students will do a test related to the topic without cheating the summary or the text. The test is used to dig their understanding.



CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1. Theoretical Review

Theoretical review is used to support this study with some theories which related with the research study. The theories are also used to be emphasized based on the fact. Theoretical review is important to direct a research study and serves a frame of references. Moreover, the theories also have important role to makes reader understand the foundation of this research. New points theoretical as well as empirical evidences were review for the purpose of the present study. Some of the viewpoints such as 1) Reading Comprehension, 2) The Use of PQRSST Strategy of Teaching Reading, and 3) Assessment of Reading Comprehension.

2.1.1. Reading Comprehension

Reading is the one important skill in English that students must learn. McNamara (2007:3) believes that reading is an extraordinary achievement when one considers the numbers of level and components that must be mastered. Consider what it takes to read the simple story. The word contains graphemes, phonemes, and morphemes sentences have syntactic composition, propositions, and stylistic feature. Deep comprehension of the sentences required the construction of referent of nouns, a discourse focus, presuppositions, and plausible inferences. The readers need to distinguish information which have been given, with new information in the text and implicitly acknowledge what is shared

among most readers in a community (called the common ground). At more global levels, the readers need to identify the genre, rhetorical structure, plot, perspective of the character, narrator, theme, story point, and something the attitude of the number of the author.

Dorn and Soffos (2005:14) state that comprehension is a complex process regulated by cognitive, emotional, perceptual, and social experiences. When individuals read, they apply a range of comprehending strategies to monitor and sustain their meaning. Comprehending involves interpreting and synthesizing ideas in ways that influence the reader's mind and has the potential to change the way we think and learn. If we encourage reading in the classroom, we can expect students to continue doing the same long after they have stopped studying with us. Furthermore, with the habit of comprehending a reading text, readers especially students are able to understand, analyze, and respond to a reading text such as an article. Besides, it also can improve writing skills so that it looks clear and effective.

Reading comprehension is an active process to find information, meaning from the content of text. In doing reading comprehension, the reader should be able to catch the meaning from the text and construct what they have caught into an information. According to Brassel and Rasinski (2008:16), the problem in reading comprehension is making meaning from the text. Reading comprehension involves much more than readers' responses to text. Reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text as well as variables related to the text itself (Klinger et al 2007:8).

According to Wolley (2011:15), reading comprehension is to gain overall understanding of what is describes in the text rather than to obtain the meaning from isolated words or sentences. Making meaning means connecting every word and sentences to get the meaning of every sentence. After making meaning, the reader will get information of the content and know what it talks about. Reading comprehension refers to reading for meaning, understanding, and entertainment (Linse and Nunan, 2005:71). Reading comprehension has strategic and interactive process. The readers cannot read the text passively because to comprehend the content the readers must analyze it, internalize it and arrange the meaning they have caught and get information from it.

Snow (2002:11) stated that reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. The use of words extracting and constructing is to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension. When the reader extracts the meaning of the content, it is constructed with the reader's comprehension to catch the information, knowledges, or to find the main ideas of the content. In the activity of comprehending reading text, the reader is required to capture ideas and not just read it aloud. To get a good comprehending skill, students must be trained to be able to think critically. With critical thinking, students can examine in advance what they receive and change their mentality, not just accept something raw.

Johnson (2008 : 4) states reading is the act of linking one idea to another. Putting ideas together to create a sensible whole is the essential part of reading. This activity needs a good comprehension in reading. Comprehension is the

essence of reading because the goal of written language is communication of messages. If we do not understand the message, we are not reading (Duffy, 2009:14). Meanwhile, according to Chard, et al. (2008 : 4), comprehension occurs when a student integrates new information with their prior knowledge. Often students who are at-risk for early reading difficulties lack sufficient background knowledge or are less able to activate the knowledge they possess.

According to Pang, et al. (2003 : 6), reading is about understanding written text. It is a complex activity that involves both perception and thought. The texts and books that we give learners to read tell the learners what reading is about. If the materials are boring and do not make very much sense, our learners will learn that reading is boring and has nothing to do with them or their life experiences. (Kenyon, 2008 : 9). Sometimes, students are at ease to get bored in reading. It can be caused by many reasons. It can be one of some factors which makes students less in comprehending reading text because their focus is not on the materials or the content. To be able to comprehend the reading text, the readers need high focus to understanding and analyze the content and construct the meaning to get the information from it.

In reading comprehension, the students must be able to analyze and understand the content. However, as we know not all students have a good reading comprehension. Serravallo (2010:16) states that to be good teacher, they need to know what tricks that suitable to use to makes students more active and interesting to study. The teacher need to more understand everything about the students, such as book choices to how they plow through each page. Teacher need to get underneath how the students do what they do, then it can help them to

engage with texts and think with more sophistication as they read. We need to be able to assess well, and make teaching decisions based on those assessments.

In conclusion, reading comprehension is an activity where the reader can get a new knowledge, information, from the content of the text. The reader can retell the information that they get depends on their ability to remember and understanding the meaning of the content. To get the information of the content, the reader should catch the meaning and construct it into an information because to catch the meaning the reader should comprehend the content. Finally, reading comprehension has a lot of benefits. Therefore, in this present study, the researcher adapted reading comprehension theory from Snow (2002:11).

2.1.2. The Use of PQRST Strategy of Teaching Reading

PQRST is the study technique it helps students receive information of reading (Turkington, 2003:61). By using PQRST strategy, it easier for students to get information from the text before the reading process. By using this strategy also helps students to develop their memory because this strategy makes students focus in remembering. The information that students get in reading by using this strategy can be stored in long term memory. Applying this strategy in reading comprehension can help students to recall the information that they get during the process of reading. This strategy can make the students remember what they have read before.

PQRST strategy is easy to apply, it can be applied for every grade of students because it has simple steps and process. When applying this strategy, the

students will do a skimming reading first before they read whole the reading text. It can make students easier to comprehend the content of the text. Furthermore, applying this strategy is effective because it does not take a long time and process. Besides, by using this strategy the students can train and hone their memory and understanding, so that they will be easier to catch the meaning of the content and arrange it into an information and knowledge.

Petterson (2002:242) states the one of the best-known techniques for improving memory from reading is called the PQRSST technique (Preview, Questions, Read, State/Summarize, and Test). The students can train their memory with this strategy because in the first of this step, the students will ask to read a text by skimming. The students will keep what they have read by skimming in their memory before they read whole text. PQRSST has five steps which must be done wherein each step has their own process. The students will be able to focus because the application of this strategy not hard and simple. Although this strategy has a simple process, it can improve students' reading comprehension.

Wormeli (2004:131) states it is simple to remember, and it uses sound practices for reading comprehension. PQRSST strategy has five steps, every step is very easy to remember and apply. Although there are five steps that must be done, every step has simple process. By applying this strategy, it can make students more interest in reading. It can increase their comprehension and hone their memory. This strategy can be used to make students focus and feel curious about the contents of the text. According to Champion (2006:85), PQRSST is aimed at helping to remember written information. This strategy help reader, especially students to get more specific information from the written content. This strategy

makes students easier to comprehend and catch the meaning of the text. It trains students' memory. It is also stated that this strategy has five steps, as follows:

1. Preview

The 'P' stands for 'pre-view' and in this first step just work out the gist of what the story's about, which in a newspaper you can usually do from the headline. In this step, the students will find the main idea of the written context.

2. Question

The 'Q' is a key element, and it stands for 'question' from the gist of the story. In this step, the teacher gives the time for student to ask question related to the text before they read whole text.

3. Read

The 'R' in PQRST stands for 'read'. In this step, the students read whole the text to get information and the answer of their question before.

4. State/Summarize

The 'S' stands for 'stating' it back to the readers and trying to link it back to the questions. In this strategy, the students try to link back their question before reading whole text. The question and answer that they get are written on the book or they state it out-loud.

5. Test

The last is 'T' is for 'test'. In this step, students will do a test which related to the text that they have already read. They are not allowed to cheating their summary/state or the text.

2.1.3. Assessment of Reading Comprehension

Assessment is a process to evaluate the improvement of students. Assessment of reading comprehension is used to know how far students understand about the learning material. It also used to measure their progress. Assessment is also important to diagnose the level of students' ability and it can be an evaluation of learning process. After get the information about their learning process, teacher can reflect on the level of achievement of each student, as well as the specific tendencies of a group, and then adjust it according to the teaching plan they will make. Moreover, by doing assessment, the students can get feedback of their work. When they get the feedback from their teacher, they know what they have to improve to increase their reading comprehension.

To assess the students, teacher can give them a test. Cohen et al (2007 : 418) state the purpose of a test are several, for example to diagnose students' strengths, weaknesses and difficulties to measure achievement, to measure aptitude and potential, to identify readiness for a programme. The result of the assessment can be an evaluation for the learning process. In other words, the central purpose of assessment is to obtain knowledge that can be used to help the pupil (Coles and Jenkis, 2002:5). Moreover, one way to strengthen the effectiveness of the teaching and learning system is to conduct an assessment.

Assessment can also encourage understanding of teaching process as a formative process that develops over time with feedback and input from students.

According to Richards and Schmidt (2002:35), assessment is a systematic approach to collecting information and making inferences about the ability of a student or the quality or success of a teaching course on the basis of various sources of evidence. Assessment may be done by test, interview, questionnaire, observation, etc. It means assessment will help the teacher to know about the improvement of the students. In doing assessment, it should be done in the first meeting or the beginning of the class and at the end of the course. The goal is to get information about students' improvement. Besides, it is used to evaluate the teaching learning process.

Klinger, et al. (2007:14) state assessing comprehension is fraught with challenges, because it can be difficult to determine how much students really know and what they are actually thinking. To assess comprehension of reading there are many ways. One of those is the teacher can give assessment to students related to the material. Teacher can give students a text and ask them to answer the question which related to the text to assess their knowledge and know their improvement in reading. Besides, teacher must give the students assessment based on their grade level. The assessment of students should be related with what they will learn and they have learned in class.

According to McNamara (2007:107), the assessment of reading comprehension is a critical part of designing and implementing programs that teach reading strategies end-of-course purposes. There are many purposes of

assessment and it makes the assessment become one of very important aspects in teaching learning process. Assessment takes place throughout the year for different purposes, including diagnosis, collection of evidence to report against externally developed criteria such as standards and summative, end-of-course purpose. (McKay, 2006:176).

Meanwhile, Brown (2004:4) states that assessment is an ongoing process that encompasses a much wider domain. Assessment is used to measure the understanding and quality of students' work. Assessment also used to assess their knowledge. To assess students, teacher can use a test. There are some tests which teacher can use to assess students. The one is short-answer task. Brown stated that short - answer task is an alternative to the most popular assessment of reading comprehension. This assessment is easy to apply and construct. By using short-answer task students cannot copy the answer of their friends, it can avoid plagiarism among the students. Therefore, the result of the test will have a good validity.

Meanwhile, according to Alderson (2002:227), short answer – task a semi objective alternative to multiple choice. Short-answer task is design to measure about students' understanding by answering the question which related to the text. The answer of students which use short-answer task is more valid than using multiple choice. If the teacher assesses the students by using short answer-test, the students should answer the question by their own words. By using short-answer task, they cannot cheat to their friends. Moreover, to score the assessment the teacher can use scoring rubric. In addition, the aspects of scoring rubric not too many. The teacher can adapt scoring rubric from some experts.

In this present study, the researcher adapted the assessment of reading comprehension theory from Brown (2004:206). In this, present study, the researcher expects the use of short-answer text for the assessment can give a good and valid result. The researcher expected the result of the test can use as data collection. Hopefully, their reading comprehension can be improved and the test will show how far their improvement. The test will be given in the first meeting as a pre-test. In each the end of class the students will answer the post-test to check their improvement. Every cycle will conduct by a pre-test and post-test. The students' answer will be assessed by using answer key and scoring rubric which adapted from Brown (2004).

2.2. Empirical Review

Empirical review is the relevant review from the other researchers that conducted with this research. Empirical review also used to strengthen this study. Empirical review can help the researcher avoid plagiarism or replication of the previous study result and. Empirical review also used as references to show the use of PQRSST Strategy to improve students reading comprehension. In this present study, the researcher used two previous research which have similar purpose;

The first research was conducted by Yulitari (2018). She used classroom action research entitled “Improving Reading Comprehension of the eighth-grade students of SMAN 2 Denpasar in Academic Year 2017/2018 through PQRSST”. The objective of this research was to know whether or not the students' reading

comprehension of the eighth-grade students of SMAN 2 Denpasar can be improved through PQRST technique. The researcher collected the data by administering pre-test and post-test 1 and post-test 2. The post test was given to the subjects at the end of each cycle and additional data gathered from administering questionnaire in which the questionnaire was administered in the end of cycle II. The research findings showed that reading comprehension of the eighth-grade students of SMAN 2 Denpasar can be improved through PQRST Strategy

The second research was conducted by Dewi (2017). She used an classroom action research entitled “Improving Reading Comprehension Through PQRST of Ninth Grade Students of SMPN 1 Tabanan in Academic Year 2016/2017.” The objective of this study is to know whether or not PQRST could improve the reading comprehension of ninth grade students of SMPN 1 Tabanan in academic year 2016/2017 and to found students motivation and interest in reading comprehension after the technique applied. The researcher collected the data through pre-test and post-test. The findings of this research showed that reading comprehension of ninth grade students of SMPN 1 Tabanan can be improved through PQRST technique.

Both of the researcher gained the same result which conducting two cycles. The response of the students for using PQRST Strategy to teaching reading comprehension is good and have positive responses. However, for the first research, it did not explain about how many aspects of questionnaire that the researcher gave to the students. The aspects of questionnaire should be mention, it makes the researcher easier to construct it. In addition, for the second research, it

did not conduct an explanation about assessment of reading comprehension. The assessment of reading is crucial, the researcher got data from the assessment, it should be mentioned to makes a good assessment. In this present study, the researcher explained about how many aspects that used in questionnaire and explain briefly about the assessment of reading comprehension. It makes the researcher easier to give the students questionnaire and easier to assess their work.

