

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

As we know, there are four languages skill that we need to improve for complete communication. One of them is reading, reading is one of the most important language skills which have to be mastered by the students. It can be seen on how the students understand and comprehend the meaning of written text. These skills give the students the ability to turn words on a page into a clear meaning. Reading is the essential skill; furthermore, the students can get a lot of information and they can enrich their knowledge by reading. It can improve their pronunciation, vocabulary and also spelling of the word.

Reading is not only exercise of eye movements but it is also a thinking process. An effective reading requires a logical sequence of thinking. The purpose of reading is to comprehend the idea of the written text. Klingner et al. (2007:2) state that reading comprehension is the process of constructing meaning by coordinating a number of complex process that include word reading, word and word knowledge and fluency. Generally, reading is about understanding written texts. The students will indicate how far they understand and comprehend English by reading so that they need to improve their ability in reading comprehension.

However, in reality, reading is a difficult skill in language especially for the students who are still difficult to understand the content of reading text. Generally, the teachers only provide text for students and ask them to read and find out the answer of the existing text with aids namely English dictionary and the students do it individually or work with their partners.

Based on the interview with one of English teachers in SMP Harapan Nusantara Denpasar, the teacher said that the students have some problems in reading comprehension. The English teacher said that most of students have difficulties to find out the main idea of a text, specific information, words meaning and textual references. The English teacher stated that some students failed to achieve the standard score of the school that is 2.67.

This problem exists because of the following things. First, the teacher does not understand how to manage their class and make the students feel bored to learn English. Second, the students only had a limited scope of vocabulary and it makes them not really understand. The teachers have implemented questioning and answering technique in learning process but it cannot increase the students' ability in reading. The students also still have problem about the four indicators of reading. If this continues, it will affect to the students' interest, motivation and their learning achievement

One effective way to solve the problem that is faced by the students of eighth grade in SMP Harapan Nusantara Denpasar is by using PQRS (Preview, Question, Read, State/Self-Resite, and Test). In this technique, the students can be more focus on studying English especially reading and finding the information about the text. The goal of the technique is allowing the students to understand the content of the readings as well as to facilitate in reminiscing about the content of the reading because this technique greatly facilitates student who has low ability to understand and recall about the content of the reading they had read. In this technique, first they do preview by look briefly the discourse that meant to be read. Then they will be asked some questions which the answers are in the text so

that they will better understand the content of reading. Furthermore, they just starting 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 hope PQRST technique can be used to improve students' comprehension. Based on the explanation above, the researcher believes that PQRST can improve the student's competence in reading comprehension of the eighth grade students of SMP Harapan Nusantara Denpasar in academic year 2015/2016.

## **1.2 Research Problem**

Teaching reading has been developed over a long period of time, however, some problems are still faced by students in reading comprehension. The researcher would like to introduce and use an innovative PQRST technique to overcome some problems faced by eighth grade students of SMP Harapan Nusantara Denpasar. The research problem can be formulated as follows:can reading comprehension of the eighth grade students of SMP Harapan Nusantara Denpasar in academic year 2015/2016 be improved through PQRST?

## **1.3 Objective of the Study**

This study is directed to answer the research problem that has been formulated. This present study is designed to find out whether or not reading comprehension of the eighth grade student of SMP Harapan Nusantara Denpasar I in academic year 2015/2016 can be improved through PQRST.

## **1.4 Limitation of the Study**

Because of the discussion of reading comprehension is too broad and complex to be covered in one single study, so the study is only limited on improving reading comprehension at eighth grade students of SMP Harapan Nusantara Denpasar in academic year 2015/2016. The scope of reading is focuses on basic competence four. It is also focuses on restricted on finding main idea, specific information, word meaning and textual references of recount text.

### **1.5 Significance of the Study**

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

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

Practically, result of this study can give beneficial contributions to the students, teacher, and school. For the students, the result of this study can help them understand the reading text and enjoy study reading. For the teacher, the result of this study is expected to give feedback, enrichment their techniques in teaching reading comprehension, it is enrich the teacher's knowledge in developing students' ability and motivation in reading comprehension For school, the result of this study is for additional value of its image and school accreditation or evaluation. It is expected to be used as reference for the school of SMP Harapan

Nusantara Denpasar in conducting further study related to the teaching of reading in school.

### **1.6 Definition of Key Term**

In the process of study, there are some key terms which are conceptually and operationally define to avoid misunderstanding. They can be defining as follows:

#### **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 eighth grades students of SMP Harapan Nusantara Denpasar in academic year 2015/2016 in finding out main idea, specific information, textual reference and word meaning

#### **2) Preview, Question, Read, State/Summarize, and Test (PQRST)**

PQRST is a method that is apply to improve students' reading comprehension and help students in comprehending the reading text with systematic learning that measures the students' in reading activities. PQRST is stands for Preview, Question, Read, State/Summary and Test. (P) The students preview the text from the teacher or silence 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, diagram, maps, read the question or summary at the end of the chapter. (Q) the teacher gives the students questions about the text. The question is based on materials that have been read briefly

earlier. (R) The students read the text again with loudly, try to find the answers to all questions posed earlier. (S) the students summary the text and state it by their own word. In this step, students create summary, after several questions before reading test. and the last (T) the teacher test the students by gives the students short answer task, it is repeated again and again, remembered 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



## **CHAPTER II**

### **THEORETICAL AND EMPIRICAL REVIEW**

#### **2.1 Theoretical Review**

In this chapter, there are some important points written by the researcher which include lots of relevant theoretical reviews from many related literature to support this study. The description of the points is gradually arranged as follows: the definition of reading comprehension, PQRST and assessment of reading.

### **2.1.1 Reading Comprehension**

Grabe and Stoller (2001:2) state that reading is the ability of drawing meaning and interpreting information in the printed page appropriately. They state that reading is also interactive in term that linguistic information from the text interacts with information activated by the reader from long-run memory, as background knowledge. Reading comprehension is defined as the level of understanding of a text/message. This understanding comes from the interaction between the words that are written and how they trigger knowledge outside the text/message

J'Woolley (2011:15) states that reading comprehension is the process of making meaning from text. The goal is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. In understanding read text information develops mental models, or representations of meaning of the text ideas during the reading process. Another meaning of reading comes from Patel and Jain (2008:133) state that reading comprehension involves understanding the meaning of the context, vocabulary, and grammatical structure. Moreover, students are also given the opportunity to explore the language that they are learning. Warnsak (2006:9) states that reading is a process of constructing meaning from written text.

Broadway (2006:91) states that the reading process is the same whether the text is long or short, complex or simple and the way to respond to the question correctly. Hill (2000:4-5) states that reading is communication process and used by readers to get the message to be delivered by the author through message or written language. A process which requires that a group of words which is a unity will be seen in glimpses and that the meaning of individual words will be known. If this is not met, then the explicit and implied messages will not be captured or understood, and the reading process is not done well. According to Hedgcock (2009:210) reading comprehension is a complex construct that involves the interaction of a number of psycholinguistics processes. It goes far beyond the ability to state the main idea of a text in one sentence, answer question about details, define vocabulary, accurately read the text aloud, and forth comprehension further involves the simultaneous and largely subconscious application of various type of background knowledge (schemata) and reading skills to particular text.

Based on the explanation the theory above, this study refers to the theory proposed by Pang et al. (2003: 6) that reading depends on efficient word recognition and comprehension, instruction should develop reading skills and strategies, as well as building on learners' knowledge through the use of authentic texts.

### **2.1.2 PQRST**

PQRST was found by Thomas F. Stanton. PQRST is stands for the core activities of the preview, question, read, state/ summarize, test. This method is intended to improve students' abilities to study and remember material. It involves glancing at topic, formulating possible question, reading related material and

answering the questions. PQRSST actually is a method or strategy of reading a book which is especially intended for the benefit of the study, but researchers can borrow concepts and measures for the benefit of this method of teaching read in school, especially for students who are already classified as readers advanced (Nurhadi, 1987). This method is used to improve the reading comprehension.

According to Turkington (2003:61), PQRSST is the study technique it helps students retrieve information of reading. The following are the outlined for each activity in PQRSST:

1. (P) Preview which same as the assessment or review the introduction. 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, diagram, maps, read 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 question is 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/summarize: in this step, students create summary, after several questions before reading test. Each questions and answers is written in a notebook.
5. (T) Test: it is the same or similar to a preview or a repeat. in the fifth step, it is repeated again and again, remembered 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, PQRS method which includes preview (briefly read quickly), question (asked), read (read), state (summarizing) and test. PQRS method is a collaboration strategy method which can help students to understand the content of the passage and help them to concentrate longer. This way makes students easy to improve reading comprehension.

### **2.1.3 Assessing Reading**

Assessment used to determine the quality of students' work. Reading assessment is used to determine what skills are being learned and what skills need to be strengthened. Brown (2004:4) states that assessment is an ongoing process that encompasses a much wider domain. Whenever students responds to a question, makes offers a comment, or tries out a new word or structure, the teacher subconsciously an assessment of student's assessment. Edge (2002:5) also states that assessment and evaluation of student understanding and ability is an ongoing process.

Assessment of the students should be explicitly linked to the learning process and outcomes of their degree program is not so much an invitation to teachers to work these things out for themselves as it may at first sight. Namdi (2005:57) states that assessment is a tool that measure a learner's knowledge and ability. It shows the areas in the reading program where learners have weakness and strengths.

According to Chambers and Gregory (2006:162), a function of any assessment regime is that it should act as a guide to reinforcing teachers' priorities and helping the students to identify what activities, knowledge, and understanding are centrally important to their progress. Assessment of the students should be explicitly linked to the learning process and outcomes of their degree program is not so much an invitation to teachers to work these things out for themselves as it may at first sight.

## **2.2 Empirical Review**

In this chapter, the empirical review is provided for showing the use of PQRST in improving reading comprehension as the references for this study. There are two reviews study, the research which is relevant to present study was done by Handayani (2014) entitled "Improving Reading Comprehension through PQRST of The Eighth Grade Students of SMPN 1 Sukawati in Academic Year 2013/2014". The objective of the study is to find out whether or not the students' reading comprehension of class VIII f in SMPN 1 Sukawati can be improved through PQRST. The result showed that students' reading comprehension was much better after the students were given the treatment.

The strength of the study is the background of the study is very complete. The researcher explains it briefly. The weakness of the study is on the theoretical review, the researcher did not explain PQRST steps. So, in this study the researcher explains all of PQRST steps briefly. PQRST (Preview, Question, Read, State, Test) was found by Thomas F. Stanton. According to Stanton (1982:15-27) PQRST method has been shown to improve readers understanding, and his/her