

CHAPTER I INTRODUCTION

1.1 Background of the study

English is a universal language and it is used by most countries in the world. English is one of the compulsory subjects in Senior High School. Today international trade, education, politic, and other business usually use English as the communicative language. In Indonesia, English has been introduced from kindergarten up to the university level so that Indonesian students will have a good command of English. Later on, they will be ready to compete in the global era. 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. Reading is an activity to understand, analyze, and deduce the meaning contained in a text. Reading is a very complex activity, and we have attempted to understand it by dividing it into parts Caldwell (2008).

Reading is an active process in which readers construct a meaningful representation of a text using effective reading strategies Sabouri (2016). It is the most important skill because by reading there is a lot of information that can be obtained. Through reading the readers can deduce some information obtained from the text. The readers need an effective reading strategy to gain information. Reading is the activity of perceptual, analyzing, and interpreting what is done by the reader. Reading comprehension is a process of getting meaning from and bringing meaning to a text Bojovic (2010). The reason is that the student's skills in comprehending the text read them to develop their knowledge, and even to gain

new information. Moreover, reading comprehension is generally used to measure students' achievement in English, like in the national examination in which reading has a relatively large portion.

According to Pollard, (2008), reading involves students interacting with a text, predicting what will come next, and bringing their knowledge of the subject and language to the text. If students have a good comprehension of reading, they will easily 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) states reading comprehension is 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 convey properly.

When the reader analyzes a text, there is a process of 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 be conveyed properly. Based on observations at SMP PGRI 2 Denpasar, researchers found that grade VIII students in the 2022/2023 academic year had difficulties in reading comprehension. Students have difficulty identifying specific and general information, textual meaning, and textual references in recount texts. This can be affected by many causes. Sometimes, students do not understand what they have read. They could not grasp the meaning of its contents. Problems faced by students can be caused by various reasons. One of them is the teacher does not

apply the right strategy to teach them. The strategies used by teachers in the teaching and learning process are important to improve students' reading comprehension.

Based on observations with teachers of SMP PGRI 2 Denpasar, teachers use the monotonous method. The teacher uses a cloud strategy. Many teachers use the loud strategy, which is very common. This strategy is very easy to use, where students are asked to read the text aloud. This strategy is very suitable for teaching children because it will make the class. According to Champion, J., (2006), this strategy is focused on five steps, namely Preview, Question, Read, Summarize/State, and Test. By using this strategy, teaching reading comprehension can be managed properly. Students follow the reading activity step by step. In the first step (preview), the teacher asks students to read the text by skimming to find the main idea. In the second step (question), students are asked to provide questions related to the text. For the third step (reading), the teacher asks the students to read the whole text and make a summary for the fourth step. In the last step (test), the teacher gives a test to students to find out their understanding of the content of the text without cheating on the material or text.

This strategy helps students to be more focused and active during activities and makes it easier for them to understand what they are reading. According to Khoiriah, N., and Superman, U., (2017), the PQRST strategy is suitable to be used in reading comprehension, because it improves the performance of students and the search for details in texts. This strategy makes all students more active in the class because they have to read the text to make a summary. This strategy does

not take long to implement. By applying this strategy, teachers can check their understanding and ability to improve understanding through the fourth and fifth steps, namely in the Summarizing/Stating step and the Test step. In these steps, the teacher can check their answers one by one to measure their understanding of the reading text. The results of student answers must have good validity because students must summarize the text and answer the questions in their own words.

Following the problems faced by students in reading comprehension, the researcher tried to implement the PQRST Strategy to teach reading comprehension especially to help students find main ideas, general and specific information, textual meaning, and textual references in recount texts Ahuja & Ahuja, (2007). PQRST is an instructional strategy that is effective to improve a reader's understanding, and his/her ability to recall information. In other words, the reader is more likely to learn and to learn more, of the material he/she is reading.

Using the PQRST Strategy helps students to be more focused and active to participate in class. It also motivates students to learn and be able to understand a reading text. So, they can get a lot of meaningful information and knowledge. Therefore, the researcher is motivated and interested in conducting a research entitled "Improving the Reading Comprehension of Class VIII Students of SMP PGRI 2 Denpasar in the 2022/2023 Academic Year Through the PQRST Strategy easier and more fun. However, teaching reading comprehension using this strategy is less effective because not all students can understand and capture the meaning of reading texts by reading aloud. They need to process the meanings they perceive. In addition, clear steps are needed to teach reading comprehension.

The strategy of reading aloud is less effective for teaching reading comprehension.

Researchers found the weakness of this strategy. Sometimes, teachers don't know about students' reading abilities. The application of this strategy cannot guarantee students' understanding. They only read one paragraph of text aloud in front of the class and other students will read another paragraph. By using this strategy, students will not understand the content. They just read without knowing what the text means. Sometimes students who do not have time to read do not pay attention to their friends. In addition, not all students have good pronunciation, this can be an obstacle in implementing this strategy. Furthermore, this technique is unstructured because it does not have steps. This makes students feel bored and not interested in the class. A text that is supposed to be a source of informational knowledge can become very boring and tiring when you are not interested. Many strategies can be used by teachers. PQRS is one strategy to teach reading comprehension. Many strategies can be used by teachers. PQRTS is one strategy to teach reading comprehension.

1.2 Research Problem

The research problem is one of the terms in conducting research. In the research problem, the researcher states the research problem. Based on the research background, reading comprehension is a reading activity that requires high focus. In English, reading is not easy. Many students still have difficulty in reading comprehension. Based on the problems the researchers found at SMP PGRI 2 Denpasar, class VIII students had difficulty in reading comprehension to find specific and general information, textual meaning, and textual references in

recount texts. The problem must be solved by applying a teaching strategy. Therefore, the research problem can be formulated as follows: Can the reading comprehension of grade VIII students of SMP PGRI 2 Denpasar for the academic year 2022/2023 be improved through the PQRST strategy?

1.3. Objective of the Study

To answer the research problem and clarify this research, it must have a clear research objective. The research objective must be achieved because that is the aim of this research. In addition, researchers need to know the purpose of the research, can help collect data, and know the process of conducting this research. Researchers can more easily plan if they researcher know the purpose of the study. In this study, the research objectives were also designed to answer the research problems that have been described previously. Therefore, the purpose of this study was to determine whether the reading comprehension of grade VIII students of SMP PGRI 2 Denpasar in the 2022/2023 academic year could be improved through the PQRST strategy.

1.4 Limitations of the Study

To avoid a wide discussion about this topic, the research was limited to improving the reading comprehension of the eighth-grade students of SMP PGRI 2 Denpasar in the academic year 2022/2023 through implementing PQRST as the teaching technique. The study concerned with competence 3.11 about comparing and catching contextual meaning related to a social function, text structure, and linguistic element of the oral and written recount, very short and simple, related to personal experience in the past based on the latest syllabus used by the school in

curriculum 2013 latest design. Reading comprehension in this study was limited to identifying general information, specific information, textual meaning, and textual reference recount. The four aspects of reading comprehension were expected to improve after implementing the technique.

1.5 Significance of the study

This research is focused to improve the student's reading comprehension of the eighth-grade students of SMP PGRI 2 Denpasar in the academic year 2022/2023. It will be expected that this study had research findings because it is 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 provides 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 faced by the students and English teachers. Therefore, the significance of the study could be elaborated as follows:

Theoretically, the expected result of this present study will strengthen the theories of reading comprehension. It will be expected that the teacher of SMP PGRI 2 Denpasar can use this study for reference to improve students' reading comprehension with the PQRST strategy. Furthermore, it can be a reference for future studies, especially for the other researcher who uses PQRST Strategy, it will be expected to be a reference that supports similar research with the PQRST technique. Moreover, the other researcher can use the findings of the study as empirical evidence which give them information about this study. In addition, for

students, it is expected that this present study can make the students realize that learning reading comprehension and honing their reading ability is significant.

Practically, the findings result of this study were expected to give information to English teachers, students, and other researchers. Hopefully, this study can give information about the use of the PQRST strategy which can be used in the teaching-learning process. For the teacher, it is expected to apply this strategy to the teaching-learning process in reading comprehension. By using the PQRST strategy, hopefully, can get an interesting process of teaching and learning. Furthermore, this study is expected to give good contributions to English teachers in SMP PGRI 2 Denpasar. For students, it is expected to make them easier to learn reading comprehension. Using the PQRST strategy is expected to help students to solve their problems in reading comprehension and they will be able to find specific and general information and textual meaning. And textual references in the Recount 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 the 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 SMP PGRI 2 Denpasar in Academic Year 2022/2023 through PQRST Strategy. There were some difficulties and problems faced by the students and the English teacher. Therefore, to avoid misunderstanding and confusion and make the readers clearly understand, two key terms needed to be clarified briefly to provide the study with clear insight. The reader expected can understand and get 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 defined 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 SMP PGRI 2 Denpasar to identify specific and general information, textual meaning, and textual reference in the recount text about places and persons.

2. PQRST Strategy

PQRST strategy can be operationally defined as a strategy of teaching reading comprehension to the eighth-grade students in SMP PGRI 2 Denpasar in which the teacher provides five steps: Preview, Read, Question, State/Summarize, and Test. In Preview, the whole text to find the answers related to the question before. In State/Summarize, the students state or make summaries about the text. In the Test, the students will do a test related to the topic without cheating on the summary or the text. The test is used to dig into their understanding. The students read the text by skimming to get the main idea or topic of the text. In Question, the students will get a session for asking a question related to 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 summaries about the text. In the Test, the students will do a test related to the topic without cheating on the summary or the text. The test is used to dig into their understanding.

CHAPTER II THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

A theoretical review is used to support this study with some theories related to 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 as a frame of reference. Moreover, the theories also have an important role to makes the reader understand the foundation of this research. New points of theoretical as well as empirical evidence were reviewed for the present study. Some of the viewpoints such as 1) Reading Comprehension, 2) The Use of the PQRS Strategy of Teaching Reading, and 3) Assessment of Reading Comprehension.

2.1.1 Reading Comprehension

Reading was the one important skill in English that students must learn. McNamara (2007) believes that reading was an extraordinary achievement when one considers the number of levels 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 features. Deep comprehension of the sentences required the construction of referents of nouns, a discourse focus, presuppositions, and plausible inferences. The readers need to distinguish information that has been

given, from 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 a different character, narrator, theme, story point, and something the attitude of the number of the author.

Dorn and Soffos (2005) state that comprehension is a complex process regulated by cognitive, emotional, perceptual, and social experiences. When individuals read, they apply a range of comprehension strategies to monitor and sustain their meaning. Comprehending involves interpreting and synthesizing ideas in ways that influence the reader's mind and have 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 can 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 and meaning from the content of the text. In doing reading comprehension, the reader should be able to catch the meaning from the text and construct what they have caught into information. According to Brasell and Rasinski (2008), the problem in reading comprehension is making meaning from the text. Reading comprehension involves much more than readers' responses to the text. Reading comprehension is a multi-component, 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, Vaugh, and Boardman (2007). Reading is one of the most

important components of any language and it is an essential tool for lifelong learning.

According to Wolley,(2011), reading comprehension is gaining an overall understanding of what is described in the text rather than obtaining the meaning from isolating words or sentences. Making meaning means connecting every word and sentence to get the meaning of every sentence. After making meaning. The reader will get information about the content and know what it talks about. Reading comprehension refers to reading for meaning, understanding, and entertainment Linse, (2005). Reading comprehension has a 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) defines it as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.

When the reader extracts the meaning of the content, it is built with the reader's understanding to capture information, and knowledge, or to find the main ideas of the content. In the activity of understanding reading texts, readers are required to capture ideas and not just read aloud. To get a good understanding ability, students must be trained to be able to think critically. By thinking critically, students can first examine what they receive and change their mentality, not just accept something raw. Mikulecky and Jeffries (2007) point out that reading comprehension means making sense of what readers read and connecting the ideas in the text to what they already know. This activity needs good

comprehension in reading. Comprehension is the essence of reading because the goal of written language is the communication of messages.

Duffy (2009) simply defines reading comprehension as the essence of reading because if we do not understand the message, we are not reading. Meanwhile, according to Chard et al (2008), 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), reading is about understanding written text. It is a complex activity that involves both perceptions 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). Sometimes, students are at ease to get bored with reading. It can be caused by many reasons. It can be one of some factors which make 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 a high focus on understanding and analyzing the content and constructing 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 good reading comprehension. Serravallo (2010) states that to be a good teacher, they need to know what tricks that suitable to use to make students more active and interested to study. The teacher needs to understand everything about the students, such as book choices to how they plow through each page. The teacher needs 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. In conclusion, reading comprehension is an activity where readers can get knowledge, and new information, from the content of the text. The reader can retell the information he has obtained depending on his ability to remember and understand the meaning of the content. To get content information, the reader must capture the meaning and construct it into information because to capture the meaning the reader must understand the content. Finally, reading comprehension has many benefits. Therefore, in this study, the researcher adopted the reading comprehension theory from Snow, (2002).

2.1.2. The Use of PQRST Strategy for Teaching Reading

PQRST is the study technique it helps students receive information from reading Turkington, (2003). By using the PQRST strategy, it is easier for students to get information from the text before the reading process. Using this strategy also helps students to develop their memory because this strategy makes students focus on remembering. The information that students get from reading by using this strategy can be stored in long-term memory. Applying this strategy to 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 to every grade of students because it has simple steps and processes. 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. The result above was also supported by Komang et al (2013) who stated that the PQRSST strategy is beneficial to stimulate the students' prior knowledge and construct their creative thinking by making their questions, the students could combine their prior knowledge with the information and ideas got from the short story develop their competency to find the main idea of the short story, the students would be more motivated to learn and more focus on the learning activity. Anom (2018) adds that in teaching reading by using the PQRSST technique students are more interested because it makes students more enthusiastic about following the lessons and steps in engineering.

PQRSST is easy for students to understand. The students can train their memory with this strategy because, in the first 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 the whole text. PQRSST has five steps that must be done wherein each step has its process. The students will be able to focus because the application of this strategy is not hard and simple. Although this strategy has a simple process, it can improve students' reading comprehension. Wormeli (2005) 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 five steps must be done, every step has a simple process.

Applying this strategy can make students more interested 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), PQIRST is aimed at helping to remember written information. This strategy help reader, especially students to get more specific information from the written content. The 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 the student to ask a question related to the text before they read the whole text.

3. Read

The 'R' in PQIRST stands for "read". In this step, the students read whole the text to get information and the answer to their questions 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 questions before reading the whole text. The question and answers that they get are written in the book or stated out loud.

5. Test

The last is 'T' is for 'test'. In this step, students will do a test related to the text that they have already read. They are not allowed to cheat 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 the learning material. It is also used to measure their progress. Assessment is also important to diagnose the level of students' ability and it can be an evaluation of the learning process. After getting the information about their learning process, the 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 the assessment, the students can get feedback on their work. When they get feedback from their teacher, they know what they have to improve to increase their reading comprehension.

Assessment includes a broad range of activities and tasks that teachers use to evaluate student progress and growth daily. Jerrold (2012) state the purpose of assessment is how to identify the learners' needs, document their progress, and determine how the teachers are doing as teachers and planners. In other words, the central purpose of assessment is to obtain knowledge that can be used to help the pupil Coles et al, (2002). Moreover, one way to strengthen the effectiveness of the teaching and learning system is to conduct an assessment. Assessment can also

promote understanding of the teaching process as a formative process that develops over time by providing feedback and input from students.

According to Richards (2002), 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 based on 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 the 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) state assessing comprehension is fraught with challenges because it can be difficult to determine how much students know and what they are thinking. To assess comprehension of reading there are many ways. One of those is the teacher can assess students related to the material. The teacher can give students a text and ask them to answer the question related to the text to assess their knowledge and know their improvement in reading. Besides, the teacher must give the students assessment based on their grade level. The assessment of students should be related to what they will learn and what they have learned in class.

According to McNamara (2007), the assessment of reading comprehension is a critical part of designing and implementing programs that teach reading strategies for end-of-course purposes. There are many purposes of assessment and it makes assessment become one of the very important aspects of the teaching-learning process. Assessment takes place throughout the year for different

purposes, including diagnosis, and collection of evidence to report against but externally developed criteria such as standards and summative, end-of-course purposes McKay, (2006). Assessment is used to measure the understanding and quality of students' work. The assessment is also used to assess their knowledge. To assess students, the teacher can use a test. There are some tests that ni teachers can use to assess students. The one is a short-answer task. This assessment is easy to apply and construct. By using short-answer tasks students cannot copy the answer of their friends, and it can avoid plagiarism among the students. Therefore, the result of the test will have good validity.

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

In this present study, the researcher adopted the assessment of reading comprehension theory Brown, (2004). In this, the 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 for data collection. Hopefully, their reading comprehension can be improved and the test will show

how far their improvement is. The test will be given in the first meeting as a pre-test. At each the end of class the students will answer the post-test to check their improvement. Every cycle will conduct with a pre-test and post-test. The student's answer will be assessed by using the answer key and scoring rubric adapted from Brown (2004).

2.2 Empirical Review

Empirical review is the relevant review from the other researchers that conducted this research. An empirical review was also used to strengthen this study. Empirical review can help the researcher avoid plagiarism or replication of the previous study result. The empirical review was also used as a reference to show the use of the PQRST Strategy to improve students' reading comprehension. In this present study, the researcher used two previous research which have similar purposes;

The first research was conducted by Yulitari (2017). She used classroom action research entitled "Improving Reading Comprehension of the tenth-grade Students of SMAN 2 Denpasar. In the Academic year 2017/2018 through PQRST". 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 the PQRST technique. The research collected data by administering pre-test and post-test I and post-test II. The post-test was given to the subjects at the end of each cycle and additional data was gathered from administering the questionnaire in which the questionnaire was administered in the and cycle II. The research finding showed that the reading comprehension of

the tenth-grade students of SMAN 2 Denpasar can be improved through the PQRST Strategy.

The second research was conducted by Dewi (2021). She used classroom action research entitled "Improving Reading of Comprehension VIII Grade Students of SMP 2 Kuta Utara in Academic Year 2021/2022 Through PORST. The purpose of this study was to find out whether PQRST could improve the reading comprehension of grade VIII students of SMPN 2 Kuta Utara in the 2021/2022 academic year and to determine students' motivation and interest in reading comprehension after the technique was applied. Researchers collected data through pre-test and post-test. The results showed that the reading comprehension of grade VIII students of SMPN 2 North Kuta can be improved through the PQRST technique.

Both researchers obtained the same results, namely by doing two cycles. The student's response to using the PQRST Strategy to teach reading comprehension was good and positive. However, for the first study, it was not explained how many aspects of the questionnaire the researchers gave to students. Aspects of the questionnaire should be mentioned, it makes the researcher easier to construct it. In addition, for the second study, there was no explanation about the assessment of reading comprehension. The researcher gets the data from the assessment, and it must be mentioned to make a good assessment. In this study, the researcher explained how many aspects were used in the questionnaire and briefly explained the assessment of reading comprehension. This made it easier for researchers to administer questionnaires to students and easier to assess their work.