CHAPTER I
INTRODUCTION

A. Research Background

Along with speaking, listening, and writing, learners must learn to read in order to acquire English. Reading is necessary for extracting ideas, explanations, and conclusions from a book.[1] Reading, according to Zulyanti, is made up of two interrelated processes: word recognition and comprehension. Word recognition is the process of determining how written words relate to spoken language. Comprehension is the technique that links words, sentences, and text. Comprehension is derived from the relationship between written words and how information is activated outside the message or text. Reading comprehension is often aided by prior knowledge, vocabulary, grammar proficiency, text familiarity, and other techniques.[2]

Based on the 2013 Curriculum, reading has a function in understanding the meaning in formal and informal written expressions in recount, narrative, procedure, or descriptive texts. According to Siahaan and Shinoda, descriptive texts are written English writings in which the

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[1] Evi Herliza, "The Effect of PQ4R (Preview, Question, Read, Reflect, Recite and Review) Strategy on Students' Reading Comprehension" (2020).

[2] Devi Zulyanti, "Improving Students' Reading Comprehension of Descriptive Text Through Know-Want-Learned (KWL) Strategy" 21, no. 1 (2020): 1–9.

author describes an object. The item might be either actual or abstract. It might be a person, an individual, a tree, a house, a camping place, or something else.[3]

As a matter of fact, not all eighth grade students at Daarul Yaaqin Junior High School have good reading comprehension of descriptive text. The evidences were found based on the researcher's preliminary study through classroom observation, it reveals that many students experience some obstacles when understanding descriptive text. Such as; 1) Many students lack vocabulary mastery. This is reflected in the learning process where some students often ask the English teacher about the meaning of vocabulary and some students fail to translate the text into Indonesian. 2) Many students have low motivation to learn English. 3) Many students have poor reading comprehension skills. 4) There is limited time available to cognitively process the text. When students cannot comprehend the text well, they will have difficulty finding the main idea and purpose of the text. Of course this is still very concerning where the ability and interest in reading are important things that can improve human resources which can later advance the social and economic of the country.

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[3] Sanggam Siahaan and Kisno Shinoda, "Generic Text Structure," *Yogyakarta: Graha Ilmu* (2008): 73.

After conducting classroom observations, the researcher also conducted an interview with a eighth students who selected randomly, she is Ica (pseudonym). She expressed her problems in reading as follows:

> "I think reading is difficult, It's hard for me to understand words for words, and I don't understand the contents of the text I read."

Moreover, the researcher also found that another factors that causes students to lack in reading comprehension is in the strategies used by teachers in teaching reading. Teachers only provide explanations and exercises from textbooks, teachers teach briefly and not in detail, teacher-centered, and do not use interesting learning strategies or media. This makes students understand the material less, and students cannot produce their understanding, feel bored, some students look confused, do not focus on learning and are passive. Therefore, teachers play an important role in teaching reading. Creative and appropriate teacher strategies should be applied in the classroom when teaching reading to make students good at reading comprehension. In addition, using the right combination of strategies will be a fun activity for students.

In line with the prior problem described, the researcher tried to overcome students' problems in reading by proposing an effective

reading strategy that has been widely recognized in schools or universities, namely PQ4R. This strategy was introduced by Thomas and Robinson in 1972. PQ4R is a systematic strategy that consists of several steps, namely preview, question, read, and review. Each phase improves pupils' capacity to generate ideas, obtain information and stimulate students to recognize new vocabulary.[4] The researcher argues that this research is worthy of further research because this research is different from others, this research will be more specific to find out how the effect of the PQ4R strategy on students' reading comprehension. This study uses descriptive text which has not been used before by other researchers in the school that will be conducted by the researcher. According to Slavin in setianingsih, PQ4R is a prominent approach for assisting students in understanding and remembering what they have read, which means that this strategy assists students in organizing knowledge and making it effective.[5]

Based on the previous statements, the researcher is interested in conducting a study which entitled: **"The Influence of PQ4R Strategy to Improve Students' Reading Comprehension on Descriptive Text".**

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[4] Isna Dwi Setianingsih, "The Effect of PQ4R Strategy on Students' Reading Comprehension at the First Year Students of SMA YLPI Pekanbaru" (Universitas Islam Riau, 2019).

[5] Isna Dwi Setianingsih, "The Effect of PQ4R Strategy on Students' Reading Comprehension at the First Year Students of SMA YLPI Pekanbaru" (Universitas Islam Riau, 2019).

B. Identification of the Problem

Based on the study's background, it may be possible to identify some of the problems encountered by students learning English in a specific direction, which are as follows:

1. Lack of students' motivation in reading

2. Most eighth grade students' of SMP Daarul Yaqiin Cipocok Jaya Serang get difficulties in reading to understand words by words.

3. Most eighth grade students' of SMP Daarul Yaqiin Cipocok Jaya Serang they do not comprehend the texts they are reading.

4. Most eighth grade students' of SMP Daarul Yaqiin Cipocok Jaya Serang lack vocabulary.

5. Most eighth grade students' of SMP Daarul Yaqiin Cipocok Jaya Serang have poor reading comprehension skills.

C. Limitation of the Problem

Based on the problem's identification the researcher limits this research and only focuses on the influence of PQ4R strategy to improve students' reading comprehension of SMP Daarul Yaqiin Cipocok Jaya Serang on descriptive text.

D. Formulation of the Problem

Based on the limitations of the problem above, in this study the authors focused on the influence of the PQ4R strategy in improving

students' reading comprehension. To facilitate understanding, the authors formulate the problem as:

1. How is students' reading comprehension before giving treatment?

2. How is the implementation of PQ4R strategy to improve students' reading comprehension?

3. Does PQ4R strategy to improve students' reading comprehension on descriptive text?

E. The objective of the Research

1. To investigate students' reading comprehension before giving treatment.

2. To observe how implementation of PQ4R strategy to improve students' reading comprehension.

3. To examine the influence of the PQ4R strategy in improving students' reading comprehension.

F. Significance of the Research

On one hand, theoretically this study can develop theory or reading strategies and add treasure of knowledge related to teaching reading at secondary level in Indonesia setting. On other hand, practically this study hopefully can give valuable contribution to some parties such as:

a. For Teachers

Researchers hope that the results of this study will motivate teachers to improve students' reading comprehension in the teaching process in class.

b. For Students

By using the PQ4R Strategy they can enjoy and be motivated to learn English and it is useful in solving reading comprehension problems.

c. For Researchers

This research can contribute to researchers who will become teachers, see the actual activity process directly as observers, provide valuable experience for their involvement in ongoing activities and the ability to capture every possibility.

G. Previous Study

In this study, the researcher discusses important earlier research to demonstrate the research's uniqueness. This study is linked to three prior studies.

First research conducted by Hanifa Defi Anggraeni[6], "The Implementation of PQ4R Strategy in Teaching Narrative Reading Text". The result of the research from the implementation of the PQ4R strategy

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[6] Anggraeni Hanifa, D, "The Implementation of PQ4R Strategy in Teaching Narrative Reading Text" 08 (2020): 118–127.

to help students in comprehending narrative reading text ran well. The teacher followed the stages of PQ4R strategy sequentially. The stages were Preview (P), Question (Q), Read (R), Reflect (R), Recite (R), and Review (R). The teacher implemented this strategy in order to make a product in the end of teaching and learning activities and make the students as the learning center of the study.

Second research conducted by Ratih Yunita Sari, Sudirman, and Dedy Supriyadi[7], "The Effect of PQ4R Strategy in Reading Comprehension Achievement". The results of data analysis showed there was a significant difference on students' reading comprehension achievement after being taught by using PQ4R strategy. Then, understanding vocabulary increased the most than the other aspects. It could be concluded that null-hypothesis was rejected, and it be inferred PQ4R strategy increase the students' reading comprehension in all aspects especially in understanding vocabulary.

The thrid research conducted by Isna Dwi Setianingsih[8], "The Effect of PQ4R Strategy on Students' Reading Comprehension at the First Year Students of SMA YLPI Pekanbaru". The research findings showed there was improvement of score in post-test higher than pre-test.

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[7] Ratih Yunita Sari and Dedy Supriyadi, "The Effect of PQ4R Strategy in Reading Comprehension Achievement" 000, no. 1 (2014): 1–15.

[8] Setianingsih, "The Effect of PQ4R Strategy on Students' Reading Comprehension at the First Year Students of SMA YLPI Pekanbaru."

So, it can be concluded that there was significant effect on the students reading comprehension especially recount text by using PO4R Strategy the first students of SMA YLPI Pekanbaru.

There is a difference between my research and the previous one which lies in the setting and time, the previous research was conducted at a junior high school in Surabaya, SMPN 1 Sukoharjo, and SMA YLPI Pekanbaru, while this research was conducted at SMP Daarul Yaqiin Cipocok Jaya Serang. The research method used is also different from the previous research, the previous research used descriptive qualitative methods, while this research used quasi-experimental methods. The text used in the previous study used narrative text and recount text while in this study used descriptive text. In the previous study, the research focused on knowing the aspects of students' reading comprehension achievement that improved the most after being taught using the PQ4R strategy, while this study will focus more on the effect of the PQ4R strategy on improving students' reading comprehension.

Based on a review of previous research, it shows that some of them discuss achievement topics such as effects and to improve reading comprehension using the PQ4R Strategy. It can be concluded that this is a recommendation strategy for teachers to adopt the PQ4R Strategy as effective learning. This strategy suggests teaching reading in all text

genres. Then, the PQ4R Strategy can be applied to other subjects in learning activities. However, from those prior studies, there is no a study who have been conducted by any researcher to investigate the influence of PQ4R strategy in improving students' reading comprehension on descriptive text at secondary level in Indonesia setting. Therefore, this study needs to be paid attention in depth.

H. The Organizations of Writing

In this study, the researcher organized this paper as follows:

Chapter I is **Introduction**. introduction which consist of the background of research, the identification of the problem, the limitation of problem, formulation of the problem, the objective of the research, the significance of the research, previous research, the hypothesis of the research and the organizations of writing.

Chapter II is **Theoretical Framework**. This chapter consist of the theorist from some experts we have conducted the research to this research.

Chapter III is **Methodology of Research.** This chapter consists of place and time of the study, research methodology, data collecting, and data analysis.

Chapter IV is **The Finding and Discussion**. This chapter consists of description of the data and discussion of finding.

Chapter V is **Conclusion and Suggestion**. It consist conclusion for suggestion.