

CHAPTER I

INTRODUCTION

A. Background of the Study

Language learning is very important for human's social development. As a language, English holds the key as international language. English is a tool of communication of peoples of the world to get trade, social cultural, science, and technology goals. Moreover, English competence is important for career development, therefore students need to understand and use English to improve their confidence to face global competition. We know that the four language skill are listening, speaking, reading and writing.

Reading is one of the four language skills that developed in learning English. Student need to read book for increasing their knowledge. By reading we know everyrthing occured in the past time, at the present, and we know the uptade information. So, reading is very important in education. Many expert give statement about it, they say, reading is basic skill in study.¹Reading is basic of all education² and also reading is the heart in education.³

¹ Ilzamuddin Ma'mur, *Pijar-pijar Bahasa dan Budaya*, (Jakarta: Diadit media 2006), 4.

The author chose PQRS strategy because, the strategy is easy to understand by students and make students easier and happy to learn English. So the authors apply the PQRS strategy for teaching English by using narrative texts. PQRS strategy, is an appropriate strategy in teaching English. Because students start the lesson with a review of stories they already know so they are easier to start lessons, because the story to be conveyed is well known to them then they rewritten the story they have read.

Reading is frequent activity we use for learning and using English. We may often read text such as dialogues, stories, advertisements, and articles in english as part of class work or our own.

Reading is an in credibly active occupation. To do it successfully, we have to understand what the world mean: see the pictures, the words of painting, understand the argument, and work out if we agree with them.

Reading is getting the meaning from printed material, by reading a lot, the reader can find out some information that needs. This aim determined by the need of junior high school graduates to

²Ilzamuddin Ma'mur, *Pijar-pijar Bahasa dan Budaya*, 4.

³Ilzamuddin Ma'mur, *Pijar-pijar Bahasa dan Budaya*, 4.

understand text books when they enter to the senior high school francoise grellet in his book⁴ developing reading skills⁵ says that reading is a consonant process of guessing, and what one brings to the text is often made important that one finds in it.⁶ This means that from the very beginning the students should be taught to use what they know understand the sample words or any other ideas.

Comprehension is a complex process. Each individual comprehends differently because each comes to the reading task with different background, experiences, and abilities. No two readers construct the same meaning from a text, and no reader constructs exactly the same meaning as the author intended. In addition, as children progress in their reading development, comprehension becomes increasingly so phisticated. As they mature, readers need to become increasingly strategic in their ability to construct meaning from text.

B. The Statement of the Problem

The statements of problems in this research are:

1. How is the student's reading comprehension skills?

⁴Francoise Grellet, *Developing Reading Skills*, (Cambridge: Cambridge University Press, 1986),7.

2. How is PQRST applied in teaching reading comprehension?
3. How is the influence of PQRST Strategy towards students' reading comprehension?

C. The Purposes of the study

In this case, the objectives of research are:

1. To know the student's reading comprehension skill.
2. To know how PQRST of is applied in teaching reading comprehension.
3. To know the influence of PQRST strategy towards students' reading comprehension

D. Hypothesis of the Research

This study contents to answer such a question "is there any influence of PQRST strategy towards students' comprehension?." To get the answer, the researcher proposes two hypothesis; they are Null hypothesis (Ho) and Alternative hypothesis (Ha).

Ho: There is no influence of PQRST strategy towards students' reading comprehension.

Ha: There is a positive of PQRST strategy towards students' reading comprehension.