

CHAPTER I

INTRODUCTION

A. Background of Study

The backdrop against which the research on measuring the effectiveness of the PQRSST (Preview, Question, Review, Read, Summary, and Test) strategy to enhance student reading comprehension on narrative text in senior high school is situated is a complex interplay of educational dynamics, societal demands, and cognitive challenges faced by students.¹ This background encompasses the broader context of education, the significance of reading comprehension, and the specific issues encountered within senior high school settings.

Education serves as a cornerstone for individual growth, societal progress, and economic development. Within the educational landscape, reading comprehension holds a pivotal position.² It is not merely the ability to decode words on a page but the capacity to understand, interpret, and critically engage with written texts. In today's information-driven world,

¹ Alfi Hidayatu Miqowati and Gunadi Harry Sulisty, "THE PQRSST STRATEGY, READING COMPREHENSION, AND LEARNING STYLES," *Indonesian Journal of Applied Linguistics* 4, no. 1 (2014): 1-13.
² Alfi Hidayatu Miqowati and Gunadi Harry Sulisty, "The Role of Reading Comprehension in Maths Achievement Growth: Investigating the Magnitude and Mechanism of the Mediating Effect on Maths Achievement in Australian Classrooms," *International Journal of Educational Research* 62 (2013): 21–35.

proficient reading comprehension is indispensable.³ However, achieving mastery in this skill is not always straightforward.

Senior high school marks a critical juncture in a student's academic journey. It is a phase characterized by heightened expectations, increased complexity in subject matter, and the need for independent learning. Narrative texts, which often form a significant part of the curriculum, require students to navigate through intricate plots, discern characters' motivations, and grasp underlying themes.⁴ Yet, many students encounter difficulties in comprehending such texts effectively.

Reading comprehension is more than a fundamental academic skill, it is a gateway to success across various domains.⁵ Proficient comprehension empowers individuals to access information, communicate effectively, and think critically. Whether in academia, employment, or everyday life, the ability to comprehend written material profoundly influences one's opportunities and outcomes. Moreover, reading comprehension extends beyond the confines of the classroom. In a rapidly evolving global landscape, individuals are bombarded with diverse sources of information, ranging from

³ C.E. Snow, "Reading Comprehension: Reading for Learning," in *International Encyclopedia of Education* (Elsevier, 2010), 413–418.

⁴ Meghan D. Liebfreund, "Cognitive and Motivational Predictors of Narrative and Informational Text Comprehension," *Reading Psychology* 42, no. 2 (February 17, 2021): 177–196.

⁵ Sharita Bharuthram, "Making a Case for the Teaching of Reading across the Curriculum in Higher Education," *South African Journal of Education* 32, no. 2 (May 3, 2012): 205–214.

news articles to scholarly publications to online forums. Effective comprehension enables individuals to sift through this vast sea of information, discerning fact from fiction, evaluating arguments, and making informed decisions.⁶

For students specifically, strong reading comprehension skills are paramount for academic achievement.⁷ Virtually every subject area relies on the ability to understand and analyze texts. From literature to science to history, students are expected to engage with complex written material, extract key information, and synthesize their understanding. Moreover, standardized assessments often include reading comprehension components, further underscoring its significance in the educational realm.

Despite the acknowledged importance of reading comprehension, senior high school students encounter various challenges in this domain. These challenges stem from a confluence of factors, including cognitive development, instructional methods, and environmental influences. One prevalent issue is the discrepancy between students' reading abilities and the demands of the curriculum. As students transition to senior high school, they are confronted with more sophisticated texts that require higher-order

⁶ Matthew Pointon et al., "Information Discernment and Online Reading Behaviour: An Experiment," *Online Information Review* 47, no. 3 (May 9, 2023): 522–549.

⁷ Ruby T. Galang et al., "Reading Comprehension Level and Academic Performance of College Students in Their Mathematics Course," *International Journal of Multidisciplinary: Applied Business and Education Research* 4, no. 10 (October 22, 2023): 3516–3520.

thinking skills.⁸ Many students, however, may not possess the requisite comprehension strategies to tackle these texts effectively. Consequently, they may struggle to grasp key concepts, leading to academic underachievement and disengagement.

Additionally, the instructional approach adopted in many high school settings may not always align with students' individual learning needs. Traditional methods often emphasize rote memorization or passive consumption of information, neglecting the development of critical thinking and analytical skills essential for comprehension.⁹ Moreover, factors such as large class sizes, limited resources, and time constraints further compound the challenges faced by educators in fostering strong reading comprehension skills among students.

Furthermore, the pervasive influence of digital media and technological distractions presents a formidable obstacle to reading comprehension. In an age marked by constant connectivity and instant gratification, students are accustomed to skimming through texts rather than engaging in deep, reflective reading. The multitasking culture fueled by smartphones and social media platforms has eroded attention spans and

⁸ Galang et al., "Reading Comprehension Level and Academic Performance of College Students in Their Mathematics Course."

⁹ Miqowati and Sulisty, "THE PQRS STRATEGY, READING COMPREHENSION, AND LEARNING STYLES."

diminished the capacity for sustained concentration, making it increasingly challenging for students to engage meaningfully with textual material.¹⁰

In light of these challenges, there is a pressing need to explore innovative strategies that can enhance reading comprehension among senior high school students. The PQRSST strategy, with its structured approach encompassing previewing, questioning, reviewing, reading, summarizing, and testing, holds promise as a potential intervention to address these challenges.¹¹ By systematically guiding students through the process of comprehension, this strategy aims to scaffold their learning, foster metacognitive awareness, and ultimately improve their ability to extract meaning from narrative texts. However, the effectiveness of this strategy remains to be empirically validated, underscoring the significance of the proposed research endeavor.¹²

Based on the data obtained by the researcher from initial observations, generally, the teaching conducted by teachers in the eleventh-grade Social Studies class at SMAN 6 Kota Serang has not been effective. The average daily test scores of eleventh-grade students in reading narrative texts have not yet reached the minimum mastery learning standards (SKBM). The

¹⁰ Snow, "Reading Comprehension: Reading for Learning."

¹¹ Miqowati and Sulisty, "THE PQRSST STRATEGY, READING COMPREHENSION, AND LEARNING STYLES."

¹² Vista, "The Role of Reading Comprehension in Maths Achievement Growth: Investigating the Magnitude and Mechanism of the Mediating Effect on Maths Achievement in Australian Classrooms."

success of learning certainly cannot be separated from the role of a teacher. Teachers are one of the factors that greatly influence the success of learning. Therefore, teachers need to find and choose learning strategies that have been determined. In the eleventh-grade Social Studies class at SMAN 6 Kota Serang, there are problems identified from the students' aspects: 1) the level of student activity in class is low, 2) students lack motivation to learn, 3) students' absorption capacity is very low in learning to read narrative texts. The PQRST method is very effective in improving students' reading comprehension abilities. One of the objectives of this method is to activate students in learning through step-by-step stages, from previewing, questioning, reading, summarizing, and testing themselves.

Based on the previous statements, the researcher is interested in investigating the “Measuring The Effectiveness Of Using The PQRST (Preview, Question, Review, Read, Summary, and Test) Strategy to Improve Student Reading Comprehension on Narrative Text at The Eleventh Grade of SMAN 6 Kota Serang”. This study will be carried out systematically and in-depth for one semester to be able to help the English teacher's efforts in teaching writing English in senior high school.

B. Identification of Problem

Based on the background and observation results above, the following research problem identifications can be drawn:

1. Low level of student engagement in the classroom,
2. Students lack motivation to learn,
3. Students' absorption capacity is very low in learning to read narrative texts.

C. Statements of Problem

Based on the study's background and the problem's limitations, the researcher proposes the following two research questions:

1. How is students reading comprehension on narrative text in the eleventh-grade IPS at SMAN 6 Kota Serang?
2. Is there any effectiveness of PQRST Strategy towards students' reading skills on narrative text?

D. Objectives of Study

The researcher hopes to accomplish some goals as a result of the research objectives. By the problem statements, the following study objectives can be derived:

1. To investigate students reading comprehension on narrative text in the eleventh-grade IPS class at SMAN 6 Kota Serang.

2. To find out how the effectiveness of PQRST Strategy towards students' reading skills on narrative text.

E. Significant of Study

The significance of this study is two, namely theoretically and practically.

1. Theoretically, This study contributes significantly to educational theory by delving into effective teaching strategies, particularly within the domain of reading comprehension. Through its investigation of the efficacy of the PQRST strategy, the research expands our theoretical understanding of instructional methods that facilitate students' comprehension of narrative texts. By dissecting how each step of the strategy influences comprehension, the study sheds light on the intricate cognitive processes involved in reading. This deeper understanding of the underlying mechanisms enriches educational theory by elucidating the complexities of reading as a cognitive endeavor. Moreover, by empirically validating the theoretical framework of the PQRST strategy, the research bolsters the credibility of pedagogical models, thereby enhancing our theoretical foundations in education.
2. Practically, The findings of this study hold profound implications for educators in refining their teaching practices. By demonstrating the effectiveness of the PQRST strategy in improving reading

comprehension, the research provides practical guidance for teachers seeking to enhance student learning outcomes. Armed with evidence-based insights, educators can integrate the PQIRST approach into their instructional repertoire, thereby optimizing their teaching practices. Furthermore, by identifying specific areas of student challenge such as low engagement and motivation, teachers can design targeted interventions using the PQIRST strategy to address these issues effectively. This tailored approach to instruction not only improves student comprehension but also empowers educators to meet the diverse learning needs of their students.

Insights gleaned from the study also inform curriculum design and instructional planning at the senior high school level. By integrating the PQIRST strategy into the curriculum, educational institutions can enhance learning experiences for students, equipping them with the essential skills to comprehend narrative texts effectively. Moreover, by mastering the PQIRST method, students develop metacognitive awareness and self-regulation skills, enabling them to approach reading tasks with confidence and autonomy. In essence, the practical significance of this study lies in its ability to empower both educators and students with effective strategies for enhancing reading comprehension and fostering academic success.

F. Limitation of Study

The researcher faces obstacles and has limitations in conducting this study. So, this study is only concerned to investigate comprehensively The PQRST Strategy in improving students' reading skills

G. Previous Study

To complete this research and make it more relevant, the writer focuses on previous studies. Previous research on the implementation PQRST method is cited by the author. The majority of the studies concentrated on non-English material or non-reading comprehension. Previous studies were gathered from journal publications, proceedings, and theses. The author thoroughly examines previous research to identify any gaps between previous studies and this research.

The first previous study is "Application of Preview, Question, Read, Summarize, Test (PQRST) Strategies to Improve Intensive Reading Skills in Grade IV Elementary School" by Cut Marlini in 2018 this research is to improve intensive reading skills through PQRST learning strategies in IV students of SD Negeri 45 Bungo Pasang Padang. The results showed: (1) The use of PQRST strategies can increase the activeness of grade IV students of SDN 45 Bungo Pasang. (2) The use of PQRST strategies also shows an improvement in students' intensive reading skills. Where the pre-action test showed that only 15 out of 25 achieved completion or only 60% of students

completed, there was an increase to 80% in cycle I, or as many as 20 out of 25 students completed, and increased to 90% in cycle 2 or 24 of 25 students completed.¹³

The second is “An Analysis of PQRST Strategy In Reading Comprehension On Descriptive Text In Fifth Semester Students At English Department Of UIN Antasari Banjarmasin” by Fitri Dwi Purwati in 2018. The result of this research showed that the implementation of the PQRST strategy is helpful for students in finding the main idea, referent, synonym, and antonym in the descriptive text the students’ opinion of the PQRST strategy is 99% said the PQRST strategy is well used by the lecturer, and students in Reading Comprehension class because PQRST strategy has the Steps that can help students in Reading class and 1% said the strategy is not good used by lecturer and students, because PQRST strategy is not appropriate used by students who have weak in reading skill.¹⁴

The third is a Study on Enhancing the Students’ Reading Comprehension By Using the PQRST (Preview, Question, Read, Summary, And Test) Strategy by Maharani in 2019. The study consisted of 2 cycles. The results of quantitative data show that the average score of students in the

¹³ Cut Marlina, “PENERAPAN STRATEGIPREVIEW, QUESTION, READ, SUMMARIZE, TEST(PQRST)UNTUK MENINGKATKAN KETERAMPILAN MEMBACA INTENSIFDI KELAS IV SD,” *Tunas Bangsa Journal* 05, no. 02 (2018).

¹⁴ F. D. Purwati, “An Analysis Of Pqrst Strategy In Reading Comprehension On Descriptive Text In Fifth Semester Students At English Department Of UIN Antasari Banjarmasin” (Thesis, UIN Antasari Banjarmasin, 2018).

pre-cycle is still low, namely 68. Then in cycle 1, the average score of students increased to 74. And in cycle II the average score of students increased to 78. Meanwhile, based on quality data, shows that there is an increase in student motivation, class interaction, and student enthusiasm during the learning process.¹⁵

The last is "Application of PQRST Method To Improve Students' Interest and Reading Comprehension Ability" by Hidayah in 2014. The results of the study showed that there was an increase in students' interest in reading comprehension from cycle to cycle with a decrease in the number of students who had less interest in reading comprehension and sufficient and an increase in the number of students who have a high and very high interest in reading comprehension and the average increase in the reading comprehension ability of students who in the initial condition of only 61.5 in the first year increased to 70.3 and in cycle II increased again to 76.6.¹⁶

From the four previous studies above there are some similarities including the use of teaching methods that use PQRST and there are also similarities in terms of the focus of competency improvement, namely reading competence in students, As for the difference lies in the use

¹⁵ M. S. Maharani, "Enhancing The Students' Reading Comprehension By Using PQRST (Preview, Question, Read, Summary, And Test) Strategy" (Universitas Muhammadiyah Pringsewu Lampung., 2019).

¹⁶ Nurul Hidayah, Sarwiji Suwandi, and Sri Hastuti, *Penerapan Metode Pqrst Untuk Meningkatkan Minat Dan Kemampuan Membaca Pemahaman Siswa, Sastra Indonesia Dan Pengajarannya*, vol. 2, 2014.

of research methods and also the focus on developing reading competencies specifically on the ability to understand reading narrative text in high school students in contrast to previous research that focused on elementary school students. to junior high school students.

H. Writing Organization

The research should be organized methodically and logically. Structures are created to create a well-organized piece of writing. In research, writing organization refers to the way ideas are presented as well as how paragraphs and paragraphs are written. As a result, the research is organized as follows:

The first chapter is titled Introduction. This chapter outlines the backdrop of the research as well as the problems that must be answered. This chapter describes the research's background knowledge, research difficulties, aims, and a review of past research. It helps to make the research topic more relevant before moving into the next Steps of analyzing the data.

The second chapter is a review of the literature. This chapter serves as the research's pilot in terms of data analysis and examination. This chapter discusses the relevant theories that will be used to confirm the findings of this study.

The third chapter is Research Method. This chapter discusses data collection and analysis methods. This chapter discusses data collection

constraints. It regulates the data-gathering boundaries so that the research study has enough data to evaluate.

Data analysis is covered in Chapter IV. It is a critical step in discovering both broad discoveries and data analysis. This section refers to theories discussed in Chapter II. The next phase in the study is determined by the research analysis.

The fifth chapter is the conclusion. The fifth and last chapter of the research is Chapter V. This chapter will bring the entire study to a close, from concept to findings. It presents the findings and recommendations of the entire study.