

# CHAPTER 1

## INTRODUCTION

### A. The Background of the Research

Education is an important and very helpful in all forms of human activity. Through education human is educated, nurtured, and developed with all its potential. This is done in order to make the students become a qualified human, responsible and noble. It is listed in the Act No. 20 Year 2003 about National Education System, chapter 4, it was mentioned that “the National Education aims for developing the potential of students to become a man who faith and fear of God Almighty, noble, healthy, knowledgeable, skilled, creative, independent , and become a democratic and accountable citizens”.

In essence, formal education which is implemented in schools is a consciouseffort, planned and systematic by educators in carrying out their duties to develop personality, intelligence, and the ability of learners to bemore advanced, and to create a quality human resources which are ready and able to compete in an era of globalization.

In this modern era, education is a very important thing. Next century is a challenge for future generations, especially for Indonesia in achieving national goals and the quality of human resources which is able to compete with other nations. Related to the issue of education that have been mentioned in the legislation of Indonesian republic in 2003 20 Chapter II article 3, which is stated as follow:

"The national education serves to develop the ability and character development and civilization and dignity in the context of the intellectual life of the nation, aims for developing potential for students to become religious and devoted to God Almighty. Noble, healthy, knowledgeable, skilled, creative, independent and become citizens of a democratic and responsibility. "<sup>1</sup>

In the effort to achieve these goals, it is needed a qualified educators, so the pattern of learning taught in the learning process can achieves the desire goals. Islam has taught that it would appreciate those who have knowledge including knowledge of a teacher. Because the teachers are an educator who always devote their knowledge to their students so their students will also have the knowledge, so they can practice in public life, and also a teacher has been recognized as an unhone hero. Even God will lift and elevate them to some degree. As God's wordsat the letter of al-Mujadalah verse 11 which means:

"O you who believe, when it is said to you, "Make room!" in your assemblies, then do make room, Allah will make ample room for you. And when it is said, "Rise up!", then rise up, Allah will raise those who believe from among you and those whom knowledge is given, to degrees of rank. And Allah is well-Aware of what you do. "(Surah Al - Mujadalah: 11)<sup>2</sup>

Therefore, an educator has a very large and heavy duties in their profession. Because the influence of the educator existence

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<sup>1</sup>*The laws of National Education system* , (Bandung: Fokus Media,2006) h.5

<sup>2</sup>The Republic of Indonesian Religion Departement, *Al Qur'an and translation*, (Surabaya: Mekar Surabaya, 2000) h. 910

has a very big influence on educational outcomes perceived by students.

In the learning process, it needs a qualified educator who is able to point the students into a generation that we expect in accordance with the goals and ideals of the nation. For the matter, teachers not only convey the subject, but the teachers should also be clever to create a good learning environment, and consider the use of appropriate teaching methods and strategies to the subject lesson and be in compliance with students condition.

The presence of teachers and students are very important factors which are related. Student learning activities are strongly influenced by the teaching activities of teachers, because the teachers in learning process still have an important role in providing a science to their students. One of the problems faced by the teachers in implementing the lesson is how to create a creative activities and how to make the students being active, so they can learn effectively. Therefore, success in a teaching is strongly influenced by the presence of student learning activities.

Learning activities should be socialized from an early age, and can be done anywhere. A student who is not interested in learning will be impossible to get a best result in the class. Learning is not enough only by listening and memorizing, but it must be supported by many books.

Nowadays, there are many complaints that the absorptive capacity or understanding of the students' mastery of teaching materials is low. The causes of low absorptive capacity to instructional materials from the students are not only because of

potential factors, but one of the important reason is students' learning interest to the book are weak. Someone who is not interested to learn something normally cannot be expected to work well in mastering the knowledge that is learned. Conversely, if a person learns with interest it will take considerable time to explore these subjects sothe expected achievements will be better.

Learning activities not only needthe eyes to see, but it also requires the brain to grasp for understanding activity.Where the brain and cognitive activity situated away and hid from the activities of the eyes and othersenses. It shows that the habit of reading is a person's cognitive activity that cannot be seen only by the senses,cause the cognitive activity would not be able to appear if we are not in depth.

One way to generate the intereststudents' in learning is to change their monotonousactivities in learning. One of the ways is to implement learning PQ4R strategies in English studies. PQ4R strategy is a techniqueof learning to help students understand and remember the material and can help the learning process in the classroom activities.

In selecting strategies, the teacher must be guided by the 3 criteria that are the characteristic of the learning objectives that must be achieved, the need to enrich students' learning experience, and capabilities of the students' that included in the task.<sup>3</sup>

PQ4R strategy is used to improve memory performance in understanding that may encourage the students to process the

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<sup>3</sup>Ivor K Davies, *Pengelolaan Belajar*, (Jakarta: Rajawali Pers, 1991) cet ke 2, h. 248.

material more deeply and widely. Nowadays, many students are not interested in learning with a variety of reasons. Because the teacher is role to provide a strategy that makes the students interested in learning, and the strategy that fits is a PQ4R strategy.

By using PQ4R strategies in learning English, students are expected to be an active students and focused directly on the gist or main contents in the material. Moreover, it can motivate students to learn and they will be able to understand, remember and apply the message of the material contained in the English language.

To find out how extent the application of PQ4R learning strategy (Preview, Question, Read, Reflect, Recite, Review) in influencing the learning interest of learners, the writer examines and explores the issue of this paper entitled **“Relationship Between PQ4R Strategy (Preview, Question, Read, Reflect, Recite & Review) To The Students’ Learning Interest.**

## **B. Identifications of the Problem**

Based on background of the research above, the writer can identify the problem as follows:

1. How is the application of PQ4R strategy in learning activity?
2. How is the students' learning interest in the English studies at the second grade of MTs Al-Barokah Pasirjaya, Kota Tangerang?
3. How is the influence of PQ4R strategy on students' learning interest in the English studies in MTs Al-Barokah Pasirjaya, Kota Tangerang?

### **C. The Objectives of the Research**

Based on the identification of the problem above, the writer drawn the objectives of the research as follow:

1. To find out the application of PQ4R strategy in the English language study at MTs Al-Barokah Pasirjaya, Kota Tangerang.
2. To find out the students' learning interest through PQ4R strategy in the English studies at second grade of MTs Al-Barokah Pasirjaya Kota Tangerang.
3. To find out the effectiveness of thePQ4R strategy on students' learning interest in the English study.

### **D. The Significant of the Research**

The benefits that hoped from this research are:

#### **1. For The English Teacher**

- a. It can help in developing students learning interest in the next time.
- b. It can help the teacher to decide the technique in instilling students' learnng interest.

#### **2. For the school**

- a. As recommendation to interest students in teaching learning process.
- b. To prepare suitable material that more interesting.

#### **3. For The Student**

- a. It can increase their learning comprehension
- b. It can develop the students' interest in learning.

## E. Framework

Hurlock stated that “interest is a source of motivation that leading a person to do what they want to do when they free to choose”. When someone thinks that something would be beneficial, then it would be interested, then it will be reward a satisfaction. Satisfaction decreases when the interest also decreases, so the interest is not permanent, but interest may be temporary or changeable. As a whole interest will provide a willingness to study, wherever located, it will provide more effort to learn than someone with a little interest.

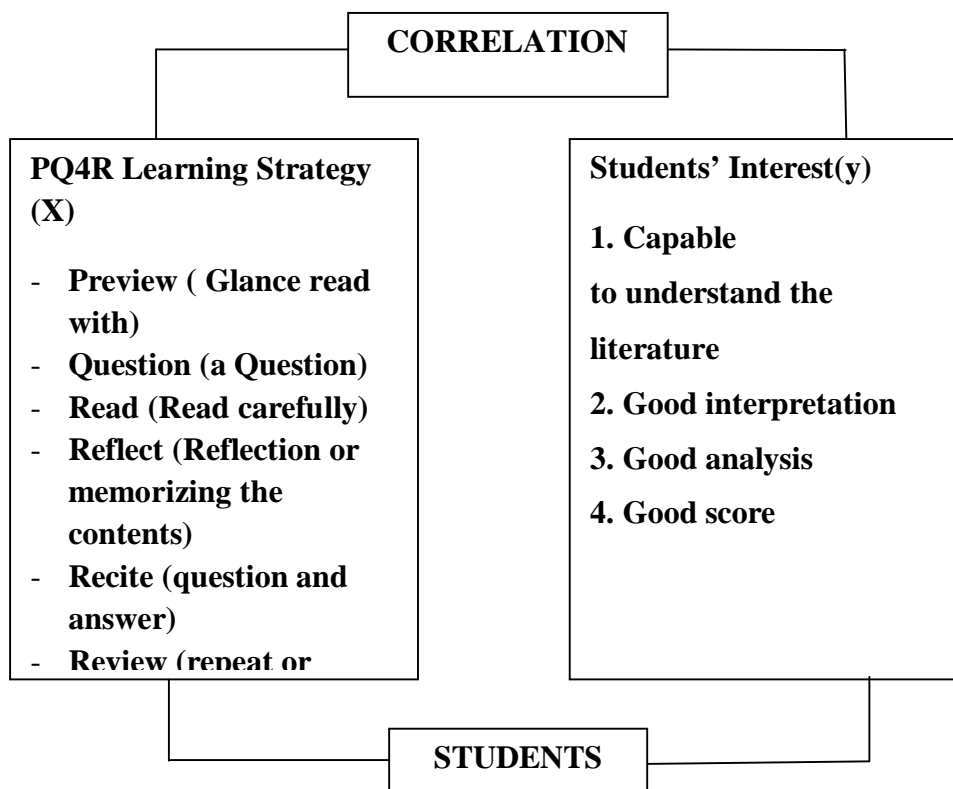
Learning is a physical and mental activity that can develop into a habit.

Furthermore,.Learning is an activity of receive, but to get a good and thorough comprehension. In fact, not only comprehension that required in learning, but also processing critically and creatively when learn. So the interest in learning is a motivation that leads a person to doing activities, by seeing and doing spelling that meaningful.

To increase interest in learning, many types of learning strategies that can be used and varied in the learning process. One of the recommended strategies and expected to improve students' learning interest is PQ4R strategy, as the name suggests this strategy consists of six steps, namely Preview, Question, Read, Reflect, Recite And Review.

“Step1, *a preview*. Chapters to be studied should be surveyed before to find out the general topics. Then the existing section in the chapter should be identified as the units that will be read. Step2, *questions*. The

questions that are relevant to the section should be prepared for example by changing the title of the relevant section in the form of sentences to ask. Step3, *read*. Contents section should be read carefully as he tries to find answers to the questions that had been developed earlier. Step4, *reflect*. During the reading, the contents of the section should be remembered in depth while trying to understand the content and capture examples and relate it to knowledge already possessed before. Step5, *Recite*. Once a section is complete in reading, the information contained in it shall be remembered. Then, all the questions are answered regarding section. Step6, *reviews*. After completing the chapter, In still the material chapter into memory, remembering the main point. Then, once again answer all questions related to the sections of the chapter.<sup>4</sup>



<sup>4</sup>Muhibbin Syah, *Psikologi Belajar*,(Jakarta: Logos, 1999),h.129



## F. Previous Study

PQ4R is the learning strategy that is not only helps students to remember what they have read and their comprehension, this strategy also can help the students in learning process. The following review of literature will highlight the effectiveness of PQ4R which has been proved and conducted by many researchers on their action research and experimental. An action research was done by Mediana Manalu on her research title was "Improving Students' Achievement in Reading Comprehension Through Preview, Question, Read, Reflect, Recite, and Review (PQ4R). (a Classroom Action Research at the second grade of SMP N 1 Pagaran)

Her study concerned on improving students' achievement in reading comprehension, and the objective of this study was to find out the improvement of students' achievement on reading comprehension through PQ4R technique. The techniques for data analysis were quantitative data and qualitative data. In analyzing the quantitative data, the mean of the students' score for the test I cycle I was 53.62, the mean score of test II in cycle II was 73.28, the mean of test III in cycle II was 75.65. The conclusion is that PQ4R can improve the students' achievement in reading comprehension.<sup>5</sup>

Another study on PQ4R also was ever conducted by Muhammad Bayu the student of Indonesian Education University (UPI). On his research title was "The Use of PQ4R in Teaching

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<sup>5</sup>Mediana Manalu, *Improving Students' Achievement in Reading Comprehension Through Preview, Question, Read, Reflect, Recite, and Review (PQ4R)*, (Medan: Unpublished Paper of Medan University, 2014)

Students' Reading Comprehension on Narrative Text (an experimental research at the first grade of Cianjur Senior High School" The aims of his study were to know whether or not PQ4R strategy is effective to improve students' reading comprehension of narrative text and to find out the students' responses toward PQ4R strategy.

The result of his study showed that PQ4R strategy highly improved students' reading comprehension of narrative text it can be seen from the result of ( $t_o > t_t$ , or  $2.654 > 2.000$ ) and the result of students' responses toward PQ4R strategy showed that students' gave the positive responses toward PQ4R on teaching reading narrative text.<sup>6</sup>

From all the previous studies above, there is a similarity between their research and the writer's research. The similarity is they use PQ4R strategy, but there are differences between their researches with the writer's research; those are participant, grade of students, and teaching skill.

## G. Systematic of Discussion

The systematic of discussion as follows:

**First chapter discuss about introduction** and consists of the background of study, identification of the problem, objectives of research, significant of the research, framework, previous study and systematic of discussion.

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<sup>6</sup>Muhammad Bayu, "*The Use of PQ4R in Teaching Students' Reading Comprehension on Narrative Text (an experimental research at the first grade of Cianjur Senior High School*", (Bandung: Unpublished Paper of Indonesian Education University, 2013).

**Second chapter review of theoretical framework**, which includes: an overview of the PQ4R learning strategies such: Definition of PQ4R learning strategy and various of PQ4R learning strategies. While learning interest include: the definition of interest, the definition of learning, the factors that affect student learning interest, the results of previous studies that are relevant and the research hypothesis.

**Third chapter discussing about research method**, which includes research variables and operational definitions, time and place of study, population and sample, techniques of data collecting, research instruments, and techniques of data analysis.

**Chapter four is discussing about the result of research**, which shows description of PQ4R learning strategies data, description of learning interest data, Correlation analysis and hypothesis of testing interpretation of data.

**Chapter five is conclusion and suggestion** which the content are conclusion and suggestion about the paper result.