**CHAPTER I**

**INTRODUCTION**

1. **Background**

 English is an international language. Almost all countries have adopted English used as a compulsory subject at schools. The national education has decided that English as a foreign language taught in indonesian schools. It learned started from Junior High School up to University.[[1]](#footnote-1) People realize that teaching English at this level becomes very important and need much concern.

English is also used to transfer knowledge and people will be able to usetechnology where English as its language. Apart from that, English plays an important role in education field, therefore the students are expected to use it effectively. The main goal of teaching English as a foreign language has focused on four skills, those are listening, speaking, reading and writing.

Based on 2013 based on curriculum, students of junior high school are expected to learn English from various types of text. It means that the students have to deal with many kinds of text during the English lesson. The syllabus stated the students should be able to identify the topic, certain iformation, the meaning of the words and sentences in the text.

Reading is both process and product. The process of reading involves the interaction between the reader and the text. How the reader is disphering the writing page. What he or she is thinking about while reading, and how the reader is monitorig his and her reading.[[2]](#footnote-2)

One of the skills that cannot be neglected is reading skill. Reading skill become very important in the education field for it is very essential in learning English in order to get the information from the written English. Reading is the most emphasized in English teaching and learning process. Thus, reading is not passive but rather an active process, involving the reader in continuining interaction with the text. In reading activity, the raeder should interpret the meaning of the written.

However, the ability of junor high schools students in comprehending a reading text, as a matter of fact is still far from the objectives stated in the curriculum. Many junior high school students have difficulties in comprehending the English text. So that way, when people talk about reading, it might be automatically related to comprehension or can answer questions about it. It means that understanding something is the main goal of reading.

English in MTs. Al-Khairiyah Pipitan is important subject of studies by all students, nowadays most all of student aware that English needed to learn more but in fact student need new innovation or fun method to increase their English especially for third grade of junior high school still poor in their vocabullary, their reading ability or their understanding during English lesson.

Preview , Ask Question, Read and Summarize (PARS) Summarize is one of the alternative strategy which give what students need, because Preview, Ask Question, Read and Summarize help students to get more their achievement in English. PARS as in learning reading comprehension with the title **“The Effectiveness of Preview, Ask Question, Read and Summarize (PARS) on Students’ Reading Comprehension”** (An experimental research at the third grade of MTs. Al-Khairiyah Pipitan).

1. **The Identification of Problem**

Based on the description above, there are some problems that can be identified as follow:

1. Students are lack in their vocabulary in reading
2. Students are lazy to reading
3. Teaching learning process get low attention because the students are passive.
4. **The Limitation of Problem**

In order to make easy in the research, the researcher limits the problem into:

1. Students reading comprehension in MTs Al-Khairiyah Pipitan
2. The application of Preview, Ask Question, Read and Summarize (PARS) on reading comprehension of report text.
3. **Statement of The Problem**

Based on background of the research above, the writer has started the problems as follow:

1. How is the students’ reading comprehension skill at the third grade of MTs. Al-Khairiyah Pipitan?
2. How is the effect of using Preview, Ask Question, Read and Summarize (PARS) strategy at the third grade of MTs. Al-Khairiyah Pipitan?
3. **The Aims of The Research**

The general objective of the study is to effectiveness of Preview, Ask Question, Read and Summarize (PARS) on students’ reading comprehension and the spesific objectives of the study are as follow:

1. To know the students’ reading skill at third grade of MTs. Al-Khairiyah Pipitan.
2. To know the effect of Preview, Ask Question, Read and Summarize (PARS) strategy of MTs. Al-Khairiyah Pipitan.
3. **Significance of The Research**

This study will give advantages for the students, the teachers, the readers and also the writer.

1. For the students, they have a new way to learn English, especially in reading. They can be more activity than teachers in the process of learning. They also are going to have a good summary when they are trained to summarize.
2. For the teachers, they have a new strategy on teaching process in order to be an active learning process because will be an interaction between the teachers and the students.
3. For the readers, they can used the strategy if they are read a text and have to summary the content of the text.
4. For the writer, the writer be able write a paper that can improve reading comprehension.
5. **Assumsption and Hypothesis**
	* + 1. Assumption

 Based on research that has occured with using preview, ask question, read and summarize (PARS) strategy on reading will improve the students’ reading comprehension at the third grade of Mts. Al-Khairiyah Pipitan. The writer will collect data about students’ reading comprehension before and after treatment, and it will be analyzed by using t-test.

* + - 1. Hypothesis

Nunan has stated that “hypothesis is a formal statement about an expected relation between two or more variables which can be tasted through an experiment.[[3]](#footnote-3)

1. The Null hypothesis ($H\_{0}$): there is no significant effect between students’ taught by using preview, ask question, read and summarize without preview, ask question, read and summarize.
2. The experimental hypothesis ($H\_{a}$): there is significant effect between students’ taught by using preview, ask question, read and summarize without preview, ask question, read and summarize.
3. **Previous Study**

In this research, the writer has reading several previous of study, there are:

1. Journal of research by Alfi Hidayatu Miqawati (Faculty of Political and Social Sciences, University of Bondowoso, East Java) and Gunadi Harry Sulistyo (Faculty of Letters, State University of Malang, East Java) “ The PQRST (Preview, Question, Read, Summarize and Test) Strategy, Reading Comprehension, and Learning Styles”. Based on the findings, PQRST strategy was effective in the teaching of reading comprehension than those taught using translation and reading aloud.[[4]](#footnote-4)
2. Journal of research by Hariyanto Yudi “The Influence of Preview, Ask Questions, Read, Summarize (PARS) Strategy and Students Reading Attitude on Comprehending Recount Texts of The Eight Grade Students of Junior High School 29 of Palembang”. According of the research, the researcher found the significant difference when didn’t used PARS Strategy and using PARS strategy, and PARS strategy is success to improve students’ reading comprehension.[[5]](#footnote-5)

 From the research that has been done, it can be concluded that Preview, Ask Question, Read and Summarize strategy is an effective strategy used in learning English because we not only learn the language itself, but learn other content by using English. This strategy has never been established in MTs Al-Khairiyah Pipitan.

1. **The Organizing of writing**

CHAPTER I: Introduction, consist of the background of the research, the identification of the problem, the limitation of the problem, statements of the problems, the objectives of the research, significance of the study, the assumption and hypothesis and the previous study and the orgizing of writing.

CHAPTER II: Theoretical framework, consist of PARS strategy and reading comprehension.

CHAPTER III: Research Methodology, consist of the method, the population and sample, the research instrument, the technique of data collection, and the technique of data analyzing.

CHAPTER IV: Result of The Research which consist of description of the data, data analysis, interpretation of data and discussion.

CHAPTER V: Conclusion and Suggestion consist of conclusions and suggestions. The final part of this paper consists of a list of references.

1. Warsiman, *Kebijaksanaan Pemerintah Dalam Upaya Pembinaan Bahasa Nasional,* 2011, http://mediawidya.blogspot.com [↑](#footnote-ref-1)
2. Alderson Charles. J, *Assesing Reading*, (Cambridge: University Press, 2000).p.1 [↑](#footnote-ref-2)
3. David Nunan, Research Method in Language Learning, (New York: Cambridge University Press,1992),p.230. [↑](#footnote-ref-3)
4. Alfi Hidayatu Miqawati, “The PQRST Strategy, Reading Comprhension, and Learning Styles” *Indonesian Journal of Applied Linguistic,* Vol.4 No.1, (July 2014), pp.123-139. [↑](#footnote-ref-4)
5. Hariyanto Yudi, “The Influence of Preview, Ask Questions, Read, Summarize (PARS) Strategy and Students Reading Attitude on Comprehending Recount Texts of The Eight Grade Students of Junior High School 29 of Palembang”, *ELTE Journal*, Vol.3 (Februari 2014). [↑](#footnote-ref-5)