**CHAPTER I**

**INTRODUCTION**

1. **Background of The Study**

Language is a tool that used to make communication between people in the world. It is an important for us, not only used to make communication with another, but also express someone’s idea and to give information as well as to feel by oral or written way. English is one kind of language that often used by all people in the world. It has known as an international language. Many countries in the world use English as a foreign or second language.

English is an international language that is used to communicate among people all over the world. English is so widely spoken, it has often referred to as a world language, the lingua franca of modern era, and while is not official language in most countries, it is currently the language most often taught as a foreign language.

In Indonesia, English language is established as the first foreign language to be taught and learned at formal education in almost every regional.Learning English as foreign language covers four skill, they are listening, speaking, reading and writing. Speaking and writing involve language production, so they are regarded as productive skills. On the other hand listening and reading involve receiving massage, so they are regarded receptive skills.[[1]](#footnote-1) Studying English as a foreign language is gradually getting more important. In Indonesia, English is considered as first foreign language and compulsory subject to be taught in secondary schools. According to Tarihoran, Reading is private, It is mental, or cognitive, process which involves a reader in trying to follow and respond to message from a writer who is distant in space and time.[[2]](#footnote-2)

Therefore, English is learned in every school starting in elementary school, secondary school, high school until University. Reading is as one of English skill, it is important skill that has to be mastered by people, especially by profession, such as teacher, writer, and so on. The students should have some reading skills too.

Reading is a form of non-verbal communication, reading enables the students to understand and comprehend language through written from texts and passages. But some students thought that reading is perhaps most difficult language skill to learn. However, in Indonesia the limitation in mastering English is influenced by learn reading and just focused on just how students able to read and try to translate.

Reading skill is important for student and pupils in Senior high school. Pupils in senior high school in learning reading skill, students must understand the meaning of the words, phrases, sentences, and vocabularies. The senior high school students as the learners of English may have possibilities to find out many difficulties, particularly in Reading skill.

Although reading is very important, but students still have some difficulties in mastering reading, in SMA AL-HUSEN Tunjung Teja when the writer observation to the school and interview the English teacher about teaching learning process there, the writer find out that the student can not identify the text, can not retell what the student have read and can not understand sentences and English text. Besides, most of students have problem with unknown vocabularies and unfamiliar structure, while doing this students read text slowly and carefully then students look up the meaning in a dictionary. If this activity done repeatedly, it will make students boring and finally students don’t like reading.

It is occur by several factors. First, students have difficulty to find out the main idea of the text, student low motivation to practice reading in the classroom and daily life. The last, teacher could not to find the right method or technique to provide materials for students to learn and quick understanding the material that have given. Based on the factors mentioned above, the biggest problem is how to choose appropriate technique or method because students easily get bored if teacher give the material with traditional technique.

As the writer mentioned above, to develop students reading comprehension, students must know and understand the vocabularies, and students also can use the background knowledge to enable their self-recitation and retelling what the students have read, and use experience knowledge that students bring to a texts. To solve the problem, the writer try to apply one Technique that can help to enable student in comprehending reading texts. One of Technique that enable to be implemented in teaching reading is PQRST, it is an acronym with stands for preview, question, read, state or self-recitation and test.[[3]](#footnote-3)

PQRST technique is a powerful reading technique which provides strong reading background as a key before reading activity. So, the student know what they should do in reading. Five steps of using PQRST technique will support that students can use this technique to improve their reading comprehension skill. P-Q-R-S-T stands for: P is *Preview* to identify main parts,Q is Develop *questions* to which you want to find answers,R is *Read* the material, twice if possible,S is *State* the central idea or theme, T is *Test* yourself by answering questions (or teach the material to someone else).[[4]](#footnote-4) The PQRST Technique is intent to improve a students comprehension to study and remember material presented in the textbook.

The first step of this technique is preview. Preview is for observing a whole text. The next is question at this step students arrange many questions that related with the text. Afterward reading is the student activity in this step to finding the answer to the previous question. And the state or self-recitation is important to do because your task to recall the main ideas in the section and recites the information. And the last step is test, test must be done, because here student recall for the main ideas.

According to the explanation above and to know how far the influence between the PQRST Technique and students improvement in their reading skill, the writer is interested to take the title for this paper is ***“The Effectiveness of Preview, Question, Read, Self-Recitation and Test (PQRST) Technique on Students’ Reading Comprehension”.***

1. **Statement of the Problem**

Based on the background above, the problem of this research is formulate as follows:

1. How to apply PQRST Technique in teaching reading comprehension at SMA AL-HUSEN Tunjung Teja?
2. How is the effectiveness of PQRST Technique on students reading comprehension at SMA AL-HUSEN Tunjung Teja?
3. **Objective of the Research**

The objectives of this research is:

1. To know how to apply PQRST Technique in teaching reading comprehension at SMA AL-HUSEN Tunjung Teja.
2. To identify the effectiveness of PQRST Technique on students reading comprehension at SMA AL-HUSEN Tunjung Teja.
3. **Significance of the Research**

The finding of this research are expected to provide more information for the readers:

1. The teachers, this research is expected to enrich the teacher’s knowledge in developing students’ ability and motivation in reading comprehension.
2. The students, this research is expected to be able to help students improve their achievement in reading comprehension by using PQRST and also improve their participation in reading class during teaching learning process.
3. The school, this research is also expected to be used as reference for the school of SMA AL-HUSEN Tunjung Teja in conducting further study related to the teaching of reading in school.
4. The writer, to give an answer to the writer if using PQRST Technique really works in increasing students’ achievement in reading comprehension, so that it can be regarded as an alternative way to teach English Foreign Language.
5. **Previous Research**

Many of previous research found that PQRST technique could improve students reading comprehension and the result are various. Those previous studies are important for the researcher to know whether is similar with this title or no. This previous studies are:

1. Aminudin (2012). The effect of PQRST Method on Students Reading Ability An Experimental Research at The Second Grade of SMP Informatika Kota Serang. This research show that teaching reading using PQRST method has significant influence toward students reading ability. It can be seen from the result that the writer got mean pre-test score38,7 and post-test score 62,87 from control class and from experimental class got pre-test score 45,48 and pos-test score 77,9. The writer also got to 3,32, df 68, tt 2,00(1%), 2,65(5%). Since post-test score from experimental class got higher increase than from control class and to is higher than tt. The defference between previous research and the writer is this previous research used junior high school as object research while the writer used Senior High School as object research.[[5]](#footnote-5)
2. Kadek Angga Septiari (2013) Improving Reading Comprehension Through PQRST of Eighth Grade Students of SMPN 2 Banjarangkan in Academic year 2012/2013. This research show that PQRST could improve the reading comprehension of the eight grade students of SMPN 2 Banjarangkan in improving their reading comprehension. it can be seen from the result of students in the pre-test clearly showed that the pre existing reading comprehension of the subject was low with mean score 48.24. The result of the data analysis of the reflection scores for cycle I figured out the increasing mean figure of 58.84, and 66.24 for SI and S2 respectively. The result of the data analysis of reflection scores for cycle II clearly figured out in increasing mean figures of 78.6 and 86.56 for S3 and S4 respectively. The grand mean figures for cycle I and II showed the figures of 62.54 and 82.58. there was a different mean figure of 20.04 between the two cycles.

From the result above that PQRST technique can apply in teaching reading comprehension and could improve the reading comprehension.

The defferences between previous research and the writer is the writer used the experiment research while the previous research used Class Room Action Research. The previous research focus of Junior high school while the writer focus of Senior High School Students.

1. The next research was conducted by Susanti (2013). The objective of the research was to improve students’ reading comprehension in the teaching and learning process at the second grade students of SMA PIRI 1 Yogyakarta through PQRST technique. This study was an action research. The data were qualitative and quantitative in nature. The results of the research shows the use of PQRST technique with its accompanying actions was effective to improve the teaching and learning process of reading comprehension.

The defferences between previous research and the writer is the writer used experiment research while the previous research used Classroom action research.

1. **Hypothesis**

Based on the background of the study above, the writer submits the hypothesis of the influence of teaching reading through PQRST technique as X variable and without using PQRST technique as Y variable towards students reading comprehension. The form of hypothesis as follow:

If t0<tt : Ho (hypothesis null) is rejected, it means that there is no influence between X variable and Y variable.

If t0>tt : Ha (hypothesis alternative) is accepted, it means that threre is influence between X and Y variable.

1. **Organization of the Writing**

This paper devided into five chapters. Each chapter explains different matters in line with the topic that discussed:

Chapter one explains about introduction. This chapter the writer describes background of study, identification of the problem, limitation of the problem, statement of the problem, objective of the Research, significance of the Research, previous research, hypothesis and organization of the writing.

Chapter two explains about theoretical foundation. It contains the parts of theory about reading, reading comprehension, and PQRST Technique.

Chapter three explains research methodology. It covers Location of the research, research method, population and sample, instrument of the research, technique of data collecting, Technique of data analyzing.

Chapter four explains about result and discussion. It contains the description of data and analyzing the data, testing hypothesis and discussion of research findings.

Chapter five explains about conclusion and suggestion which consists of conclusion and suggestion

1. Jeremy Harmer, *The Practice of English Language Teaching,*(New York:Longman 1989), p. 16 [↑](#footnote-ref-1)
2. Naf’an Tarihoran*, Reading 1 : Basic Reading Skills,* (CV Cahya Minolta : Serang, 2012), p. 1 [↑](#footnote-ref-2)
3. Rita L. Atkinson, et, all, *Introduction to Psychology,* (USA : Harcourt Brace Jovanovich College Publisher, 1990), p. 322 [↑](#footnote-ref-3)
4. R Wormely, *50 Technique to Improve Student Learning* (Cambridge:Cambridge University Press,2010), p. 131 [↑](#footnote-ref-4)
5. Aminudin, *The effect of PQRST Method on Students Reading Ability An Experimental Research at the Second Grade of SMP Informatika Kota Serang, (The State University for Islamic Studies Sultan Maulana Hasanuddin : Banten)* [↑](#footnote-ref-5)