

CHAPTER I

INTRODUCTION

This research is started by the introduction including background of the study, identification of the problem, scope of the study, statement of the problem, purpose of the study, and the significances of the study.

1.1 Background of the Study

Reading is a part of basic language skills which is also a decoding process and a process of understanding certain written texts (Cline, Johnstone, & King, 2006). The process of decoding begins with translating the symbols of the written system into the forms of spoken words that the reader represents. Meanwhile, the process of understanding is to engage in constructive process of forming a meaning. Reading is recognized as important for everyone's life to support them in collecting information through written language. By reading, someone can update their knowledge and make the mind wider (Patel & Jain, 2008). It helps because while reading, someone is not only getting new information yet also getting lots of new mindset from different perspectives, such as new culture, lifestyle, and even motivation as well as life values.

On the other hand, reading is related to language acquisition especially in helping the learners gain new components of language (Harmer,

2007). Besides, reading which is essential for students in learning a new language, also can help the students to comprehend necessary text in their learning. It is because reading has components which are much related to the mastery of language competency in language learning. These components of reading include identifying the main idea and details, determining the inference, understanding vocabulary, as well as identifying references (Nuttal, 1982).

In learning a foreign language, it should be realized that reading is essential to improve one's understanding of a new language. The major problem of students in learning English as a foreign language usually comes from the support of the environment. They likely have little chance to practice their English in their environment. It is because only a few of the societies use English to communicate, meanwhile language must be used according to their nature as a communication tool in order to have better and fluent usage of the language. In this condition, reading provides chances to the students in using their target language without forcing them to change the environment to find someone who can use the same target language (it usually happens in speaking).

Moreover, reading is claimed as one of the foundations of the learning process such as language learning (Oslo & Ames, 1972). It can open up a learner's understanding of certain new information. In this case, his/her understanding can be detected by his/her reading comprehension. Reading comprehension is a process of making meaning through interaction with a text by combining the prior knowledge or previous experiences, information from the text and the learners' views of the text (Duke, 2003). Therefore, to make sure about the

learner's understanding, a measurement which indicates their achievement should be conducted.

Related to reading achievement, it can be seen that reading should be done and supported with an appropriate strategy to achieve the maximum result. If it is not, the target might be hard to be achieved. As can be seen in Indonesia as a country which adopts English as a Foreign Language, a suitable strategy is much needed to help the students learn English. Yet, the fact in Indonesia about students' reading comprehension still showed low achievement. As PISA (Program for International Student Assessment) which measures students' comprehension in reading and their ability in mathematics and science from many countries around the world showed that Indonesian students' reading score was 371 meanwhile the average score for reading was 487 in 2018. The next year, Indonesia got a lower rank which was in 72nd from 77 countries which participated. From this measurement, it can be concluded that Indonesia still needs to improve the students' reading skills, especially their comprehension of a text.

As this problem was detected, teachers should find as well as apply better strategies in increasing students' comprehension. One of the strategies which can work to increase the students' comprehension in reading is called PQRST Strategy. PQRST stands for *Preview* (P), *Question* (Q), *Read* (R), *State* (S), and *Test* (T). There are some benefits of applying PQRST in reading class such as favouring students to learn deeply, improving better retention, driving students to interpret a text actively, as well as helping students link different parts of a story (Ciarramelli & et.al, 2015).

PQRST strategy was already used by some researchers to see the effectiveness of this strategy towards students' reading comprehension. Faradina (2015) found that PQRST made students easier to understand the text as well as helped them increase their interest in reading. Ulu & Akyol (2016) also found that the PQRST strategy had a positive impact on reading skills as it decreased the state of anxiety level. Another researcher, Priyanti (2017) found that the strategy works for the students, especially towards the reading achievement of junior high school students.

From those findings of the effectiveness and benefits from PQRST, it seemed that PQRST could give a better impact on students' reading comprehension. Thus, this research which was intended to identify the effect of PQRST on reading comprehension in different levels of students, places and materials related to the previous found problem was conducted. The level of students would be in senior high school which was SMA Negeri 4 Singaraja as the setting, especially the students in the tenth grade. Then the material used was synchronized with the curriculum applied in the school. In addition, SMA Negeri 4 Singaraja which was a school in Indonesia, had never applied the strategy to their reading class. The effect of the strategy was examined regarding the Indonesian context which emphasized the result/effect to measure the success of the education itself. In conclusion, this research was conducted to investigate the effect of PQRST strategy on students' reading comprehension of SMA Negeri 4 Singaraja.

1.2 Identification of the Problem

Reading skill is much needed by the learners because of its benefit to help them gain new knowledge of the language. The learner can measure their understanding of learning a language by looking at their reading comprehension. Unfortunately, Indonesia as one of the countries in which English is learned as a Foreign Language showed low comprehension in reading, meanwhile Indonesian students have been learning English since they are in elementary school. It was released by the Program for International Student Assessment (PISA) in 2019 that Indonesian students' reading comprehension was in rank 72nd of 77 countries. It indicated that Indonesia needs to apply a more appropriate strategy in teaching reading. Thus, the students can improve their comprehension in order to help them understand and gain the new language they learn. One of the strategies that can be used is called PQRST. Thus, the study investigating the effectiveness of PQRST strategy towards Indonesian students' comprehension was done.

Based on the pre-observation and the result of the interview with the English teacher in the tenth grade students of SMA Negeri 4 Singaraja, it was found that they still had problems in understanding as well as comprehending written texts. They had difficulty in recalling the information, they were hard to find out specific information when they needed to answer the questions given, and it was also hard for them to remember about the content of the text. Besides, it was identified that a similar strategy (PQRST) was not put into practice in teaching reading in the school. Therefore, this study aims at investigating the effectiveness of the PQRST strategy on reading comprehension of the tenth grade students of SMA Negeri 4 Singaraja.

1.3 Scope of the Study

The scope of this study is limited to find out the effect of PQRST strategy on the students' comprehension in finding the main idea of a text, supporting details, understanding vocabulary, and referencing.

1.4 Statement of the Problem

Based on the background above, the problem of this study can be formulated as “Is there any significant effect of PQRST on reading comprehension of the tenth grade students of SMA Negeri 4 Singaraja in academic year 2019/2020?”

1.5 Purpose of the Study

Referring to the statement of the problem stated previously, the purpose of this study is to investigate the effect of PQRST strategy on reading comprehension of the tenth grade students of SMA Negeri 4 Singaraja in academic year 2019/2020.

1.6 Significances of the Study

1.6.1 Theoretical Significance

The result of the study is expected to contribute to the development of knowledge, especially in the field of education. Specifically, the result will provide a contribution to the theoretical aspect of teaching reading in EFL.

1.6.2 Practical Significance

The result of the study is expected to be significant for English teachers, students, and other researchers.

- For English teachers

This study is expected to be able to be used as a reference for teachers who implement an innovative teaching strategy in their class.

- For students

The result of this study is expected to be able to help the students in improving their reading comprehension.

- For other researchers

It is expected that this study can be used as guidance or reference for other researchers in conducting other relevant researches related to the use of PQRST strategy.

1.7 Definition of Key Terms

1.7.1 Reading Comprehension

Reading comprehension is defined as students' ability in understanding a text which is also seen as a process of making meaning through interaction with the text by combining the prior knowledge or previous experiences, information from the text and the students' view of text (Duke, 2003).

1.7.2 PQRST Strategy

PQRST (*Preview, Question, Read, State, and Test*) which is introduced by Thomas F. Staton (1982) is a strategy of teaching that can help students to understand and process the information easily because the process of understanding the text occurs by implementing PQRST strategy step by step.

1.7.3 Scientific Approach (5M strategy)

In this case, Scientific Approach is an approach for teaching which is done by adopting scientist stage to build the knowledge through science characteristic (Suharyadi, 2013). This approach can be implemented by using five stages (observing, questioning, exploring, associating, and communicating).

1.7.4 SMA Negeri 4 Singaraja

SMA Negeri 4 Singaraja is defined as one of the senior high schools in Indonesia which is located on Melati Street - Singaraja, where the research was done.

