

CHAPTER I

INTRODUCTION

This chapter presents the general account of the research. It covers background of the research, Formulation of the problem, Objective of the research, Significant of the research, Limitation of the research and Definition of the operational term

A. Background of The Research

Reading comprehension skill is a fundamental skill to obtain further academic learning success. Reading ability is needed by student for facing their English test in written form. According to Kennedy (1981) reading is the ability of an individual in recognizing a visual form to associate the form with the sound and meaning acquired in the past. Thus, reading can be understand as an individual ability to understand and find the message written by the author. Reading skill need more comprehension to get all the information inside the text. To understand the text, a reader must have more knowledge and abilities, such as in reading English text they need to know the meaning of some word, that can make the readers comprehend the sentence or the contents of the text, although they did not know all of the meaning of each word in the text.

Some student often consider that reading is difficult skill. The students can not reach the achievement which is the important aspect in reading comprehension, such as identifying main idea, understanding vocabulary, identifying supporting details, identifying reference, making inference. Therefore, the teacher need to solve the problem to make the learning process more effective and reach the goal of the learning activity. In reading comprehension,

student need more time to understand the text and they usually mark the hard word that they don't understand the meaning. Mikulecky (2011) states:

“Reading is a complex conscious and unconscious mental process in which the reader uses a variety of strategies to reconstruct the meaning that the author is assumed to have intended, based on data from the text and from the reader's prior knowledge.”

Many teacher still use konvensional way to teach, they told the student to read the text and find the meaning of each word in the text. This way is not effective enough because it would take a long time to understand the text. For senior high school level, they already used curriculum 2013, in that curriculum the student should more active than the teacher in the class. Therefore teacher need to more creative to make strategy in learning English, teacher need to stimulate the student in order to make them active in the learning activity especially in reading text.

One kind of text that commonly known in the reading activity is narrative text. According to Gerot and Wignel (1994), narrative text deal with the action of the characters or problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution. Narrative text is a complex text because it is include many problem in it, sometimes student don't understand the meaning of the word that they read or there is a figure of speech in the text that is hard to understand, the student need to know the problem and the resolution in narrative text, therefore they can understand the contain in the text. The strategy in teaching would affect the student reading comprehension.

There are many strategy or method that teachers usually use in teaching reading comprehension, such as Grammar Translation method, direct method, audio lingual method, CLT, etc. From that many strategy, the grammar translation

is the most common teaching strategy that teacher used in teaching reading comprehension. According Brown (1994), the grammar translation is still common in many countries because grammar rules and translation test are easy to construct and can be objectively scored. The grammar translation is focused in the meaning of the word. There is another strategy called PQ4R, this strategy is one of elaboration strategy, which means this strategy is used to help student to memorize what they already read and help the process of learning in reading activity. The elaboration strategy makes the information that student get would be more meaningful, therefore, it would be more easy to understand. The PQ4R strategy could help student to get long-term memory from information that they get before and the new information from the text. The combination between new information and the information that they already known before, would make the transfer of information from short-term memory to long-term memory.

The PQ4R strategy could help student to remember what they just read. According to Trianto (2007) states that reading can help student communication with others through a text. Reading can be seen as interactive process between language and thought. PQ4R are Preview, Question, Read, Reflect, Recite, Review, this strategy help student to focus and monitoring their reading. This strategy is suit with the curriculum which focus on the student actively, the strategy make student active at finding the information in the text.

Based on the explanation above, the teacher need to use innovative strategy that can make student interest in the learning activity and make them active in the class. Therefore, student can be creative in their learning English as foreign language, especially in reading activity.

The strategy at teaching reading like PQ4R can be the alternative strategy use by teacher. According Trianto (2007), PQ4R is one part of elaboration strategy which is make the student used to remember what they just already read. In learning English, the student just read text that teacher give and they try to translate the text word by word, this kind of strategy would take along time to understand. For senior high school, they need to learn how to understand the text more efficient. PQ4R strategy give student how to understand the text more efficient, especially for first grade in senior high school because they are new high school entrance. They need to more independent and active in learning. The effectiveness in reading would help student in answering question of their examination.

The used of PQ4R strategy to teach narrative text has many benefit, it could make the student more diligent, careful and active. Student would have opportunity to discussion with their friend about the text, they would be more active in thinking and ask question to other. In accordance with the curriculum used in this time, this strategy can be implement in the teaching reading.

From the reason above, the researcher was used the PQ4R strategy to taught narrative text for first grade in SMAN 1 GEDEG.

B. Formulation of the Problem

Based on the background of the research, formulation of the problem is :

1. Is the PQ4R strategy effective to teach narrative text for first grade in SMAN 1 GEDEG?

C. Objective of the Research

The objective of the research based on the formulation of the problem is :

1. To find out the effectiveness PQ4R strategy in teaching narrative text for first grade in SMAN 1 GEDEG using narrative text.

D. Significance of the Research

1. Theoretically

This research would show teacher how the implementation of PQ4R strategy in reading comprehension, this strategy can be used in other reading comprehension material. For student, PQ4R strategy make them more active in thinking and try to find the information in the text by themselves, creat some question and answer the question it self based on the text. The researcher in this research apply this strategy in reading comprehension and find out that this strategy effective or not.

2. Practically

There are the benefit of doing this research, use PQ4R strategy in teaching narrative text, as follows :

a. For the Teacher

The teacher would know a new strategy in teaching, using PQ4R as the strategy to get the effectiveness in teaching especially in student reading comprehension

b. For the Student

Student are expected to understand the text well and become more active in learning activity to get the new knowledge in learning English.

c. For the Researcher

By doing this research, the researcher are expected to gain more experience in applying the PQ4R strategy and get knowledge about the use of new strategy in teaching activity.

E. Limitation of the Research

This research was used for first grade in senior high school, the researcher used narrative material in teaching reading comprehension. The research was conducted in the second semester of the academic year 2018/2019. The strategy of PQ4R applied to examine it's effectiveness for teaching narrative text.

F. Operational Definition of the Term

- 1. The PQ4R strategy**, an actual implementation of this strategy during the treatment in teaching reading comprehension. Slavin (2008: 256) states that PQ4R strategy was a study that asked students to look for the preview, question, read, reflect, recite, and review.
- 2. Reading Comprehension**, reading comprehension is the ability to read text, process it, and understand the meaning. According to Willis (2008: 127), goals of reading comprehension strategies are available to increase neural efficiency at each step of the comprehension process.
- 3. First grade in senior high school**, the first stage in senior high school, new student that entrance the senior high school.