

CHAPTER I

INTRODUCTION

A. Background of Research

Reading is one of the main aspects of English skill that taught at universities in Indonesia. Reading plays an important role in all of areas of University. This skill is important as the students need to be mastered. Without adequate reading skills, students can struggle in many subject areas. Reading can be considered one of the basic ways of acquiring information in academic setting in particular. It may be assumed that the person who is not able to read well will face serious trouble, especially in what regards to educational terms.

By reading, the students may get more knowledge as they are able to comprehend and construct the meaning of the text. During reading, the students are processing the text with regard to the purpose. According to Brown (2000), reading is a process to understand a written text which means extracting the acquired information from it as efficiently as possible.

Based on the Qur'an Surah Al-Alaq verse 1-5 that recite:

اَفْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (١) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (٢) اَفْرَأْ وَرَبُّكَ الْأَكْرَمُ (٣)
الَّذِي عَلَّمَ بِالْقَلَمِ (٤) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (٥)

Related to these verses reading becomes a part of life that is to read which is not only to vocalize the sequence words in a sentence, a paragraph or a discourse, but also to absorb and infer the meaning inside those words. So that the reader can interpret every word, every sentence, paragraph and even a discourse appropriately.

Teaching reading is challenging for English teacher because students find a lot of problems to understand the passage. According to Septiari (2013) the problem that she found in reading comprehension is the students cannot find out the main idea, specific information, textual reference, and word meaning. Based on the reseacher's pre-interview, the researcher found some problems that students faced in Reading Comprehension class. The problems are students' cannot find the main idea on reading text, students' got the difficulties in referring pronoun to the noun, and students' cannot make the summary of the text.

To solve those problems, the teacher should have accurate plans to get an effective way in the teaching learning process. There are some strategies of teaching reading which are interesting and can improve students' reading skills, but not all strategies can fit with the text and students' need. It means the teachers have a great responsibility in considering the strategy that they want to apply in teaching reading. One of the strategies may be appropriate is PQRST strategy. PQRST strategy stands for Preview, Questioning, Read, Summarize, and Test.

The PQRST strategy is a step-by-step plan that has been proven to raise test score for students who follow the steps involved. This strategy helps students

focus on studying and prioritizing the importation in a way that relates directly to how they will be asked to use that importation in an exam. According to Sulisty (2011: 94-95) the PQRST strategy is one of teaching strategy that has five stages in teaching reading: Preview, Question, Read, Summarize, and Test. In each stage it improves the teaching learning process and also improves students' ability in reading comprehension.

There are several previous studies why the researcher wants to research about the PQRST strategy. First previous study is Khoiriah (2017), in her research entitle The Implementation of PQRST Strategy to Improve Students' Reading Comprehension Ability at SMKI Asya'Roniyyah Mataram Baru, her research questions are is there any improvement of students' reading comprehension ability after the students are taught by using PQRST strategy and which aspect of reading sub-skills improves the more after the students are taught by using PQRST strategy. In her research she used quantitative method and she found that using PQRST strategy make students' reading comprehension improved.

The second previous study is from Esteria (2016), in her research entitle The Role of PQRST Strategy to Improve Reading Comprehension in Indonesia, her research question is what is the role of PQRST strategy. In her research she used quantitative method and she found that PQRST strategy has important role to improve reading comprehension and the last previous study is from Septiara (2013), in her research entitle Improving Reading Comprehension Through PQRST of Eight Grade Students of SMP Negeri 2 Bajarangkan. In her research the research questions is can the reading comprehension of eight grade students of

SMP Negeri 2 Bajarangkan be improve through PQRST and she used quantitative method. She stated that PQRST strategy could improve students' reading comprehension.

Descriptive text is one of the texts that they have learnt in reading comprehension class and the PQRST strategy will appropriate to apply in learning descriptive text. This research has similarity with previous study from Khoriah (2017), Esteria (2016), and Septiara (2013). The similarity is this research also uses PQRST strategy in teaching reading and also the researchers conduct this research on reading comprehension. The difference of this research with previous study is this research just want to analyze the PQRST strategy in teaching reading not want to know whether the PQRST strategy can improve students' ability in reading comprehension or not. In this research the researcher used descriptive text to teach reading using PQRST strategy and also the researcher want to know the students' opinion about the PQRST strategy.

According to previous studies above, the researcher interests to conduct the research entitle **“AN ANALYSIS OF PQRST STRATEGY IN READING COMPREHENSION ON DESCRIPTIVE TEXT IN FIFTH SEMESTER STUDENTS AT ENGLISH DEPARTMENT OF UIN ANTASARI BANJARMASIN”**. The researcher chose the fifth semester in UIN Antasari to conduct the research because students in fifth semester have ready passed Reading Comprehension class (Intensive Reading I, Intensive Reading II, Intensive Reading III and Extensive Reading) and they have learnt about the strategy in

reading so the researcher will not have the difficulty to teach them about PQRST strategy.

B. Research Question

1. How is the implementation of PQRST strategy in reading comprehension on descriptive text in fifth semester students at English Department of UIN Antasari Banjarmasin?
2. What are students' opinions about PQRST Strategy?

C. Objectives of the Research

1. To analyze the implementation of PQRST strategy in reading comprehension on descriptive text in fifth semester students at English Department of UIN Antasari Banjarmasin?
2. To find students' opinion about PQRST strategy.

D. Significant of the Research

1. For students, the finding of the research can be used as a new reference to learn English, especially reading. They can know the strategy that can help them in reading comprehension.
2. For English teachers, the findings are expected to contribution that can be transferred to learners based on their characteristics. The teachers can use PQRST strategy to help them in teaching reading.

3. For the next researcher, this thesis will give some contribution and information for next researchers about PQRST strategy in reading comprehension.

E. Definition of Key Terms

1. PQRST strategy is one of the strategy for teaching reading. This strategy consists five stages: Preview, Question, Read, Summarize and Test. In this research PQRS strategy is strategy that researcher use in reading comprehension on descriptive text.
2. Reading is one of the important skill in English. In this research reading is skill that have been taught by lecturer in English Department of UIN Antasari Banjarmasin. Reading comprehension is defined as the ability of the students under study in understanding the content of reading text which is delivered by the teachers on the present study.
3. Descriptive text is one of the kinds of texts in reading. In this research descriptive text is the text that used by researcher for teaching reading using PQRST strategy.