

CHAPTER I

INTRODUCTION

This part of the research focuses on the background of study, as well as an explanation of the objectives and research questions. Furthermore, it defines the definition of key terms to clarify the details.

A. Background of Study

One of the most important language abilities that students should be learned is reading. Through this activity, students will get more information, improve their own language and experience. Therefore, the application of reading ability is critical for improving reading comprehension Anderson (2003). Reading is an important way to learn new things and expand our knowledge. It is relevant to the first Holy Qur'an that our Prophet Muhammad received (peace be upon him) in Qur'an surah Al-Alaq verse 1:

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ۝

According to the verse above, as learners, we must read more in order to gain knowledge, and Islam has previously instructed us to read more in order to gain knowledge in the world. It suggests that reading is a skill that requires a wide both of motor and cognitive, Carder & Allen (1974). Reading is very important for students to learn and perfect as a result of the success of their studies being predicated on their reading ability. The teacher has supplied

majority of the material, such as handbooks or modules. It indicates that in order to understanding, students should have good reading ability.

Reading comprehension is one of the receptive skills that associate activity of developing understanding of the meaning of a text that may be translated by students and through their language. Reading comprehension is an important ability in learning English. According to Westwood (2008), learning to read and write fluently is the cornerstone of educational performance as well as the framework for success across the curriculum. It indicates that reading learning, specifically reading comprehension must be successfully implemented in schools. In order for other abilities or subjects to improve and succeed. As a result, reading comprehension has a large effect on other aspects of the process of learning.

In order to be successful in teaching reading, teachers should examine a variety of elements that may impact the process of learning reading. The factors are divided into internal and external factors. Firstly, internal factors, which are connected to word understanding and recognition. Secondly, external factors, which are crucial aspects that assist the process of learning reading, such as learning motivation, learning facilities, and class interactions. In fact, some teachers are not aware of these aspects. Many challenges remain in the teaching and learning of reading in some junior high schools, such as students' lack of motivation to remain active learners in the reading class. Another prevalent reading issue is one of facility in the reading class. Almost teachers usually adopted a single learning resource, for example a textbook or LKS.

In improving the reading comprehension, teachers require a method to improve it. According to Wormeli (2005), the PQRST method is a method for improving reading comprehension. This method starts with Preview to identify the main parts. Question is developing question that you want to find. Read the topic. State or summarize the find out main topic or subject. Test yourself by answering questions. Wormeli (2001) states in another book that strategies such as these are motivating for the students, because they give the materials with a recognizable structure to follow when reading and interacting activity. The PQRST method provides security as well as specific instructions. According to Staton (1982), "PQRST is instructional methods that have been proved to be beneficial in increasing a reader's comprehension and ability to remember information."

Furthermore, there are several studies that already discussed similar topic about implementation PQRST Method. First, Aprida Nur Riya Susanti (2013) discussed improving students' reading comprehension with PQRST technique at grade xi of SMA Piri 1 Yogyakarta in the academic year 2012/2013 through action research. The results showed that an improvement in student motivation, classroom engagement, and students' enthusiasm for the reading learning process. They might also actively participate in the reading learning process. During the reading teaching and learning process, the students interacted well with one another, the teacher, and the resources. Second, Tri Ismiyanti (2017) discussed on improving students' reading comprehension skills through action research using the preview, question, read, state, and test technique. The results

on observations demonstrated that the students' competence in reading comprehension increased. It was seen from their participation in class and their motivation to gain reading comprehension in class. Then the interview results revealed that the students were interested in reading comprehension research.

From several previous studies above showed improvement of students after used PQRST Method in several aspect for example students' motivation, classroom engagement, students' enthusiasm, and also reading comprehension skills itself. In this case, the teacher in MTsN 4 Barito Kuala already used PQRST Method as teaching reading strategy. She also applied PQRST in different way, but it made teaching and learning process was more acceptable and adapted to the students' understanding and level of English. This increases researcher's curiosity on the many things that need to know about the implementation and problem that occur in the differences used of PQRST by the teacher in class IX MTsN 4 Barito Kuala. So, in this thesis, the researcher wants to study further by conducting research with the tittle **“Preview, Question, Read, Summarize, Test (PQRST) Method for Students Reading Comprehension”**.

B. Research Questions

Based on the background of study that the researchers wrote, the researchers set the following research questions:

1. How does the teacher implement PQRST Method in Classroom?

2. What are the challenges of teacher in implementing PQRST Method in Classroom?

C. Objectives of Study

Based on the research questions above, this research was conducted to:

1. To find out how the teacher implement PQRST method in Classroom.
2. To know what are the challenges of teacher in implementing PQRST Method in Classroom.

D. Significance of Study

Research hope that this research can provide benefits to several parties who need this research either in theory or practice.

1. For the reader, this research can useful information for everyone who want to implement or research the PQRST method for students' reading comprehension.
2. For teacher, the teacher will get information using PQRST method for reading comprehension as teaching strategy.
3. For student, this research can be an assessment and evaluation of the implementation of using PQRST method for students reading comprehension.
4. For researcher, the result of this study used to find out teacher implement of using of the PQRST method for students reading comprehension.

E. Definition of Key Terms

To avoid misunderstandings about the title, the researcher needs to be explained several key terms:

1. Reading

Reading in this study refers to important skills that used by the students to converting letters, words, or paragraphs from a text that have given by the teacher into understandable information. In this case, reading is also one of the steps in implementing PQRST method by the teacher.

2. Reading Comprehension

Reading comprehension is the simultaneous identification and development of meaning through interaction between teachers and students in the text. Reading comprehension referred to students able to get more specific information from the text, which includes meanings, text structures, and content knowledge. In order to make it easier for students, teacher still guide them by using certain method.

3. Teaching Reading

Teaching reading is the process of transferring knowledge to the students from the teacher at MTsN 4 Barito Kuala by the use of specific method and materials in order for the students to master reading. In this study mainly focuses in teaching reading using PQRST method in Wormeli (2010) which includes several procedures (preview, question, read, summarize, and text).

4. PQRST Method

The Preview, Question, Read, Summarize, and Test (PQRST) Method is this study refers to method that used by the teacher at MTsN 4 Barito Kuala to help students comprehend and remember content from textbooks or the text. The students preview the chapter to get an idea of the topics and segments, then read the chapter overview, section headers, summary some important idea, and then provide questions as a test.