

CHAPTER 1

INTRODUCTION

In this chapter discusses about the background of study, definitions of key terms, research questions, research objectives, and significance of study

A. Background of Study

The process of teaching and learning is the main activities at the school. It may give opportunities to students to use strategic that can help them to find their understanding based on what they learn either with their cognitive and metacognitive abilities. Cognitive ability that includes what students' learn, and metacognitive ability that includes how students' learn.

In principle, they are the four skills that students must master in order to learn English, namely; reading, listening, writing, and speaking. In addition to the other three language skills, reading is among the most important. Therefore, reading is a fundamental skill for students (Santosa, 2019).

By reading, the students can acquire a wide variety of vocabulary through reading and learn how to utilize it effectively. Reading also make the students get more information and expands their understanding.

As a human being, it is important to be able to read and comprehend the information in the text. That is one of the commands of Allah SWT. He the Almighty said in the Al-Qur'an Surah Al-Alaq (96) verse 1-3

أَفْرَأُ بِأَسْمِ رَبِّكَ الَّذِي خَلَقَ (١) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (٢) أَفْرَأُ وَرَبُّكَ الْأَكْرَمُ (٣)

According to the verse above, Reading is one of Allah SWT's primary instructions to humanity. Reading serves as the gateway to all knowledge. Without reading, people won't be able to recognize the truth. In light of this, reading is crucial for everyone, especially for students in particular.

Reading without understanding is ineffective. In reading, students not only read the text but they also have to comprehend about the text. According to Somandoyo (2011) he states that when a reader is able to do any of the following, they can comprehend what they are reading: (1) identify words or sentences in the reading and comprehend their meanings; (2) relate experiences they have had to the reading's meanings; (3) grasp all meanings contextually; and (4) evaluate the reading's contents based on their experience reading.

Reading comprehension is the aim of reading. The capacity to infer meaning from a written material is known as reading comprehension (Jannah, 2018). Having a good ability to comprehend the reading text does not come easily because reading is a skill that requires high concentration for did it well (Klinger, 2007). It might be said that reading is a challenging ability as it requires students to focus intensely in order to comprehend the material they are reading in addition to reading words, sentences, paragraphs, and other textual information.

At school, students often face some challenges in comprehending texts in English. Many students find the difficult to read for more than a few minutes in class and no enthusiasm in reading. That problems make the students

difficult to understand reading directly. According to Santosa (2019), it is characterized by a number of phenomena, including (1) students finding it difficult to comprehend the readings' substance; (2) students finding it difficult to decipher an implicit message in the readings; and (3) students showing less enthusiasm to share their thoughts on the readings.

Using strategies for reading is a way of improving one's reading skills. Because using reading strategies will assist students in adhering to the precise steps or instructions that will facilitate their comprehension of the reading material's content. Students that use reading strategies may be able to grasp the text's meaning without needing to translate every word in a paragraph. Put another way, the appropriate approach can help students understand the text's overall meaning. (Jannah, 2018)

One of the reading strategies which can improve students' reading comprehension is PQ4R Metacognitive Strategy that introduction by Thomas and Robinson 1972. As stated by Donndelinger in Sarimanah (2016) PQ4R is a reading strategy included in metacognitive strategy. The PQ4R is a strategy that helps students comprehend reading material by leading them through based on steps. The steps are: Preview (P), Question (Q), Read (R), Reflect (R), Recite (R), and Review (R). According to Khusniyah (2018) states that PQ4R enables students to preview, ask questions, read, reflect, recite, and repeat the reading content until they grasp and master it in their own way, making it one of the most successful learning strategies for enhancing their reading abilities. Each step is designed to maximize the students' capacity for

idea's development, information acquisition, and recognize the new vocabulary. (Fatuni'mah, 2015)

PQ4R is an individual strategy for improving reading comprehension which students can do it by themselves. This implies that by employing the PQ4R strategy, students are able to take charge of their reading process and use the stages to attain reading comprehension independently in the classroom. It might also be claimed that PQ4R helps guide students reading comprehension. (Fatimah, 2016)

According to the expert opinions presented above, one reading strategy that can be used to assist students in improving their reading comprehension, remembering and understanding what they have read, and assisting in the process of learning how to read English texts on their own is the PQ4R Metacognitive Strategy.

At Junior High School, English subject is quite difficult for EFL students. Based on researcher's experience who ever had following teaching practice program 2 "PPL 2" at SMPN 3 Anjir Muara, the researcher found several students have the problems to understand in reading English text during learning activity. Researchers discovered that students struggled to comprehend, remember, and gain information from what they read. They also lacked vocabulary mastery, which was evident when they had to rush through translating the reading material by translating each word one by one at a time using dictionaries. Then, there are some students who don't seem interested in follow teacher and learning English subject.

Based on the problems that researcher found above, the researcher wants to know the process of teaching and learning reading comprehension English text. The urgency of undertaking this research is the fact that some students have problems and lack ability in reading comprehension and in other hand this research expect can help the teachers to solve their problems with PQ4R metacognitive strategy in teaching learning process especially in English subject. Additionally, studies about reading comprehension and PQ4R metacognitive strategy in teaching reading are more interested because there has been no detailed research investigation in the EFL context especially in South Kalimantan.

Because the background of study, the researcher set out this research with title “The PQ4R Metacognitive Strategy in Teaching Learning Reading Comprehension Based in EFL Class” with research setting at the second semester of the eight-grade students of SMPN 3 Anjir Muara in the academic year of 2023/2024”

B. Definition of Key Terms

In order to prevent misunderstandings throughout this study, the researcher will define a few crucial phrases that are crucial for understanding, including the following:

1. Reading Comprehension

Reading comprehension is able to comprehend the reading text or understand between context and meaning of reading material. In this

research, reading comprehension is understand the meaning when students read English text with a good skills and strategy.

2. Teaching and Learning

Teaching is the process of transferring knowledge that involves students to enable understanding and application of knowledge, while learning is the acquisition of the transfer of knowledge or skills through learning, experience, or being taught. In this research, teaching is teach 8th grade students about English subject and learning is receiving learning about English material.

3. PQ4R Metacognitive Strategy

One reading strategy in the metacognitive strategy category that aids students in understanding what they read is PQ4R Metacognitive strategy. PQ4R Metacognitive Strategy are include Self-Planning (preview and question), Self-Monitoring (read, reflect and recite) and Self-Evaluation (review). In this research, PQ4R defined as a strategy that used for help students' understanding in reading comprehension based on the six steps; Preview, Question, Read, Reflect, Recite and Review.

4. EFL Student

EFL Students is a student who not a native speaker or not use English for daily communication. In this research, EFL students are students in SMPN 3 Anjir Muara.

C. Research Questions

1. How is the process of PQ4R metacognitive strategy in teaching and learning reading comprehension in EFL class?
2. What are the problems in teaching and learning reading comprehension in EFL Class?

D. Objectives of Study

1. To describe the process of PQ4R Metacognitive Strategy in teaching and learning reading comprehension in EFL Class
2. To identify the problems in teaching and learning reading comprehension in EFL class

E. Significance of Study

Since reading comprehension is an important ability to improve during the learning process, particularly in EFL classes, the findings of this study are anticipated to have significant theoretical and practical implications for teaching reading.

Theoretically, this study should provide teachers and students with knowledge about the PQ4R Metacognitive Strategy, including how it was applied in the classroom and how it is understood by students when studying reading comprehension. The findings of this study may potentially serve as references for future researchers who wants to conduct on similar topic.

In practically, this research can show the students how to read more effectively by using PQ4R metacognitive strategy to comprehend the reading

material and useful for enhancing students' reading ability by themselves. In addition, this research can be a reference for teachers to teach students by using PQ4R metacognitive strategy especially in EFL class.