

# CHAPTER I

## INTRODUCTION

This chapter discusses seven main parts of this research: background, research questions, research purposes, research significances, rationale, hypothesis, and previous researches.

### A. Background

There are four basic skills in English to be mastered by language learners. Those are listening, speaking, reading, and writing. All of those skills are important to be developed by the students. As stated by Nunan (2003), the goal of teaching language skills; those are listening, speaking, reading, and writing. The students are expected not only to understand the form of the English language but also to be able to use the English language in their daily life in formal and informal contexts.

Among the four basic skills, reading is one of the essential skills. According to Maxom (2009), reading is one of the crucial skills in language learning. It reinforces the students to acquire their skills in speaking, listening, and writing. It means that reading becomes the fundamental factor to acquire those skills. In which, by reading, students can improve their capability in speaking, listening, and writing.

Based on researcher observation during teaching practicum in one of the junior high schools in Bandung, the students have some difficulties in reading English text, especially about narrative text. First, the students failed

to understand the text especially when there are some unfamiliar words because there is no prior knowledge of the text. Second, when there is a long text, the students get bored first after that the students are getting sleepy and cannot focus to read the text. Third, the students had difficulties to understand the context and get the information of the story, so the students failed to understand longer reading materials such as stories. Fourth, based on *Kemendikbud* (2017), KKM (*Kriteria Ketuntasan Minimal*) score for English subject is 75, but most of the students did not pass the KKM score. Therefore, the researcher wants to investigate about one specific strategy to solve the problem that faced by the students in reading English especially narrative text.

There are many techniques for teaching reading. One of them is through PQRST (Preview, Question, Read, Summarize, and Test) strategy. PQRST is one of the strategies that can guide the students reading comprehension (Thomas and Robinson, 1982). It offers a step by step guide for students before, during, and after their reading process which is useful for their comprehension. As an instructional strategy, PQRST strategy helps the students become to be active in the reading process, make them focus on the text, attract their motivation, have a long-term memory in comprehending the text and increase their score on the test.

Some researchers had conducted similar researches about PQRST. Three researches are used as the research gap for the current research. The first is the research conducted by Esteria (2016) entitled “The Role of PQRST

Strategy to Improve Reading Comprehension in Indonesia.” The second is a research from two researchers, Miqawati and Sulisty (2014) entitled “The PQRST Strategy, Reading Comprehension, and Learning Styles.” The last is a research from Taufina (2016) entitled “Developing PQRST (Preview, Question, Read, Summarize and Test) Strategy-Based Intensive Reading Instructional Materials for The Students in Grade IV of Elementary School.”

The current research is different from the previous researches. The first previous research conducted by Esteria (2016) discussed reading and reading comprehension; micro and macro skills in reading; teaching reading comprehension; PQRST strategy and the applicability of PQRST strategy in Indonesia but in the current research is more emphasizes on reading comprehension. Next, Miqawati and Sulisty’s (2014) research that used different learning style but in the current research, only one learning style is used. The last, research from Taufina (2016) used elementary students as samples, but the current research uses junior high school students as the samples. Therefore, a specific text that is narrative text is used to investigate how the use of PQRST strategy can improve students’ reading comprehension of narrative text. So, a research entitled **“Using PQRST (Preview, Question, Read, Summarize, and Test) Strategy to Improve Students’ Reading Comprehension of Narrative Text”** is conducted.

## **B. Research Questions**

From the description above, this study was intended to answer the three following research questions.

1. What is the students' reading comprehension of narrative text before using PQRST strategy?
2. What is the students' reading comprehension of narrative text after using PQRST strategy?
3. Is there any significant effect of using PQRST strategy on students' reading comprehension of narrative text?

## **C. Research Purposes**

From the research questions above, this study was aimed at obtaining the three following aims.

1. To analyze the data about the students' reading comprehension of narrative text before using PQRST strategy.
2. To analyze the data about the students' reading comprehension of narrative text after using PQRST strategy.
3. To analyze the data about the significant effect of using PQRST strategy on students' reading comprehension of narrative text.

## **D. Research Significances**

This research gives several significances; there are theoretically and practically as follows. Theoretically, this research is beneficial for the students because it can make the students more exciting and be motivating to

read and comprehend a text. It is also beneficial for the students who have low ability in comprehending text.

Practically, the result of this research can provide advantages to the teacher and the students. First, for the teacher, it can solve the problem of how the students cannot understand well in reading and comprehension a text. Next, for the students; the students can understand well in reading and comprehension a text.

#### **E. Rationale**

As the importance of reading for students, English teachers should teach their students how to master a reading skill by using various strategies that can improve the students' reading comprehension. The teachers do not only teach by using a conventional strategy such as reading aloud and translation or just delivering the material, but also by using some strategy to encourage students reading ability to comprehend reading the texts. Nunan (1991) said that reading is the most necessary activity in any class, not only as a root of information and a pleasure activity, but also as a means of combining and spreading one's knowledge of the language, literature, and culture. What the students obtain from reading activity in the classroom hopefully can be a meaningful contribution to every aspect of life.

The teacher should have the perfect strategy to get a practical way in the teaching-learning process. It means the teacher has a great responsibility in considering the strategy that she wants to apply to improve her students' reading comprehension. In this research, the researcher is concerned to apply

the PQRST strategy. PQRST (Preview, Question, Read, Summarize, and Test) is one of the strategies that can lead the students' reading comprehension (Thomas and Robinson, 1982). As an instructional strategy, PQRST strategy supports students to deal with students' problem in reading comprehension by using five steps. The five steps are previewing, questioning, reading, summarizing, and testing. Each step of the PQRST strategy improves the teaching and learning process which is also intended to improve the students' reading comprehension. Previewing is the first step of the strategy. This makes the students stimulate their background knowledge. Questioning is the second step. This step helps the students to concentration and creates the interest in the text. This encourages the students to read. Reading is the third step. When the students read the text, they already have a purpose to read based on the question, and this makes them stay focus and increase their concentration. Then, summarizing, this activity asks the students to recall all the specific information about the text. The last is the test. It helps the students to put the text into their long-term memory.

This research is using specific text that is narrative text. According to Pardiyono (2007), narrative text is a kind of text has a function to amuse, entertain and deal with actual or experience in different ways. Narrative text is one of the text types that should be learned by students. Narrative text is an interesting text, and the students can learn from it. The narrative text aims to entertain, to tell a story or to provide literary experience. However, according to the researcher's observation, the students in an understanding of the

reading English texts were quite low and were below the minimum criteria for successful action. This may be caused by various factors, such as (a) students had limited vocabulary, (b) students' lack of interest in improving their reading ability, (c) lack of learning support, (d) lack of language knowledge, (e) pronunciation difficulties, (f) lack of knowledge of words, phrases, paragraphs, and passage or texts, (g) lack of reading application of reading strategies and lack of reading motivation.

## F. Hypothesis

There are some arguments from an expert on the research hypothesis. Sugiyono (2012) stated, "The hypothesis is a temporary answer to the formulation of research problems, in which the formulations of research problems have been expressed in the form of a question." A hypothesis is a way to keep our orientation opinion through the research before starting research. We can guide it in doing the process of research. This research has two variables: Using PQRST strategy as variable X or the independent and students' reading comprehension as variable Y or the dependent. The hypothesis of this research is proposed as follow:

"Students' reading comprehension of narrative text is improved by using PQRST strategy as a strategy. It is looking at the results of their pretest and posttest."

1. **H<sub>a</sub>**: there is a significant effect of using PQRST strategy on students' reading comprehension of narrative text. This hypothesis is accepted if  $t_{\text{count}} > t_{\text{table}}$  and rejected if  $t_{\text{count}} < t_{\text{table}}$ .

2.  $H_0$ : there is no significant effect of using PQRST strategy on students' reading comprehension of narrative text. This hypothesis is accepted if  $t_{\text{count}} < t_{\text{table}}$  and rejected if  $t_{\text{count}} > t_{\text{table}}$ .

### G. Previous Researches

In this part, three researches are used as the research gap for the current research. It is about the explanation from the three pieces of research, and the other five pieces of research are the previous research of this part. The first is the research conducted by Esteria (2016) gave an alternative how to answer students' difficulty in reading comprehension by using PQRST (Preview, Question, Read, Summarize, and Test) strategy. It provided some explanations why PQRST strategy was suitable to improve students' reading comprehension of narrative text. The discussion emphasized reading and reading comprehension, micro, and macro skills in reading, teaching reading comprehension, PQRST strategy and the applicability of PQRST strategy in Indonesia. The result showed that the PQRST strategy is one of the potential strategies can be used to improve students' reading comprehension.

Another research from two researchers, Miqawati and Sulisty (2014), presented that the PQRST strategy statistically influenced students' reading comprehension compared to the one taught using the translation and reading aloud. It was represented that there is no difference in the reading comprehension of students with different learning styles taught in the PQRST strategy and translation and reading aloud. There was no communication between teaching strategies and students' learning styles. The other research



from Taufina (2016) finished that (1) PQRST strategy grounded intensive reading instructional materials established are very effective in term of content and construction; (2) PQRST strategy-based intensive reading instructional materials developed are efficiently viewed from their execution and helpfulness; and (3) PQRST strategy-based intensive reading instructional materials developed are effective to develop the students' reading skill.

Research conducted by Setiawan, Suhartono, and Salam (2015) had purposed to explore how the use of PQRST does improve conclusion making skill in reading comprehension to the eleventh grade of Madrasah Aliyah Darul Ulum. The research method that used is classroom action research. The participants in this research are 25 students. The result of data analysis presented that in the first phase students felt uncomfortable because it was the first time for them to apply the PQRST strategy. The teaching-learning process was passive. Then in the second phase, students started loving the lesson and understanding the stages of PQRST although there were a few stages that were still not maximized. They were eager to share their ideas with their peers. In the third phase, the students did the roles of the PQRST strategy in a good way. Students were active in all steps, and the average score was 78, 20.

Another research from Ramadani, Septy, and Harha (2017) was directed in the tenth grade of SMKN 1 Padang because the researcher found that the students were problematic to understand the descriptive text in

general. In this research, the researcher applied the PQRST strategy to solve the problem. PQRST represented Preview, Question, Read, Summarize, and Test. Classifying the outcome of PQRST strategy in teaching reading comprehension of descriptive text in the tenth-grade pupils of SMKN 1 Padang in 2016/2017 academic year was the purpose of this research. The research technique used in this study was an experimental research design. The population of this research was all of the students' audio video class in the tenth grade of SMKN 1 Padang in 2016/2017 academic year. The sample of this research was 30 of students of X AV A as an experimental class and 31 of students of X AV C as control class. Both of the sample classes were taken/ chosen by using cluster random sampling. Instruments used in collecting the data were reading test. The result of the research presented that the PQRST strategy provided a positive effect on students' reading comprehension of descriptive text. Mean scores of students' at experimental class was 69.13, higher than mean scores of students' test at control class, 55.77. This research  $H_0$  was rejected, and  $H_1$  was received with  $T_{\text{calculate}} 4.33 > T_{\text{tabel}} 1.67$ . Based on the result of the research, teaching reading by using the PQRST strategy was effective. It was suggested for the teacher to give more chance to the students to be more active and let the students get more practice and for the next researcher to discuss other skills to conduct similar research.

From Simatupang and Sihombing (2012) research, the research was aimed to find out the effect of PQRST strategy on students' reading

comprehension. There are sixty students; then they distributed into two groups that are experimental and control group. The control was taught by conventional technique while the experimental group was taught by PQRST strategy. The researcher used the Kuder-Richardson (KR-21) formula to obtain the reliability of the test. The calculation showed the reliability was 0.91 (high). The data were analyzed by using t-test. The calculation showed  $t$ -observed (2.80) was higher than  $t$ -table (2.000) at the level of significance ( $\alpha$ ) 0.05 with the degree of freedom (df) 58. Therefore, the null hypothesis ( $H_0$ ) was accepted. It means that the PQRST strategy has meaningfully influenced students' reading comprehension of descriptive text.

The research from Faradina, Syofianis, and Putri (2015) was experimental research. The research consists of one group pretest and posttest design without class control. The population of this research is the second year students at SMP Tri Bhakti Pekanbaru. The samples are 30 students. The purpose to know there is an effect on students' reading comprehension after treatment by using PQRST strategy in teaching and learning process. In this research, the researcher took only one class as the experimental class. The instrument of this research is a reading comprehension test by using a neutral test consists of 20 questions. For each question used indicators of orientation, complication, and resolution. After evaluated the data, it can be found that there is the significant effect of students' reading comprehension after using PQRST strategy. In other words, the use of the PQRST strategy in learning English can improve the students' reading comprehension.

The last research has come from Vázquez and Álvarez-Vaquero (2007). Generally, this research describes a method used to improve education in the Telecommunication' Engineering field, by using PQRST methodology in the educative environment. This methodology has been effectively applied to a subject who has traditionally been considered as difficult within the Telecommunication Engineer teachings. Results confirm student's learning improvement when joining these lessons, as well as the popularity of this educational methodology among them. Main objectives pursued are represented, as well as developed activities during the academic year 2004-2005 and 2005-2006 in, introducing, finally, the conclusions obtained by the application of this methodology. We had compared the results obtained the previous academic year 2004-2005 in which the PQRST strategy was applied in Spanish with the results obtained this year 2005- 2006 in using the similar method in a course taught exclusively in English.

Here are the differences between those researches and the current research. First, Setiawan, Suhartono, and Salam (2015) had research that the purpose of the research is to investigate how the use of PQRST does improve conclusion making skill in reading comprehension to the eleventh grade of Madrasah Aliyah Darul Ulum. Then, the purpose of the current research is to investigate how the use of PQRST strategy does improve students to comprehend the narrative text in reading comprehension. Second, research from Ramadani, Septy, and Harha (2017) was conducted in the tenth grade of SMKN 1 Padang, but the participant of the current research is from the

eighth-grade students of MTs Ar-Raudloh, Cileunyi, Bandung. Third, from Simatupang and Sihombing (2012) research, there are two groups namely experimental and control group but in the current research uses one group pretest and posttest design without class control. Fourth, the research from Faradina, Syofianis, and Putri (2015) uses 30 students as samples, but this research uses 20 students as samples. The last, the research has come from Vázquez and Álvarez-Vaquero (2007) that subject from the research is a technological subject, but the subject of the current research is English subject.

