

CHAPTER I

INTRODUCTION

A. Research Background

As international language, English is spoken in many international events and it is used as a global language for telling information on education, science, technology, culture, etc. Realizing the importance of language, Indonesian government considers English as the first foreign language and it is one of the compulsory subjects to be taught in the Junior High School in Indonesia. Although English has been taught as the first foreign language but the result it less than what is expected. It is based on the fact that thought people have studied English since they were elementary school, they still have difficulties in understanding books written in English, whereas books of economics, politics, educations, etc. are mostly written in English.

Mastering a language means practicing those four skills very well. Students must be mastering some skills in learning English. “Learning language teaching has identified the four skills --listening, speaking, reading and writing—as paramount importance” (Brown,1994:217). In learning English people cannot only master one skill. They have to master all of language skills. Ward, as cited in Ratnawati (2006:3) stated that reading skills, however, are viewed as a tool of communication in the written language. It can be concluded that reading skill is very important for people who mostly learn English through written texts.

Based on researchers' observation in MTs Raudlatul Muta'alimin, students often find some problems in learning English, one of the problems is they have assumptions that English learning is difficult, because the most of the students feel difficult to understand the meaning of words, especially in teaching reading. they still have difficulties in reading because they do not have a sufficient vocabulary, so they cannot understand the text easily. Many students confuse with new words when reading a text and it makes them difficult to understand the content of the text. The students think if they do not know some of new words in reading text, they cannot do or answer the exercise and the questions from the text. Some of them also have poor reading comprehension. It can be seen from their final examination score. The score is still under minimum achievement. These problems happened because of some factors, one of the factors is the lack of English reading practice in their daily life

In this research, the researcher only focus on reading aspect because the researcher wants to know the students' ability in comprehending English reading focused on descriptive text in VIII grade students of Junior high school. The researcher has an assumption that reading aspect is the most important because it has emphasized aspect which is tested in National Exam. Moreover, the researcher also takes some statements from some expert that reading aspect or reading comprehension is very important to the learners to get some information in a text which is written in English writing system.

To be able to read English text effectively, students need to understand what the text means and sometimes they need to have prior knowledge about

what they read. Teacher also needs to provide appropriate material for the level of the students, so they can easily understand the text. One of the reading processes is comprehension. According to Beatrice (2007:73) comprehension means making sense of what you read and connecting the ideas in the text to what you already know. It also means remembering what you have read. In other words, comprehending means thinking while you read. In the process of reading comprehension, there are a lot of strategies to help students. The teacher should choose a good strategy in teaching reading comprehension in order that the students understand the text easily.

One of strategy that can help the students' ability in comprehending the text easily is PQ4R. According to Slavin (1997:217), PQ4R is a strategy that helps students to focus organizing the information in their minds and making it meaningful. The PQ4R stands for Preview (P), Question (Q), and the four R: Read, Reflect, Recite, and Review.

The aim of this study is to know the effectiveness of the strategy which will be used by the teacher in teaching reading comprehension on descriptive text by using PQ4R strategy. The reason why the researcher uses this strategy is the researcher has an assumption that it may be useful to improve the students' ability in comprehending an English descriptive text. This research takes place at MTS Raudlatul Muta'alimin as the sample, this study focusses on the class VIII in academic year 2014/2015. The title of this study is "*The Effectiveness of PQ4R Strategy in Improving Students' Reading Comprehension on Descriptive Text*"

B. Research Questions

In the relation to the background, the researcher formulates the questions as follow:

1. To what extent is the students' ability on reading descriptive text by using PQ4R?
2. To what extent is the students' ability on reading descriptive text by using conventional method?
3. How significant is the influence of PQ4R strategy in improving students' understanding on reading descriptive text?

C. Research Purposes

Research purposes talk over about the goals of previous research questions. The following statements are research purposes of this research.

1. To find out the students' ability on reading descriptive text by using PQ4R.
2. To find out the students' ability on reading descriptive text by using conventional method
3. To know the effectiveness of PQ4R strategy in improving students' understanding on reading descriptive text

D. Research Significances

To show the benefits of this research, it can be viewed from the statements of research significance that fall into two categories, theoretically and practically as follows:

1. Theoretically

Theoretically, this research is expected can be a support to increase students' skill in learning English. This research also expected can be useful for the development of knowledge in social science, especially in teaching reading comprehension of English education in Indonesia

2. Practically

Firstly, for the researcher, this research is expected to give valuable experience to enrich strategy to teach English. Secondly, for the English teacher, this research aims to show a variation of the way the teacher teach, the teachers are hoped to be aware that there are many strategies that can be used to teach English other than conventional method. Finally, for the students, this research is expected to give fun direct experience and it can solve students' problem in comprehending the descriptive text.

E. Rationale

As one of the language skills, reading is an important thing because reading has become a part of our daily life. Based on Harrison (2004:3), reading is not only increase our life skills and extends our knowledge, it goes much deeper. Reading determines how we are able to think, that it has a fundamental effect on the development of the imagination, and thus exerts a powerful influence on the development of emotional and moral as well as verbal intelligence and therefore on the kind of person we are capable of becoming.

Reading comprehension has multiple definitions and explanation. According to Snow (2002:11) comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Furthermore, Snow stated that comprehension entails three elements:

- the *reader* who is doing comprehending
- the *text* is to be comprehended
- the *activity* in which comprehension is a part

Klingner, Vaughan, and Boardman (2007:8) state that reading comprehension is a complex process that involves many interaction between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types). It can be said, reading comprehension is an activity based on the reader previous knowledge and strategy that their use to get the meaning of the text. The readers should have good knowledge about types of the text. In addition, Richard and Renandya (2002:277) reading for comprehension is the primary purpose of reading (though this is sometimes overlooked when students are asked to read overly difficult texts): raising students' awareness of main ideas in a text and exploring the organization of a text are essential for good comprehension. In other word, sometimes students ignore to comprehend the text, whereas comprehend the text is the essential part because without understand the text students cannot answer the question based on the text.

The teacher has an important role in determining the quality and quantity of teaching reading comprehension. The teacher was ought to provide a good

teaching strategy to help students in developing their reading comprehension ability. One of the strategy is PQ4R.

According to Slavin (1997:217), PQ4R is a strategy that helps students to focus organizing the information in their minds and making it meaningful. Further, Slavin (2006: 195), also state that one of the best-known study techniques for helping students understand and remember what they read is called the PQ4R method, PQ4R is procedure that focuses students on meaningful organization of information and involves in other effective strategies.

PQ4R stand for six activities to engage in when you read: preview, question, read, reflect, recite and review. These activities are designed to increase the depth to which you process the information you read (Bernstein, et.al, 2008:275).

Slavin (2006:195) explained and model the steps of PQ4R method for students using, as follows:

1. Preview

Survey or scan the material quickly to get an idea of general organization and major topics and subtopics. Pay attention to headings and subhaedings, and identify what you will be reading about and studying.

2. Question

Ask yourself questions about the material before you read it. Use headings to invent question using the 5W+H words : who,what, why, where, when + how.

3. Read

Read the material. Try to answer the question that you posed prior to reading.

4. Reflect

Reflect on the material. Try to understand and make meaningful the presented information.

5. Recite

Practice remembering the information by starting points out loud and asking and answering question.

6. Review

In the final step, actively review the material, focusing on asking yourself questions, re-read the material only when you are not sure of the answers.

Based on the statement above that PQ4R is a strategy used to help students understand and remember what they read, it also helps the learning process in class with reading activities and improves students' reading comprehension ability.

Figure 1.1

The process of teaching reading (descriptive text) by using PQ4R and without using PQ4R

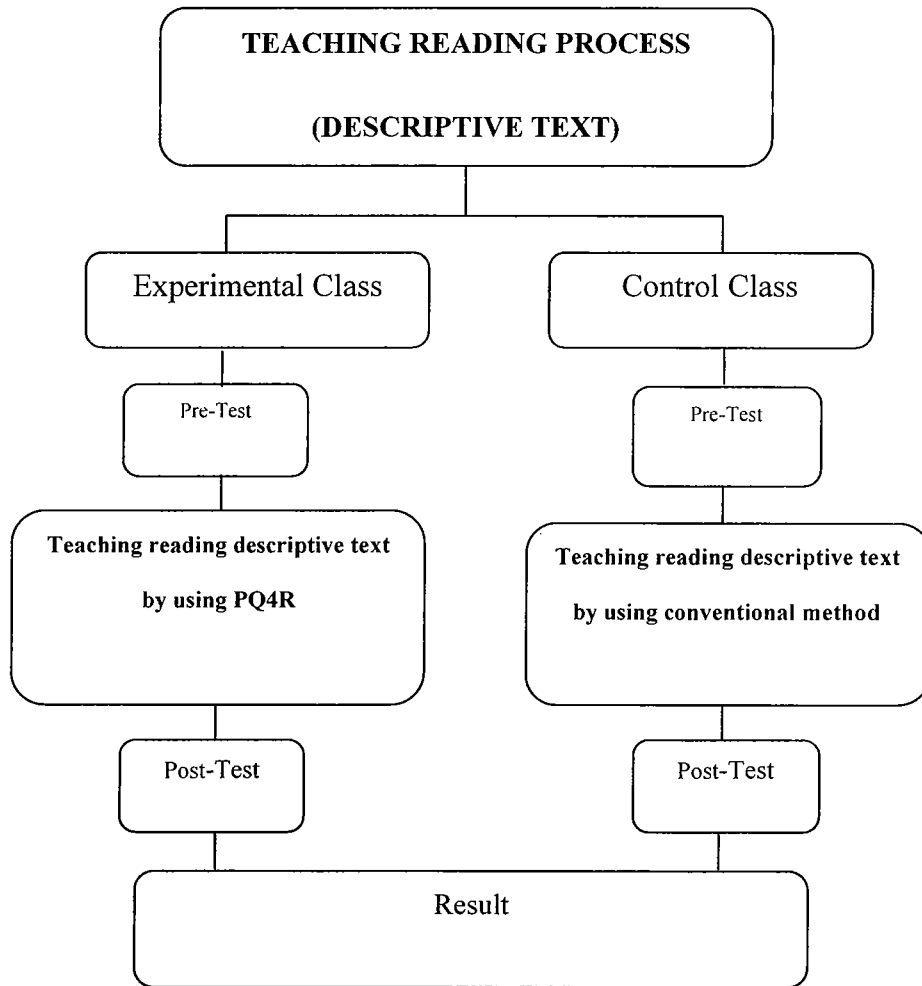


Figure 1.2

The procedure of teaching reading (descriptive text) by using PQ4R

Procedure	Teachers' Activities	Students' Activities
Step 1: Preview	Give a reading material to the students and ask them to scan it.	Scan the material given
Step 2: Question	a. Inform the students to pay attention to the idea of the reading material that has given b. Ask students to make questions from the idea they found by using WH –words	a. Pay attention to teachers' explanation b. Make their own questions before reading
Step 3: Read	Ask students to read and try answering their questions when read	Reading actively. Try to answer the questions while reading
Step 4: Reflect	Inform the students to relate their prior knowledge with the reading material that they read.	Think about the reading material and try to make it meaningful by relating it to their prior knowledge
Step 5: Recite	Ask students to conclude what they have just read	Practice remembering the information by stating the points aloud

		and asking and answering the questions and notes the major idea from the text as their conclusion.
Step 6: Review	Ask the students read the conclusion of the reading material and reread if they aren't sure of their answer	Read the conclusion of the material and reread if they aren't sure of their answer

The steps below are the process of teaching reading (descriptive text) by using conventional method

Step 1: The teacher read a material

Step 2: The teacher asks the students about the difficult words from the material, write them on the whiteboard, and discuss them together.

Step 3: The teacher reads the words on the whiteboard and repeated by the students.

Step 4: The teacher asks some students to read the material paragraph by paragraph.

Step 5: The teacher asks the students to translate the text paragraph by paragraph into Indonesian.

Step 6: The teacher asks students to make a conclusion of the text they have just read.

F. Hypothesis

Hypothesis is tentative assumption of the research result, according to Sugiyono (2008: 96), he explains that a hypothesis is tentative answer or assumption toward either research questions or research problem identifications. It means that answer given to hypothesis is just based on a relevant theory. Based on the statement hypothesis is not always right, it just guessing toward a problem. This research involves two variables, the first is PQ4R strategy and the second is students' ability in reading comprehension on descriptive text. The hypothesis is: "the students who are taught reading descriptive text using PQ4R strategy get better scores than those who are taught through conventional method". The hypothesis can be formulated:

Ha: there is a significant difference between teaching reading comprehension on descriptive text through PQ4R and the conventional method.

Ho: there is no significant difference between teaching reading comprehension on descriptive text through PQ4R and the conventional method.

G. Research Methodology

1. Data Type

Type of data that used in this research is quantitative. Subana (2000: 12) explains that quantitative is numeral data form. Research or analysis in quantitative consists of hard data such as numbers, values, statistics, and facts.

2. Data Source

Data source used in technique of collecting data are as follows:

a. Research Location

MTs Raudlatul Muta'alimin is located in Pangauban village, Pacet Sub-district, Bandung, West Java Province. The researcher choose this location because of some factors, they are as follow:

- The school is located near the researcher home, it can make the research more economic by cutting off some expense such as transportation
- The researcher knows some of the alumnus and considers their English ability is poor, so, the researcher wants to know the teaching method used in the school

b. Population and Sample

1) Population

Nawawi (1983) cited in (Subana, 2000: 24) explains that population is totally object of research that consists of human, thing, animal, vegetation, indication, value, and even as data source that represents certain characteristic in a research.

This research chooses Junior High School students in MTS Raudlatul Muta'alimin as the population.

Table 1.1 The number of students population in MTs Raudlatul Muta'alimin

No.	Grade	Number
1.	Class VII	41
2.	Class VIII	62
3.	Class IX	61
Total		164

2) Sample

According to Subana (2000: 25) sample is a technique to take representative object of the population. Based on this theory, this research chooses two classes of eight grade students, namely Class 8a and Class 8b MTs Raudlatul Muta'alimin.

This research chooses two classes in MTs Raudlatul Muta'alimin. Therefore, this research takes experimental and control groups from these classes.

Table 1.2 The number of students sample in Class 8a and Class 8b MTs Raudlatul Muta'alimin

Sample Class	Aspect	Treatment	Number
Class VIII a	Experimental Class	Teaching descriptive text using PQ4R	32
Class VIII b	Control Class	Teaching descriptive text without using PQ4R	30
Total			62

3. Data Collection

a. The Kind of Approach Method

This research uses experimental approach method. Syamsyuddin (2007: 150) explains that experimental method is experimentation approach to investigate possibility of cause and effect relationship. The result of this approach is to compare experimental and control objects.

b. Method of Collecting Data

Method of collecting data that used in this research is *observation*, *pre-test*, and *post-test*.

1) Observation

Hadi (1986) cited in (Sugiyono, 2008: 103) explains that observation makes up a complex process involves tracking and thought. The observation data is taken from general descriptions of school and the students and teacher activities in the classroom. The results of this observation are to know situations and condition both general description of school and the process of teaching and learning English objectively. It means that the objects of observation are the school condition, students, teacher, and teaching and learning process

The observation held 4 times, first time and second time was to know the general condition of the school, third and fourth time was to know the process of teaching learning conducted in both experimental and control class.

In observation, the researcher was participated in the classroom as an observer; the job was to observe the teaching and learning process in the classroom

2) Test

Based on Subana (2000, 28), he explains that test is collection of questions that used in surveying competence, knowledge, intelligence, and skills. Tests in this research use pre-test and post-test. Pre-test and post-test consist of multiple choices and true false items.

a) Pre-test

Pre-test is used in the beginning of research to experimental and control groups. Both experimental and control groups are given test in equal questions. The purpose of pre-test is to know students' basic competence about reading comprehension on descriptive text.

b) Post-test

Post-test is used in this research when treatment is already applied in experimental and control groups. The aim of the post-test is to find out the effectiveness of PQ4R as an alternative teaching strategy to improve students' reading comprehension skill especially on descriptive text.

H. Data Analysis

- a. Testing the normality for pre-test in experimental class and control class by conducting the procedure as follow:

1. Calculating the mean

$$\text{Mean } (\bar{x}) = \frac{\sum X}{N}$$

(Sudjana,2005:70)

2. Calculating the standard deviation (S)

$$\text{Standard deviation } (S) = \sqrt{\frac{\sum(x-me)^2}{n}}$$

(Sudjana,2005: 93)

Standard of deviation is to obtain the score which shows the degree of group variation or measurement of standard deviation of median.

3. Calculating the t-test

$$t\text{-test} = \frac{\bar{x} - \mu_0}{\frac{S}{\sqrt{n}}}$$

(Sudjana,2005: 193)

4. Looking at t_{table} from distributin table with level of significant not of two tail test is 1%, and degree of freedom (df) = $n - 1$.

b. Determining the homogeneity test of two variants by conducting the steps as follow

1. Determining score F

Formula

$$F = \frac{\text{the largest variance}}{\text{the smallest variance}} \quad (\text{Sudjana, 1992:249})$$

This formula is used to examine the hypothesis of population that has two variants alike.

2. Determining the degree of freedom of data

$$df_{\text{numerator}} = n_1 - 1$$

$$df_{\text{denominator}} = n_2 - 1$$

Degree of freedom is used to determine criteria of examination distribution population

3. Determining homogeneity of data with criterion

- It is called homogeneous if $F_{table} > F_{count}$
- It is not homogeneous if $F_{table} < F_{count}$

- c. Testing the differences between the two interrelated averages as can be looked for the t-test by using the formula

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2} \left[\frac{1}{n_1} + \frac{1}{n_2} \right]}}$$

Where by

$$s^2 = \frac{\sum(x - \bar{x})^2}{n - 1}$$

(Sugiyono, 2011:138)

T-test is called by pooled variants. It is used to test differences from two means of population.