

## **CHAPTER I**

### **INTRODUCTION**

The introduction, the writer discusses about background of the research, statement of the problems, objectives of the research, significance of the research, scope of the research, and operational definition.

#### **1.1 Background of the Research**

The main purpose of English teaching is to develop the four skills (Listening, Speaking, Reading, and Writing) of the learners. All of those skills are very important, so all of those skill must be taught integrated and supported by some language components such as grammar, vocabulary and writing. Reading is one of the most important things in learning English. The students should be taught how to read English well. Some students may have a lot of difficulties in understand the text because of the low ability.

The readers should know that reading is an activity that needs concentration to get important information from what they have read the readers may enrich their knowledge if they have good result in reading. Reading is not passive process, which reader takes something out of the text without any effort or recognized that is on the meaning and can find the important message of the text. So, reading is very important to learn because it can be tools to gain knowledge. The aim of teaching reading is to help the students to find information they want quickly beside to show to the students that understanding just a few word is often sufficient to get the message. To achieve the aim, teacher must use appropriate technique, media, method or strategy when teaching reading. Grabe and stoller (2002:10) state that

Reading is the ability to draw meaning for the printed page and interpret this information appropriately. They also state that people read for general comprehension (whether for information or for pleasure) here the reader read a novel, a short story, a newspaper article, or a report of some type to understand the information of the text, to be entertained and/or to use the specific details but to have a good grasp of the main ideas and support ideas, and to relate those main ideas to background knowledge as appropriate.

It means that the purpose of reading to develop in each student abilities and skill necessary for using reading as a means of securing information and deriving pleasure. The more specific goal to reading program in the development of fundamental reading skills are recognizing word, securing word meaning, comprehending and interpreting what is read.

According to Grabe and Stoller (2002:17), "Reading comprehension is the ability to understand information in a text and interpret it a text and interpret it appropriately".

Based on the interview with Mrs.Maryam as the English teacher in SMA PGRI 1 Pati said that "Almost all students have difficulties in understanding and looking for the main idea in a text, they are often unfocused and bored of reading the text so it is difficult to answer questions related to the content of the text, so that the students score still less from the school's passing grade (KKM is 7.0)".From the interview result of a teacher, the writer also interviewed some students of SMA PGRI 1 Pati to prove that there is a problem that happened so that the writer can also solve the problem faced by the students, Puput of class XI IPA 6 said "Most of us are not interested in reading process because we do not understand how to find the contents of the text correctly and quickly, we feel bored because only given the text and read and search for answers from the given problem that makes us feel confused ". The students think that learning reading is very difficult. The studens still got difficulties to learn English in the class, especially in reading comprehension. They also could not be active and most of them looked confused when they read English text. Difficulties in reading are usually attributable to one or more factor. The first factor is the lack of studends' interest. Most of them do not like reading assigments, because by reading is long and boring. The second is the lack of the students' concentration. They have difficulties to find out the topic or main idea and even information of text. Student can be frustrated when they do not understand what they are reading. The last factor is inappropriate strategy used in teaching reading. The teacher also said that

the reading comprehension of the eleventh grade students of SMA PGRI 1 Pati is still less and they are bored with the technique to understanding some texts of reading.

There are so many kinds of method which can be used in teaching reading. One of alternative methods is PQRST (Preview, Question, Read, Summary, and Test) method. With this method the students can be force focusing to the text and read the text again.

According to Staton (1982) PQRST method has been shown to improve a readers understanding, and his/her ability to recall information. In other words, the readers is more likely to learn, and to learn more, of the material he/she has reading. This method prioritizes the information in a way that relates directly to how they were asked to use that information on the text.

From the explanation above, the writer interested in conducting a research entitle “The Reading Comprehension of The Eleventh Grade Studends of SMA PGRI 1 Pati Taught by Using PQRST Method in 2018/2019Academic Year”.

This researcher also has empirical support from previous research. The researcher is done in 2012 by Simatupang (2012) Entitled “The Effect of PQRST Method on Students’ Reading Comprehension of Descriptive Text”.

### **1.2 Statement of the Problems**

Based on the background of the research above, the writer determine the statement of the problem as follows: Is there any significant difference between the reading comprehension of the eleventh grade students of SMA PGRI 1 Pati before and after being taught by using PQRST method in 2018/2019academic year?

### **1.3 Objective of the Research**

The objectives of the study based on the statement of the problem found as follow:

To find out whether there is any significant difference between the reading comprehension of the eleventh grade students of SMA PGRI 1 Pati taught PQRST method in 2018/2019 academic year.

#### **1.4 Significance of the Research**

The writer expects this research will be valuable and useful for :

1. The Students

The students of SMA PGRI 1 Pati can develop their reading comprehension by using PQRST method. Hopefully, students are using PQRST method, they have new information about how comprehend reading English easily and they also can study reading with the strategy.

2. The Teacher

The teachers get various learning method to improve the result of students' learning and use of PQRST method as the media can give new alternative activity to teach reading. It gives the teachers of SMA PGRI 1 Pati better insight into PQRST method and makes them realize that PQRST method is also better in teaching reading especially in Senior High School.

3. The Reader

Through the study, the readers are expected to know how to use various activities to teach English reading learning effectively.

4. The Writer

The writer gets more experience and knowledge toward teaching English, develops her/his view on teaching-learning process, especially in this case, how is taught to the students using special activity in English teaching learning.

### **1.5 Scope of the Research**

This study has a board scope and the writer is fully aware of the fact that the writer cannot solve all the problems. Thus, the writer limits the problem as the following:

1. To know the significant benefit in teaching of English, in this case reading comprehension, to the students between that who are taught before using PQRST method and those who are taught after using PQRST method at elevent grade students of SMA PGRI 1 Pati in 2018/2019academic year.
2. This research is focused on teaching English on Report text.

### **1.6 Operational Definition**

The operational definition, which is necessary to clarify briefly in order to avoid different thinking, can be mentioned as follows:

1. The reading comprehension is the idea of creating meaning and constructing the knowledge from reading text by understanding meaning of report text.
2. PQRST (Preview-Question-Read-State-Test) is a strategy that teaches students to be more careful in reading and give a better understanding. In this strategy, students are asked to think about what they read and write questions related to the topic and find answers to their questions by reading more carefully.
3. The eleventh grade of SMA PGRI 1 Pati inthe 2018/2019academic year are those who are studying English subject of second grade in senior high school.