

CHAPTER I

INTRODUCTION

A. Background of Study

Reading is one of skills language. It is important in learning language especially in learning English. According to Nunan (2003:23) Reading is a fluent process of reading combining information from a text and their own background knowledge to build meaning.

Reading skill is also one of the skills that are taught in Junior High School. By reading students can improve their language ability because in Indonesia reading skill is dominant than others like in national examination and hand out book. So, the students should learn hard many reading materials such as kinds of text, generic structure of the text and language feature. It is difficult to learn all of them. To achieve that goal the students need a certain technique to get better comprehension of the text.

Based on the interview of English Teacher and observation in VII B Grade students of SMP N 3 Mrebet, Mrs Wityas Dianawati said that students had difficulties in reading comprehension. When the class was observed, at the time the teacher was teaching narrative text using conventional method means that teacher asks to students to read the text, after that students are asked to find new words and answer the question list. As result students have many problems in reading comprehension, as

follows: (1) student had difficulty answering the question about the text; (2) students had problem in understanding the language features of text; (3) students lacked vocabulary to understand the material (4) students spent long time in reading narrative text. Because of the problems above, many of student's score in reading text were below of minimum Standard (KKM), 7.0.

By looking at the problems in reading class, the researcher discussed with the collaborator teacher tried to use a strategy to improve students' reading comprehension using PQ4R strategy. According Trianto (2007:14) PQ4R is one part of elaboration strategies which is used to help students remember what they have read. This strategy stands of Preview (P), Question (Q), and the four R: Read, Reflect, Recite and Review. It means that when the PQ4R strategy is used in teaching reading the students should find out unfamiliar words in the text and the meaning of words listed. PQ4R has some steps to do. First was Preview, the students should discuss about the content of the text by introducing the topic, discussing it and finding out what the learners already know about it. Second was questioning, the students formulate some questions that may be answered by information in the text. These can be factual but should also include critical and evaluative questions. Third was Read, the students try to find the answer from the question which has been made before by reading the point of the text. Fourth was Reflect, the students have to measure how far they master the text well, if they do not, the

should reread again. Fifth was Recite in this step the students have to read aloud the answer of the question to strengthen their memory about the text. The last was Reviewing, students together with the teacher evaluate and make conclusion.

From the real condition, the researcher would conduct this research entitled “Improving students’ reading Comprehension through PQ4R Technique in SMP N 3 Mrebet Grade VIIIB in academic year 2014/2015”.

B. Reason for Choosing the Topic

There are some reasons of choosing the topic:

1. Based on the observation, reading comprehension of the students of Class VIII SMP N 3 Mrebet needed to be improved because their reading comprehensions were still low.
2. PQ4R has function to make the students concern with the material in learning reading.
3. PQ4R technique can help student’s comprehension in learning reading material.

C. Problem of The Research

Based on the Background the research and reason for choosing the topic, the problem of this research stated by the question “Can PQ4R technique improve the students’ reading comprehension at the VIII B Grade of SMP N 3 Mrebet?”

D. Aim of The Research

The aim of this research is to improve students' reading comprehension through PQ4R technique at the VIII B Grade of SMP N 3 Mrebet in academic year 2014/2015.

E. Clarification of The Terms

To make easy to understand, the researcher wanted to give definition of the terms ("Improving students' reading comprehension through PQ4R technique at the VIII B Grade of SMP N 3 Mrebet in academic year 2014/2015").

1. Reading Comprehension

Pang et al. (2003:19) state that reading comprehension is about relating prior knowledge to new knowledge contained in written texts.

2. PQ4R Technique

According Trianto (2007:14) PQ4R is one part of elaboration strategies which is used to help students remember what they have read. PQ4R stands for Preview (P) and the four R : Read, Reflect, Recite and Review.

3. Teaching Reading

a. Teaching

Brown (2007: 7) states that teaching is facilitating learning, enabling to learner learn, setting the condition of learning. From this definition, teaching means helping the students in mastering materials and provoking them to learn.

b. Reading

Harajasujana (1995: 1.3) states that reading is an interaction between readers and the author, Interaction between readers and author will be going well if the readers have good reading skill.

F. Contribution of the study

The results of this study would give some benefits for some parties:

1. For the students
 - a. Studetns were able to comprehend reading text quickly. Precisely and systematically.
 - b. Students would be motivated and interested in learning English especially learning reading.

2. For the teacher

The result of this study could help the teacher finds out the most appropriate technique for the development of teaching and also implements innovative approaching in teaching reading.

3. For the reader

The researcher hoped the result of this study would be an input for the reader to improve and develop the teaching and learning in English subject especially in teaching reading.