

CHAPTER I

INTRODUCTION

A. Background of the Research

English is one of the subjects that is tested In National Examination in Senior High School. So, sometimes English get more attention than other subjects. As we know that there are four skills that are studied in learning English. For example, listening, speaking, reading and writing. One of the skills that is still dominant in National Examination is reading. Reading is a receptive skill that should be done individually. This skill sometimes known as passive skill, so classroom tends to be passive and boring. As stated in Curriculum 2004 (Depdiknas, 2003:15) that one of the basic competences of the tenth grade students in learning reading is that the students are expected to be able to understand the meaning of written texts such as descriptive, narrative, expository, etc.

Reading is also considered as the most difficult language skill to study. There are some reasons why English is treated as a difficult subject. Twinning (in Merrie, 2010:1) states there are five reasons of lack of reading, namely: failure to understand a word, failure to understand a sentence, failure to understand how sentences are related to another, failure to understand how the information fits in a meaningful way (organization), and lack of interest or concentration. It is difficult because of the complexity of language aspects of reading, which involves grammar, vocabulary, spelling, pronunciation, and

etc, that must be mastered by the students. The students' ability in mastering those language aspects, will affect their ability to understand a reading material.

Based on the observation done in SMA N 1 Karangsembung on Saturday 29 January 2011, students' participation in learning reading was still low. Moreover also the teacher complained that the student's activity commonly just sat on the chair listening to their teacher and did the teacher instruction. The teacher felt it that she was just delivering the material, so students' participation was not the main attention from the teacher. They did not want to give their contribution, such as asking question, giving opinion, and they were not willing to answer question given by the teacher. Besides, the students were also initiative to do assignment given by the teacher.

These conditions arouse some problems and could be an obstacle for the success of teaching learning processes. This is a challenge for teachers to create an active classroom atmosphere. Such condition demands the teacher to provide good language learning well. There should be good participation among the students to make the teaching and learning process a meaningful process.

The teaching learning process is considered will be successful if the students are active in classroom activity, even though without students' participation, classroom activity will be passive. (Sukidin, 2002: 154). Students must take part in class and give the feedback to the lesson, so the

teacher will know whether her material is delivered successfully or not. Based on the phenomenon above, the teacher should give a positive response concretely and objectively to improve students' participation in reading class. Overcoming the problems in reading class, the writer has discussed with the collaborator teacher trying to use a strategy to improve students' participation in reading class using PQ4R strategy. The use of PQ4R strategy is based on the theory that the success of students in learning mostly depends on the ability to learn independently and monitor their own learning. According to Trianto (2007:14) PQ4R is one part of elaboration strategies which is used to help students remember what they have read). This strategy stands for Preview (P), Questions (Q), and the four R : Read, Reflect, Recite and Review.

To solve the problem, the writer and the collaborator teacher used classroom action research with the title **“Improving the Students’ Participation in Reading Activity using PQ4R Strategy at class X 1 of SMA Negeri 1 Karangsambung in academic year 2010 / 2011.**

B. Reason for choosing The topic

There are some reasons why the writer chose PQ4R strategy in improving students' participation in reading as follows:

1. Reading activity gives language input that is more accurate to reach a successful study.
2. Students will be easier to understand and focus on the text.

3. Most of science and information are written in English, so the ability to read English Reading text is important.
4. The students have to understand the content of the reading text to get good achievement in English.
5. The students' participation and their achievement in a reading class at class X 1 needed to be improved.

C. Problem of the research

Problem of the study is stated by question: "Can PQ4R strategy improve the students' participation in reading activity at class X 1 SMAN 1 Karangsambung?"

D. Aim of the research

1. The aim of this study is to know whether PQ4R strategy can improve the students' participation in reading of class X1 SMA N 1 Karangsambung
2. And how good PQ4R strategy can improve students' participation in reading of class X 1 SMA N 1 Karangsambung

E. Contribution of the study

1. For the students
 - a. They can improve their reading ability

- b. This research is hoped to give the improvement of students' participation in reading class so the students can comprehend reading text easier.
 - c. They can recall as much as information after they read the text.
2. For the reader
- a. This strategy can improve the people's reading ability to make students understand the content of the text, especially handbook, textbook.
 - b. It can improve the professionalism of reader and teaching reading
3. For the teacher
- Give inputs for the teacher use PQ4R strategy to guide students interaction with their text so can comprehend the passage easily.

F. Clarification of the terms

To understand the topic more easily, essential terms of this reserach classified as follow:

1. Students' Participation

Defintion participation based on thesaurus dictionary

participation - the act of sharing in the activities of a group; "the teacher tried to increase his students' engagement in class activities" the involvement, involution, engagement.

Student engagement also refers to a "student's willingness, need, desire and compulsion to participate in, and be successful in, the learning process promoting higher level thinking for enduring understanding.

2. **PQ4R Strategy**

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