

Chapter 1: Introduction

This chapter covers background of study, the research question and the aim of study. Furthermore, this chapter also consists of the significance of study and scope of study. The end of this chapter is the definition of terms.

Background of Study

Reading comprehension is a process to build information or to get meaning from text which is reader try to know and understand what writer write or think. This is supported by Woolley (2011, p.71). He said that reading comprehension was the process of making meaning from text. When we do reading comprehension we would experience process of negotiating understanding between the reader and writer. It means that the readers should know or feel what the writer thinking about when they do reading comprehension.

Moreover, based on the curriculum 2013 of the eleventh grade in senior high school that the students must be able to capture contextually meaning various types of the genres of text in reading. However according to Jerry and Charles (2008), reading comprehension is amazingly complex. It makes the students finding difficulties developing their ability to understand text quickly, easily and independently. This case, it is the same with students of SMAN 4 Gorontalo. Based on pre-observation at SMAN 4 Gorontalo, some students were finding difficulties in reading comprehension. The students were difficult to understanding the main idea of the texts, finding both implicit and explicit information, and finding topic and length of the texts.

In addition, when the teacher also taught in the classroom they did not utilize the method that inappropriately for the students need in the learning process. In fact, the teacher has applied the Leatoring/lecture method. It was the student's just listen and sometimes pen down some notes if necessary during the learning process, combine the information and organized it. As a result, students' ability in reading was still very low. It caused by the method had several weaknesses for the students and inappropriate based on the students needed. There are some students did not active in the learning process and did not involves intensively in reading text. As a consequence, it made the students bored to learn English and they did comprehend the text, so they may underlined some difficult words and try to find out the meaning. All in all to comprehend the text as the reader, we had to at least have an interest or goal to read something. Then, we had to memorize vocabularies and understand language structure to comprehend the text.

Based on the problem above, the teachers' role is demanded to reach the goal of language learning. It concerns for the proper learning methods that must be equipped by the teachers. The methods must give opportunity for the students to use the language. Moreover, it must facilitate them to participate actively during the lesson. The teachers also have to consider about the use of method or strategies which are appropriate for the students' condition and the class situation. By designing an effective learning situation will contribute to increase the students' motivation and scores as well.

One of reading method have been used to improve students' reading comprehension is PQ4R that introduced by Thomas and Robinson (1972). The

PQ4R method is abbreviation from *Preview, Question, Read, Reflect, Recite* and *Review*. According to Trianto cited in (Ibrahim, 2014) the Strengthening of PQ4R method are some steps can be created as activate the students' prior knowledge; by starting the process of making the relationship between the new information, and known knowledge before this case helping students remember what has been read, and effectively helping the students recognized information from reading; helping the students understanding reading text, giving motivation the students to learn on their own, helping students learning to think critical, and increasing their concentration in the reading process.

According to Bibi and Manzoor (2011) stated that PQ4R method helps the students having a comprehension better, concentration better, and retain in scholastic achievement. In addition, Suwadi has applied the PQ4R method in learning process of reading gives positive effect to reading mastery of students in class X SMAN 11 Yogyakarta Academic Year 2011/2012". That's way, if the students are helped to comprehend the reading text, teacher may use the PQ4R method in teaching reading in order to help them gaining the main information from the text. It may be one of good ideas to solve the problem above and to support in attaining the goal of language learning.

The other case, the researcher examines reading text using PQ4R method concerning to this focus some previous researches had been done by other researchers, such as a research written by Hajria Humokor (2015) conducted a skripsi entitled "*improving students' competence in reading descriptive text by using pq4r method*". It was focused on what contextual teaching and learning can

improve student's ability in reading descriptive text. The sample of this research is junior high school at SMP N 2 Bolangitan Barat 2014/2015 academic year.

The other relevant study is "*The effectiveness of CIRC and PQ4R method to improve students' reading comprehension in the 10th grade of smk n 3salatiga in the academic year of 2014/2015*" by Fitri Ariyani (2015). She only focus on two method either CIRC or PQ4R, the researcher tries to analyze the effectiveness of CIRC and PQ4R to improve students' reading comprehension and then compares them which one is more effective. The sample of this research is vocational high school of SMK N 3 Salatiga in the academic year of 2014/2015.

Those two previous study above are different from my research. First, the previous study are focused on what contextual teaching and learning can improve student's ability in reading descriptive text for junior high school and using two method either CIRC or PQ4R that the researcher tries to analyze the effectiveness of CIRC and PQ4R to improve students' reading comprehension and then compares them which one is more effective. While this research was aimed to find the empirical data of the effect of PQ4R Method usage on students' reading comprehension of explanation text. Second, the previous studies and this research are different the sample, the text which is tested, and the place of the study.

By recognizing the obvious condition about the students' weaknesses as appeared above, the teacher may implement the right methods to teach reading. The purpose is to help the students to comprehend the texts that they read. Based on the explanation above, the researcher is interested in conducting a research entitled "The use of PQ4R method to improve students' reading comprehension".

Research Question

The research question is “ Does the use of the PQ4R method improve students’ reading comprehension?”

Aim of Study

Based on the research Question above, the aim of this research is to find out the using of PQ4R method to improve the students’ reading comprehension at the eleventh grade of SMAN 4 Gorontalo in the academic year of 2018/2019.

Significance of Study

This research provides some crucial contributions theoretically and practically to the teachers.

Theoretically, this research is expected to have a significances to prove the use of this research theory.

Practically, this research is expected to have a contribution in improving the English Learning Teaching (ELT) at SMAN 4 Gorontalo especially for English teacher. The teacher may use this method to expose students’ reading comprehension.

Scope of Study

This research focuses on students that can capture contextually meaning in explanation text because the researcher has some reason. First, this material related with syllabus in SMAN 4 Gorontalo. It is using curriculum 2013 Permendikbud 2017, which include:

“...KD 4.8 (menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks explanation lisan dan tulis, terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI)”.

Then, some students at the eleventh grade in SMAN 4 Gorontalo were finding difficulties to understanding the main idea and finding topic in explanation text.

Definition of Terms

Avoiding some incorrect interpretation of this title, the writer wants to clarify and explain the term used. They are PQ4R method and Reading Comprehension.

The *PQ4R method* is a method which is abbreviated from preview, question, read, reflect, recite, and review for a comprehension in reading text while, *reading comprehension* is skill of reading that needs high concentration because it is completely.