

CHAPTER 1 INTRODUCTION

1.1 Background of the Problem

Reading is one of the activities which is crucial to enrich knowledge and increasing someone's language skill. According to Johnson (2008:3), reading is practice of using text to create meaning. It means that reading is the activity that involves text and someone reading ability in comprehending the text to get the core information. Reading is an essential thing that should be mastered by students in order to achieve a successful process of learning. It means in reading class students have to understand about what they read. Mastering reading comprehension is important to students, in which they have to understand about the content, main idea and the others that related to the text. Therefore, teacher should consider some influencing factors in teaching learning process.

Generally, it is known that there are two factors that affected learning reading process, these are internal and external factors. The internal factor is related to learning motivation and students' self esteem. Besides, external factor related to learning facility and class interaction. The good interaction is when the students and teachers can play their rule to build a good learning atmosphere. These factors will totally support the success of teaching and learning process. If those things have been fulfilled, the learning objective will be easier to be reached. In fact, students face some problem.

The first problem some students have difficulty to achieve good ability in reading comprehension, the students got some difficulties in reading comprehension because some of them thought that the learning method that used in the class has not fit to their learning style. Furthermore, they got some difficulties to comprehend a text because lack of vocabulary. That condition above happen because students must read several times to get the point of the text. This problem waste the student's time because they have to read from the first word until the last words of the text only to find out the main idea or the answer of one question, and they will read the text again to find out other answers for other questions and of course it made them more confused and dizzy. The teacher said that it is because the students less practice to read the text.

The second problem is the students have low motivation. It is believed that the high motivation is one of the important factors in achieving success in learning. If students have low motivation, the possibility of success in learning will be lower. In reading class, most of students are not interested in reading class. There are only some students who read the whole text. Sometimes the teacher should stimulate the students by saying that all of the reading activities that exist in the learning process will be assessed to make students have a good motivation in joining the reading class.

The third problem is they have the difficulties in comprehending the text because lack of vocabulary, they often confused in facing some difficult words finally it can distract their comprehending of whole context of the text. Besides that it make students can not maximize their ability in reading comprehension so vocabulary mastery is important to students in reading comprehension.

The fourth problem is teacher still using ineffective method in teaching reading. In teaching reading the teacher usually ask the students learning by their own way. If there is a problem or something that students have not understood they can ask to the teacher and the teacher will guide the learning to make the students understand with the material. It is assumed that the method is not suitable with the students' characteristic. Method is one of the important factor that affecting the success of learning especially in reading comprehension. Ineffective method might give some impacts to students such as students who still have low motivation in reading activity, the student's concentration is not full for reading activity.

Furthermore, However, based on the interview and observation with the English teacher of XI grade SMAN 4 Kotabumi Mr. H. Saepulloh, S,Pd. on Wednesday 24th January 2019, the researcher concluded that the teaching and learning process, especially in reading class, students face several problems. The problem is that the students' reading comprehension is still low, most of the students feel hard to read the text, there are only a few students who can understand what they have read especially in English text. Most of students face difficulties when comprehending the text in reading class because they have a little mastery of vocabulary in English. This is also expressed by the teacher who was interviewed by the researcher on the pre-observation. He said that vocabulary is very important to make it easier for readers to comprehend the contents of the text. This condition make the students get difficulties in comprehending the text especially to find the implicit meaning.

Based on observation which has done by the researcher in SMAN 4 Kotabumi. It was found that the students at eleventh grade of SMAN 4 Kotabumi still get low score in reading comprehension achievement. The detailed data will be shown this follow :

TABLE 1
THE STUDENTS' SCORE IN READING COMPREHENSION IN MID TEST

Interval	XI MIP A 1	XI MIPA 2	XI MIP A 3	XI MIP A 4	XI IPS 1	XI IPS 2	XI IPS 3	XI IPS 4	Tot al	Total
12-21	0	0	0	0	0	1	0	0	1	0,42%
22-31	0	0	0	0	0	0	0	0	0	0%
32-41	2	0	0	1	1	2	1	3	10	4,28%
42-51	6	4	2	0	6	4	4	3	29	12,40%
52-61	4	3	7	7	6	4	7	9	47	20,08%
62-71	8	6	8	10	10	7	5	9	63	26,92%
72-81	10	17	12	10	6	8	9	5	77	32,90%
82-91	0	0	1	1	2	1	0	2	7	3%
92-100	0	0	0	0	0	0	0	0	0	0%
Total	30	30	30	29	31	27	26	31	234	100%

Source : SMAN 4 Kotabumi

Minimum competence criteria for English learning on reading skills are 72. Based on the data above, students who got score less than 72 are 64,1%. Meanwhile there are only 35,9% students that can reach exceeded passing grade criteria.

Additionally, those problems are caused by ineffective method of learning process. The use of teaching and learning methods that have not been effective has not provided knowledge for students in the learning process, and it cannot encourage students' creativity in teaching and learning to read. Method is not effective, so the researcher interested to use another method. There are some methods that can overcome the problems of teaching reading comprehension.

Based on the problem above, the researcher will choose alternative to teach reading which is assumed to have good effect on student's reading comprehension. This method is *Preview, Question, Read, Summarize, and Test* (PQRST). According to Fazel cited in Syafitri (2017:18) one technique used by structured students to keep them on track is the PQRST technique.

Based on the concept, this method is proposed as the alternative treatment to the student's reading comprehension since it has a well-organized stage. The method can create an enjoyable learning condition by helping the students to activate their background knowledge before reading and evaluating their comprehension after reading. PQRST method can also be easily implemented in the classroom. By creating enjoyable learning condition it is expected that the previous problems can be solved and the teaching-learning process can run effectively.

The researcher interested with this problem because of reading comprehension is important to students to add their knowledge. If students have good ability in comprehending text, students can get much knowledge from the text like a new vocabulary, and other knowledge. Reading is one of ways to get much new knowledge. The researcher choose PQRST method, exactly because PQRST method has not been much implemented in SMAN 4 Kotabumi.

Therefore the researcher chooses the topic and the title is *The Effect of Using Preview, Question, Read, Summarize and Test (PQRST) method towards Student's Reading Comprehension at The Eleventh Grade Student's of SMAN 4 Kotabumi Academic Year 2018/2019.*

1.2 Identification of the Problems

Based on the background of the problem, the identification of the problem are :

1. Students have low score in reading comprehension test,
2. Students have less motivation in reading class,
3. Students lack of vocabulary,
4. Students are not interested in reading class,
5. The teacher usually use ineffective method in teaching reading.

1.3 The Limitation of The Problem

Based on the identification of the problem, the researcher limits the problems into the effect of using PQRST method towards students' reading comprehension at the eleventh grade of SMAN 4 Kotabumi academic year 2018/2019.

1.4 Formulation of The Problem

The formulation of the problem in this research is, "is there any significant effect of using PQRST method towards students' reading comprehension at eleventh grade SMAN 4 Kotabumi academic year 2018/2019?"

1.5 The Objectives of The Research

This research is aimed to investigate the significant effect of using PQRST method towards students' reading comprehension at eleventh grade SMAN 4 Kotabumi academic year 2018/2019.

1.6 Uses of The Research

The researcher hopes that this research can be useful for students, teachers, institutions and other researchers.

A. Theoretically

- a) To support the existing theories related to the use of PQRST method in teaching reading comprehension.

B. Practically

- a) For teacher

To inform the English teacher about PQRST method and for alternative to choose method to increase students' reading comprehension.

- b) For the next researcher

It can be used as a reference for further researcher to dig deeper about interesting topics.