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CHAPTER I INTRODUCTION

A. Background of the Problems

English is very important. Almost all people in the world communicate with each other in English. Indonesian has to communicate with a Singaporan, American, and those from other countries, the best communication will be in English. English is an important mean of communication to build international relationship.

Reading is one of the basic skills to be acquired during the language course, it may be the last teachable four language skills (reading, listening, speaking, and writing). Reading is a process of getting information from a written language. Regarding the idea above, Kalayo and Fauzan (2007:114) define reading as an interactive process going on between the reader and the text, resulting in comprehension. It means that in reading activity we need to comprehend what we have read. Reading is an activity with a purpose. The purpose of reading is to get information, or to enhance knowledge of the language being read. Reading is one of the most important skills in language learning, especially in term of learning English.

Reading can help students gain information or verify existing knowledge and it can be used to criticize the ideas of writer in the text. The text presents letter, words, sentences, and paragraphs that the encode meaning. The reader uses knowledge, skills, and strategies to determine



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what the meaning is. The purpose of reading will be achieved not only when the other comprehend the reading text but also when the reader knows which skills and strategies are appropriate for the type of the text and understand how to apply them to accomplish reading purpose.

Reading is comprehension. Comprehension is what reading is all about. Decoding without comprehension is simply word barking—being able to articulate the word correctly without understanding its meaning. Reading comprehension is a process in which the reader constructs meaning used as the building materials of the information on the printed page and the knowledge stored in the reader's hearing. In accordance with Klingner (2007:2), reading comprehension is a proses of constucting meaning and coordinating the complex proseses, included word reading, word and world knowledge, and fluency.

In the school, reading is one of the four skills that should be mastered by the students based on the curriculum in term of learning English as a foreign language. In accordance with Brown (2004:186), in foreign language learning, reading is likewise a skill that teachers simply expect learners to acquire. The students are required to be able to construct meaning and information through interaction and involvement with written language through reading activity.

Salafiah Syekh Burhanuddin Kuntu is one of the schools in Kampar Regency using School-Based Curriculum (KTSP). The target should be reached by students in reading comprehension of the second year is able to

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comprehend the meaning of short simple essay in the form of descriptive, recount, and narrative. It means that the second year students of Salafiyah Syekh Burhanuddin Kuntu are required to be able to comprehend the meaning of short simple essay in the form of descriptive, recount, and narrative. At least, they are required to be able to pass the passing grade (KKM) of the English subject that is 70. The teaching and learning process for meeting is about 2 hours. The duration for one hour is about 40 minutes. So, eenglish taught about 160 minutes in a week.

Table 1.1
Students' Learning Achievement

NO	Description	Scoring	
		Score	Mark
1	a. Students can identify the topic, factual information, word meaning, generic structure, purpose of the text clearly and completely.	80-100	A
	b. Students can identify the topic, factual information, word meaning, generic structure, purpose of the text clearly.	70-79	B
	c. Students have limited understanding to identify the topic, factual information, word meaning, generic structure, purpose of the text	60-69	C
	d. Students have little understanding to identify the topic, factual information, word meaning, generic structure, purpose of the text	<60	D

Based on the rubric above if students got 80-100 score, it means the students identify the topic factual information, word meaning, generic structure, purpose of the text clearly and completely; if students got 70-79 score, it means the students identify the topic, factual information, word



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meaning, generic structure and purpose of the text clearly; if students' got 60-69 score, it means students have limited understanding to identify the topic, factual information, generic structure and purpose of the text, if students got <60 score, it means students have little understanding to identify the topic, factual information, word meaning, generic structure and topic of the text.

But in fact, the researcher found students' problem in reading comprehension especially in reading narrative text. The students were not able to pass the passing grade because they were not able to comprehend the text, and they were confused with the meaning of the text. Students' problem might be not caused by students itself, it might be caused by the inappropriate strategy applied by teacher in teaching and learning process. Based on the researcher's interview with the teacher on January 2016 at Islamic Junior High School of Salafiyah Syekh Burhanuddin Kuntu, the researcher found students' phenomena in reading narrative text:

1. The students could not identify the factual information of the narrative text.
2. The Students could not able to comprehend the essence and the message of the narrative text.
3. The students could not find the meaning of the unfamiliar word of the narrative text.
4. The students could not identify communicative purpose of the narrative text.

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5. The students could not identify generic structure of the narrative text.

In this research, the writer tries to find out the alternative solution to find the strategy for teaching reading, especially for reading comprehension. According to Ulu and Akyol (2016:1) Preview, Question, Read and Summarize (PQRS) strategy improved the comprehension skills of the students as it motivated them to review the text and stimulated their preunderstanding of the text. In order for the content of the text to be understood, former knowledge should be associated with new information; the reader should interpret the text and identify its main idea (Westwood, 2008; Martin and Kragler, 2011). PQRS strategy involves an action plan to be implemented while the students develop their comprehension skills (Westwood, 2001:62).

Based on the explanations and the problems above, the researcher is interested in conducting a research entitled “The Effect Of Using PQRS (Preview, Question, Read And Summarize) Strategy on Students’ Reading Comprehension at Salafiah Syekh Burhanuddin Kuntu”.

B. The Problems

1. The Identification of the Problems

Based on the background of the problem, the researcher identified the problems as follows:

- a. How was the students’ ability in identifying the factual information of the narrative text?

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- b. How was the students' ability in comprehension toward the essence and the message of the narrative text?
- c. How was the students' ability to find the meaning of the unfamiliar word of the narrative text?
- d. How was the students' ability to identify communicative purpose the narrative text?
- e. How was the students' ability to identify generic structure of the text?

2. Limitation of the problem

In this research, the researcher only focused on reading comprehension in narrative text to the second year students at Junior High School of Salafiah Syekh Burhanuddin Islamic Boarding School Kuntu Kampar Regency. To overcome this problems, the researcher used PQRS strategy.

3. Formulation of the Problems

The problems of this research can be formulated in the following questions:

- a. How is the students' reading comprehension in narrative text taught by using PQRS strategy at junior high school of Salafiah Syekh Burhanuddin Kuntu?
- b. How is the students' reading comprehension in narrative text taught without using PQRS strategy at junior high school of Salafiah Syekh Burhanuddin Kuntu?

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- c. Is there any significant difference between the students' reading comprehension of narrative text taught by using PQRS strategy and without using PQRS strategy at junior high school of Salafiah Syekh Burhanuddin Kuntu?

C. The Objectives and Significance of the Research**1. The Objectives of the Research**

- a. To find out the students' reading comprehension in narrative text taught by using PQRS strategy at junior high school of Salafiah Syekh Burhanuddin Kuntu.
- b. To find out the students' reading comprehension in narrative text without using PQRS strategy at junior high school of Salafiah Syekh Burhanuddin Kuntu.
- c. To find out whether there is any significant difference between the students' reading comprehension of narrative text taught by using PQRS strategy and without using PQRS strategy at junior high school of Salafiah Syekh Burhanuddin Kuntu.

2. The Significance of the Research

- a. Hopefully, this research is able to benefit the researcher as a novice researcher in terms of learning how to conduct a researcher.
- b. These research findings are expected to be valuable inputs and meaningful information for teachers of English at Junior High School of Salafiah syekh Burhanuddin Kuntu

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- c. These research findings are also expected to be positive and valuable information for the students of the eight grade at Junior High School of Salafiyah Syekh Burhanuddin Kuntu in which they might get great chance to learn English as a foreign language successfully by using PQRS strategy on students' reading comprehension narrative text.
- d. Finally, these research findings are also expected to be useful for those who are concerned with teaching and learning English, served as related study dealing with reading comprehension.

D. The Definition of the Key Terms

In order to explain and avoid misunderstanding and misinterpretation about the meaning of the terms used in this research, the researcher provides the following definitions:

1. Effect

According to Richard and Schmidt (2002: 175), effect is a measure of the strength of one variable's effect on another or the relationship between two or more variables. In this research, effect was defined as the result of teaching reading by using PQRS strategy on students' reading comprehension of narrative text at Junior High School of Salafiyah Syekh Burhanuddin Islamic Boarding School Kuntu.

2. PQRS Strategy

According to Ulu and Akyol (2016:1) Preview, Question, Read and Summarize (PQRS) strategy improved the comprehension skills of the

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students as it motivated them to review the text and stimulated their preunderstanding of the text. In order for the content of the text to be understood, former knowledge should be associated with new information; the reader should interpret the text and identify its main idea (Westwood, 2008; Martin and Kragler, 2011). PQRS strategy involves an action plan to be implemented while the students develop their comprehension skills (Westwood, 2001:62). PQRS strategy in this research means the strategy used by researcher to know its effect on students' reading comprehension of narrative text at Junior High School of Salafiyah Syekh Burhanuddin Islamic Boarding School Kuntu.

3. Reading comprehension

According to Anderson et al in Klingner (2007: 2), reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency. Reading a text needs a comprehension to get the meaning of the text. Words placed in the reading texts, have meaning. When reading text, it should be known about word reading, world knowledge and also fluency. In this case, reading comprehension means the process of comprehending the text as a goal of reading activity to get the information of the text meaningfully. In this research, reading comprehension is the capability of the students at

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Junior High School of Salafiyah Syekh Burhanuddin Islamic Boarding School Kuntu in understanding or comprehending the narrative text.

4. Narrative text

According to Montgomery et al (2007: 251), narratives are stories involving a sequence of related events. Narrative text is a text which contains about story (fiction/ non fiction/ tales/ folktales/ fables/ myths/ epic) and its plot consist of climax of the story (complication) then followed by the resolution. The purpose of the narrative text is a text amuse, entertain and deal with actual or vicarious experience in different ways. Narrative deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution. In this reasearch, narrative text is a kind of text that researcher used to measure the capability of the students at Junior High School of Salafiyah Syekh Burhanuddin Islamic Boarding School Kuntu in understanding or comprehending the narrative text.

E. The Reasons for Choosing the Title

The reaseons why the researcher chooses the title conducted in this research as follows:

1. Based on the problems found in the observation, the researcher is interested in carrying out this research in order to find out the effect PQRS (preview, question, read and summarize) strategy on students' reading comprehension.

2. The topic of this research is relevant to the researcher as one of the students of English Education Department.
3. As far as the researcher concerns, this research title has never been investigated by any researcher.
4. The location of this research facilitates the researcher in conducting this research.

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