



The aim of learning reading is the students have to know basic competence and achievement indicators in reading. Basic competence of reading is understanding transactional discourse, interpersonal discourse and oral monologue.

In fact the students sometimes are difficult to comprehend the text. Most of students still have low competence in those skills through the standard of minimum completeness of mastery learning (KKM) that students must follow 70. For them English is a difficult and boring lesson. And it make students have less motivation to learn English. One of the reason is the strategy that they used.

Based on the writer's preliminary observation, there were some problems related to reading comprehension; the students had difficulty to comprehend the text and answer the questions in reading correctly, the students could not identify the generic structure of narrative text, they also could not identify the characters and Re-solution in narrative text. The problems stated above may be caused by some factors. The students have lack of vocabularies and an inappropriate teaching technique or strategy used when the teacher attempted to explain reading material. In reading class, the teacher just explained a subject in the text book and asked students to read the text either silently or loudly, and then students had to answer some questions. Consequently, reading lesson becomes monotonous and boring. The English teacher needs to think of some ways to improve the condition. In addition, a teacher needs a technique in teaching reading in the classroom that can motivate students in learning reading, or they can apply the strategy independently outside of class at least to increase their interest in reading or to build their reading habit.

In English language teaching, there are many kinds of techniques that can be used by the teacher in teaching and learning reading skills. Westwood (2000:107)



maintained that reading comprehension skill can be improved when teachers model and demonstrate effective strategies. It shows that the learning and teaching process need to demonstrate effective strategy to the students. Hopefully, this strategy may have significant effect for student's reading comprehension. The strategy is Preview, Question, Read, Summaries (PQRS).

According to Westwood (2001:62), PQRS strategy is a simple, a step-by-step plan of action any child might adopt when faced with reading assignment. The steps are First, Preview, the child scans the chapter or page, attending to heading, subheading, diagrams or figures. Second, Question, the child generates some questions in his or her mind. Third, Read, the child reads the page carefully for information. Re-read any difficult sections. Last, Summarise, the child briefly states in his or her own words the main points from the text or draw conclusions from what has been read. Based on the facts which are found, the researcher is interested in doing an experimental study to know the effectiveness of PQRS strategy on reading comprehension and carrying out a research entitled: **“The Use of PQRS Strategy on Students’ Reading Comprehension of Narrative text at The Eight Grade Students of SMPN 30 Pekanbaru”**

## **B. Problem**

### **1. Identification of the Problem**

Based on the background of the problem mentioned before and supported by phenomena, it is clear that there was the great number of students who has many problems in reading. So, the researcher identified the problem as follows:

1. What made some of the students difficult to find out main idea of narrative text?
2. What made some of the students difficult to determine the generic structure of narrative text?

3. What made some of the students unable to find the information from narrative text?
4. What made some of the students get difficult to determine the language feature of narrative text?

## 2. Limitation of the Problem

It was important to set some limitation of the problem to avoid misunderstanding and to clarify the problem. The writer limited the extend of the research only on teaching reading of narrative text by using PQRS strategy at the eight grade of SMPN 30 Pekanbaru.

## 3. Formulation of the Problem

Based on the problems limited above, thus, the problems of this research could be formulated in the following research questions:

- a. How is students' reading comprehension of narrative text taught by using Preview, Question, Read, Summarise (PQRS) strategy at the eight grade of SMPN 30 Pekanbaru.?
- b. How is students' reading comprehension of narrative text taught by without using Preview, Question, Read, Summarise (PQRS) strategy at the eight grade of SMPN 30 Pekanbaru.?
- c. Is there any significant difference between using Preview, Question, Read, Summarise (PQRS) and without using Preview, Question, Read, Summarise (PQRS) strategy on students' reading comprehension of narrative text at the eight grade of SMPN 30 Pekanbaru?

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## C. Objectives and Significances of the Research

### 1. Objectives of the Research

This research is necessarily carried out in order to achieve the objectives as follows:

- a. To get information about the students' reading comprehension of narrative text taught by using Preview, Question, Read, Summarise (PQRS) strategy at the eight grade of SMPN 30, Pekanbaru.
- b. To know whether there is a significant difference between using Preview, Question, Read, Summarise (PQRS) strategy and without using Preview, Question, Read, Summarise (PQRS) strategy on students' reading comprehension of narrative text at the eight grade of SMPN 30 Pekanbaru.

### 2. Significances of the Research

- a. These research findings are expected to give the positive contribution to the teacher of English and institutions in the process of English teaching and learning.
- b. These research findings are expected to develop the theories on teaching and learning English as a foreign language.
- c. To motivate the students in learning English which in turn helps the students improve their learning achievement in English.

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#### D. Definition of the Key Terms

In order to avoid misunderstanding and misinterpretation about some terms used in this research, the writer defines them as follows:

##### 1. Preview, Question, Read, Summarise (PQRS)

According to Westwood (2001:62), the strategy is a simple, a step-by-step plan of action any child might adopt when faced with reading assignment. The steps are First, Preview, the child scans the chapter or page, attending to heading, subheading, diagrams or figures. Second, Question, the child generates some questions in his or her mind. Third, Read, the child reads the page carefully for information. Re-read any difficult sections. Last, Summarise, the child briefly states in his or her own words the main points from the text or draw conclusions from what has been read.

##### 2. Narrative Text

In this research, this text is used by the students at the eight grade of SMPN 30 Pekanbaru. Narrative text is one of types of text taught for students in SMPN 30 Pekanbaru. In narrative text, the students are expected to understand about the context and to find out the moral value of the story. There are many types of narrative. They can be imaginary, factual or a combination of both. They may include fairy stories, horror stories, fable, legend, folktale, short story, etc. The purpose of narrative is to entertain the readers.

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### 3. Reading Comprehension

Rosenblatt in Moreillon (2007:19) developed a theory of reading as a transaction among the reader, the text, and the intention of the author. Related to reading is the sense of process getting from written or printed text. Grabe and Stoller (2001:2) stated that reading is the ability of drawing meaning and interpreting information in the printed page appropriately. In this reearch, reading comprehension is the product of understanding the text in order to get information and the meaning of the text.

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