CHAPTER 1

INTRODUCTION

I.1 Background of the Study

Language is one of the most important things in communication. Language is also means of communication by express their ideas, feeling and thought. Allyn and Bacon (2004:1) Language is a powerful means to communicate the deepest and highest desires, dreams, and ideal humanity. English is an essential tool to communicate in current time, it is the most common language that is used by people to interact around the world.

Nowadays, English is as the international language. People use English to communicate each other. It plays an important factor in the world to develop many aspects of life, especially in transferring science, technology, trades, politics, businesses, etc. It is used not only by native speakers but also by non-native speakers to communicate each other. It also helps people to fulfill their potential, to share their inner selves with others, or to act upon the world powerfully (Bacon, 2004:1).

Since English as the international language, it becomes one of the biggest influences in education. The students need to master four skills in English: speaking, listening, writing, and reading (Brown, 2001:232) because many schools try to build up their students' ability in English. They create the students

1

to become international students that can help them to get their favorite collages, jobs and careers easily. For that reason, English as one of the important subjects at school is learned by students in Indonesia.

In Indonesia, reading as one of the English skills has to be learnt, because reading is a tool for the students to acquire information and knowledge. It is supported by Pastel and Jane (2008 : 114) who state that "Reading is certainly an important activity for expanding knowledge of a language". Reading means understanding and interpreting the pieces of language. It is one of the most important learning skills. Reading provides the learners with a source of comprehensible input and serves to facilitate communicate fluently in other language skills. Chastain (1988: 217) states that "Reading is a receptive skill in that reader is receiving a message from a writer. The reading goal is to read for meaning or to recreate the writer's meaning. Reading to improve pronunciation, practice grammatical forms, and study vocabulary does not constitute reading at all because reading involves comprehension. When readers do not comprehend, they are not reading". In short, the reading involves comprehension, when the readers cannot comprehend, they are not reading.

Reading is very important in learning English. One of the purposes of teaching is to enable students to understand, interpret and analyze the texts. Reading is not a passive activity. We bring knowledge and expectations to the text which help us to understand it (Uri.P:1996). It means that teaching reading must be a routine activity in which individual words are combined to produce meaning (in Kathleen 1992:23) states Considering the importance of reading, it

should be given greatest attention in any level education, especially at junior high school.

Comprehension is an active process. Active reading involves interacting with information or creating in internal dialogue with a certain material. The readers are expected to be actively engaged in the text to construct meaning. Furthermore, Westwood (2001:3) suggests that to comprehend, the reader must use information they already possess to filter, interpret, organize, and reflect upon information from the page. It means that in order to be successful in reading comprehension, they have to be able to connect ideas in the text and ideas in their mind.

In teaching reading, the teacher should enable the students to comprehend the text relating to the genre of the text which is taught. The students should be able to identify the topic, main idea, generic structure, grammatical features, references, inferences, and social function. For eighth grade, there are some genres that should be mastered by the students, such as: Recount, Report, Procedure, Narrative, and Descriptive. (Depdiknas:2006).

Since English in Indonesia, most of the students at any levels of education get difficulty in reading English texts. The Indonesian students need help with reading comprehension(Syatriana, 1998; and Hamra, 1993). It means that the deep comprehension of a text is a problem in reading comprehension for the students. In other words, they are still not successful in reading comprehension if they still get difficulties in reading comprehension.

It has been a problem in Indonesia, based on the journal of Indonesian People, Mustafa, (2012: 2) stated that in several cities in some provinces since 1995, the average reading habit of Indonesian people was still low. In fact, Based on research reports conducted in several cities in some provinces since 1995, the average reading habit of Indonesian people was still low. In fact, the research reports conducted in the provinces of SULSEL (South Sulawesi), RIAU (Riau), KALSEL (South Kalimantan), SULUT (North Sulawesi), SUMUT (North Sumatera), and KALTIM (East Kalimantan) quantitatively stated that, if reading habit was quantitatively scored from the value of 1, that was the lowest reading habit, to the value of 7, that was the highest reading habit, then the study reported that the average reading habit score of respondents from the six provinces was 3.2. That was a little bit low.The second problem in Indonesia, based on the study conducted Central Connecticut State University in New Britain, Conn., US (the Jakarta Post, March 12,2016) at literacy and literate behavior, on the reading assessment resultcategory, Indonesia was in the 60th place or the second-least literate nation in the world in a list of 61 measurable countries.

Therefore, the importance of readingis crucial that reading should be given a greater attention at any level of education, especially in Junior High School. Reading is taught at school and it is supported by School Based Curriculum (KTSP). In School Based Curriculum, there are two competences namely standard competence and basic competence which need to be mastered by the students, and these competencies are stated in syllabus as a guide for teachers in arranging teaching and learning design or lesson plan. At Junior High School, the standard

competence is to understand the meaning short essay of various genres. Based on the School Based Curriculum (KTSP), the students are required to be able to comprehend many kinds of genres, such as: descriptive, narrative, recount, etc., which are useful for communication purpose, related to their environment (Badan Standar Nasional Pendidikan, 2006:31).

One of reading genres that is familiar and taught to the eight grade students at Junior High School YPPI Tualang is narrative text. Since the students always face reading comprehension through genre, they must know the types of text, and automatically they are able to comprehend a text. In this research, just focus on narrative text. SMP YPPI Tualang is one of the schools that also use School Based Curriculum (*KTSP*) in teaching English. School Based Curriculum (*KTSP*), reading must be learned by the students. In Junior High School YPPI Tualang, reading is taught and learned in all grades, from the first grade to the third grade. Although this school has done a lot of efforts to improve the students' English competence in reading subject. But in fact, the students did not seem good in English and many students still had difficulties in reading. Meanwhile, this school has a program to improve English, which the teacher has been using the Competence Based Curriculum in teaching and learning process, but the technique that teacher uses is not successful enough in teaching reading yet, because the teacher still used conventional teaching technique in teaching reading.

Based on preliminary study at Junior High School YPPI Tualang on September 2016, there were many problems faced by students of the eight grade students on reading comprehension in narrative text. Firstly,the students were not

able to find out the main idea in reading narrative text. Secondly, the students were not able to find out the meaning of vocabulary in narrative text. Thirdly, some of the students were not able to get factual information of the narrative text. Fourthly, the students were not able to identify the generic structure in narrative text. Finally, the students were not able to find out the reference of the narrative text. These problems were the students always got low scores in reading comprehension because they could not comprehend a text.

Then, the problems of teacher's side, the teacher still used conventional teaching technique in teaching reading. The teachers only focused on one technique or method. Many strategies, techniques, or methods that we can use to improve students' reading comprehension. PQ4R and Graphic Organizers help students' problems in reading comprehension. The variations of teaching methods were needed in teaching and learning process too.

Considering the conditions above, it was necessary to apply PQ4R and Graphic Organizers which were created especially by some experts to teach reading comprehension. These strategies can help students to comprehend reading text, especially in narrative text. Thus, to overcome these problems, it was necessary to propose two strategies in order to compare the use of PQ4R and Graphic organizer strategies. One of the strategy is appropriate to improve reading comprehension is PQ4R. PQ4R is a learning method that a part of cooperative learning which the aimed to improve comprehend and remember of the material. Thomas and Robinson(1972) stated that PQ4R Method aims at making reading easier. PQ4R strategy is one of the most succesful strategies for

remembering textbook material. PQ4R stand for six activities to engage in when you read: preview, question, read, reflect, recite and review. These activities are designed to increase the depth to which you process the information you read (Bernstein, et.al,2008:275). According to Slavin (2008, p. 256) PQ4R is a strategy that helps students to understand and remember what they have read. The PQ4R stands for Preview (P), Question (Q), Read (R), Reflect (R), Recite (R), and Review (R)".In line with Slavin, Pehofer and Roy (2003: 42) state that PQ4R strategy is an efficient strategy to facilitate comprehending of text. It means that PQ4R strategy is a strategy that can help students in comprehending the text moreeasily.

Based on the statement above that PQ4R is a strategy used to help students understand, remember what they read and help the learning process in reading comprehension.

While Graphic Organizer is useful for helping the students to comprehend the text. Gregory and Carolyn (2007:101) state that Graphic Organizer is usefulthinking tools that allow students to organize information and allow students to see their thinking. Supporting Gregory's and Carolyn'sopinion, McKnight(2010) states that Graphic Organizer is important and effective pedagogical tools for organizing content and ideas, and facilitating learners' comprehensionnewly acquired information. By using Graphic Organizer, educators hope to facilitate the readers' understanding of the text through visual depictions of key terms, concepts and the relationships among them (Simmons, Griffin,&Kame'enui, 1988).

Graphic organizers,as illustrated by Drapeau(1998:11),can be used to enhance students' thinking skills by encouraging brainstorming, generating new ideas, connecting parts to the whole, drawing sequence, analyzing causes and effects,etc. In line with Drapeau, graphic organizers are visual representation of knowledge that structure information by arranging important aspects of a concept or topic into a pattern using labels (Bromley,DeVitis& Modlo,1999:7) Graphic organizers are used as the rescuer tool when the readers failed in understanding text. Nikolai (2009: 9) states that graphic organizers can help students understand the relationship between various pieces of information that they may have otherwise failed to identify.

In addition, graphic organizers are not simply done individually, but they can be done in groups. Jacobson (2007: 4-7) suggests that graphic organizers are the visual tools allowing students to structure information and to arrange key concepts which can be performed as a whole class, smallgroups, or individual activities. Fundamentally,both individually and collaboratively graphic organizers can be implemented in teaching reading comprehension.

Based on the explanation and the problems mentioned above, it was necessary to conduct a research entitled **" The Effects of Using PQ4R and Graphic Organizers Strategies on Students' Reading Comprehension at Junior High School YPPI Tualang.**

I.2 Statement of the Problem

Nowadays, reading is a very important skill and should be mastered by the students in learning English. By reading, students can get information and knowledge. In short, reading helps the students to develop their knowledge. Regarding to the background of the problems above, it is clear that there are some problems in teaching-learning of reading. The problems might come from students and teachers. However, those problems are considered to solve immediately. Regarding to the background of the problems above, the problems deal with students reading comprehension in the teaching learning process, especially in narrative text. The students were not able to find out the main idea in reading narrative text. The students were not able to find out the meaning of vocabulary in narrative text. The students were not able to get factual information of the narrative text. Further, the students were not able to identify the generic structure in narrative text. They also were not able to find out the reference of the narrative text.

It has been recognized that the students at Junior High School YPPI Tualang still faced the problems in reading comprehension, especially in narrative text. Some questions need to be addressed. Why are the students not able to find out the main idea in reading narrative text? Why are the students not able to find out the meaning of vocabulary? What do the students get difficulties to find out the generic structure of the text? Why are the students not able to get factual information of the narrative text? What are the students not able to find out the reference of the narrative text? How is the influence of reading strategy to their

reading comprehension by analyzing PQ4R and Graphic Organizers strategies? Is the teaching strategy appropriate in improving the students' reading comprehension in narrative text? Which strategy gives better result either PQ4R and Graphic Organizers strategies on reading comprehension?

The other problem came from the teachers themselves. It is difficult for the teachers to find and choose a suitable strategy for reading skill. The teachers still use inappropriate strategy in teaching reading. Further the teacher did not pay attention to her appropriate strategy in teaching and learning process ofreading and the teacher still also implemented teacher center instruction.

In order to help students better in enhancing their reading comprehension,There are two strategies that help the students in reading comprehension. Thomas and Robinson,1972 states PQ4R is an acronym (Preview, Question, Read, Reflect, Recite, and Review). PQ4R method is one of the elaboration which help the students to remember what they read, so that students will gain new information. This method also helps the students understand and improve their reading comprehension skill. With this method, the students are expected not only to understand the content of the reading text, but also the social message in the reading text.

Then, Ciascai(2009:17) defines graphic organizers as representation, pictures, or models used for processing textual information. Graphic organizers facilitate the students in understanding, knowledge when there is a large amount of work with a given limited time. In line Ciasai, Tracey Hall & Nicole Strangman state that" a graphic organizer is a visual and graphic display that

depicts the relationships between facts, terms, or ideas within a learning task.Graphicorganizers connect important words or statements to diagrams, show a process, or present a sequence. This helps students, who often have difficulty reading and understanding information in textbooks.

In the other word, the teacher used two strategies; those were PQ4R and Graphic Organizers strategy. By using these strategies they had seemed that where was the most interested and influenced by the students in reading comprehension.

I.3 Limitation of the Problem

Based on the background and the statement of problems about students' reading comprehension above, the study focused on implementing PQ4R and Graphic Organizers strategies on students' reading comprehension of narrative texts. The scope of the study was limited as follows.

For this study,two classes were chosen as samples of the research at Junior High School YPPI Tualang. They were divided into one experimental group 1 and one experimental group 2 of the eight grade students at Junior High School YPPI Tualang. The classes were chosen based on the English teacher's information thatthe two classes were homogenous or the students' capability of the two classes were equivalent.

This study was conducted at Junior High School YPPI Tualang, which is located on Komplek Persada Indah Tualang. It was done for six meetings in two months (March until April 2017). The population of this research was the second grade students of Junior High School YPPI Tualang in academic year 2016/2017.

Two classes were used as samples in this research by using cluster sampling. Cluster sampling randomly selects groups (not individuals), stated by Gay (2000 :129). And Graphic organizer strategies were limited by using Story Map.

I.4 Purpose and Objective the Study

The purpose of this study was to compare the use of PQ4R and Graphic Organizers strategies on students' reading comprehension in narrative text at Junior High School YPPI Tualang.

This study was done to fulfill the objectives as stated below:

1. To find out a significant difference of the students' reading comprehension, pre test mean scores between using PQ4R strategy for an experimental group 1 and Graphic Organizers strategy for an experimental group 2.

2. To find out a significant difference of students' reading comprehension between pre test and post test mean scores by using PQ4R strategy

3. To find out a significant difference of students' reading comprehension between pre test and post test means score by using Graphic Organizers strategy

4. To find out a significant difference of students' reading comprehension post test mean scores between using PQ4R strategy and Graphic Organizers.

I.5 The Research Questions

Based on the purpose of the study above, the research questions were formulated at the following questions:

1. Is there any significant difference of students' reading comprehension, pre test mean scores between the PQ4R strategy for an experimental group 1 and Graphic Organizers strategy for an experimental group 2.

2. Is there any significant difference of students' reading comprehension between pre test and post test mean scores by using PQ4R strategy for the experimental group 1?

3. Is there any significant difference of students' reading comprehension, between pre test and post test mean scores by using Graphic Organizers strategy for the experimental group 2?

4. Is there any significant difference of students' reading comprehension post test mean scores between using PQ4R strategy and Graphic Organizers strategy?

I.6 Significance of the Study

This study focuses on the effects of PQ4R and Graphics Organizers on students' reading comprehension. It is hoped that the use of those strategies can increase the eight grade students' ability in comprehending text, especially narrative text. This study could have significance on the students' reading comprehension of the eight grade students at Junior High School YPPI Tualang. The teacher can determine which strategy is better to implement in teaching reading comprehension between PQ4R and Graphic Organizers strategies. So, it gives contribution to the English teachers in finding the appropriate strategy in teaching reading comprehension especially in narrative text.

PQ4R strategy is a strategy that helps students to focus organizing information in their minds and making it meaningful (Slavin,1997:298). This method also helps the students to understand and improve their reading comprehension skill. Ciascai (2009) investigated Graphic Organizers as instruments of representation, illustration and modeling of information'. Her investigation also examined the use of graphic organizers in educational practice for building and systematizing knowledge. This investigation concluded that graphic organizers help learners in understanding the content of the text by classifying and modeling ideas in the text.

I.7 The Rationale of the Study

Reading is one of the important skills in learning English. Students should master and comprehend in reading text. Bennette (1997: 23), stated that: "Reading is the combination of word recognition and intellect and emotion with the prior knowledge to understand the message communicated". So, in comprehending a text, the readers usually have to get reading process which includes the readers' background knowledge. It means that reading comprehension is the activity to associate the knowledge that the readers already get to the meaning in the text, absorb them, the adapted the prior knowledge. Reading has many contributions in enhancing and enriching students' knowledge. Nowadays, reading is an essential skill for all students at all levels started from elementary school up to university. So, it focuses on the students' reading comprehension as one of the variables in this study.

This study has been conducted to find out which strategy is better to implement in teaching and learning process of reading comprehension between using PQ4R and Graphic Organizer strategies. In reading comprehension, it is very important to use some appropriate strategies in instruction and learning process in order to achieve the learning goals. Applying appropriate learning strategies help to make language learning easier, faster, more self-directed, more effective and more transferable to new situations (Rubin, 1987 and Oxford, 1990). Language Learning Strategies refer to conscious or unconscious mental steps, procedures, techniques or specific actions employed by learners to aid in the acquisition, storage, retrieval and the use of information to regulate one's efforts in learning a target language.

The success in teaching and learning process depends on the teacher's effort which is given by using PQ4R and Graphic Organizers strategies. So the learners can be easy to appreciate their capability in product of teaching activities. However, it is a hard work and hopes that the strategy is useful not only for teachers, but also for students in the teaching and learning process. The significant product use for one way for a teacher in the teaching process. PQ4R and Graphic Organizers strategies give significant difference in order to improve the students' reading comprehension.

I.8 Definition of Key Terms

In order to avoid misunderstanding and misinterpreting in writing this research, it is necessary to explain the definition of terms as follows:

1. **Comparison**

Routio (2007) states, comparative study is often used in the early stages of the development of a branch of science. It can help the researcher to ascend from the initial level of general theoretical models, invariance, such as causality or evolution. In this research, comparative study is meant by comparing two strategies on students' reading comprehension.

2. **Effect**

The effect is a measure of the strength of one variable's effect on another or the relationship between two or more variables (Jack C Richards, 2002:75). In this research, an effect is defined as the result of teaching reading by using PQ4R and Graphic Organizers strategies.

3. **Preview, Question, Read, Reflect, Recite, and Review (PQ4R)**

According to Thomas and Robinson(1972), PQ4R method is one of the elaboration which can help the students to remember what they read, so that students will gain new information. In this research, PQ4R is meant by a strategy for the junior high school YPPI Tualang when reading a text.

4. **Graphic Organizers**

Bromley,DeVitis & Modlo,(1999:7) state graphic organizers are visual representation of knowledge that structure information by arranging important aspects of a concept or topic into a pattern using labels. In this research

Graphic Organizer is meant by a strategy for the junior high school YPPI Tualang when reading a text.

5. Reading Comprehension

Reading Comprehension is a concept of reading as the applications of a set of isolated skill such as finding the main idea, identifying cause and effect relationship, comparing and constructing (National Reading Panel: 2000). In this study, reading comprehension is the capability of the eight grades of junior high school YPPI Tualang in understanding or comprehending the narrative reading text.

6. Narrative Text

According to Anderson (1997:8) narrative is a piece of text, tells a story and in doing so, entertains or informs the reader and listener. John (2001:203) states Narration is storytelling, whether we are relating a single story or several related ones. Through Narration, we make a clear statement by relating to detail something that has happened to us.