

CHAPTER I

INTRODUCTION

This chapter presents background of the study, the formulation of the problem, the objective of the study, and the significance of the study.

A. Background of Study

According to Rivers, reading is the most important activity in any language class not only as a source of information and entertainment but also as the means of consolidating and extending one's knowledge of the language¹. In other words, reading is useful not only to produce information and knowledge but also to strengthen and expand one's knowledge of language. The goal of reading is to comprehend the meaning that is conveyed in the written text.² Therefore, through reading comprehension, students can be claimed that they have done the process of reading, and catch some implied and stated information from the text by interpreting or analysing the sentences to really get the answers for the questions.³ To conclude, to learn reading comprehension in language class including in learning English is important.

In Indonesia, English serves as a foreign language that becomes a significant component in education because, English is the only foreign language taught in secondary schools and higher education institutions in Indonesia⁴,

¹Rivers, W.M. (1981): *Teaching Foreign Language Skills*, USA: The University of Chicago Press.

²Muslaini, (2017) Strategies for Teaching Reading Comprehension, *English Education Journal (EEJ)*, Vol 8.p 67

³Ratih Layli Nurjannah (2018), The Analyses on Students' Difficulties in Doing Reading Comprehension Final Test, *Metathesis: Journal of English Language Literature and Teaching*, Vol. 2 (2)

⁴Rahmah Fithriani, (2020), *Grammatical Errors in Madrasah Aliyah Students' Narrative Text: An Error Analysis of Surface Strategy*, p.8

there is an increasing need to learn English.⁵ In teaching English reading comprehension is one of the skill that is regulated to teach in Curriculum 2013, it is mention that students are required to be able to process, understanding and presenting text that students read. Particularly in ninth grade syllabus, one of reading competences, the students are required to comprehend the meaning of short functional texts and essays in the form of narrative, descriptive and new items. Compared to all genres of the text, narrative is considered the specialized, because narrative has been and continues to be such a popular genre.⁶ The genre of narrative is one of the most commonly read, through least understood of all the genres.

Narrative text is a piece of text that tells a story and, in doing so, entertains or informs the reader and listener.⁷ Its purpose is to present a view of the world that entertains or informs the reader or listeners. Narrative is one of the most powerful ways of communicating with others.⁸⁸ From the definition above it can be said that narrative texts is a story tells us about something interesting that has purpose to amuse and to entertain for the readers or viewers.

At ninth grade of Junior High School, reading narrative text is arranged in English Syllabus Curriculum K-13 that requires all the students to be able to understand the meaning of the text contextually related to social function, structure of the text, and linguistic elements of narrative text through oral and

⁵Monika and Concilianus, *Ibid*, p. 69

⁶Knapp, P and Watkins, M, (2005), *Genre, Text, Grammar (Technologies for Teaching and Assessing Writing)*, p. 220

⁷Anderson, (1997), p. 8

⁸Meyers, (2005), p. 52

written text in a short and simple way.⁹

Unfortunately, the fact, do not occur in line with expectations based on the previous research from Dwi who found that the students argue that reading comprehension is difficult. They informed that it is happened because of some of the factors, such as like the teacher's strategy in teaching reading was not interesting and make them bored, the students were not motivated to know about the learning material.¹⁰ It also found by Dian who conducted research at the high school level that there were still many students are not able to identify the main idea narrative text.¹¹

Similarly, for the preliminary data collected during PPL (teaching practice) at class IX-1, the researcher observed how the class situation when the learning process took place and tried to find the problem by interviewing the English teacher and several students. The result of students' interview shows that moreover many of the students told that reading comprehension is difficult to do because they must have known the main idea of the text. In addition the result of observations, shows that the teacher used learning techniques that did not get closer to students' lives. Moreover, many of students looked discouraged and bored while taking reading comprehension lesson. This is supported by interviewing with the teacher who said that her students get bored quickly while studying. To solve the problems mention previously, using various and suitable strategies or techniques to teach and enhance the students' comprehension to read narrative text can be one of the alternatives to tackle the

⁹*English Syllabus Curriculum K-13*, 10th Grade

¹⁰Dwi Larasati, (2019), *An Analysis of Difficulties in Comprehending English Reading Text at the Eleventh Grade Students of MAL UINSU Medan. Thesis*. Medan: UINSU Press

¹¹Dian Anggraini, (2017), *An Analysis of Students' Difficulties in Reading Narrative Text at the First Grade of Senior High School 1 Tambang. Thesis*. Tambang.

problem.¹² There are some techniques of teaching reading which are interesting and can improve students' reading skills, but not all strategies can fit with the text and students' needs. One of the strategies that might be appropriate is (PQRST) technique.

PQRST is one technique that could help improve students' reading comprehension. According to Sulisty, PQRST technique is one the teaching strategies which comprise five stages/schemes: Preview: the students identify the title, picture, number, italic words in the text-, Question: the students activity to make a question-, Read: students read the text carefully-, Summarize: students make a summary of the information that has been obtained from the text-, and Test: teacher gives the test to the students based on the text.¹³

To be more specific, there are some previous studies, which investigated that this technique can improve the student's reading comprehension skill. Susanti in her research found out that the use of PQRST technique with its accompanying actions was effective to improve the teaching and learning process of reading comprehension.¹⁴ Moreover, Rahayu conducted the research about the improvement of students' reading comprehension in descriptive text through PQRST. The result showed that the implementing of PQRST technique could improve the students' reading comprehension in

¹²Utami Dewi and Budi Siswanto, (2016), *Improving Students' Ability in Reading Narrative Text by Using Think Pair Share Strategy*, p.2

¹³Nikmatul Khoiriah, *The Impelementation of PQRST Strategy to Improve Reading Comprehension Ability at SMKI ASSAY'RONIYYAH Mataram Baru*, University of Lampung, 2017

¹⁴Aprida Nur Riya Susanti, (2013), *Improving Student's Reading Comprehension Through PQRST Technique at Grade XI OF SMA PIRI 1 YOGYAKARTA IN THE ACADEMY YEAR OF 2012/2013*. Thesis. Yogyakarta

descriptive text and it also had improved the students' participation.¹⁵

Based on the previous studies above, in this research the researcher used PQRST techniques to solve the problems on students' reading comprehension in narrative text because the researcher believed that there were potential possibilities to improve the student's reading comprehension skill and advice from the previous studies. Here, the researcher would gain the research, which is entitled "*Improving Students' Reading Comprehension of Narrative Text through Preview, Question, Read, Summarize, and Test (PQRST) Technique at Ninth Grade Students of SMP Muhammadiyah 56 Binjai.*"

B. Identification of the Problem

After knowing the background of the study of learning reading comprehension in narrative text at ninth grade by using PQRST technique, the researcher compiled the identification of the problems as follows:

1. The students were lack of vocabulary.
2. Students got difficulties to follow teaching learning process in reading comprehension. They always make a noise because they were confuse about reading comprehension.
3. Students were difficult to answer the question during teaching and learning process.
4. Students were not enthusiast to learn reading in class.

¹⁵Widiya Tri Rahayu, (2012). The Effect of Using Preview, Question, Read, Summarize, Test (PQRST) Method Toward Student's Reading Comprehension of The First Year Students at Islamic Senior High School Babussalam Boarding School Pekanbaru. *Thesis*. Pekanbaru.

C. Formulation of the Problem

Based on the identification of the problem mentioned above, the problem of this research is formulated as follows: “How can PQRSST technique improve reading comprehension skill in narrative text at ninth grade students of SMP Muhammadiyah 56 Binjai?”

D. Objectives of the Study

Related of this study is to find out whether the PQRSST technique could improve students' reading comprehension skill in narrative text at ninth gradestudents of SMP Muhammadiyah 56 Binjai.

E. The Significance of Study

There are two significance aspects that the researcher expected the result ofthis study can give contribution to it. First is theoretical aspect is for the theories and references, for the teacher and for the further researcher. The researcher expects the result of this study will give significance as follow:

1. Theoretical Significance

Theoretically, the researcher expects the result of this study expected to be useful to add references in carrying out the learning needed by the students, to improve their reading comprehension skill.

2. Practical Significance

a. For Teachers

The results of this study can be an alternative strategy for the English teacher to be applied in the classroom. Thus, it could make the classroom activity more

various.

b. For Students

The result of this research is expected can give a lot of beneficial contributions to the ninth grade students of SMP MUHAMMADIYAH 56 Binjai especially to help them to improve their reading comprehension skill.

c. For Further Researchers

The result of this study can be used as a reference for further researchers who intend to conduct research with PQRST technique in their place or to increase the students' reading comprehension or want to use the same technique but in different text.

