

**PQ4R STRATEGY TO IMPROVE STUDENTS' READING
COMPREHENSION AT SMA PROGRESIF BUMI
SHOLAWAT SIDOARJO**

THESIS PROPOSAL



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CHAPTER I

INTRODUCTION

In this chapter, the researcher principally focuses on the background of the study, statement of problems, objectives of the study, significances of the study, scope and limitation of the study and operational definitions.

1.1 Background of the Study

Reading is considered as a primary activity to gain the knowledge in which the readers are organized to know what they have read and become their knowledge. It is not only a single process but needs some process in attaining from what they have read to what they have got from reading. To understand what the readers read, absolutely the readers should have skill in reading. Anderson defined reading as the process of making meaning from written texts which needs the harmony of a lot of related sources of information (Anderson & Anderson, 1997; in Sabouri, 2016, p. 230). It is implied reading as an interactive process between a reader and text which leads to attain or build meaning from a text.

Reading which is known as one of the four English language skills becomes significant in the education field. Brown (2000) p.12) states reading is inter-related to other skills which is valuable not only for student future life but also for their further language study. Thus, students need to be trained in order to have good reading skill. Furthermore, since the success of their study depends on the greater part of their reading ability, reading is considered as an activity which is critical and necessary for the students. It is assumed when students'

reading skill is weak, they are very likely to fail in their study or at least they will have difficulty in making progress. On the other hand, when they have a good ability in reading, they will have a better chance to succeed in their study.

Reading is essential to be mastered by the students in acquiring knowledge and new information on what they have read in a reading text. It is a complex process of transferring the message between writers and readers who have different background knowledge. Reading activity does not merely recite letters or sound symbols, but it is an activity to understand and provide responses to what they have read. The main goal of reading is comprehended the meaning of texts written (Neil & John, 1992; in Marisa, 2019, p. 19). In addition, in the learning reading, the students are expected to be able to comprehend the written text they read. Students have to be able to comprehend text, both oral and written. By understanding and interpreting the written text, students can transfer the information of what they have read via reading comprehension.

Reading comprehension is one aspect of language skills must be mastered by the student in order to interpret meaning and information from reading material. Consequently, students are required to have good understanding capabilities. To comprehend, the students must have a wide range of capacities and abilities including cognitive capacities, motivation, and various types of knowledge (Fatuni'mah, 2015, p. 3). Undeniably, the specific cognitive, motivational, and linguistic capacities and the knowledge base called on in any act of reading comprehension be subject to the texts in use and the

specific activity in which one is engaged. Furthermore, reading comprehension is well-known as intentional thinking during which meaning is constructed through interactions between text and reader. It is argued reading comprehension is considered as the ability of the student to understand the text in finding and determining the main idea, topic sentence, and the content from the reading texts (Clarke & Chesher, 2014, p. 1). The goal, therefore, is to gain an overall understanding of what is described in the reading texts rather than to obtain sense from isolated words or sentences (p.5).

In reading comprehension, the ability to understand reading is a dynamic and diverse ability in accordance with the intent and purpose of the various types of text read by the reader (Santoso, 2019, p. 5). It reveals a reader to comprehend reading material well in several aspects, such as: (1) recognize the words or sentences in the reading and know the meaning, (2) connect the meaning of experience possessed with the meanings in the reading, (3) understanding all meanings contextually, and (4) making judgments about the value of the contents of the reading based on reading experience. It is inferred reading comprehension is an activity reading to understand the whole reading material, to analyze, and evaluate the meaning contained in the texts. Concerning to the explanation mentioned, it is concluded reading comprehension becomes essential activity to be considered in learning activities.

In a fact, reading comprehension has become the problem among students. Some of the students still have difficulties in finding general

information in the passage, finding specific information, identifying main ideas, identifying explicit and implicit information. This condition is caused by several factors such as student's low ability in mastering the reading skill, the material of the reading text, student's low motivation to read and uninteresting in teaching strategy (Marisa, 2019, p. 10). In addition, Brashdi (2006) in Bayu (2013, p.1) mentions other students' problem in reading is the lack of vocabulary. When the students read a text, they will not able to comprehend a text well if they find some unfamiliar words, thus, the teachers need to create activity to enhance the students ability in understanding information in a text and to enrich the students' vocabulary. Thus, the use of appropriate approaches becomes one of the determining factors in teaching learning towards learning reading comprehension in order to improve students' reading comprehension.

Based on the preliminary research, the researcher found there are some of the students who have difficulty in comprehending material to the reading texts. In fact, students of tenth grade at SMA Progresif Bumi Sholawat Sidoarjo have the problems to understand their English learning especially in reading comprehension. Lack of vocabulary becomes one of their problems. Then, their comprehension can be recognized through their way of reading. Their low comprehension is shown when they do not understand what they read. The students cannot answer question based on the selection; this may be caused by their limited vocabulary. In reading activity, students are forced to know the implied and stated messages of the texts given. The problems above-mentioned make the students unreachable the standard of minimum completeness or KKM

(Kriteria Ketuntasan Minimal) has been decided in education curriculum 2013 (KKM > 76 for English subject). Most of the students got the lower scores of KKM. Consequently, if the problems continuously happen, the goals of education will never be achieved. Therefore, the English teacher is expected to find out the solution of the students' problem in understanding the content of text.

Teacher has authority to choose instructional strategies that are appropriate for the objective of study in picking one which might be most appropriate and effective in teaching reading comprehension (Ormord, 2003; in Marisa, 2019, p. 21). The teacher should be able to find out a good strategy helping the students to understand and comprehend the text which makes the students are motivated, stimulated, in studying in order to understand text well. There are many methods that can be used by teachers in the classroom. The thing that should be considered by teachers in choosing the method is matching the problem faced by the students with the goals of the strategy itself. The researcher has found a strategy that is very interesting to be used in the classroom. This strategy is called "PQ4R" which stands from Preview, Question, Read, Reflect, Recite, and Review. PQ4R is procedure that focuses students on meaningful organization of information and involves in other effective strategies (Slavin, 2006, p.195). Therefore, the researcher is going to conduct the research entitled: "*PQ4R Strategy to Improve Students' Reading Comprehension at SMA Progresif Bumi Sholawat Sidoarjo*".

1.2 Statements of the Problem

To clarify the result of the research, the researcher formulates the research problems, namely:

- 1.2.1 How is the implementation PQ4R strategy on the students' reading comprehension skill of the 10th grade at SMA Progresif Bumi Sholawat Sidoarjo?
- 1.2.2 How is the students' achievement in reading comprehension toward the implementation of PQ4R strategy at the 10th grade at SMA Progresif Bumi Sholawat Sidoarjo?

1.3 Objectives of the Study

Related to the problems formulated, this research has two purposes:

- 1.3.1 To examine the implementation PQ4R strategy on the students' reading comprehension skill of the 10th grade at SMA Progresif Bumi Sholawat Sidoarjo.
- 1.3.2 To describe the students' achievement in reading comprehension toward the implementation of PQ4R strategy at the 10th grade at SMA Progresif Bumi Sholawat Sidoarjo.

1.4 Significances of the Study

The researcher hopes the results of this research will give contributions directed to:

1.4.1 Teachers

The research can be used as information and alternative solution in teaching English, especially in reading comprehension. So that, the teacher will motivate to carry out the strategy to make the learning activities particularly in reading comprehension become more effective. It also can inspire the teacher to be more creative and innovative in teaching reading by using other English teaching methods or strategies especially by implementing PQ4R strategy as one of the strategies in teaching reading comprehension.

1.4.2 Students

By using PQ4R strategy implemented in learning English reading comprehension, the students will find out the strategy not only this strategy but also other methods and strategies to help them develop their reading skill. The other thing, they can use it not only in English text but also other text types. It helps them become more active and interested in reading, so that it will enhance the result of learning or students' achievement.

1.4.3 Other Researchers

The researcher absolutely hopes that this research can be used as a reference for other researchers on the implementation of PQ4R strategy in teaching reading comprehension. By conducting this research, hopefully the other researcher will be motivated to explore

more methods and strategies in teaching to make other research and make the education quality better.

1.5 Scopes and Limitations

In conducting the research, the researcher has some limitations. This research is going to be conducted at SMA Progresif Bumi Sholawat Sidoarjo. Then, the population of the research will be the 10th grade students at SMA Progresif Bumi Sholawat Sidoarjo in the academic year 2020/2021. The researcher will conduct the classroom action research design. Next, the researcher will apply PQ4R strategy in teaching reading comprehension to the students at SMA Progresif Bumi Sholawat Sidoarjo. Lastly, this research will be focused on the implementation of PQ4R strategy and the students' achievement in reading comprehension.

1.6 Operational Definitions

To make the research terms more clearly, the researcher provides some explanations about the terms that are used in this research:

- 1.6.1 PQ4R, abbreviated from Preview, Question, Read, Reflect, Recite, and Review, is a strategy in improving the students' reading comprehension that helps students to focus on organizing information in their minds and making it meaningful to engage the reading texts.
- 1.6.2 Reading comprehension is the process of the creating meaning from the text by the aim to gain the understanding of the text rather than to acquire

meaning from individual words or sentence where the outcome of reading comprehension is the mental representation of a text meaning with the reader previous knowledge.

- 1.6.3 Reading text is a text that conveys a set of meaning to the person who examines it by reading activity.