

## CHAPTER 1

### INTRODUCTION

This chapter stated background of the study, subject of the problem, objective of the study, significance of the study, scope and limitation, assumption, and operational definition.

#### 1.1 Background of The Study

In this modern era, people demand to have more than one language. Language as a tool for communication takes an important role in our daily activities. Communication in foreign language is a bridge to get information, knowledge and culture.

According to Gass and Selinker (1994) Syafiyah (2010:177), language is a tool of communication, the primary function of language is to facilitate human being with the ability to communicate and understanding human language is therefore understanding human communication takes places and who people gain communicative competence. Reading is one skill from four language skill which is very important to learn. The researcher know reading is not easy because it is very complicated language skill with high ability to show this ideas, feeling opinion and others.

In order to construct meaning effectively, students need to learnt appropriate strategies in reading. According to Brown (2004:189) there are several strategies of reading. They are (1) perception (2) selective (3) interactive (4) extensive. Reading is one of the language skills which must be taught in language classroom.

Fauziati (2010:32) states that reading text also provides opportunities for students to learn vocabulary, grammar, pronunciation and even good models for reading the way sentences, paragraphs or texts are constructed. Central to guided reading is the understanding that comprehension strategies will be modeled by teachers and that students will be encouraged to use them before, during, and after they read a text. When they are engaged in guided reading, they are solving problems as they read for meaning and, over time, they will learn to use various strategies across a range of texts.

Based on syllabus, there are some kinds of reading like descriptive text that will be mastered by students at seventh grade students of junior high school. Based on Yudantoro (2010:7), define that descriptive text is a text that has purpose to describe person, place, or think. Descriptive text is the text that describes a person, place and event or describes ones thinking about something. Moreover, Murphy (2010:230) defines that descriptive text is a text provides information on a topic through descriptive facts, details, characteristic and traits. Descriptive text is important features, elaborating on each for the purpose of informing the reader.

Students were expect to understand the text but many students still confused on the steps on descriptive text. They sometimes can not find the steps like first, second, third and then some students can not read, they do not know how start to read a steps. Therefore, the researcher used PQRST technique for learning process in reading descriptive text, PQRST or Preview Question Read Summary Test is one of strategies that can lead the students reading

comprehension. It is suggested by Thomas and Robinson (1982). As an instructional strategy, PQRST or Preview Question Read Summary Test strategy helps students to cope their problem in reading comprehension by using five steps.

They are previewing, questioning, reading, summarizing, and testing. Each step of PQRST or Preview Question Read Summary Test strategy improves the teaching and learning process which is also aimed to improve the students' reading comprehension. Previewing is the first step of the strategy. This makes the student to activate their background knowledge. The second step is questioning. This step helps the students to focus and create the curiosity toward the text. This motivates the students to read. Reading is the third step. When the students read the text, they already have purpose to read based on the question and this makes them to stay focus and increase their concentration. Then, summarizing, this activity asks the students to recall all the specific information about the text. And the last is test. It helps the students to put the text into their long term memory.

In this study, the researcher will apply PQRST technique in reading comprehension skill especially in descriptive text at seventh grade of SMP Sunan Ampel Porong to overcome some students' difficulties in learning reading. As stated by Staton (1982), "PQRST is an instructional strategy that has been shown to be effective to improve a reader's understanding and his/her ability to find information". In other words, the reader is more likely to learn, and to learn more, of the material he/she is reading.

One technique used to focus on key information when studying from books is the PQRST technique. This technique prioritizes the information in away that relates directly to how they will be asked to used that information inan exam. PQRST stands for Preview, Question, Read, Summary, Test. PQRST technique provides a process that makes the students remember thematerial easier, because the process of understanding the text occursrepeatedly. Based on those benefits, the researcher thought that PQRST is an effective technique that can help the students to develop their reading competency, introduce to the technology and it can be motivate in learning reading text. Finally, the researcher can be Using PQRST Technique in Teaching Reading Descriptive Text to the Seventh Grade Students of SMP Sunan Ampel Porong.

### **1.2 Statements of The Problem**

Based on the background of the study , the statement of the problem in this research are :

1.2.1 How does the teacher implement PQRST technique in teaching reading descriptive text ?

1.2.2 What is students' perception about PQRST technique in teaching reading descriptive text ?

### **1.3 The Objectives of The Study**

The objectives of this research can be formulated as follow:

1.3.1 To describe the implementation of PQRST technique in teaching reading descriptive text.

1.3.2 To explain the perception about the PQRST technique in teaching reading descriptive text.

#### **1.4 Significance of the Study**

The significance of this research can be formulated as follow:

##### **1.4.1 For teacher**

This research encourages English teachers to know the contribution a PQRST technique in reading comprehension text to their student's improvement in reading subject. Teacher can find and applied a new technique which appropriate in teaching reading. Teachers can make enjoy and interest the process of English teaching learning, especially in reading comprehension skill.

##### **1.4.2 For students**

This research encourages students to learn reading comprehension text in which they will deal with learning PQRST technique. After being implemented by the teacher, students can apply PQRST method in increasing reading comprehension skill.

##### **1.4.3 For further researcher**

The research finding is PQRST technique can be effective in reading comprehension skill. This research can add to knowledge and give references about how to increased reading comprehension through PQRST technique.

### **1.5 Scope and Limitation of the study**

Scope in this study focuses on observation learning reading activities descriptive text at seventh grade students' of SMP Sunan Ampel Porong. This researcher choosed descriptive text . Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place or thing.

The limitation of this study is using PQRST technique to learning reading in descriptive text. It is therefore PQRST technique on students stimulate to learnt.

### **1.6 Assumption**

Based on the statement on the problem, the assumption as follow PQRST technique as technique on reading descriptive text can be implemented in SMP Sunan Ampel Porong. Then it can also support the students' learnt how to read descriptive text.

### **1.7 Operational Definition**

In order to avoid misunderstanding and wrong interpretation or information.

The followings are the definition of key terms used in this study :

1.7.1 Reading : one of the language skills which must be taught in language classroom. Fauziati (2010:32) states that reading text also provided opportunities for students to learn vocabulary, grammar, pronunciation and even good models for writing the way sentences, paragraphs or texts are construct.

1.7.2 Descriptive text : is a text that has purpose to describe person, place, or think. Descriptive text is the text that describes a person, place and event or describes one's thinking about something (Yudiantoro:2010).

1.7.3 PQRST : one of strategies that can lead the students reading comprehension. PQRST technique helps students to cope their problem in reading comprehension by using five steps. They are previewing, questioning, reading, summarizing, and testing.

