CHAPTER I
INTRODUCTION

This chapter discusses the background of study, statement of problem, purpose of the study, significance of the study, scope and limitation, and definition of key terms.

1.1 Background of the Study

Language is commonly used by many people for communication everyday. Language is the most valuable skill that people have. Language is also one of the most important things in communication and it is used as a tool of communication among the nations all over the world. As an international language, English is very important and has many interrelationships with various aspects of life owned by human being. In Indonesia, English is considered as the first foreign language and taught formally from elementary school up to the university level. Nowadays, many people in this world use English to communicate and interact each other. Consequently, English becomes an international language. According to Jain (2008), international English is the concept of the English language as a global means of communication in numerous dialects, and also the movement towards an international standard for the language. In Indonesia, English is the first foreign language that students learn at school. English is one of the subjects that must provide students the way to develop their English skill. Because of this reason, students must be improving their English skill, namely listening, writing, speaking, and reading.

Teaching is a system; it means that all components interact each other to achieve a goal of teaching. One of the components is a teaching strategy. According
to Sudjana (in sulistya: 2008), teaching strategy is the teacher’s action to perform teacher’s course design. It means that the teacher has to do some efforts to use some teaching variables in their strategy such as the purposes of study, methodology, teaching materials, teaching aids and evaluation in order to influence students to achieve the determined goals.

One of English subjects that have been taught to students by using an appropriate strategy is reading. According to Joseph (in Kurniati: 2010), reading is complex behavior which involves conscious of various strategies to build a model of the meaning which the writer is assumed to have intended. Reading is also the most important skill in learning language beside listening, speaking, and writing. Reading is very important at the early stage of learning in junior high school; students should be trained on how to read well in their reading.

On the other hand, many students get difficulties in learning reading. To improve students’ reading ability the teachers should be able to choose a good strategy. Because of this reason, teachers have to use an appropriate teaching reading comprehension strategy. The strategy that can be used is PQ4R strategy.

PQ4R strategy is a strategy for teaching reading text conducted in six steps; preview, Question, Read, Reflect, Recite and Review. This strategy is effective to be used in reading comprehension. It is supported by the previous research that was conducted by Fuadatul (2011) in her thesis about “An Application of PQ4R Strategy in Teaching Reading Comprehension at MTsN Malang 1”. The result showed that PQ4R strategy can improve students’ reading comprehension. Besides, this strategy made the students process the information of the text deeply, improve their speaking
ability, and understand the text easily. From the result of the previous research, the researcher was very interested with PQ4R strategy and the researcher also thought that this strategy might be suitable to be used in other schools that have low reading ability. The researcher thought that this strategy was very good strategy because this strategy describes some steps for teaching reading. It makes the students understand and master the reading text easily.

Before doing this research, the researcher also did a preliminary observation at MTs Negeri Kota Batu. The researcher found that the second year students got difficulties when they learnt reading. So they could not reach the standard in doing the assignment. They only got 60, while the minimum qualification standard is 76. So, it is important to conduct this research. The researcher wants to improve students’ reading ability as the major problem of the eighth grade students at MTs Negeri Kota Batu by using the PQ4R strategy to respond the meaning and rhetorical in recount text.

1.2 Statements of the Problem

Related the background of study, the researcher formulates the questions as follows:

1. How is the implementation of the PQ4R strategy in improving the students’ reading ability of the eighth graders of class F at MTs Negeri Kota Batu?

2. Is the eighth grade students’ reading ability improved after being given the PQ4R strategy at MTs Negeri Kota Batu?
1.3 Action Hypothesis

The implementation of PQ4R strategy potentially improves the students’ reading ability of eighth grader of class F at MTs.Negeri Kota Batu.

1.4 Purposes of the Study

Related to the previous problems above, the purposes of this study are:

• To know the implementation of PQ4R strategy improving students’ reading ability of second grade at MTs Negeri Kota Batu.

• To know whether or not the eighth grade students’ reading ability increase after being given “PQ4R strategy” at MTs Negeri Kota Batu.

1.5 The Significance of the Study

The result of this study is expected to give contribution to all English teachers in order to be able to solve their teaching and learning problems in the classroom especially in teaching reading. For English teachers of MTs Negeri Kota Batu, this research becomes the feedback of different teaching strategy. For the students of eighth grader at MTs Negeri Kota Batu, the students will get a good learning, new motivation and innovation in learning process.

1.6 Scope and Limitation

This research focuses on improving the students’ reading ability by implementing PQ4R strategy at MTs.Negeri Kota Batu. This study is limited to the implementation of the strategy to class F of the eighth grade.
1.7 Definition of Key Terms

The writer would like to explain the meaning of the key terms used in this thesis.

- **Reading** is the practice of using text to create a meaning. (Jhonson: 2008)
- **PQ4R** is a strategy for studying text that involved six steps; preview, question, read, reflect, recite and review. Thomas and Robinson (in Woolfolk: 2004)
- **Teaching strategy** is a teacher’s way to provide the material in education that includes the characteristic, scopes, and events to give an experience in education. Gerlach and Elly (in Fuadatul 2011: 6)