I. INTRODUCTION

This chapter discusses introduction of the research and it deals with several points, that is, background, identification of the problems, limitation of the problems, formulation of the research questions, objective of the research, uses of the research, scope of the research, and definition of terms.

1.1. Background

As same as the other languages, English is divided into four skills which are listening, speaking, reading, and writing. Reading is one of the four language skills required when the students learn English in school. It is a skill that works as communication way of a written text between a writer and a reader. By using this skill, the readers try to understand what the idea or the information of a text that wanted to deliver by the writer. Mastering reading skill also becomes a must for all of the students which are studying English as a foreign language.

The aim of reading stated in 2006 Curriculum is that the students are able to understand monologue and functional texts. Monologue text is a text that should be mastered and known by the students especially in Junior High School. It can be in forms of short article, narrative text, recount text, procedure text, descriptive text, and report text while functional text is a text used for everyday information.

It is called functional because it helps the reader function in day-to-day life. It can be in form of invitation card, TV schedule, advertisement, a memo, and a pamphlet notifying the public of grand opening.

Based on Syllabus of Junior High School, standard competence in reading is comprehending the meaning specific information of short functional text and simple monolog text in form recount text and narrative text, and basic competence is responding the meaning of simple monolog text that uses every kind of verbal language in accuracy, fluency, and accepted in daily life text. It means that the students should be mastered to comprehend a text and understand the specific information in a monologue text especially in recount text.

According to the English teacher at SMPN 1 Sukoharjo, most of students at second grades still had problems in comprehending a text. They had difficulties to answer the questions from the texts especially in recount text. Therefore, the students' achievements in reading comprehension were still far from the objectives stated in the curriculum. It showed in their score in the final semester. They still had difficulties in comprehending the text.

Based on the researcher's pre-observation in SMPN 1 Sukoharjo, it was found that the students had difficulties in comprehending reading text. There were some factors that may have caused the students to have difficulties in comprehending the text. Firstly, the students had difficulties to comprehend a passage because they faced unfamiliar code in which text that is expressed. As a result, many of

them still got difficulty in getting specific information from the text. It could be caused by the amount of previous knowledge that the students bring to the text were still low, or they were lack of vocabulary knowledge. Secondly, it was caused by the strategy of the teacher. The teacher should be successful enough in making the students comprehend the text well; therefore the teachers must choose the good strategy in teaching reading comprehension. Most of the teacher gave materials to the students in which the students should read the written text in-group and then the teacher gave the answer without giving any reason. Most of group work is not effective in learning reading comprehension because sometimes some members of group never work in discussion. It will make students become confused in understanding the texts that have been read by the students.

In line with the problems previously described, Preview, Question, Read, Reflect, Recite, and Review (PQ4R) strategy is the way to solve these problems. In each step of PQ4R strategy, the students can easily comprehend the text. Before directly reading the text, firstly the students *preview* the text by looking at the title and heading of the text, in order to recall their prior knowledge. Then, they need to form *predicting questions* in order to make them easy to find the ideas in the text. Then, they also need to *read* the text completely to find the answers for the questions before. This strategy also provides *reflect* in reading a text because they need to memorize what they know about the text by summarizing the text. And then, they need to *recite* it aloud. And finally, at the end of this step is *review*. They need to review to make sure that all questions have been answered and the ideas in the text have been memorized. PQ4R strategy is one of the techniques in

reading that guides readers to the reading text. According to Thomas and Robinson (1972) in Arends (1997: 257), one of the best-known strategies to help students understand the text and improve their reading material is PQ4R Strategy. PQ4R is an acronym for Preview, Question, Read, Reflect, Recite, and Review. The activities of this strategy are designed to increase deep understanding to get information of the text that the students read (Bernstein, 2005: 239). This strategy makes the students to be an active reader in comprehending their text so that they have the skill to comprehend the text clearly and quickly. Therefore, considering the explanation above, the researcher chose PQ4R strategy for teaching reading comprehension in this research.

1.2. Identification of the Problems

Based on the background discussed above, the researcher identified the problems in reading texts by the students of SMPN 1 Sukoharjo which can be listed as follows:

1. The teaching learning process especially in the reading class activity did not run well.

2. Students did not pass the standard score of the school (KKM).

3. The strategy used by the teacher was not appropriate with the students.

4. Some of the students tended to be a passive learner without participating in the activity.

5. The students were lack of awareness in reading comprehension which affected the students' achievement in reading comprehension.

6. The students did not have good self confidence to learn English.

7. The students felt bored when they were studying reading because they had to read and read again to understand the text from the passage.

8. Students could not comprehend the reading text well.

9. The students had difficulties to comprehend a passage because they faced unfamiliar code expressed in the text.

1.3. Limitation of the Problems

Among nine problems identified in the background, the researcher limited the problems about the material used by teacher and the strategy used by students in comprehending an English text. The researcher expected that the students of SMPN 1 Sukoharjo to be able to master five aspects of reading. According to Nuttal (1985), there are five aspects of reading skills that should be mastered by a reader to comprehend the text deeply; they are identifying the main idea, identifying detail, determining inference, understanding vocabulary, and reference. The researcher was motivated in investigating whether there was any effect of PQ4R strategy on the students' reading comprehension achievement at the second grade of SMPN 1 Sukoharjo in 2014/2015 Academic Year.

1.4. Formulation of the Research Questions

Based on the limitation of the problems above, this research was addressed to answer the following research questions:

1. Is there any difference in the students' reading comprehension achievement before and after being taught by using PQ4R strategy at the second grade of SMPN 1 Sukoharjo?

2. What are the aspects of reading comprehension achievement of the students that increased most after being taught by using PQ4R strategy?

1.5. Objective of the Research

The researcher formulated the objective of the research as follows:

1. To find out whether there is a significant difference of the students' reading comprehension achievement before and after being taught by using PQ4R strategy at the second grade of SMPN 1 Sukoharjo.

2. To find out the aspects of reading comprehension achievement of the students that increased most after being taught by using PQ4R strategy.

1.6. Uses of the Research

The uses of this research were as follows:

1. Theoretically

   The result of this research is to confirm the previous theories dealing with PQ4R strategy.

2. Practically

   a. As information for all teachers of English and students on how far the effectiveness of PQ4R strategy to students' reading comprehension achievement in learning English.

   b. As information for other researchers who are interested in investigating Preview, Question, Read, Reflect, Recite, and Review (PQ4R) strategy in teaching reading comprehension class.

1.7. Scope of the Research

This research was conducted at SMPN 1 Sukoharjo because there have been not other researchers who conducted their research in this school yet. The population of this research was the second grade students in even semester of academic year 2014/2015. The research was focused on how the effect of PQ4R strategy in students' reading comprehension achievement. The students were expected to be able to identify the main idea, vocabulary, inference, reference, and some specific information of the text given to them. The researcher chose recount text to be used in this research because the students still had difficulties to answer the questions from that text. The strategy used in the experimental class was PQ4R strategy. PQ4R strategy was chosen in this research because that strategy is alternative ways to solve the students' problem in comprehend the text. There are six steps in implementing this strategy, that is, previewing, making questions, reading the texts, reflecting, reciting, and the last is reviewing.

1.8. Definition of Terms

There were some terms used to make clear and avoid misunderstanding. They were clarified as follows:

1. *Preview, Question, Read. Reflect, Recite, and Review (PQ4R) Strategy* is one part of elaborated strategy. This strategy is used to assist students remember what they read and to help teaching learning process in the classroom by reading book or text. The six processes involved previewing, questioning, reading, reflecting, reciting, and reviewing.

2. *Reading* is the process of constructing meaning from written texts in order to get information and knowledge from the text.

3. *Recount text* is a text which retells events or experiences in the past. The focus of recount text is to reconstruct past experience on a sequence of event, all of which relate to a particular occasion.

4. *Strategy* is pattern in actions to do something. Strategy is concerned with how you will achieve your aims, not with what those aims are or ought to be, or how they are established.

5. *Effect* is a change which is a result or consequence of an action or other cause.