CHAPTER I
INTRODUCTION

This chapter contains background of the study that describes the nature of the study, research questions are delivered in statement of the problems, and then scope of the study is presented to make limitation of the study. This chapter also provides aims of the study, significance of the study. Clarification is added to make equal understanding of some terms. The last part of the chapter will present organization of the paper as general description of this research.

1.1 Background

Reading is one of four language skills in English and it is important to be mastered. Many students have difficulties in reading, for example when the students read a text from the beginning to the end, not all of them are able to find the correct information based on the text they have read. Otto and Chester (1976: 6) say that reading is a complex act, it involves a number of processes before the readers get the information that they need. In addition Brashdi (2006) mentions that other students’ problem in reading is the lack of vocabulary. When the students read a text, they will not be able to comprehend a text well if they find some unfamiliar words, thus, the teachers need to create activity to optimize the students’ ability in understanding information in a text and to enrich the students’ vocabulary.

Another problem in reading comes from the way of the students’ read. When the students are given a text, they try to guess the meaning of the text by reading it repeatedly but if they do not use any strategies, it will make them confused. Carlston (2006) states that students who use strategy in their reading will comprehend the text better. Hence, some reading strategies are proposed to improve the students’ ability in reading.

In senior high school, the students have to learn different text types such as narrative, descriptive, exposition, analytical exposition, etc. Narrative text is given in senior High School at 10th and 11th Grade. In reading narrative text, the students
face some obstacles, one of them is their lack of vocabulary. A narrative text consists of some paragraphs and the students may find some unfamiliar words in each paragraph. Another obstacle in reading narrative text is construing the idea of the text. Some students may be wrong in interpreting a text because they do not know how to construe the idea of the narrative text writer, it shows how important reading strategy is in helping students to read a narrative text.

In teaching narrative text, the teachers have an important role to optimize the students’ ability. The teachers have to create a learning activity that makes the students optimize their ability in understanding a text. In the learning process, the students are expected to be active. Sardiman (2007:3) mentions that students are the main subject in the learning process, not the supporting elements. However there are some teachers who put themselves as the central of the learning process. They do not take their role to optimize the students’ ability in the learning process. Therefore, the creative reading strategy should be conducted to optimize the students’ ability in the learning process.

One of the reading strategies that have been used to improve the students’ ability in reading is PQ4R. PQ4R was introduced by Thomas and Robinson in 1972. PQ4R is a systematic reading strategy which consists of several steps, they are preview, question, read, reflect, recite and review.

Each step functions to optimize the students’ ability in construing the idea of the text, gaining the information and stimulating the students to recognize some new vocabularies.

This research proposes PQ4R (Preview, Questions, Read, Reflect, Recite, Review) strategy to be conducted in teaching reading comprehension of narrative text.

Based on the background above, this study is aimed at investigating whether or not PQ4R strategy is able to improve the students’ reading comprehension of narrative text. This research is entitled *The Use of PQ4R (Preview, Questions, Read, Reflect, Recite, Review) in Teaching Reading Comprehension of Narrative Text (A Quasi Experimental Study of First Grade Students at One Public Senior High School in Cianjur).*
1.2 Statement of the Problems
The research is aimed at answering the following research questions:
1. Is PQ4R strategy effective to improve the students’ reading comprehension of narrative text?
2. What are the students’ responses toward PQ4R strategy in reading comprehension of narrative text?

1.3 The Aims of the Study
This study is aimed at investigating:
1. Whether or not PQ4R strategy is effective to improve the students’ reading comprehension of narrative text
2. To find out the students’ responses toward PQ4R strategy.

1.4 Scope of the Study
The study concerns on the teaching strategy that the teachers do in improving students’ reading comprehension of narrative text. This research also concerns with analyzing the responses given by the students of the teaching strategy implemented in their class.

1.5 Significance of the Study
Through the research, this study is expected to give contribution to the areas of teaching reading. This research was conducted to investigate whether or not PQ4R strategy is effective to improve the students’ reading comprehension of narrative text. Furthermore, the writer expects this study is able to provide information for other researchers to make a further research about the method in improving students’ reading ability.

1.6 Clarification of Terms
To build an equal interpretation, there are some terms to be clarified. Those terms are:
1. PQ4R
   PQ4R is a reading strategy which is involved Preview, Question, Read, Reflect and Review (Glynn and Muth, 1994).

2. Reading Comprehension
   The act of understanding the information presented in a text, it is an intentional, active interactive process that occurs before, during and after a person reads a particular piece of writing (Joelle, 2008)

3. Narrative text
   Narrative text is a text contains problematic events, a crisis and resolutions of the problems (Gerot and Wignell, 1994)

1.7 Organization of the Paper
This research presented five chapters, they are:

1. Chapter I
   Introduction
   Chapter I consists of introduction. Chapter I will present background, statement of the problems, scope of the study, aims of the study, the significance of the study, clarification of terms and organization of the paper

2. Chapter II
   Theoretical Foundation
   Theoretical foundation will be presented in this chapter. The theories are from several experts and some related researches will be also presented in this chapter.

3. Chapter III
   Research Methodology
   The methodology, procedures and data analysis of the research will be presented in this chapter.
4. Chapter IV
   Findings and Discussion

   The result of the research will be presented in this chapter after conducting the research and obtaining the data. This chapter contains the analysis of findings and discussion.

5. Chapter V
   Conclusions and Suggestions

   The Interpretation of the result of the research in chapter IV will be presented in this chapter. It also contains suggestions related with the research conducted.