

CHAPTER ONE

INTRODUCTION

1.1 Background of the Research

In Indonesia secondary curriculum, one of the main learning objectives of English lessons is to help students improve their language skills, such as listening, speaking, reading, and writing. These four skills are very important in supporting communication and helping students learn, especially reading abilities. This skill can help students absorb and create knowledge from various written sources. In addition, reading improves students' abilities in understanding, knowledge, insight, and problem solving processes. Reading requires cognitive processes and procedures for extracting information from text and creating meaningful representation by focusing on the text.

Reading improves students' thinking processes, helping them discover new things with new information, and improve other language skills. Burt (2003), further state that reading is an important skill that can help students learn other skills. Additionally, Fuchs (2006) stated that reading supports increasing students' vocabulary, increasing comfort with written English, and assists in lesson planning. Reading comprehension is action or process in understanding the context of the text. In other words, reading comprehension is the process of reading while understanding a text implicitly. Based on this explanation, it can be seen that it is important for students to master it reading comprehension to improve other students' language skills.

Reading plays an important role in helping someone reconstruct the real world because modeling problems faced at school or in the environment are often presented in text according to Erkek (2022). Through reading, individuals can explore various scenarios, analyze different perspectives, and understand the complexities of real-life situations. Texts provide a window into the thoughts, emotions, and experiences of people from different cultures, eras, and backgrounds, allowing readers to empathize with others and broaden their worldview.

Furthermore, reading is not confined to textbooks alone. It includes deciphering a wide array of materials, from scientific journals to literary classics, historical documents to digital media (Frechette 2002). In today's digital age, the ability to critically evaluate online information is also a part of reading skills. This discernment is vital for students to navigate the vast sea of information available on the internet and distinguish between credible sources and misinformation. Additionally, reading enhances language skills.

Moreover, according to Lai (2011), reading facilitates critical thinking and problem-solving skills. When individuals engage with texts, they are exposed to different arguments, evidence, and logical reasoning. This exposure enables them to evaluate information critically, question assumptions, and develop their analytical abilities. In essence, reading acts as a mental gymnasium, exercising the brain and enhancing its capacity to tackle intricate real-world problems according to Forget (2007).

However, having good reading comprehension is not an easy thing. According to Fitria (2019), there are three difficulties students have in learning English reading comprehension: identifying vocabulary, grammar proficiency level, and lack of interest in reading. Similar problem are found in SMKN 1 Banjar Margo. Meanwhile, the problem with SMK 1 students when the researcher was practicing teaching was that many of them still didn't understand the words, or had limited vocabulary, and their way of reading English still looked difficult and messy and students tended to be inactive (passive), during teaching and learning activities. For this reason, the researcher wants the learning style there to look more relaxed and orderly, starting from repeating the previous material (preview), then asking questions about the material or if there are students who want to ask if it is not clear (ask questions), followed by reading the text together. Then pay attention to how to read it (read), and finally summarize what was discussed that day (summary). For this reason, by learning using this method, it is hoped that students can easily grasp the material and also understand what is conveyed by the researcher. Therefore, the researcher is interested in implementing PARS strategies to improve student achievement and to prove how well PARS helps tenth grade students improve their abilities level of reading comprehension of narrative text.

Therefore, teachers need to try various teaching techniques for it improve students' reading comprehension (Zhou et al., 2018). The one of the reading techniques that teachers can use to teach reading is the PARS method. Efficiently by using the method of repeating material, question and answer sessions, reading sessions, and also summarizing what students read. PARS is a strategy that utilizes the four

elements, namely preview, ask question, read, and summary in the learning process. Students are encouraged to think critically by using question and answer techniques and also summarizing what they read into a paragraph, allowing them to express themselves.

One way to overcome this problem is by applying the PQRST (Preview, Question, Read, and Summarize, Test) learning method. The PQRST (Preview, Question, Read, Summarize, Test) method was introduced by Thomas (1972), which is used to improve memory performance in understanding the substance or content of the text which can encourage readers to process the material more deeply and broadly, the PQRST Method (Preview, Question, Read, Summarize, Test) is a learning method that asks students to do a Preview (read at a glance), Question (ask), Read (read), Summarize (summarize), and test (test) (Krismasto et al, 2015). There is no difference between PQRST and PARS, it's just that PARS is slightly abbreviated compared to PQRST, and the researcher think both are learning strategies that can equally improve students' reading skills.

According to Sofyan (2019), assessment in the 2013 curriculum focuses on improving student abilities recognizing problems and finding solutions, which is also in line with the use of PARS aims to improve students' analytical skills. Therefore, this research aims to determine the impact of using PARS on student achievement results. PARS has been studied extensively through previous research and has a positive impact on students in improving their reading comprehension. The researcher is interested to know whether PARS can improve students' reading

comprehension by measuring five aspects read. Therefore, this study tries to confirm previous research to measure students' ability to understand reading by answering questions based on five reading aspects: identifying main ideas, references, conclusions, vocabulary, and specific information

1.2 Research Question

Regarding the background above, the researcher concerns a question:

“Does PARS strategy significantly improve students’ reading comprehension on narrative text at the tenth grade of SMKN 1 Banjar Margo?”

1.3 Research Objective

Based on the research question, the researcher formulates the research objectives as follows:

“This research aims to find out whether PARS strategy can significantly improve students; reading comprehension on narrative texts at the tenth grade of SMKN 1 Banjar Margo”.

1.4 Uses of the Research

1. Theoretical Use

The research was intended to confirm existing theory related to students' reading abilities and the implementation of PARS (Preview, Ask question, Read, and Summary) in teaching reading. Learning using the PARS model has an important role as a strategy in learning narrative text, especially in the aspect of reading comprehension.

2. Practical Use

a) For students

This research can provide convenience and motivation in improving students' reading skills. Therefore, students can hone their reading skills in analyzing a narrative text.

b) For teachers

This researcher provide an alternative learning model to teach reading using the PARS method which is more effective.

c) For future researchers

For the future research, it is hoped that this research can be replicated for further research by eliminating shortcomings in this research. Future researchers can further examine the finding of this research as their literature.

d) For schools

It is hoped that the results of this research can be a representation for every English teacher to improve and motivate themselves in terms of the English language teaching process as well as identifying strategies for teaching students and monitoring their teaching.

1.5 Scope of the Research

This research is focused on the effect of the implementation of the PARS strategy in learning narrative texts on students' reading comprehension in describing characters, time settings, places, and so on. Samples were taken from tenth grade students of SMKN 1 Banjar Margo. The researcher examine tenth grade motorcycle engineering class.