

**THE IMPLEMENTATION OF P-Q-R-S-T STRATEGY TO IMPROVE
STUDENTS' READING COMPREHENSION ABILITY AT SMKI
ASSYA'RONIYAH MATARAM BARU**

(A Script)

By:

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**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ART EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG
2017**

ABSTRACT

THE IMPLEMENTATION OF P-Q-R-S-T STRATEGY TO IMPROVE STUDENTS' READING COMPREHENSION ABILITY AT SMKI ASSYA'RONIYYAH MATARAM BARU

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The aims of this research were (1) to find out whether there was an improvement of students' reading comprehension ability after being taught using PQRST strategy, (2) to find the aspects of reading that improve the most after being taught through PQRST strategy. This research was conducted on the second grade of SMKI Assya'roniyyah Mataram Baru. The sample of this research was one class, XI-A which consisted of 23 students.

One group pretest and posttest was used as the design of the research. The instruments of this research were reading test (pretest and post test), observation and interview. Pretest and posttest were used to see the difference of students reading comprehension achievement before and after being taught through PQRST strategy. The observation was used to investigate the students' reaction and participation in teaching learning process. The interview was administered in the end of research to know the students' responses after being taught by using PQRST strategy. The data were analyzed using paired sample t-test and the hypothesis was tested using SPSS version 16.

The result showed that there was an improvement of students' reading comprehension ability after being taught through PQRST strategy. It was proven by the result of mean score from pretest (44.17) increased to (63.59) in the posttest at the significance level ($p < 0.05$). In addition, finding details information was the reading aspect that improved the most. Based on observation and interview, the implementation of PQRST strategy in teaching reading could help the students to comprehend the material well. This suggests that PQRST strategy facilitates the students to improve reading comprehension.

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Nikmatul Khoiriah

A Script

**Submitted in a Partial Fulfillment of the Requirements for
S-1 Degree**

In

**The Language and Arts Education Department of
Teacher Training and Education Faculty**



**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ART EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
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2017**

Research Title : **THE IMPLEMENTATION OF P-Q-R-S-T STRATEGY TO IMPROVE STUDENTS' READING COMPREHENSION ABILITY AT SMKI ASSYA'RONIYAH MATARAM BARU**

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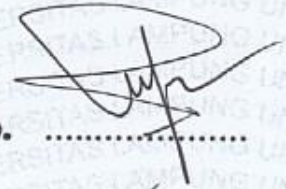
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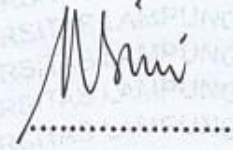
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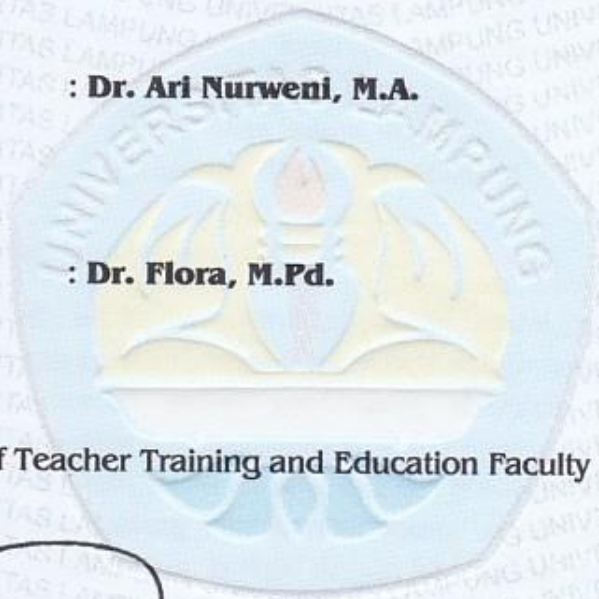
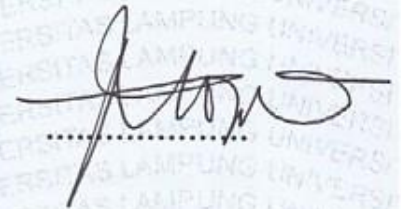
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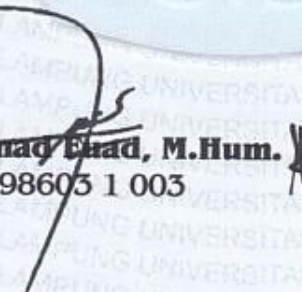


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CURRICULUM VITAE

Nikmatul Khoiriah was born in Teluk Dalem, East Lampung on January 30th 1994. She is the second child from the lovable couple, Zainuri and Siti Nurul Hidayah. She has two brothers, the older brother, M. Umar Musthofa and the younger brother, N. M. Ikhwanudin. She also has a sister in law, Tri Yuliani and a cute niece, Annisa Dzakiya Musthofa.

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DEDICATION

By the name of Allah, who blesses my life until an unspecified time, this script is proudly dedicated to:

The spirit of my life: Zainuri and Siti Nurul Hidayah

My two knights: Umar and Ikhwan

My dearest sister in law, Yuliani and my cute little niece, Annisa

My awesome partners and my mood boosters

My Friends of English Department 2013

My almamater, Lampung University

MOTTO

**And your lord is going to give you, and you
will be satisfied.**

(Ad-Dhuha: 5)

**Life is not going to give what you want, but the
acceptance makes you love what you have.**

(Anonymous)

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This script is far from being perfect, but it is expected that this script will be useful not only for the researcher but also the readers. For this reason, constructive thought in suggestions and critics are welcome to make this script better.

Bandar Lampung, 19th July 2017

The Writer,

Nikmatul Khoiriah

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I. INTRODUCTION

This chapter deals with an introduction of the beginning of the research, which includes the background of the problem, identification of the problems, limitation of the problems, formulation of the research questions, objectives of the problem, uses of the problem, scope, and definition of terms.

1.1. Background of the Problem

Reading is one of the main aspects of English skills that taught in the Indonesian schools. Reading plays an important role in all of areas of school. This skill is important as the students need to be mastered. Without adequate reading skills, students can struggle in many subject areas. Reading can be considered one of the basic ways of acquiring information in academic settings in particular. It may be assumed that the person who is not able to read well will face serious trouble, especially in what regards to educational terms.

By reading, the students may get more knowledge as they are able to comprehend and construct the meaning of the text. During reading, the students are processing the text with regard to the purpose. According to Brown (1998), reading is a process to understand a written text which means extracting the acquired

information from it as efficiently as possible. Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language (Snow, 2002:11). It seems that reading is essentially an active process. Teachers may assume that students will learn to comprehend the text merely by reading. Teaching students to comprehend is challenging, because reading is complex. Reading is not only needed as the way to communicate by using the text, but it is also used in the examination in the school. Many English teachers do not aware that the questions about reading are the most appearance in the examination.

When reading, the readers should be able to manage every part of the text, because it is easy to comprehend the ideas conveyed on the text when the readers are able to analyze the organization of the text. According to Doyle (2004), comprehension is a progressive skill in attaching meaning beginning at the same level and proceeding to attaching meaning to an entire reading selection. In teaching reading, most of teachers emphasize on explanation and definition of text, then they ask students to do the exercises by answering questions based on the text given. There is a lack of guidance to comprehend the text, while the idea of reading comprehension is getting the idea of the reading text. Therefore, the crucial thing of teaching reading is leading the students to engage their mind in the text. Then, by comprehending the text well the students can get new information. In other words, they learn new knowledge that is studying.

Based on the researcher's pre-observation in SMKI Assya'roniyah, it was found that most of the students had some problems in reading comprehension ability.

First, the students tended to be passive when they read the text. Sometimes, they got difficulty on how to analyze the text and state the important ideas. When the teacher asked some questions about the text, they did not have any idea related to it. Second, the students were lack of vocabulary. They did not understand the meaning of the text if they did not consult their dictionary. Third, the students' motivation was very low in learning English. English lesson was seen terrifying. They were not interested to learn English, because they usually used Javanese language in a daily. The last, the teacher teaching strategy was not suitable for the condition of the students. It could be seen that the class was boring and not alive. So that, the researcher should find the appropriate strategies or techniques in order to help the students successful in learning reading comprehension.

To solve those problems, the teacher should have accurate plans to get an effective way in the teaching learning process. There are some strategies of teaching reading which are interesting and can improve students' reading skills, but not all strategies can fit with the text and students' needs. It means the teacher has a great responsibility in considering the strategy that she wants to apply in order to improve her students' reading comprehension. One of the strategies may be appropriate is PQRST strategy.

PQRST (Preview, Question, Read, Summarize, and Test) is one of strategies that can lead the students reading comprehension (Thomas & Robinson: 1982). According to Sulisty, (2011:94-95), reference conceptually the PQRST strategy is one the teaching strategies which comprise of five stages/schemes: Preview, Question, Read, Summarize, and Test. It provides a step-by step guidance to

students before, during, and after their reading process which is essential for their comprehension. Each stage gives benefits to students in facilitating their learning. As an instructional strategy, PQRST 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 strategy improves the teaching and learning process which is also aimed to improve the students' reading comprehension. Briefly, PQRST strategy may able to make students become active in reading process, make them focus on the text, attract their motivation have a long-term memory in comprehending the text and increase their score on the test.

Considering the statement above, the researcher is intended to use a strategy that can motivate the students. The strategy that can be applied to use teaching reading is PQRST strategy. The writer is interested to conduct a research entitled "The implementation of PQRST strategy to improve students' reading comprehension ability at SMKI Assya'roniyyah Mataram Baru".

1.2. Identification of the Problems

In line with the background of the problem discussed above, the researcher identifies the problems in reading comprehension as the following:

1. The students lack vocabulary, so they get difficulties to understand the text.
2. The students get difficulties in comprehending the text. They are not able to get the information and the idea of the text.

3. The students lack motivation, so the class seems boring and not interesting.
4. The teacher teaching strategies may not be suitable with the condition of the students. So, the students still get difficulties in comprehending the text.

1.3. Limitation of the Problems

Based on the identification of the problems, the researcher limits the problem. She only focuses on the teacher teaching strategies that should be discussed, so she tries to overcome the problems of students' reading comprehension by using PQRST strategy.

1.4. Research Questions

Based on the problem above, the research questions can be formulated like the following:

1. Is there any improvement of students' reading comprehension ability after the students are taught by using PQRST strategy?
2. Which aspect of reading sub-skills improves the most after the students are taught by using PQRST strategy?

1.5. Objectives of the Research

Based on the identification of the problem above, the objectives of this research are:

1. To find out whether PQRST strategy can improve students' reading comprehension ability.

2. To find out in which aspect of reading comprehension sub-skills improves the most after the students are taught by using PQRST strategy.

1.6. Uses of the Research

It is expected that the results of this research can be beneficial as follows:

1. Theoretically:

The result of this research is expected can be used to support the theories about improving students' reading comprehension through PQRST strategy.

2. Practically:

- 1) For the teacher, hopefully this study motivates the English teachers in teaching reading comprehension through PQRST strategy.
- 2) For the students, it is expected that this study gives an inspiration in learning process to improve their ability on reading comprehension.

1.7. Scope of the Research

The research is conducted at the second grade of senior high school. The researcher uses one class for experiment in order to investigate whether there is an increase of students' reading comprehension ability after being taught by using PQRST strategy. Moreover, the researcher conducts the treatment in five meetings. The material of the research is monologue text.

1.8. Definition of Terms

Reading

Reading is a process to understand a written text which means extracting the acquired information from it as efficiently as possible (Brown: 1998).

Reading Comprehension

Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language (Snow, 2002:11).

PQRST Strategy

PQRST (Preview, Question, Read, Summarize, and Test) Strategy is a step-by-step plan used to improve readers understanding and recall their ability to recall information (Staton: 1982).

Those all that the researcher covers in this chapter such as the background, identification of problems, limitation of problems, formulation of the research question, objectives, uses, scope, and definition of terms.

II. THEORETICAL FRAMEWORK

This chapter discusses several points related to the theories used in this study. It includes review of previous research, reading, aspects of reading, PQRST strategy, monologue text, teaching reading through PQRST strategy, procedures of teaching reading, advantages and disadvantages using PQRST strategy, theoretical assumption, and hypothesis. The terms above are explained in the following points.

2.1. Review of Previous Research

Many of previous research found that PQRST strategy could improve students' reading comprehension ability and the results are various. The researcher is interested in discussing previous research that investigated the PQRST strategy.

The first research was conducted by Miqawati and Sulisty (2014). The study aimed at investigating the effectiveness of the PQRST strategy in students' reading comprehension, the effectiveness of the PQRST strategy in reading comprehension of students with different learning styles, and the interaction between the PQRST strategy and the students' learning styles. The subjects were the second semester students of Public Administration Department, Faculty of Political and Social Science, University of Bondowoso. Two classes were randomly selected as the samples of this study. The experimental class was taught

by using the PQRST strategy and the non-experimental class by translation and reading aloud. The findings showed that the PQRST strategy statistically impacted students' reading comprehension compared to the one taught using the translation and reading aloud. Eventhough, it was revealed that there was no difference in the reading comprehension of students with different learning styles taught under the PQRST strategy and translation and reading aloud, and there was no interaction between teaching strategies and students' learning styles.

The second previous research was conducted by Malia (2015). The purpose of the research was to find out whether PQRST strategy could improve students' reading comprehension in hortatory text. The research was a classroom action research. She found problem on the students that most of the students have difficulty in constructing meaning as they read from hortatory exposition. The students' fails to know the component of hortatory exposition text. After conducting the research, she found that the use of PQRST strategy improves the effectiveness of the teaching and learning process which then increases the students' reading comprehension of hortatory exposition text, especially in finding details.

The next research was conducted by Susanti (2013). The objective of the research was to improve students' reading comprehension in the teaching and learning process at the second grade students of SMA PIRI 1 Yogyakarta through PQRST technique. This study was an action research. The data were qualitative and quantitative in nature. The results of the research shows the use of PQRST technique with its accompanying actions was effective to improve the teaching and learning process of reading comprehension.

The other research was done by Septiari (2013). The main aim of the presented study was triggered by the fact that the subjects under study still faced problem in reading comprehension, especially in finding main idea, specific information, textual reference, and word meaning of the text. The present classroom action study made use of pre-test, post-test and questionnaire. The grand mean figures for cycle I and cycle II showed the figures of 62.54 and 82.58. There was a different mean figure of 20.04 between the two cycles. The significant different further suggested that cycle II was more effective than cycle I. This could plausible be understood since cycle II started with revised planning. It means, the students in learning reading comprehension changed positively. These findings clearly showed that PQRSST could improve the reading comprehension of the eighth grade students of SMP N 2 Banjarangkan in improving their reading comprehension.

The last research was conducted by Puspitasari (2014). The study was conducted to find out whether there is an improvement of students' reading comprehension in descriptive text through PQRSST technique of the tenth grade students of SMKN 5 Madiun. The design of the research was Classroom Action Research (CAR). The researcher designed planning, actuating, observing, and reflecting. The result of the treatment during two cycles showed that the implementing of PQRSST technique could improve the students' reading comprehension in descriptive text and it also had improved the students' participation.

Based some research explained above, it has been found that there are differences among PQRSST strategy applied for reading comprehension. In the first research, it

is found that PQRST strategy was effective in students' reading comprehension with different learning styles, and the interaction between the PQRST strategy and the students' learning styles on the second semester students of Public Administration Department, University of Bondowoso. The second research showed that the use of PQRST strategy improves students' reading comprehension of hortatory exposition text at grade XI senior high school. The third research was classroom action research. The fourth research, the object of the research was junior high school on narrative and recount text. The last previous research was class action research. The object was senior high school on descriptive text. Moreover, the result of those all previous research was the same, PQRST strategy can improve students' reading comprehension.

In line with the previous research, the researcher would like to implement PQRST strategy on students' senior high school on monologue text. The researcher conducts a quantitative research in order to find out whether PQRST strategy can improve students' ability in reading comprehension and in which aspects of reading improves the most after being taught by using PQRST strategy.

2.2. Review of Related Literature

Considering the review of previous relevant research, the writer is going to propose a review of related literature which has a relationship with this research as follows:

2.2.1. Reading

Reading is one of four skills in language. Reading is an activity to comprehend some information in written language. By reading, the learners will get a lot of important information. Reading can also open the world and make the learners get new knowledge and many sources of information that they need. According to Brown (1998), reading is a process to understand a written text which means extracting the acquired information from it as efficiently as possible. Reading is one of language skills that use the critical thinking of the learners. Moreover, Pang et al (2003:6) state that reading consists of two related processes, word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to spoken language and comprehension refers to the process of making sense of words, sentences, and connected text.

Reading is a complex process. Readers need actively to engage the text to understand the intended message of the author (Anjomshoaa: 2012). By employing the appropriate strategies, the students can understand texts more efficiently and not waste too much time and energy to comprehend the given text. As conceptualized by Snow (2002: 11) Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Reading comprehension is a multicomponent, complex process that involves many interactions between the reader and what s/he brings to the text (previous knowledge, strategy use), as well as variables related to the text itself (interest in the text, understanding of the types of texts) (RITES: 2013). To have the effective comprehension, it requires the readers maintain the meaning throughout the reading of the text.

In addition, to read well, the students are expected to be able to find the details information. They have to identify words by words to emphasize them in getting the meaning. Most definitions of reading emphasize that reading stress is a process of getting meaning from the text. As stated by Gambrell and Dromsky (2000) that a cognitive-constructivist view of reading emphasizes that is a process in which readers actively search for and make meaning for themselves in what they read. Westwood (2001: 11) says effective comprehension requires that the reader maintain the meaning throughout the reading of the text. If meaning is lost, the reader should be aware of this fact immediately and take necessary compensatory action.

In teaching reading comprehension, there some challenge process for the teacher. The challenge of teaching reading comprehension is heightened in the current educational era because all students are expected to read more text and more complex text. The students need to read high level texts in order to face the examination. The teachers have to focus their instruction on helping students understand the material. The students need a clear understanding of text given by teacher to achieve the comprehension goals. It is essential that reading comprehension be seen as something that begins as early as the beginning of reading and not something that students move on to after they have learned to decode print (Snow, 2002:20).

Based on the explanation above, it can be inferred that reading is the ability to acquire the meaning and the information from the written text. Moreover, reading comprehension is the process of extracting and constructing meaning through interaction and involvement with written language.

2.2.2. Aspects of Reading

According to Nuttal (1985), there are five sort reading skills that should be mastered by the reader to comprehend the text deeply, which is as follows:

1. Identifying Main idea

Determining idea is one of the most important skills in reading comprehension to grasp and find the main point of the passage by summarizing the passage and look for repetition of ideas or words. The main idea is important to a reader, because it tells what the story is mainly about. Without knowing the main idea, readers will not know the purpose of the text.

2. Identifying Information details

Identifying details are the facts and ideas that explain or prove the topic sentence or main idea. Supporting details help the reader knowing more information about the main idea or subject of a passage. They are pieces of information that help the readers see the big picture in a text. Supporting details give readers the answers to questions they might ask before they ask them.

3. Determining Inference

Inference is an educational guess or conclusion drawn based on logic of the passage. An inference is when the students take clues from a story plus what they already know from their own experiences to decide what the teacher means. The teacher will not always tell them everything, so they need to use inferences to understand and visualize the story. The students will make inferences to help them understand what they are reading. As follow:

- a) Think about the type of information the teacher is giving.

- b) Think about how the topic of the text relates to own life or the experiences of students have had.

4. Understanding Vocabulary

The communication will success or not it depends on the accurate vocabulary understanding. It means that to comprehend what the words mean is important in vocabulary. When vocabulary mastery improves, comprehension will be deeper and apply letter sound correspondence to a pretend word and matching it to a known word in the readers' oral vocabulary. Vocabulary means the understanding of word meanings and their use, contributes to reading comprehension and knowledge building.

5. Reference

One of sub process in sentence comprehension is referential representation; this process identifies the references that words in a sentence make to external word. Referential representation is aided by making reference easy to identify. Readers need to identify the reference of a pronoun when the referent appears recently in the text and has been mentioned earlier. It is the signal to readers find the meaning elsewhere in the text.

2.2.3. PQRST (Preview, Question, Read, Summarize, and Test) Strategy

In teaching learning process, the teachers have to solve the problem faced by the students. The teachers can apply several techniques to make the teaching learning

more effective. The goal of teaching learning would be achieved fully by readers who are skilled and strategic. The teacher should consider an appropriate technique to be applied to support their students in learning reading comprehension. The students are expected to have their own strategy to make their reading run well achieving the goals of learning. Students also need a technique which is fun for them and understandable for them to implement it.

In reference to this research, the writer implemented the PQRST strategy. The PQRST strategy is a simple, step by step plan of action any child might adopt when faced with reading assignment (Westwood: 2001). It was found by Staton (1982). This method is used to improve reading competency. PQRST is an instructional strategy that has been shown to be effective to improve a reader's understanding, and his/her ability to recall information. In other words, the reader is more likely to learn, and to learn more, of the material he/she is reading. Susanti (2013) states that PQRST technique as one of the reading techniques can help the students to improve their reading comprehension skill. PQRST technique is a powerful reading technique which provides strong reading background as a key before reading activity. So, the students know what they should do in reading. The PQRST strategy stands for Preview, Question, Read, State, and Test. There are five steps to the PQRST Literacy Strategy according to Wormerli cited by Susanti (2013: 27). The steps are described below:

1. *P – Preview.*

In previewing, the teacher leads the students to identify the title, picture, figure, number, italic words in the text. The reader can get a sense of

where they are going with their reading. This step is usually done by reading the title or headline. The preview stage will give the students an overview of the topics covered in the chapter and how they are organized. The point is to get an idea of the main topics and sections of the text. If they have a general idea about what a reading assignment covers, they will be able to determine how it relates to the course for which they are reading, and what they want to learn from it.

2. *Q – Questioning.*

The teacher develops questions to which the students want to find answers. In this step of the process, the teacher generates questions to help focus reader's reading and find the key points in each section. The questions can lead them to find further information of text. They should avoid adding questions that might distract or change the subject. With specific questions in mind about a reading assignment, they will know exactly what information to look for, and they will be motivated to find it. This will help them to learn as much as they can from reading. The steps are in the following:

- a) Reread the heading.
- b) Predict questions based on that heading. Include questions based on who; what; when; where; why; and how or by giving lead-questions after the teacher gives the text.

3. *R – Read*

The next step is reading the material. The teacher gives the text to the students. It can be in group reading or individual reading activity when it

applies by a game. The students also can find difficult or new vocabulary in the text while reading the text. If it is possible, the students may read the text twice.

4. *S – Summarize*

After the students finish reading a section of text, the teacher may ask the students to summarize by recalling the important ideas from the section reader just read. In this step, the students will state the central idea or theme.

5. *T – Test*

In this step, the teacher tries to measure the understanding of the students by giving a test. The teacher can design the test in form of answering questions or ask the students to teach the reading materials to other students.

The teacher who apply the PQRST strategy in the teaching learning, he or she need to demonstrate how to focus on key points in the text, check for understanding, back-track to gain contextual cues and self-correct. This strategy helps the students internalise the steps in the procedure. The students are taken through several sessions of guided practice using appropriate texts until they are confident about using the strategy independently.

2.2.4. Monologue Texts

The syllabus of KTSP 2006 requires the students of senior high school, especially the eleventh grade, to be able to understand several kinds of text that used in

teaching learning to reach the functional level and the ability to comprehend the text. The text that used in the second grade of senior high school is monologue texts. In this research, the researcher implemented these monologue texts in teaching reading comprehension using PQRST strategy. There are some texts that should be mastered and known by the students of eleventh grade such as narrative text, spoof text, and hortatory text in the second semester.

1. Narrative text

Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration. The researcher implemented “The Lake Toba” and “The Two Friends and the Bear”.

2. Spoof Text

Spoof is a text which tells factual story, happened in the past time with unpredictable and funny ending. Its social function is to entertain and share the story. The researcher administered “Private Conversation” and “Green, Pink and Yellow”.

3. Hortatory Text

Hortatory text is a type of spoken or written text that is intended to explain the listeners or readers that something should or should not happen or be done. To strengthen the explanation, the speaker or writer needs some arguments as the fundamental reasons of the given idea. In other words, this kind of text can be called as argumentation. Hortatory exposition text can be found in scientific books, journals, magazines, newspaper articles,

academic speech or lectures, research report etc. The researcher administered “The importance of Reading”.

In reference to the explanation above, the researcher chose those monologue texts as the material of the research.

2.2.5. Teaching reading comprehension through PQRST Strategy

In relation to the teaching reading comprehension, technique is useful to use. The use of PQRST strategy may support the process of teaching reading comprehension. According to Sulisty, (2011:94-95), conceptually the PQRST strategy is one the teaching strategies which comprise of five stages/schemes: Preview, Question, Read, Summarize, and Test. It provides a step-by step guidance to students before, during, and after their reading process which is essential for their comprehension. Each stage gives benefits to students in facilitating their learning. The stages in the PQRST strategy underline the constructivist nature of learning noting that reading is an active, often necessarily selective, effortful and iterative process (Johnston & Anderson, 2005:13).

In teaching reading comprehension, PQRST strategy can lead the students to find the ideas and help them in the vocabularies problem. In this case, the use of PQRST strategy is very helpful for the students as many of students are weak in finding details information.

In all cases, the teaching reading is encouraged as a thinking process, with an emphasis on understanding (Westwood, 2001: 51). Reading is one of skills that should be learned and mastered by the students. The development of comprehension skills can be considered a long-term developmental process,

which depends not only on world knowledge, language, and text experiences from early in life, but also on learning how to decode fluently, the meanings of vocabulary words encountered in texts as well as learning how to abstract meaning from text using the comprehension processes and the strategies used by skilled readers.

In line with the concept of the experts, the researcher was supposed to do teaching reading by using PQRST strategy. The researcher assumed that using such this strategy is necessary to help the students in reading comprehension. The PQRST strategy helps not only the teacher in teaching process, but also helps the students to read the text and find the details easily.

2.2.6. Procedure of Teaching Reading Comprehension through PQRST Strategy

There are some processes in teaching reading through PQRST strategy that consist of six stages (Westwood, 2001). It could be done well if the teacher gave the appropriate ways in teaching process as follows:

Step 1

In the first step, the teacher introduced the concept of PQRST strategy and the effectiveness in learning process. The teacher could also tell them main purpose using this strategy. So, the students had motivation to use this strategy.

Step 2

The students were given the text of reading by the teacher. As the first step of PQRST strategy; previewing. The students can immediately preview the entire chapter by skimming through it to get an idea of the major topics. This is done by

reading the chapter outline, and then skimming the chapter, paying special attention to headings of main sections and sub-sections, the kind of the text, the orientation of the text, the verb that is used in the text, and glancing at picture, figure, number, italic words in the text, also noticing the organizational structure text. If there is a summary, take time to consider each point in the summary, questions will come to mind that should be answered later as the students read the full text. The preview stage will give the students an overview of the topics covered in the chapter and how they are organized. The point is to get an idea of the main topics and sections of the text.

Step 3

The next step is questioning. In this step, the students tried to ask specific questions in their mind about reading assignment. The students could start this stage by turning the chapter headings and sub headings into questions. The teacher guided the students to generate questions to help focus reader's reading and find the key points in each section. They could use the standard questions such as who, what, why, which, when, where or how. The questions can lead them to find further information of text.

Step 4

Next, the students read the material in detail. As the students read, they tried to answer the question which asked in the step Question. Besides, they could give underline the difficult word and pay attention the main idea. If the students get difficulties in comprehending the text, they may read the text twice.

Step 5

After the students finished reading the section, the students tried to recall the main ideas and recite the information. Summarizing is a powerful means of fixing the material on the students' memory. The students try to recite the information and they should know how much they can recall the information they get from the text and state it by their own words. Summarizing will reveal blanks in the students' knowledge and help them organize the information in their mind. The students could take notes from the passage they have read.

Step 6

In this final step of PQRST strategy, to know and remember what the students have read. It can be started by recalling as much as they can without looking at the book or their recitation notes. It helps them to think about the relevance of what they learned and how it all fits together. The reader checks their knowledge by testing themselves to know how far their understanding of the text they read is. It can be done by reviewing all the material and storing it into their long-term memory.

Based on the explanation above, the procedure in teaching reading through PQRST strategy has six steps. These steps can be applied well if there is the good interaction between the teacher and the students.

2.3. Advantages and Disadvantages of PQRST strategy in teaching reading comprehension

There some advantages and disadvantages of using PQRST strategy in teaching reading comprehension:

1. Advantages of PQRST strategy

- a. The PQRST strategy helps to enhance students' comprehension of a text (Susanti: 2013). It helped the students arrange the steps of reading. The students would have a good intention to the text because they had the preview before they analyse the whole of the text.
- b. The benefits of Questioning step led the students to formulate the questions they need to find. This step helped the students to focus and create the curiosity toward the text. This motivates the students to read (Malia: 2015). It made the students found the information details easily. It also made them to focus to the aspects that they should find in the text.
- c. It helped engage students actively and meaningfully in their reading (Simatupang & Sihombing: 2012). The students will actively involve in comprehending the text.
- d. This strategy made the students well-planned in reading the text. It made the reading process more effective in order to reach the goals. By knowing this ahead of time, the students able to look for and recognize the most important points when they do read for details. They did not waste time stumbling through the book and finding a starting point (Staton: 1982).

2. Disadvantages of PQRST strategy

- a. This strategy was time consuming, because it had several stages that should be done by the students in reading. So, it would rather difficult for the students who have difficulties in reading. To solve the problem, the teacher used the simple or short text in order to make the effective time. The students also did the group work to discuss the text in some part of learning process.
- b. In some stages, the students may get difficulties in doing the step of PQRSST strategy. For example, there are some students with low capability in summarizing, because they are weak to recognize the most important points to find the details. Only the students who have upper knowledge level are able to recall the important points. So, it was dominated by some students who can do this stage. To solve this problem, the teacher divided the class in some groups or pairing works to discuss the difficult terms. The teacher also asked the students to consult their dictionary.

2.4. Theoretical Assumption

Reading plays an important role in all of areas of school. This skill is important as the students need to be mastered. In teaching reading comprehension, there are some strategies that can help the teacher to reach the aim of teaching learning process. For this research, PQRSST is chosen as a strategy in teaching reading comprehension. This strategy has some several steps that may lead the students to comprehend and construct the text. Those steps are used as the guide for the students in learning process. The researcher believes that this strategy will help the students in constructing the effective way to achieve the goals. So that, the

students will easily understand the reading text. Moreover, it can help the students easier to find the details. By having the Questioning step, the students can predict the answer which aims to find the details. The questions can lead them to find further information of text. It may help them to manage which information that they should keep. Therefore, the researcher assumes that PQRST strategy may be used in teaching reading comprehension to improve the students' reading ability especially in aspect of finding information details.

2.5. The Hypothesis

In reference to the theoretical assumption above, the researcher proposes two hypotheses as follow:

1. PQRST strategy may be used to improve students' reading comprehension ability.
2. Finding details is the aspect of reading that improves the most.

Those all that the researcher covers in this chapter such as review of previous research, reading, aspects of reading, monologue text, teaching reading through PQRST strategy, procedures of teaching reading, advantages and disadvantages using PQRST strategy, theoretical assumption, and hypothesis.

III. RESEARCH METHOD

This chapter focuses on method of the research used in this study, such as: setting of the research, design, population and sample, data collecting techniques, research instruments, try out of the instruments, scoring system, research procedures, data analysis, hypothesis testing.

3.1. The setting of the research

This research was conducted around two months. The researcher took place at SMKI Assya'roniyyah which is located at Mataram Baru, East Lampung.

3.2. Design of the research

This research was a quantitative one since the researcher applied a class with One-group Pre-test and Post-test design. The researcher used one class for experiment in order to investigate whether there was an improvement of students' reading comprehension after being taught through PQRST strategy.

Hatch and Farhady (1982: 22) state that quantitative research is a kind of research in which the data tend to use statistics as a measurement in deciding the conclusion. The research was intended to find out whether PQRST strategy is effective to be used in teaching reading comprehension.

In this research, the treatment was given in five times. The research covered pre-test, treatment, and post-test. Here is the illustration of the one group pretest posttest design.

T1 X T2

Where:

T1 : Pretest

X : Treatment

T2 : Posttest

(Setiyadi, 2006:132)

3.3. Population and Sample

The population of this research was the second grade students of SMKI Assya'roniyah in the second semester. There are two classes of Accountant major of the second year students in 2016/2017 academic year. Each class consists of about 20-25 students. The researcher took both of classes, one class stands as the experimental class and one class stands for try out class.

3.4. Data Collecting Techniques

In collecting the data, the researcher used reading test consisting of pre-test and post-test. Before conducting the pretest and posttest, the researcher conducted a try out test. To support the quantitative data, the researcher used observation and interview. The data are clarified as follows:

1. Pre-test

The pre-test was given before the treatment in order to know how far the competence of students in reading comprehension. This test was applied after

doing a try out test. By giving the pre-test, we would know some problems of students in reading. The test was in written form of multiple choice consisted of 30 questions which has four options of answers (A, B, C and D) and the materials are monologue text.

2. Post-test

The post-test was given after the treatment in order to know whether there is any improvement of students' reading comprehension after being taught by using PQRST strategy. The test was in written form of multiple choice consisted of 30 items which has four options of answers (A, B, C and D) and the questions were the same with the pre-test but the number was re-arranged. The result of the post-test was compared with the result of pre-test in order to make sure whether PQRST strategy improved students' ability in reading comprehension or not.

3. Observation

In this technique, the data was taken from the notes about everything happened during teaching learning process which were about how the researcher's treatment to the students ran and how the students' reaction during the treatments were. Nazir cited by Susanti: 2013 states by direct observing, there are possibilities to take some notes, behavior, development, and so on, which happens any time. During the treatments, the researcher did the observation by herself. The researcher taught the students and observed the activities of the students while she was teaching. The researcher used observation sheet that contains some indicators of students' activeness in learning. According to Rofiah (2010) there are some indicators of students' learning activeness:

1. Students ask the teacher if they have something unclear

2. Answering the question which are asked by the teacher
3. Expressing their opinion in discussion
4. Listening others' opinion
5. Working together with group members when they do students' work sheet
6. Students can present the result of group discussion
7. Students make a note about the lesson

In this research, researcher will use the indicators, but she will change the indicators to adjust with her research, so it can be used as the instrument of the research. The kind of data was gathered as direct observation, the result of observation was used to support the quantitative data.

4. Interview

Interview was used to gain information which cannot be gained through observations. Through this activity, the researcher was able to know how the students' opinion about the implementation of PQRST strategy was. The interview was conducted to some students who were the participants of teaching learning process. The interview was about the English teaching learning process at SMKI Assya'roniyyah which was conducted after implementing PQRST strategy in teaching monologue text. The kind of data was gathered as individual interview, the data was recorded using a recorder and notes. This activity was used to support and complete the quantitative data.

3.5. Research Instruments

Instruments refer to the tolls or means by investigators attempt to measure variables or items of interest in data-collection process. The researcher used four

kinds of instruments of this research to get the data: try-out items, items of reading test, interview guidelines and observation sheet. Try out and reading tests were in form of multiple choices that consists of four options (A, B, C and D). The multiple choice test was used since its simplicity relies on its scoring and answering (Salwa: 12). It is supported by Huges (2005) who states that multiple choice is that scoring can be perfectly reliable. Try out was applied in order to know the reliability of reading test. Pretest and posttest were applied to find the students' improvement before and after being taught by using PQRST strategy. Observation was administered to know the students' activities and participation, while interview was used to know the students' response and to support the quantitative data.

3.6. Try Out of the Instruments

To know the quality of a reading test whether it is good or not, the test items should fulfill the criteria of good test such as validity, reliability, level of difficulty and discrimination power. The try out test consisted of 40 multiple choice items with 4 options (a, b, c, and d). The students came from the experimental class taken by the researcher. Therefore, it is important to measure validity, reliability, level of difficulty and discrimination power of the tests in order to get valid and reliable of the data. To measure whether the test is good, the tests were analyzed from:

3.6.1. Validity

According to Hatch and Farhady (1982: 250) the test could be said valid if the test measure the object to be measured and it is suitable with the criteria. In order to

measure whether the test has a good validity, this research used the content and the construct validity.

- **Content Validity**

Content validity is concerned with whether the test is sufficiently representative and comprehensive for the test. In the content validity, the researcher has to see all indicators of the items in test and analyze them thoroughly whether the test is good reflection of what has been taught (Setiyadi, 2006: 22). This study used reading comprehension test that was supposed to be comprehended by the second grade of senior high school students. The test is considered as valid in content validity if the test of reading constitutes a representative sample of the language skill and structure and also the materials used are chosen based on the curriculum that is used in the school. The composition of the try out test items was presented in Table 1 as follow:

Table 1. Specification of Try Out Test

No.	Topic Areas	Item Number	Total	Percentage
1.	Main idea	8, 12, 17, 18, 24, 28, 32, 36	8	20 %
2.	Information Details	1, 2, 14, 19, 21, 26, 27, 33	8	20 %
3.	Inference	5, 11, 13, 15, 20, 25, 29, 34,	8	20 %
4.	Reference	3, 7, 9, 16, 22, 30, 38, 39	8	20 %
5.	Vocabulary	4, 6, 10, 23, 31, 35, 37, 40	8	20 %
TOTAL			40	100 %

- **Construct Validity**

Construct Validity is concerned with whether the test is actually in line with the theory of what reading comprehension means to know the language that is being measured, it would be examined whether the test given actually reflects

to what the language means. In this research, scoring criteria was based on the five aspects of reading comprehension such as main idea, specific information, reference, inference and vocabulary.

3.6.2. Reliability

Reliability is a measure meant of accuracy, consistency, dependability or fairness of scores resulting from administration of particular examination. Reliability of the test was determined by using the odd and even group in order to estimate the reliability of the test. To measure coefficient of the reliability the odd and even group, the researcher used the Pearson Product Moment formula as follows:

$$r_1 = \frac{\Sigma xy}{\sqrt{(\Sigma x^2)(\Sigma y^2)}}$$

Notes:

r_1 : The coefficient of reliability between odd and even group

X : The total numbers of odd group

Y : Total numbers of even group

X^2 : The square of X

Y^2 : The square of Y

After getting the reliability of half test, then the researcher employed “*Spearman Brown’s Prophecy Formula*” (Hatch and Farhady, 1982: 247) to determine the reliability of the whole test by using this formula:

$$r_k = \frac{2r_{xy}}{1 + r_{xy}}$$

r_k : The reliability of the test

r_{xy} : The reliability of half test

The criteria of reliability are:

0.90-1.01 : High

0.50-0.89 : Moderate

0.00-0.49 : Low

The result of the reliability test was 0.97 (Appendix 8). Based on the criteria of reliability proposed by Hatch and Farhady (1982), it can be stated that the test had very high criteria of reliability because 0.97 is included into 0.90-1.01 range of high reliability. This means that the test can be used to test students' reading comprehension, since it can produce consistent result when administered under similar condition to the same participants, and different time (Hatch and Farhady, 1982). It can be stated that the test fulfilled the reliability criteria.

3.6.3. Level of Difficulty

Level of difficulty is the extent to which an item is easy or difficult for the proposed group of test-takers (Brown: 2004). Level of difficulty shows the percentage of the students who answer the test items correctly. To see the level of difficulty, the researcher used the following formula:

$$LD = \frac{U + L}{N}$$

Notes:

LD : Level of difficulty

U : The number of students in upper class who answer correctly

L : The number of students in lower class who answer correctly

N : Total number of students

The criteria are :

<0.30 : Difficult

0.30 – 0.70 : Average

>0.70 : Easy

(Daryanto, 2012: 80-81)

Based on the result of the try out test related to the criteria, the researcher got 30 items were good to be administered as the test, and 10 items were bad and should be dropped; items number 1, 15, 18, 21, 25, 29, 35, 36, 38 and 40. The criteria were 6 items as easy questions, 9 items as difficult questions, and 25 items as average questions (Appendix 10). The bad items should be dropped since they were not appropriate to be applied on the reading test.

3.6.4. Discrimination Power

Discrimination power refers to the extent to which the item able to differentiate between high and low levels students on the test. A good item according to this criterion is one that good students get good score and get bad score. To see the discrimination index, the researcher used the following formula:

$$DP = \frac{U - L}{\frac{1}{2}N}$$

Notes:

DP : discrimination power

U : the proportion of upper group students who answer correctly

L : the proportion of lower group students who answer correctly

N : total number of students

The criteria are:

DP = 0.00 – 0.19 = Poor

DP = 0.20 – 0.39 = Satisfied

DP = 0.40 – 0.69 = Good

DP = 0.70 – 1.00 = Excellent

DP = Negative (-) = Bad items, should be omitted

(Daryanto, 2012: 186)

After analyzing the result of reading comprehension of try out test, the researcher found that there were 10 items which had to be dropped; items number 1, 15, 18, 21, 25, 29, 35, 36, 38 and 40, because these numbers had poor criteria and should be dropped (Appendix 10). There were 7 items were good, and 13 items were satisfied. So, the researcher administered 30 items that were satisfactory to be used for pretest and posttest.

3.7. Scoring System

In scoring the result of students' reading test, the researcher used Percentage Correct (Arikunto: 2006). The percentage correct score is used in reporting the result of achievement test. The highest score is 100. The researcher calculates the average of the pre-test and post-test by using this formula:

$$S = \frac{r}{n} \times 100$$

Notes:

S = Score of the reading test

r = total right answer

n = total of reading test items

(Arikunto: 2006)

3.8. Research Procedures

In order to ensure that the result deals with its procedure to maintain a good process, the researcher deals with the several steps as follow:

1. Determining the population and sample

The population of this research was the second grade students of SMKI Assya'roniyyah, Mataram Baru, East Lampung. There were two classes of the second grade, and the researcher took both of classes, one class as the experimental class and one class as the try out class.

2. Determining the problem

In determining the problem, the researcher conducted the pre-observation. She found some problems that occur in the class.

3. Selecting and determining the material

The materials in this research were based on the school curriculum (KTSP) 2006 for the second grade students of senior high school. The materials were taken from the textbook for senior high school and internet. The topics were about reading of monologue text.

4. Administering the try out test

The try out test was conducted before the pretest and posttest. It was used in order to find out the quality of the test items, whether the test is

appropriate for the students or not. The test consisted of 40 items of multiple choices.

5. Administering the pre test

The pretest was administered to identify the ability of the students before they got the treatments. The test was in the form of 30 multiple choice items with four optional answers A, B, C, and D. The test was conducted in 60 minutes.

6. Conducting the treatments

After conducting the pretest, the researcher conducted the treatment for five meetings, which took 90 minutes in every meeting. The researcher taught reading comprehension of monologue text.

7. Observing

In this phase, the researcher observed the learning process also the students' response, participation, achievement and everything which was found during the teaching and learning process. It was also necessary to ask some students' opinion about the teaching and learning process. When observing, the researcher should have noticed all of activities in the classroom. It was done in order to get an accurate result in the end of the research.

8. Administering the post test

The posttest was administered to evaluate the students' ability of reading comprehension after the treatments. The test was in form multiple choice items that consisted of 30 items, and it required about 60 minutes.

9. Interviewing

In this activity the researcher interviewed some students after she finished teaching in the class. Through this activity the researcher could know how the students' opinion about the implementation of PQRST strategy. The interview was conducted to some students who were the participants of teaching learning process.

10. Analyzing the data

In analyzing the data, the researcher used T-Test. It was computed using SPSS version 16.0. Both pretest and posttest results of the students were analyzed in order to find out the students' achievement of reading comprehension.

There are several procedures that were used by the researcher in conducting the research.

3.9. Data Analysis

The data was analyzed with *Paired Sample t-test* by using statistical package for social science (SPSS). From the manually counted data and the computation, the researcher gained the difference of two sample scores, the mean difference, standard error, standard deviation, the degree of freedom and in the last, the researcher found and compared t-value and the t-table.

In order to know the students' progress in reading comprehension, the students' score were computed by doing three activities:

1. Scoring the pre-test and post-test.

2. Tabulating the result of the test and calculating the total correct answer of pre-test and the post-test.
3. Drawing conclusion from the tabulated result of the test given that statistically analyzing the data by using statistical computerization. i.e. *Repeated Measure t-test of Statistical Package for Social Science (SPSS)* to test whether the increase of the students' gain was significant or not, in which the significance was determined by $p < 0.05$. It was used as the data come from the two samples (Hatch and Farhady, 1982:114).

3.10. Hypothesis Testing

The hypothesis testing is used to prove whether the hypothesis proposed in this research is accepted or not. The improvement of students' reading comprehension will be approved at the significant level of 0.05 in which $\alpha < 0.05$ (Setiyadi, 2006: 97). To determine whether the hypothesis is accepted or rejected, the following criteria of acceptance is used:

H_0 : There is no significant improvement of students' reading comprehension after being taught by using PQRST strategy.

H_1 : There is a significant improvement of students' reading comprehension after being taught by using PQRST strategy.

The criteria are:

H_0 (alternative hypothesis) is accepted if *alpha level* is higher than 0.05 ($\alpha > 0.05$).

H_1 (null hypothesis) is accepted if *alpha level* is lower than 0.05 ($\alpha < 0.05$).

This chapter has discussed setting of the research, design, population and sample, data collecting techniques, research instruments, try out of the instruments, scoring system, research procedure, data analysis, and hypothesis testing.

V. CONCLUSIONS AND SUGGESTIONS

This chapter is intended to elaborate the conclusion and suggestion. The conclusion and suggestion of the study are hopefully able to contribute positively to the English teaching process and for the further research.

5.1. Conclusions

In reference to the results of data analysis and discussions, the researcher draws the conclusions as follows:

1. PQRST strategy is appropriate to be used for reading comprehension, because it can improve the students' achievement. It makes the students more active and motivated. Moreover, it also improves the students' participations and responses during the treatments. Each step of PQRST has the benefit for the students as it leads them how to comprehend the text well.
2. Finding information details is the aspect of reading which improved the most, because the students are directed to work related to it. The students are guided by the steps of PQRST which help them to achieve the goals of learning process of reading. One of the steps in PQRST strategy that encourages the students to find the information details is the questioning step. From the questioning step, the students can formulate what they want

to know from this step. The students have to make some questions to guide them to find the information details.

3. The process of the implementation of PQRST strategy during the treatments shows that the steps of PQRST strategy can help the students to comprehend the reading text well.

5.2 Suggestions

Referring the conclusions above, the researcher would like to propose some suggestions as follows:

1. For the teacher
 - a. The teachers are recommended to train more the students in comprehending the same kind of the text at least for two times. It enhances the students to be more familiar with the kind of the text and to accustom them to find the aspects of reading in different text title.
 - b. The teachers are suggested to give such as a game in learning process that attract the students' interest and make the more enjoy full teaching scenario.

2. For future research

Future researcher should conduct a clear time allocation for every step in PQRST. So, the teaching learning process will be more effective and efficient. Furthermore, in doing similar research, the reading materials and the reading tasks could be modified based on the students' learning ability and interest.

In brief, conclusion and suggestion are the part of this chapter.

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