

THE IMPLEMENTATION OF PQRSST STRATEGY FOR TEACHING  
READING AT THE FIRST YEAR OF SMAN 1 KOTAGAJAH

(A Script)

By

Fizri Ismaliana



FACULTY OF TEACHER TRAINING AND EDUCATION  
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2018

## **ABSTRACT**

### **THE IMPLEMENTATION OF PQRST STRATEGY FOR TEACHING READING AT THE FIRST YEAR OF SMAN 1 KOTAGAJAH**

FIZRI ISMALIANA

There were two objectives in this research (1) to investigate whether there was an improvement in students' reading ability after the implementation of PQRST strategy at the first year of SMAN 1 Kotagajah; (2) to find students' responses after the implementation of PQRST strategy at the first year of SMAN 1 Kotagajah.

This research used quantitative and qualitative methods. The population of this research was the first year students of SMAN 1 Kotagajah. The sample of this research was Class X science 7 with a total of 30 students. The reading tests and questionnaire were used as the research instruments. Reading tests were used to measure the students' reading ability after the implementation of PQRST strategy. The questionnaire was employed to collect the data of the students' responses toward the implementation of PQRST strategy.

The result showed that there was an improvement of students' reading ability after the students were taught through PQRST strategy with the significant level of 0.05, the students' mean score in the pre-test was 65.40 increasing to 74.23 in the post-test. The gain between the pre-test and post-test was 8.83. The data were analyzed by using Paired Sample t-test in which the significance was determined by  $p < 0.05$ . Furthermore, the students' response after the implementation of PQRST strategy was positive. There were three categories which indicated the response of the students was positive. Those were interest (80.66%), motivation (80.83%), and comprehension related to the reading aspects (76.5%). This suggests that PQRST strategy facilitates the students to improve their ability in reading comprehension.

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TEACHING READING AT THE FIRST YEAR OF SMAN 1  
KOTAGAJAH

By  
Fizri Ismaliana

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in  
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FACULTY OF TEACHER TRAINING AND EDUCATION  
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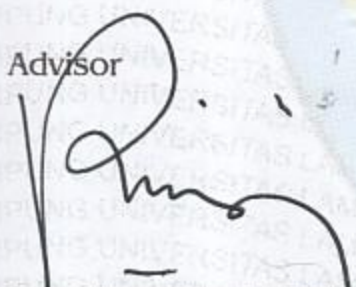
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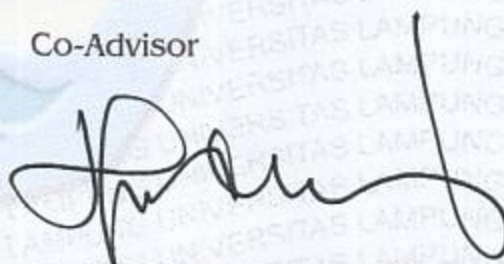
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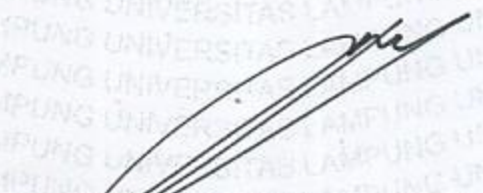
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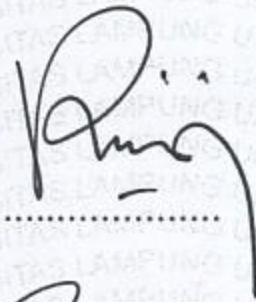
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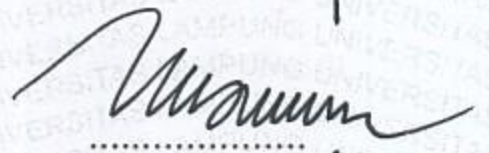
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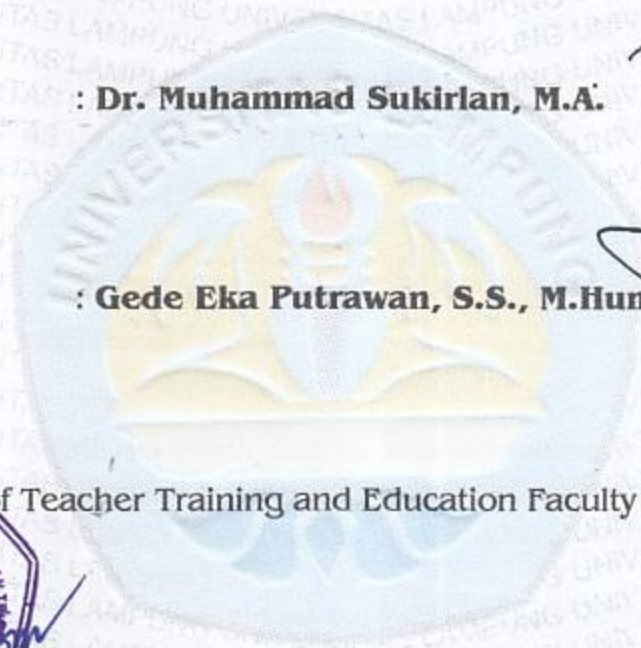
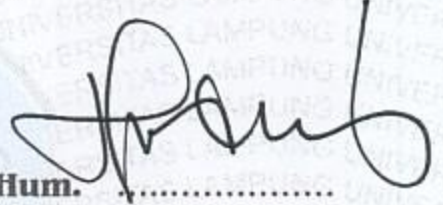
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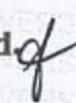
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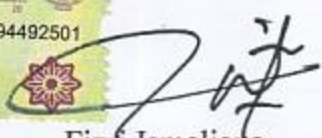
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## **CURRICULUM VITAE**

The name of the writer is Fizri Ismaliana. She was born in Metro, on March 22<sup>nd</sup> 1996. She is the first child of the greatest parents named Ismail and Herlina Wati. She has two beloved siblings named Ratu Syahdatul Roslima and Ayattulloh Nur Alam.

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## **DEDICATION**

By offering my praise and gratitude to Allah SWT for giving never ending blessing to me, this script is proudly dedicated to: The greatest motivators and most precious persons in my life; my beloved Ayah and Bunda, Ismail and Herlina Wati who always pray for my life.

My dearest siblings; Ratu Syahdatul Roslima and Ayattulloh Nur Alam and also all of my extended family members.

All my beloved friends.

My almamater, University of Lampung.



## **MOTTO**

**“My success is only by ALLAH”**

**(Q.S Huud: 88)**

**“If you do good, you do good for yourselves...”**

**(Q.S Al-Isra: 7)**

**“The good person is useful for others”**

**(Hadits Riwayat ath-Thabrani, Al-Mu’jam Al-Ausath, juz VII: 58)**

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Gratitude and honor are addressed to all people who have helped and supported the writer until the completion of this research. Since it is necessary to be known that this research will never have come into existence without any supports, encouragement and assistance by several outstanding people and institution, the writer would like to express her sincere gratitude and respect to:

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Finally, the writer believes that her writing is still far from perfection. There may be weaknesses in this research. Thus, comments and suggestions are always appreciated for improvement. Somehow, the writer hopes this research can give a positive contribution to the educational development, the readers, and to those who want to conduct further research.

Bandar Lampung, June 2018

The writer

Fizri Ismaliana



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## **I. INTRODUCTION**

In order to introduce the research, this chapter deals with the background, research questions, objectives, uses, scope, and definition of terms.

### **1.1. Background**

In learning English, there are four skills that have to be mastered by the learners, i.e., listening, speaking, reading, and writing skills. Speaking and writing are parts of productive skills which the learners need to use the language for communicating and delivering their ideas. While, listening and reading are parts of receptive skills where the learners receive the language and gain the meaning of the message.

As a receptive skill, reading is very important for getting information from our surroundings, especially in learning English. It is one of the skills in English which is not simple. It is because the skill needs more comprehension of the learners for understanding the content. In other words, reading is very necessary to widen the mind, gain comprehension and understand foreign culture. As Patel and Jain (2008) assume, reading is certainly an important activity for expanding knowledge of a language.

According to Elizabeth (2012), reading is a process of looking at a writing or printed symbol and translating it into an appropriate sound. This spoken symbol is further associated with an object for which it stands. Thus, reading consists of three elements which are the symbol (written or printed), the sound and the sense. In fact, reading is the ability which enables the learners sooner or later for reading with the purpose of extracting from the ideas, fact and information.

The other expert believes that comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language (Snow, 2002). It consists of three elements, i.e., the reader, the text, and the activity or purpose for reading. It implies that the reader must have ability to comprehend the meaning of the text. This statement is supported by Brown (1998), who defines that reading is a process to understand a written text which means extracting the acquired information from it as efficiently as possible.

Based on the explanation above, reading is a process to understand text by extracting and constructing the meaning of the words. In the classroom context of teaching reading, most of teachers emphasize on explanation and definition of text, and 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. Besides, in the numerous reviews and studies (Tan, 2001; Sidhu, 2003) learners express that most of the texts prescribed are difficult to understand and do not get the interest from the students. It means that the students need to increase their understanding and their interesting of the text to improve their reading. It is the reason they need an appropriate strategy to facilitate them in reading. Therefore, the crucial thing of teaching reading is leading the students to engage their mind in the text. By

comprehending the text well the students can get new information. In other words, they learn new knowledge that is studying. It shows that reading comprehension skill is needed to improve students' ability especially in teaching and learning process.

Regarding to Kintsch and Kintsch (2005) additional factors such as motivation and interest affect reading comprehension. Saarnio et al. (1990) found that motivational factors such as positive and high self-perceptions in the area of reading, student value in reading, and the enjoyment of reading, influence the understanding of text. In addition, motivational factors gain importance as predictors of reading comprehension ability as readers' age and develop more skill. The effect of topic interest may also have a separate effect from prior knowledge on reading comprehension (Baldwin et al., 1985). It indicates that motivation and interest are the factors which have a big role in reading comprehension.

Based on the pre-observation in SMAN 1 Kotagajah, it was found that the most of the students had some problems in reading comprehension ability. It happened because the following things. First, the students got difficulty how to analyze a text. It could be seen when the teacher asked them some questions, and they did not say anything to answer the questions. This is due to lack of motivation, so that the students are not willing to read the text. Second, the students were lack of vocabulary. They did not understand the topic of the text because of their limited vocabulary. Then, there was not any appropriate activities conducted the passage given. They quickly got bored and had difficulties in understanding a word. This condition made the students did not comprehend what the passage about.



Therefore, the English teachers had to be able to organize teaching and learning activities.

In order to increase learners' ability in reading skill, the teacher needs to use strategy in teaching and learning process. There are some strategies of teaching reading which can improve students' reading skill, but not all of strategies can be appropriate to the learners' needs. It indicates that the teachers have a great responsibility in considering the strategy that she or he wants to apply for improving her or his students' reading comprehension. One of the strategies which can improve students' reading ability is PQRST strategy. It is a strategy which can improve students' ability in reading and also can increase students' interest and students' motivation by using its steps, those are preview, question, read, summarize and text.

PQRST strategy may be appropriate to solve the problem above. It is because PQRST strategy facilitates the students to be more careful in reading text. Besides, it can be given the students more information and comprehension of the text using its stages (preview, question, read, summarize, and test). Furthermore, the PQRST strategy can make the students to think more about what they read, produce some questions by their mind, and answer their questions by themselves after read the text carefully. It also makes the students to be more motivated and to be interested in reading text.

Thomas and Robinson (1982) believe that PQRST (Preview, Question, Read, Summarize, and Test) is a strategy that can lead the students to have better reading comprehension. This technique is proposed as the treatment to improve

the learners' reading comprehension since it has a well-organized stage. This statement is supported by Sulistyono (2011), who defines conceptually the PQRST strategy is a teaching strategy where five stages should be followed to get better reading comprehension: Preview, Question, Read, Summarize, and Test. As a strategy, PQRST strategy helps students solve 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 in increasing learners' reading comprehension. It also provides a stage-by-stage guidance which is before, during, and after learners do reading process which is essential for their comprehension. Each stage gives benefits to learners in facilitating their learning activities. In short, this strategy can activate their background knowledge before reading and evaluating their comprehension after reading.

Moreover, numerous previous researches found that PQRST strategy could improve students' reading comprehension ability and the results were various. The first research was conducted by Miqawati and Sulistyono (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 improved students' reading comprehension compared to the one taught by using the translation and reading aloud. Even though, it was revealed that there was no difference in the reading comprehension of students with different learning styles by using the PQRST strategy and translation and reading aloud strategy 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 improved 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' failed to know the component of hortatory exposition text. After conducting the research, she found that the use of PQRST strategy improved the effectiveness of the teaching and learning process which 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. The texts were report, narrative and analytical exposition. This study was an action research. The data were qualitative and quantitative in nature. The result of the research showed that the use of PQRST technique with its accompanying actions was effective to improve the teaching and learning process of reading comprehension. However, there were many kinds of text have been not

used in reading by applying this strategy. One of the texts was recount text. Further, the researcher applied the strategy in teaching reading recount text.

From the explanation above, the researcher was intended to apply PQRST strategy in improving learners' reading comprehension ability. The participants of the research were senior high school students of SMAN 1 Kotagajah. The researcher was interested to investigate the improvement of the students' reading ability and the student's response of teaching reading by using this strategy. The researcher is interested to conduct a research entitled "The Implementation of PQRST Strategy for Teaching Reading at The First Year of SMAN 1 Kotagajah".

## **1.2. Research Questions**

Based on the explanation of the background, the research question of this research formulated as the following:

1. Is there any improvement of students' reading ability after the implementation of PQRST Strategy at the first year of SMAN 1 Kotagajah?
2. How is students' response after the implementation of PQRST strategy in teaching reading at the first year of SMAN 1 Kotagajah?

## **1.3. Objectives**

Based on the research questions, the objectives of the research are:

1. To investigate whether there is an improvement in students' reading ability after the implementation of PQRST Strategy at the first year of SMAN 1 Kotagajah.

2. To find out students' response after the implementation of PQRST strategy in teaching reading at the first year of SMAN 1 Kotagajah.

#### **1.4. Uses**

The uses of the research are:

1. Theoretically, this research is expected to verify the theories related to PQRST strategy in teaching reading process. The findings of this research is also enrich the theory of students' reading mastery.
2. Practically, the findings of this research is also expected to become a source of information about the ways to improve the teaching and learning quality, especially in improving students' reading skill. Besides that this study is expected to explain the responses of the students toward teaching and learning process by using the strategy.

#### **1.5. Scope**

Based on the background of this research, this research was focused on improving the students' reading ability, especially in five aspects of reading (main idea, reference, inference, information details and vocabulary) after the implementation of PQRST Strategy and the response of the students after the implementation of PQRST strategy in teaching reading at the first year of SMAN 1 Kotagajah. The text used in this study was recount text. The subjects of this study were the students of Class X Science 7 of SMAN 1 Kotagajah.

## **1.6. Definition of Terms**

Here are the definitions of terms that are used in the research:

### **Reading**

Reading is the ability to draw information from a text and combine it with information and expectations that the reader already has (Grabe, 2009).

### **Interest**

Interest is the result of the motivation which can convey the people to do and to choose all activity that they want (Hurlock, 1978).

### **Motivation**

Motivation is the process by which goal-directed activities are initiated and sustained (Schunk, Pintrich and Meece, 2008).

### **Reading Comprehension**

Reading comprehension is the process of constructing meaning by coordinating a number of complex processes that includes word reading, word knowledge and fluency (Klinger, 2007).

### **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 are all that the researcher covers in this chapter such as the background, research questions, objectives, uses, scope, and definition of terms.

## **II. LITERATURE REVIEW**

This chapter discusses about literature review that used in this study, those are: reading, aspects of reading, strategies in teaching reading, recount text, PQRS strategy, PQRS strategy in teaching reading, procedures of PQRS strategy in teaching reading, advantages and disadvantages of PQRS strategy, theoretical assumption, and hypothesis.

### **2.1. Reading**

In any scientific study, it is important to provide the number of sources or references of reading. Therefore, several definitions of reading purposed by different experts are presented in this study.

Related to reading is the sense of process getting form written or printed text. Grabe and Stoller (2001) state that reading is the ability of drawing meaning and interpreting information in the printed page appropriately. They state that reading is also interactive in term that linguistic information from the text interacts with information activated by the reader from long-run memory, as background knowledge.



According to Elizabeth (2012), reading is a process of looking at a writing or printed symbol and translating it into an appropriate sound. This spoken symbol is further associated with an object for which it stands. Thus reading consists of three elements which are the symbol (written or printed), the sound and the sense. In fact, reading is the ability which enables the learners sooner or later for reading with the purpose of extracting from the ideas, fact and information.

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) believe 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.

Weaver (2009) assumes that reading is a process which is very much determined by what the reader's brain, emotions and beliefs bring to the reading: the knowledge/information (or misinformation, absence of information), strategies for processing text, moods, fears and joys all of it. It indicates that reading is not a process that only uses the brain, but it uses feeling and faith. When they read an argumentative or scientific writing, the readers use their brain for thinking about the content. Then, when they read a letter, a story and other texts which dominate feeling, they use their emotion to get the message. They also use their faith, when they read the text such as a religion book in order to understand the meaning.

Grabe (2009) states that reading is the ability to draw information from a text and combine it with information and expectations that the reader already has. It means that when the learners read the text, they must be expected to be able to decode and reconstruct the intended meaning by the writer. Comprehension includes recognizing and understanding main idea that is relating details. Meanwhile, according to Klinger (2007) reading comprehension is the process of constructing meaning by coordinating a number of complex processes that includes word reading, word knowledge and fluency. It means that the readers need actively to engage the text to understand the intended message of the author (Anjomshoaa, 2012).

As conceptualized by Snow (2002) that reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. It shows that reading comprehension is a multi component complex process that includes interactions between the reader and what she or he brings to the text such as the experiences and background knowledge. To have the effective comprehension, it requires the readers maintain the meaning throughout the reading of the text. This statement is supported by Brown (1998), who defines that reading is a process to understand a written text which means extracting the acquired information from it as efficiently as possible.

In addition, to comprehend the text, the students are expected to be able to find the every single piece information. They have to identify words by words to emphasize in order for getting the meaning. Most definitions of reading emphasize that reading stress is a process of getting meaning from the text. It is stided stated by Gambrell and Dromsky (2000) that a cognitive-constructivist

view of reading emphasizes that is a process in which readers actively search and make meaning for them in what they read. Westwood (2001) defines effective comprehension requires that the reader maintain the meaning over all the reading of the text. If the meaning is lost, the reader must aware of this fact immediately and take necessary compensatory action.

In fact, there are many obstacle during the teaching process. The obstacle of teaching reading comprehension is changed in the current educational era. It is because the students are expected to read more text and more complicated text. The students need to read high level texts in order to comply with a request as a learner. In addition to help students to understand the material, the teacher should be focus in giving the instruction. This condition forces the teacher to make the students understand the content of the text clearly for achieving 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).

Referring the statement above, it seems that reading is the ability to gain the message of the text and to obtain the knowledge from the written text. Furthermore, reading comprehension is the process of extracting and constructing meaning by using interaction and involvement with written language.

## **2.2. Aspects of Reading**

In order to make the reader comprehend the text, Nuttal (1985) assumes there are five short reading skills that should be mastered by the reader 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. It is 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 guess the text about. Supporting details give readers the answers to questions they ask.

### 3. Making 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. Determining 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.

Therefore, reading comprehension involves respectively identifying main idea, identifying information details, making inference, understanding vocabulary and determining reference.

### **2.3. Strategies in Teaching Reading**

There are many strategies that teacher uses to teach students in the classroom for improving students' ability in reading. There are several common strategies in teaching reading, they are:

## **Mind Mapping Strategy**

Mind mapping is a strategy to use the whole brain by using visual and other graphic to create a meaningful impression (DePotter and Hernacki, 2004). Using the whole brain can balance two sides of human brain: left and right brain. It means that human can maximize their brains to create meaningful things because of their brains power. It indicates that this strategy can use in classroom activity in order to improve students' skills. One of the skills is reading. Mind mapping is proved to improve reading skill by Astuti (2012) and Suryani (2015).

The first is a study conducted by Astuti (2012). She is applying mind mapping strategy in order to improve the students' reading comprehension and rhetoric speaking skills at the elementary school. The result had shown that the application of the mind mapping technique in Bahasa Indonesia teaching learning process could improve students' speaking and reading skills. They can comprehend the text better so that they can perform rhetorical speaking more fluently than before.

The second study is conducted by Suryani (2015). The aim of her research was to improve the students' reading skills by using mind mapping at SMAN 1 Kretek in the academic year 2013/2014. The result of her study showed that the use of the mind mapping technique could improve the students' reading skills. The students got improvements in the paraphrasing sentence, finding topic sentence, and vocabulary mastery. According to the studies, it can be seen that mind mapping can be used to improve students' ability in reading skill.

### **Two Stay Two Stray (TSTS) Strategy**

Two Stay Two Stray (TSTS) Strategy gives chance to the students to share the result of their information from the subject matter given to the other students in a group (Lie, 2002). It is a model of cooperative learning that emphasizes the interaction between groups, cooperation, responsibility and participation of learners (Yukanah, 2017). According to Yukanah (2017), TSTS strategy could make the situation of teaching learning process more interesting, so that the students' can develop their arguments and inspire potential learners optimally of learning in small groups reading discussion. It is also supported by Sukmayati (2016) and Wijayati (2016).

Sukmayati (2016) is applying two stay two stray (TSTS) strategy to improve students' reading comprehension ability. The subject of her research was 23 students of the twelfth grade of SMA Laboratorium Unsyiah. This research was collaborative action research design. The result of her research showed that two stay two stray (TSTS) strategy was effective on improving students' reading comprehension ability.

in addition, Wijayati (2016) conducted her research by using two stay two stray (TSTS) strategy. The aim of her research was to investigate the improving of students' reading comprehension through TSTS learning model. She used classroom action research and the subject of the research was the eleventh grade of SMK Maospati which consisted of 20 students. She found that two stay two stray (TSTS) strategy could improve students' reading comprehension in procedure text. Regarding to the explanation above, it implies that two stay two stray (TSTS)

strategy is one of strategies which can be used on improving reading comprehension.

### **PQRST Strategy**

PQRST (Preview, Question, Read, Summarize, and Test) Strategy is a step-by-step plan used to improve understanding of the readers and recall their ability to recall information (Staton, 1982). It is an instructional strategy that has been proved to be effective to improve the readers' understanding and ability to withdraw information. It is also a powerful reading strategy which provides strong reading background as a key before reading activity. So, the students know what they must do in reading.

This statement is also supported by Miqawati and Sulisty (2014), Malia (2015) and Susanti (2013) in the background of this research. However, there are several previous research which used this strategy but there is no previous study that focus on students' response. Based on the explanation about strategy in teaching reading, this research used the last strategy that was PQRST strategy to investigate the improvement of students' ability and the responses of students by using the strategy.

### **2.4. Recount Text**

Recount text refers to a text which aims to tell about the event happened in the past such as, accident, holiday, experience, and etc. According to Anderson and Anderson (1997) state that recount text is a text that tells about something happened or retells past events or activities and has a purpose to give detail information about what and when of that events. Since the purpose of recount text



is to tell something happened in the past, the language used to tell the ideas is using simple past tense. Besides that, the uses of conjunctions *after, then, finally* are the characteristic of recount text. Recount text has three main factors or usually called as generic structure, they are orientation, event, and reorientation. The explanation will be given as follows:

1. Orientation refers to the introduction to the event, such as the figures occurred in the event, the place occurred in the event, the time when the event occurred and the situation.
2. Event refers to the accordance of the steps of an event.
3. Reorientation refers to the summary or cover story of the event.

Recount text also as language features. The language features usually used in recount text will be explained below:

1. Nouns and pronouns instead of persons, animal, or things. For examples, We, Risa, the bear, etc.
2. Action verbs such as go, sleep, etc.
3. Past tense. For example, we went to the library. We were so tired but happy.
4. Conjunctions and time connectives which order events or actions. For examples, but, then, finally, etc.
5. Adverbs and adverb phrase to tell the location, time, and manner, such as last week, in my house, etc.
6. Adjectives to modify nouns, like beautiful, wonderful, funny, etc.

The function of recount text is not only to retell something happened in the past but also to entertain the reader. There are three types of recount text devised by Dereweinka (1994). They are personal recount, factual recount and imaginative recount.

### 1. Personal Recount

Personal recount is to retell the events that the writer or the speaker is personally involved or the writers' experiences, such as oral anecdote, diary entry, and etc. Personal recount usually uses the first pronouns (I, and We). Here is the example of personal recount:

#### Going to Sanur Beach

Last holiday our family went to Bali to have picnic. We went there by plane. We were in Bali for six day, so we had to stay in a hotel because we didn't have any relatives there. We stayed in Bali beach hotel near Sanur beach.

When we came to the hotel, we didn't come to our room directly but we have to check in first. We were received by the receptionists who were friendly and kind, and then we were helped by a room boy who took us to our rooms. On the second day we visited Sanur beach. We just took a walk because the beach is in front of the hotel. We walked along the seashore, played water and sand. Actually we also wanted to swim in the beach but the lifeguard didn't allow us.

Besides doing many activities we also watched some foreign tourist's activities. They were lying on the beach, while others were having massage or surfing. When we felt tired, we took a rest to have some meals and drinks; and at 2.0 p.m. We went to the hotel. It was tiring but we were happy.

*Taken from (<http://www.belajardasarbahasainggris.com/2015/10/16>)*

### 2. Factual Recount

Recording the particulars of an incident is the type of factual recount. For instances, police report, news report, historical account, report of a science experiment, and etc. Factual recount usually uses the third person

pronouns (she, he, it, their). In factual recount, it is appropriate to include explanations and justifications. Here is the example of Factual recount text:

### Children's Day

On Children's Day in 1999, a technology company treated more than 200 underprivileged children to a 'high-tech' experience. They were given training on information technology.

The company wanted to provide opportunities for these children to learn more about the Internet and the latest technology. They wanted to help the less fortunate in the community.

The children had an enjoyable and educational experience that day. They were exposed to the new technology for the first time and they were very interested. The company hoped to conduct many more such training sessions for these children. They felt that the skills the children had would be useful to them when they grew up.

The company was very active in caring for the less fortunate. They even put aside one day a year for their employees to do volunteer work to help the needy. They also donated money to many charitable organizations.

Many people had benefited from their efforts. Many also praised the company for being so generous towards the needy.

*Taken from [http://www.text-types.com/2011/example-of-recount-terrible railway.htm](http://www.text-types.com/2011/example-of-recount-terrible-railway.htm)*

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### 3. Imaginative Recount

Taking on an imaginary role and giving details events is the type of imaginative recount. This type of recount is usually written in the first pronoun. Here is the example of imaginative recount:

### A Day in My Life without Feminism

To imagine a day in my life without feminism is nearly impossible. I was born in 1991, and by the time I became an adult, decades had already passed since women in the United States gained their rights.

I've been fortunate enough that I have not had to experience the full extent of the oppression of women. I'm a very opinionated, outspoken woman, and if I did not have feminism, there would be many limitations on my

means of self expression. No female in this country would have any of the rights they have today.

As strong-willed as I am, I value my right to vote dearly. Not only am I pleased that I can vote, but also that I'm able to engage in serious political conversations or run for a political office, if I'd like. If the Women's Rights Movement had not occurred, I would not be eligible to vote or run for office. Moreover, any opinions I may offer regarding politics would be instantly dismissed.

I imagine that I would feel as if my government thinks I am not important, which would likely cause me to rebel, after which I would be imprisoned, as so many women.

*Taken from (<http://www.text-types.com/ExampleofRecount>)*

Those are the explanations about the definition, purpose, generic structure, language features and types of recount text.

## **2.5. PQRST Strategy**

This research used the PQRST strategy in order to investigate the improvement of students' reading ability and to find out the responses of the students in teaching reading using PQRST strategy.

PQRST (Preview, Question, Read, Summarize, and Test) is one of strategies that can lead the students' reading comprehension. This strategy proposes as the treatment to improve the learners' reading comprehension since it has a well-organized stage (Thomas and Robinson, 1982). In other words, using the strategy can make the reader learns and understands more the material that she or he has read. The background knowledge is one of the important parts in the strategy that makes the students know what the purposes they do the activity. It provides a stage-by-stage guidance which is before, during, and after learners do reading process which is essential for their comprehension. Besides, Wormerly in Susanti

(2013) states PQRST strategy is compositing of five steps which include preview, question, read, state, and test. The following descriptions of the steps are:

1.) Preview

In previewing, the teacher leads the students to identify the parts of the text such as the title, picture, figure and number in the text. The activity makes the reader guesses what they are going to read. This step is usually done by reading the title or headline. The stage will help the reader to describe the topics throughout the text. It makes the reader gets the main point of the text and determines what they want to learn easily.

2.) Question

The teacher provides several questions and asks students to find the answers. The purpose of this step helps the students to focus for getting the information in the text. The teacher can make they know what specific ideas of the text by using question. It will help them to learn as much as they can get by reading. Following the steps are:

- 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.) Read

The teacher prepares the material such as a text and gives it to the students. It can be in group reading or individual reading activity when it applies. In this process, the students can find new vocabulary and difficult words in the text

while they are reading the text. If it is possible, the students will read the text twice.

#### 4.) Summarize

The teacher asks the students to summarize the text by recalling their mind for identifying the main idea and the specific information of the text. In this step, the students will state all they know about the text and the teacher knows how deep the students understand the text.

#### 5.) 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.

In short, the PQRST strategy was appropriate to increase the students' ability in reading. It was because PQRST strategy facilitated the students to be more careful in reading text. Besides, it gave the students more information and comprehension of the text using its stages (preview, question, read, summarize, and test). Furthermore, the PQRST strategy made the students think more about what they read, produce some questions by their mind, and answer their questions by themselves after read the text carefully.

### **2.6. PQRST Strategy in Teaching Reading**

Applying PQRST strategy is suitable for teaching learning in reading. Based on Sulisty (2011), the PQRST strategy is one the teaching strategies which comprise of five stages/schemes: preview, question, read, summarize, and test. It provides 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 interactive process (Johnston and Anderson, 2005).

In teaching reading, PQRST strategy can lead the students to find the main ideas and specific information. In addition, it helps the students to solve the problem lack of vocabulary. By using PQRST strategy, it will be helpful for the students who have weakness in finding specific information. As Westwood (2001) argues the teaching reading is encouraged as a thinking process, with an emphasis on understanding. It implies that a comprehension skill is needed in reading. The developing comprehension skills will consider a long-term developmental process which depends on world knowledge, language, and text experiences from early in life, how to decode fluently, and how to get meaning from text using the comprehension processes and the strategies.

Moreover, there are some points that will be noticed in using the strategy. First, the teacher will introduce the strategy to the students. It can be done by presenting the step in applying PQRST technique in the reading process. Then, the teacher will provide the text which will be comprehended. Then, the students will follow the PQRST technique steps (preview, question, read, state, and test). The last is evaluating the learning process by asking the students whether they comprehend the text or not.

In line with the statements above, the researcher was supposed to do teaching reading by using PQRST strategy. The researcher assumed that using the strategy was necessary to help the students in reading comprehension. The PQRST strategy helped the teacher in conducting the research. It also helped the students to read the text and find the details easily.

## **2.7. Procedures of PQRST Strategy in Teaching Reading**

There are some processes in teaching reading through PQRST strategy that is divided into six stages (Westwood, 2001). It will work well if the teacher gives the appropriate ways in teaching process. The following stages are:

### **Pre-Activities**

#### **Step 1**

The teacher introduces the concept of PQRST strategy. The teacher can give the advantages of the strategy in learning reading activity. The most important thing is the teacher must tell them the purpose of using the strategy to motivate the students to apply the strategy.

### **Whilst Activities**

#### **Step 2**

The teacher gives the students a text as a material of reading. Then, the students can preview the text by skimming to get the main idea of the text. It can be done by reading and seeing the kind of the text, the orientation of the text, the verb that is used in the text, and glancing at picture, figure, number in the text and noticing



the organizational structure text. This step will give the students an overview and how they organize the text. This step is used to increase the students' ability in determining main idea.

### **Step 3**

The students try to guess the text by asking the specific questions in their mind about the text. Turning the heading as question is the way the students start this step. The teacher guides the students to gain the question in order to help them focus on reading and get the keywords of the main point of the text. They must be used the standard questions such as who, what, why, which, when, where or how. It can lead them to get the information details based on the text.

### **Step 4**

The students read the material in detail. Then, they try to answer the question which they ask in their mind. Further, they must underline the difficult words and pay attention to the topic. They can also read the text again if they think that they have not understood yet. This step supported the students to make inference of the text and find the new word.

### **Step 5**

The students try to get the main idea of the text and recite the information that they get based on what they have read. By summarizing the text, the students can fix the material on their memory. They must know how much information that they get and claim by using their own words. It can stimulate their knowledge and help them to organize the information in the text. It is also possible for students

for making notes from the text. Making reference can be done by this step, it is because this step forces the student to determine about the subject and the object of the text.

### **Post-Activities**

#### **Step 6**

The final step is test, the students recall what they get and they know about the text without looking at the text or their notes. It can facilitate them to think about what they have learned and how it can fit together. Testing is the way this strategy check students' understanding of the text. It can be done by reviewing the material and storing it into their long-term memory. In this step, the students can improve all the aspects of reading. It is because this step forces them to think deeply about what they have learned.

According to the explanation above, the procedure in teaching reading through PQRST strategy has six steps. These steps can work well by good interaction between the teacher and the students.

### **2.8. Advantages and Disadvantages of PQRST Strategy**

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

The advantages of PQRST Strategy are as follows:

- 1.) The PQRST strategy helps to increase students' comprehension of a text (Susanti, 2013). It helps the students arrange the steps of reading. The

students have a good interest to the text because they have the preview before they analyze the text.

- 2.) The students could formulate the questions which they needed to find by themselves. Besides, it helps the students to focus on reading process and create the curiosity toward the text. This motivates the students to read (Malia, 2015). The students can find specific information that they must find in the text by using the strategy.
- 3.) The strategy helps engage the students actively and meaningfully in their reading (Simatupang and Sihombing: 2012). It means that the students could be more active and understand the text well.
- 4.) The students can organize good plan in reading the text by the strategy. It makes the process of reading more effective and efficient in order to achieve the goals the students able to look for important information.

The disadvantages of PQRST Strategy are as follows:

- 1.) Time consuming is the first limitation of the strategy; it is because it has some stages that would be done by the students in reading. It is the difficulty for the students who are lack of reading. It forces the teacher must provide the simple text in order to make of effective time.
- 2.) The last disadvantages of PQRST strategy is the stages in applying this strategy. It is because some of the students get the difficulties in doing the strategy's stages. Taking the example, there are the students who are weak to recognize the main point of the text. On the other hand, there are the students who have ability to recall the important points of the text well. Those facts

make the problem in learning. To solve the problem the teacher should make a pair of the students to anticipate the condition.

Those are advantages and disadvantages in applying PQRST strategy in teaching learning process.

## **2.9. Theoretical Assumption**

Reading skill is one of the important skills for the students that they need to master in their field. In teaching reading, there are several strategies that the teacher uses in order to achieve the goals of teaching by learning process. This research used PQRST strategy to investigate the improvement of students' ability in reading and to find out the students' responses by using the strategy. The strategy helped the students to comprehend and construct the meaning of the text by some activities. It was used as the guide for the students in the process. The researcher assumed that the strategy was able to help the students to reach the aims efficiently. Furthermore, the strategy would help the students to find the specific information and to construct the meaning of the text. In addition, the steps were provided for the students to predict or guess the answer of the question which they made by themselves. The goal of the steps was to make the students find the details information. It helped them to manage which the important information that they should remember. The researcher believed that the strategy facilitates this research to answer the question dealing with the research questions.

## **2.10. Hypothesis**

Based on the theories and the theoretical assumption, the researcher has a hypothesis that there is an improvement in students' reading ability taught by using PQRST strategy and the students' response is good in teaching reading by using the strategy.

Those are the researcher covers in the chapter such as reading, aspects of reading, reading process, strategies in teaching reading, PQRST strategy, and PQRST strategy in teaching reading, recount text, procedures of PQRST strategy in teaching reading, advantages and disadvantages of PQRST strategy, theoretical assumption, and hypothesis.

### **III. METHODS**

The chapter focuses the methods of the research that uses in this study such as the research design, population and sample, data collecting technique, instruments, scoring system, data collecting procedures, data analysis and hypothesis testing.

#### **3.1. Design**

This research used quantitative and qualitative methods. The researcher intended (1) to investigate whether there was an improvement in students' reading ability by using PQRST Strategy and (2) to find out students' response in learning reading by using PQRST Strategy.

To answer the first research question, the researcher used a quantitative method. This design involved one group as the subject and it involved three steps, those were pre-test, treatment and post-test. The researcher conducted a pre-test to know the students' ability of reading. After that, the researcher started to implement the teaching learning process in recount text by using PQRST strategy to teach reading. Then, the researcher gave a post-test in order to obtain whether there was an improvement in students' reading ability by using PQRST strategy or not.

In the one group pre-test – post-test design, a single group was measured or observed not only after being exposed to a treatment, but also before. The design of this study could be described as follows:

$$T_1 \quad X \quad T_2$$

Note:

$T_1$  : pre-test

X : The treatment (PQRST strategy).

$T_2$  : post-test

(Setiyadi, 2006)

The procedures of design applied in this study were as follows:

1. Administering a pre-test before applying strategy with a purpose to investigate whether there was an improvement in students' reading ability by using PQRST strategy.
2. Applying the experimental treatment teaching reading by PQRST strategy in recount text.
3. Administering a post-test after applying strategy with a purpose of measuring the students' reading achievement.

Futhermore, in order to answer the second question, a qualitative method was implemented in this research. Setiyadi (2006) states that qualitative method is a research procedure in which the result of the research is descriptive. The second question was used to find out students' response in learning reading through PQRST strategy. In order to gain the data, the researcher used a questionnaire as the instrument. The questionnaire has three categories. Those are comprehension (aspects of reading), interest and motivation of the students.

### **3.2. Population and Sample**

The population of this research was the first grade students of SMAN 1 Kotagajah. There were twelve classes in the first grade of SMAN 1 Kotagajah. Each of the class consisted of 30-33 students. The sample of the research was Class X Science 7. In determining the sample, the researcher was suggested by the teacher. The English teacher suggested the researcher to apply the strategy in class X science 7 because she thought that the class was poor in reading especially in making inference, determining reference and less of vocabulary. In other words, the reasearcher used a purposive sampling in determining the sample. It was because the researcher chose the class by judgement of the teacher.

### **3.3. Data Collecting Technique**

In collecting the data, the researcher used a try out, pre-test, post-test, and questionnaire. Then, the researcher analyzed the results of the data which could be clarified as follows:

#### **1.) Try Out**

A try out was conducted before the researcher applied the strategy. It was conducted to find out the quality of a reading test whether it was good or not. Moreover, the items dropped out when the items of the reading test was not really good. The try out class was different from the experimental class. The test was in written form of multiple choice consisting of 40 items related to the five aspects of reading which had four options of answers (a, b, c and d) and the material was recount text. It was conducted in 80 minutes.



## 2.) Pre-test

The aim of pre-test was to obtain the students' ability in reading skills before getting the PQRSST strategy as a treatment in their learning. Meanwhile, before giving the pre-test to the students, the researcher explained the topic and information which would be examined. The test was focused on reading test since the aim of this research was to find out the improvement of students' reading ability. The test was in written form of multiple choice consisting of 30 items related to the five aspects of reading which had four options of answers (a, b, c and d) and the material was recount text. It was conducted in 80 minutes.

## 3.) Post-test

A post-test was administered after the researcher implemented PQRSST strategy or after treatment processes. The post-test was given to investigate the students' improvement after the treatment. The test was in written form of multiple choice consisting of 30 items related to the five aspects of reading which has four options of answers (a, b, c and d) and the material was recount text. It was conducted in 80 minutes. The questions were the same with the pre-test but the number question was re-arranged. The results of post-test were compared to the results of pre-test to obtain whether PQRSST strategy improved students' reading ability or not.

## 4.) Questionnaire

Questionnaire is the list of questions or statements that is given to other people for getting their answer. It consisted of the questions related to the problem or the purpose of the research. This research used the questionnaire

to investigate the students' response in reading comprehension of recount text by using PQRST strategy. There were 15 questions related to three categories. Those were the aspects of reading, interest of the strategy and motivation of the students. Each of the three categories consists of five questions. It was given in the end of the last treatment. It was conducted in 10 minutes.

Those were the descriptions of the activities that researcher did to collect the data in the research. Doing the activities, the researcher could obtain the improvement of students' ability and the students' response about PQRST strategy in teaching reading.

### **3.4. Instruments**

Research instrument is a tool of collecting data that should be valid and reliable. Arikunto (2006) states that the tools is used to collect data by researcher is called instrument. In this research, the researcher used reading test and questionnaire to gain the data.

#### **Reading Test**

The researcher provided reading test item. There were three kinds of reading tests to measure students' reading comprehension, namely try out, pre-test and post-test. First, try out was administered to investigate the quality of the reading test was good or not. The items of try out test were related to aspects of reading which consisted of eight items for each aspect. The try out test consists of 40 multiple choice items with four options (a, b, c, and d) in 80 minutes. The students did not come from the experimental class. The students who answered the try out

question was X Science 6. Together with try out, the pre-test was given before treatment. The pre-test was given for obtaining the ability of students. Moreover, the post-test was given at the final meeting or after the implementation of strategy. Those tests were written in the form of multiple choices that consists of four options (a, b, c and d). The researcher gave 80 minutes for each of the text. The purpose of post-test was to find out the improvement of the students' reading ability in applying PQRSST strategy. In measuring the test is good or not, there are four criteria of good test. Those are validity, reliability, level of difficulty, and discrimination power.

#### 1.) Validity

Validity indicated how deep the instrument can measure the target of the research. There are four types of validity namely face validity, content validity, construct validity and empirical validity. In order to measure whether the instruments have a good validity, this research used two kinds validity as follows:

##### a. Content Validity

According to Heaton (1975) the content validity is intended to know whether the test items are good reflection of what was covered. In the other words, content validity is concerned with whether the test is sufficiently representative and comprehensive for the test. To fulfill this validity, the researcher should look at all indicators of the items in the test and analyzes them thoroughly whether the test has been represented on the material that would be measured (Setiyadi, 2006). It concerned of the test whether the test supported or represented the curriculum which was used by the school. In this research, scoring criteria based on the five

aspects of reading, i.e. determining main idea, finding the detail information, reference, inference and vocabulary (Nuttal, 1985). The content of the try out test would be presented in table of specification below.

**Table 3.1 Table of Specification of Try Out Test**

No.	Sub-Skills of Reading	Item Number	Total	Percentage
1.	Determining main ideas	1, 6, 11, 16, 21, 26, 31, 38	8	20 %
2.	Inferences	3, 8, 14, 18, 25, 29, 34, 36	8	20 %
3.	References	2, 9, 13, 20, 23, 28, 33, 37	8	20 %
4.	Finding detail information	4, 7, 12, 17, 22, 27, 32, 39	8	20 %
5.	Vocabularies	5, 10, 15, 19, 24, 30, 35, 40	8	20 %
	Total	40		100 %

#### b. Construct Validity

Construct validity measures whether the construction of the test has already referred to the theory, it indicates that the test construction has already in line with the objective of learning (Hatch and Farhady, 1982). It also concerns whether the tests are true reflection of the theory of the trait. If a test has construct validity, it is capable of measuring certain specific characteristic, especially in reading aspects. Related to this research, scoring criteria based on the five aspects of reading comprehension such as main idea, specific information, reference, inference and vocabulary.

Basically, the construct and content validity are not separable. It is a representative of the material from the subject. In line with Nuttal (1985) the relation validity of instrument refers to construct validity in which the question represents five reading skills. Skills of reading in the test are a part of the construct validity and the item number are the part of the content validity. Briefly,

this research used content and construct validity to assess the instruments were valid or not.

## 2.) Reliability

To fulfill the reliability aspects which concerns with the consistency of a measurement of a research, or the ability of measurements to measure the same research subjects in a different time and gives consistent results (Setiyadi, 2006).

The data gaining used quantitative description. The researcher analyzed the reliability of the reading test by using the scoring rubrics. To measure the coefficient of the realibility between odd and even group, this research used the person product moment formula as follows:

$$r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{\{N \sum x^2 - (\sum x)^2\}\{N \sum y^2 - (\sum y)^2\}}}$$

Where:

$r_{xy}$  : Coefficient of reliability between odd and even numbers items

$x$  : Odd number

$y$  : Even number

$N$  : Amount of subject

$\sum x$  : Total score of odd number correct answers

$\sum y$  : Total score of even number correct answers

$\sum x^2$  : The square of odd number correct answers total score

$\sum y^2$  : The square of even number correct answers total score

$\sum xy$  : The score of odd number times even number correct answers

After the reliability of half test was calculated, the researcher used Spearman Brown's Phrophecy formula (Hatch and Farhady, 1982) to determine the reliability of the whole test as follows

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

Where:

$r_k$  : *The reliability of the whole test*

$r_{xy}$  : *The reliability of half test*

The criteria of the reliability are:

0.90 - 1.00 : High

0.50 - 0.89 : Moderate

0.0 - 0.49 : Low

The result of reliability test was 0.70 (Appendix 7). Based on the criteria of reliability proposed by Hatch and Farhady (1982), it showed that the test had moderate criteria. It was because 0.70 in range of 0.50 - 0.89. It indicated that the test would be used to test students's reading comprehension, since it could produce consistent result when administered in similar condition to the same participants and different time (Hatch and Farhady ,1982). It implied that the test fulfilled the reliability criteria.

### 3.) Level of Difficulty

Level of difficulty related to the ease and difficulty of the items based on the students' point of view who took the test. It is important since test items are too easy or all of the students can answer the items correctly. If the condition happens, it means that the items of the test are not work well. It is because the items are not seem enough to explain the differences between lower and upper group in the population (Shohamy, 1985). Moreover, level of difficulty describes the ease and difficulty of the items to the students (Heaton, 1975). It is calculated by the following formula as follows:

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

Where:

LD : level of difficulty

U : the number of upper group who answer correctly

L : the number of lower group who answer correctly

N : the total number of students in upper and lower groups

The criteria are as follows:

<0.30 : Difficult

0.30 – 0.70 : Average

> 0.70 : Easy

The steps to do Level of Difficulty test to the instrument in Microsoft Excel as follow:

1. Inputing the data to the Microsoft Excel
2. Finding the proportion of upper group students who answer correctly, the proportion of lower group students who answer correctly and the total number of students
3. Processing the data using the formula above
4. Deciding the data that already found with the criteria stated by Shohamy (1985)
5. Revising or dropting the data if the criteria are very difficult or very easy.

According to the result of the try out test related to the criteria, there were 2 difficult items, 24 items were average, and 14 items were easy (Appendix 8). Based on the criteria, the researcher found 30 items were good to be administered as the reading test, 2 items were needed to be revised and 8 items were bad and should be dropped. The good number items were 1, 2, 4, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 23, 25, 26, 27, 28, 29, 33, 34, 36, 38, 39, and 40. In addition, the number items which needed to be revised were 31 and 32. Futhermore, the bad items were 3, 5, 6, 22, 24, 30, 35, and 37.

#### 4.) Discrimination Power

Discrimination power refers to the extent to which the items are able to differentiate between the high and low level students on the test. Discrimination power is used to differentiate between the students who have high ability and those who have low ability. A good item according to his criterion was the one in



which good students did well and bad students failed (Shohamy, 1985). The discrimination power is calculated by this following formula:

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

Where :

DP : discrimination power

U : the number of students from the upper who answer correctly

L : the number of students from the lower who answer correctly

N : the number of the students

The steps to do Discrimination of Power test to the instrument in Microsoft Excel as follow:

1. Inputing the data to the Microsoft Excel
2. Finding the proportion of upper group students who answer correctly, the proportion of lower group students who answer correctly and the total number of students
3. Processing the data using the formula above
4. Deciding the data that already found with the criteria of discrimination power.
5. Dropting the data if the criteria is poor.

The criteria are:

DP: 0.00 - 0.19	= Poor items
DP: 0.20 - 0.39	= Satisfactory items
DP: 0.40 - 0.69	= Good items
DP: 0.70 - 1.00	= Excellent items
DP: - (Negative)	= Bad items, should be omitted

After analyzing the data of the result of try out test, the researcher found that there were 8 (3, 5, 6, 22, 24, 30, 35, and 37) items which had to be dropped. It was because those number items had poor criteria and should be omitted (Appendix 8). Moreover, there were 15 satisfied items, 16 items were good, and an item was excellent. According to the finding, the researcher administered 30 items which were good to be used as pre-test and post-test in reading test.

### **Questionnaire**

The Close ended questionnaire was given in order to investigate the students' response on reading comprehension of recount text using PQRST strategy. The questionnaire was given after post-test. In order to avoid misunderstanding to the students, the questionnaire was written in Bahasa Indonesia. The questionnaire consisted of 15 statements. Each item was provided with four options. Those were strongly disagree, disagree, strongly agree and agree. In measuring the students' response toward the implementation of PQRST strategy, there were three indicators to be considered to the aspects of reading (main idea, supporting details, inference, reference and vocabulary), students' interest and students'

motivation. Those were comprehension, interest and motivation. The following table was the specification of students' response questionnaire.

**Table 3.2 Specification of Students' Response Questionnaire**

Objective	Indicators	Number of Item	Total	Percentage	
The students' response on the process of teaching reading by using PQRST Strategy at the first year of SMAN 1 Kotagajah.	comprehension	Main idea	11	5	33.33 %
		Detail information	15		
		Inference	13		
		Reference	14		
		vocabulary	12		
	Interest	1, 2, 3, 4, 5	5	33.33 %	
	Motivation	6, 7, 8, 9, 10	5	33.33 %	
Total			15	100 %	

To analyze the questionnaire, the researcher used SPSS 23.0. The Cronbach's Alpha was used to test the reliability of the questionnaire. Having analyzed the items, the computation showed the reliability coefficient of the questionnaire was 0,918 (Appendix 23). The score indicated that the questionnaire items were reliable. It stated that the questionnaire could be used to find out the students' response. The researcher used Likert Scale to analyze the questionnaire. The percentage result of the questionnaire was proposed by Riduwan and Akon (2007) as follow:

**Table 3.3 The Percentage Criterion of the Questionnaire**

Percentage (%)	Criterion
81-100	Very High
61-80	High
41-60	Average
21-40	Low
0-20	Very Low

Referring the description above, the researcher used two kinds of instrument in order to gain the data. Those were reading test and questionnaire. The reading tests were conducted to find out the improvement of the students' reading ability. In addition, questionnaire was used to obtain the students' response after the implementation of the strategy.

### **3.5. Scoring System**

Before getting the score, the researcher determined the procedure or technique to be used in scoring the students' work. In order to do that, the researcher used Arikunto's formula (2006). The ideal highest score is 100. The scores of pretest and post test were calculated by using the following formula:

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

S = the score of the test

r = the total of the right answer

n = the total

### **3.6. Data Collecting Procedures**

There were several the procedures of this research that researcher did to gain the data in order to answer the research question. The procedure that researcher used as follows:

1. Selecting and determining the population and sample

The researcher chose one of several classes in the selected school of the first year's students as the research sample. The chosen class was selected as a treatment class.

2. Arranging the teaching material

The teaching material was arranged based on the Curriculum of the first year of senior high school students at SMAN 1 Kotagajah. The material was emphasized on their reading ability in recount text.

3. Administering try out test

Try out test was administered to identify the quality of the test before it was used to obtain the data for the research. The test would be included multiple choices that consist of 40 items with four alternative options a, b, c and d: one correct answer and three distracters.

4. Giving a pre-test

The pre-test was given to find out the ability of the students in reading skills, so that the researcher found it easier to measure the improvement of the students' ability after getting the treatment in the post-test result. The pre-test was given in multiple choice forms.

5. Conducting treatments

The researcher taught the sample of the research by using PQRST strategy in recount text. The students read the text, guessed what the text about and answered the question related the text. While conducting treatments, the researcher also observed the activities of teaching and learning by using PQRST strategy.

#### 6. Conducting a post-test

The post-test was administered after the implementation treatments. The purpose of the post-test was to compare the score between before and after the treatment in order to gain the differences of the students' ability by applying PQRST strategy.

#### 7. Administering the questionnaire

The questionnaire was given to the students in order to investigate the students' response in learning reading of recount text by applying PQRST strategy.

#### 8. Analyzing the data

After conducting the post-test, the data were analyzed by using Paired Samples T-Test on SPSS program and the result was used to test the researcher's hypothesis. Besides, the researcher also analyzed the result of the questionnaire related to the students' response.

Based on the explanation above, there were eight points in procedure for collecting the data. They were selecting and determining the population and sample, arranging the teaching material, administering try out test, giving a pre-test, conducting treatment, conducting a post-test, administering questionnaire, and analyzing the data. The aim of those points was to gain the data for answering the research questions.

### **3.7. Data Analysis**

In analyzing the data, the researcher used the quantitative and qualitative data analyses in order to answer each of the research questions. To analyze the first

research question about the improvement of students' ability in reading, the researcher used quantitative data analysis. The researcher used the tests which were pre-test and post-test as the instruments. The data were analyzed using t-test in Statistical Package for Social Science or SPSS 23.0. First, the researcher tested the normality of the data in order to find whether the data were normally spread or not. After getting the result, the data were analyzed using Paired Samples t-test to find the difference of students' mean score of test before and after the implementation of PQRST strategy. The result of the data showed whether there was improvement of the students' reading ability or not.

To answer the second research question the questionnaire was used as the instrument to investigate the students' response of the strategy. The result of the questionnaire was analyzed descriptively. The researcher described the students' response of PQRST strategy in learning reading.

### **3.8. Hypothesis Testing**

The pre-test and post-test were compared in order to find out the difference of students' reading comprehension after treatments. The researcher used Paired Sample T-test for testing the hypothesis. The level of significance 0,05 or 5% in which the hypothesis was approved if  $\text{sign} > p$ . It means that the probability of error in the hypothesis was 5%. The hypothesis was drawn as follows:

$H_0$  : There is no significant improvement of students' reading ability after the implementation of PQRST Strategy at the first year of SMAN 1 Kotagajah.

$H_1$  : There is significant improvement of students' reading ability after the implementation of PQRST Strategy at the first year of SMAN 1 Kotagajah.

(Hatch and Farhady, 1982)

The criteria are:

1. If the ratio is lower than t-table:  $H_0$  is accepted that there is no significant improvement of students' reading ability after the implementation of PQRST Strategy at the first year of SMAN 1 Kotagajah.
2. If the ratio is higher than t-table:  $H_1$  is accepted that there is significant improvement of students' reading ability after the implementation of PQRST Strategy at the first year of SMAN 1 Kotagajah.

Those were the methods of research which used in this study, such as research design, population and sample, data collecting technique, instruments, scoring system, data collecting procedures, data analysis and hypothesis testing.



## V. CONCLUSIONS AND SUGGESTIONS

The chapter describes the conclusions of the result of this research and also the suggestions from the researcher to the teachers and the future researchers who want to apply PQRST strategy in teaching reading comprehension ability or other skills.

### 5.1. Conclusions

In line with the data analysis and discussion, the conclusions are drawn as follows:

1. There is an improvement of the students' reading comprehension ability after the implementation of PQRST strategy in teaching reading. It can be seen from the result of hypothesis testing which shows at significance level  $p < 0.05$  ( $p = 0.000$ ), t-value (7.237) is higher than t-table (2.0452). In addition, the students' mean score in pre-test was 65.40 increasing to 74.23 in post-test. It can be concluded PQRST strategy can be used to improve the students' reading comprehension ability.
2. The students' response on the implementation of PQRST strategy in teaching reading recount text was very positive, more specifically in interest, motivation and related to the aspects of reading. It can be said that PQRST

strategy can increase students' interest and motivation. It indicated that the students' response toward PQRST strategy was positive. It also effected the students' comprehension in each aspect of reading.

## **5.2. Suggestions**

Referring to the conclusion above, the researcher would like to put forward some suggestions below:

1. To teachers
  - a. The obstacle of this research was about the time allocation, it is suggested that the teacher should consider the time allocation for the treatments. There must be a good preparation of the time in each step of PQRST strategy, because all steps of the strategy should be applied in classroom completely and systematically.
  - b. There were students made many questions in the questioning step, so that they took a lot of times to answer the questions. It is suggested that the teacher should be able to control the students' activity in the classroom. It is because there are some students who do not understand about the steps of the strategy.
2. To future researchers
  - a. The most of the previous researches implemented PQRST strategy in reading skill, it is suggested that future researchers apply PQRST strategy in different skills and different levels of the students by modifying the strategy in each activity of the steps. Besides, it is suggested to use an observation sheet in order to control the students' activity in the class.

- b. For those who want to conduct the same research, it is suggested to apply an interview in collecting the data in order to investigate the difficulties the students might face in comprehending a text when the strategy is being implemented in the teaching learning process.
- c. Since PQRST strategy consists of five steps, it is suggested that future researchers to prepare the time allocation well and give students explanation about the time allocation in each step.

Those are the conclusions of the research findings and the suggestions for the English teachers who want to apply this strategy in teaching reading and for the future researchers who want to investigate the research about PQRST strategy.

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