THE IMPLEMENTATION OF P-Q-R-S-T STRATEGY TO IMPROVE STUDENTS' READING ACHIEVEMENT AT SMA NEGERI 7 BANDAR LAMPUNG

A Script

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ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
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ABSTRACT

THE IMPLEMENTATION OF P-Q-R-S-T STRATEGY TO IMPROVE STUDENTS' READING ACHIEVEMENT AT SMA N 7 BANDAR LAMPUNG

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The objectives of this research were to find out the improvement of students' reading comprehension achievement after being taught through P-Q-R-S-T strategy and which aspect of reading improved the most after the implementation of the strategy.

The population of this research was the first grade students of SMAN 7 Bandar Lampung in the academic year 2018/2019. The sample of this research was class X science 4 which consisted of 31 students. The research design was one group class pretest and posttest. The students were taught by using P-Q-R-S-T strategy in three meetings. The data in the form of scores were taken from pretest and posttest using reading test in the form of multiple choice with 40 items. Then they were analyzed by using Paired Sample t-test.

The result of the implementation of P-Q-R-S-T strategy in teaching recount text shows that there is a significant improvement on students' reading comprehension achievement ($p<0.05$, $p=0.00$). The mean score of the pretest is 51.37, and the posttest is 79.51. In addition, vocabulary is the aspect of reading that improved the most. In brief, it can be concluded that the implementation of P-Q-R-S-T strategy enables students to improve their reading achievement.

Keywords: reading, reading comprehension, P-Q-R-S-T strategy, improvement

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A Script

**Submitted in a Partial Fulfillment of
The requirement for S-1 Degree**

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

**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
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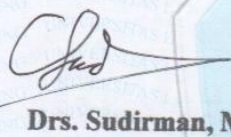LAMPUNG

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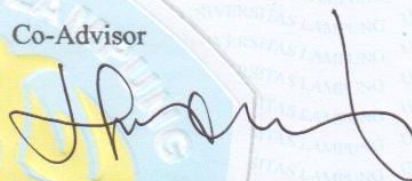
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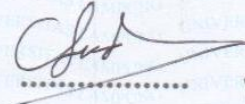The Department of Language and Arts Education

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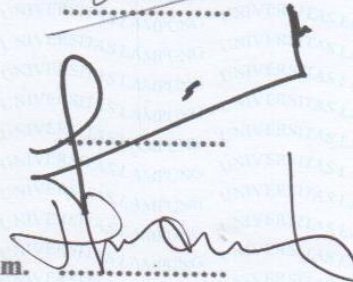NIP 19640106 198803 1 001

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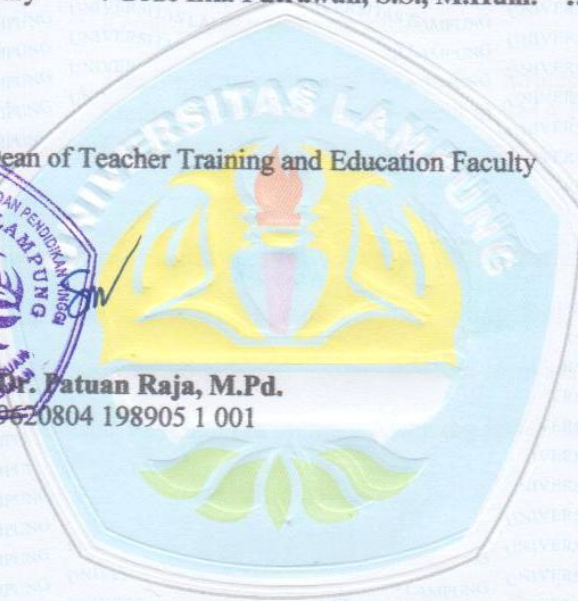   Examiner   : **Dr. Feni Munifatullah, M.Hum.**

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JudulSkripsi : The Implementation of P-Q-R-S-T Strategy to Improve Students' Reading Achievement at SMA Negeri 7 Bandar Lampung

Menyatakan bahwa skripsi ini adalah hasil karya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Bandar Lampung,   Juni 2019
Penulis,

Dwi Fitri Arnaz

CURRICULUM VITAE

Dwi Fitri Arnaz was born in Metro on November 16th, 1995 as the second daughter of a lovely family of Ir. Masjari Hs. and Dra. Naziroh Sidik and she has only one sister, Eka Pratiwi Arnaz, S.S.T.

TK Beringin Raya Bandar Lampung was her place for seeking pleasure in her early-stage-learning. She continued to SDN 1 Beringin Raya in 2002. She completed the study 6 years later in 2008. Then, she enrolled in SMP N 14 Bandarlampung and she finished her junior high school in 2011. She continued her study to SMA N 7 Bandarlampung and graduated in 2014. In the same year, she successfully passed SNMPTN program and was accepted as a student of Mathematics Education Study Program of the University of Lampung. In 2015, she was move to English Education Study Program and continued her study until she finished her education.

From August to September 2018, she did KKN in Wonosobo, Tanggamus and she conducted PPL at SMK Bumi Nusantara Wonosobo. To complete her study, she undertook a research related to students reading achievement through P-Q-R-S-T strategy at SMA N 7 Bandarlampung in January 3rd 2019.

DEDICATION

This work is fully dedicated to:

My beloved parents; Ir. Masjari Hasan and Dra. Naziroh Sidik.

My sister, Eka Pratiwi Arnaz, S. S. T.

My almamater, Lampung University.

Motto

Life is like riding a bicycle.
To keep your balance, you must keep moving.

(Albert Einstein)

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Praise is only for Allah SWT, The Almighthy God, for blessing the writer with health and determination to finish this script. This script, entitled "The Implementation of P-Q-R-S-T Strategy to Improve Students' Reading Achievement at SMA N 7 Bandarlampung", is presented to the Department of Language and Arts Education of the Faculty of Teacher Training and Education, Lampung University as partial fulfillment of the requirements for S-1 degree. Among many individuals who gave generous suggestions for improving this script, first of all the writer would like to express my sincere gratitude and respect to:

1. Drs. Sudirman, M.Pd., as my first advisor, for his patience, encouragement, and who has been willing to spend his time to assist me in accomplishing this script.

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4. My lecturer and administration staff of Department Language and Arts Education.

Finally, the writer believes that her writing is still far from perfection. There might be weaknesses in this research. Thus, comments, critics, and suggestions are always welcome for future improvement. Somehow, the writer hopes this

research would give a positive contribution to the educational development, the readers and to the who want to conduct further research.

Bandarlampung, May 2019

The writer,

Dwi Fitri Arnaz

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I. INTRODUCTION

In order to introduce this research, this chapter was concerned with some points. There was the background of the research, formulation of the problems, objectives of the research, uses of the research, scope of the research, and definition of terms.

1.1. Background of the Problem

English is one of the languages that students need to master because it is the most frequently spoken language around the world. Besides, by mastering English, it allows students to fully appreciate the culture of a country, which can widen their understandingof language. By understanding a person's culture, for example, they can avoid situations which could cause misunderstandings and it also increases their understanding of their own culture.

In English, there are several language skills that must be possessed by students such as listening, speaking, reading and writing. This refers to the competencies mentioned in the Republic of Indonesia's Education and Culture Minister Regulation No. 64 (2013)that senior high school students must have the ability to master basic English skills such as listening, speaking, reading and writing. Reading is one of the language skills that is most often used to measure student's comprehension of a text.It requires high concentration in it to understand the essence of the reading. It is also supported byJazir Burhan as cited in Slamet

(2008: 67) that reading is an act carried out based on the integration of several skills: observing, understanding, and thinking.

In the reading process, we cannot split reading from comprehension, because it involves taking what was just read and deriving meaning from those words. Readers need to understand the content of the reading text in order to achieve the goal of the reading, namely comprehension. According to Nuttal (1982:17), the purpose of reading comprehension is a part of the process of reading comprehension, that is characterized by the process when the readers get the messages and meaning of the text they have read. Moreover, the message or the meaning conveyed can be in the forms of information, knowledge, and even happy or sad expression messages.

In line with one of the purposes of teaching English in Curriculum 2013, the teachers have to grow awareness of the importance of English as a foreign language to become a major tool of learning. In reading aspect, the competence that should be mastered by the students is in understanding the various meanings (interpersonal, ideational, textual) in a variety of written texts; interactional and monologue texts especially in the forms of descriptive, narrative, spoof/recount, procedures text.

Contrastingly, according to the author's experience while doing a field experience program in SMK Bumi Nusantara Wonosobo. The author found the students were still weak in reading comprehension, they were still lack of mastering vocabulary, identifying aspects of reading, for example, main idea, specific information,

references, inferences, and vocabulary, and also lack of motivation of students in reading activity itself, which have made the students lazy to continue reading.

After conducting a pre-observationat SMAN 7 Bandarlampung, the author found several problems in reading comprehension, for example, the students do not master vocabulary well, this is due to lack of reading experience, and exercise. According to the teacher, in the teaching and learning process, most of them usually use DRA techniques (Direct Learning Activities) and translation by asking the students to read the entire reading text and interpret the sentence individually. Other problems are also found in readingsuch as, the students lack not only in vocabulary (synonyms and antonyms) but also lack of drawing conclusions or inferences. The teacher also informed that there is no significant improvement in students' reading achievement since the implementation of the previous curriculum (KTSP) to Curriculum 2013.

Besides, based on the researcher's experience during the pre-observation,the majority of the students do not understand the lesson which is delivered by the teacher. This happens because most of the students are required to read the whole text and immediately answer the provided questions. As a result, students do not understand the information in the reading text optimally. The conclusion of the problem above is the teacher does not implement an effective strategy in teaching students in order for the students to be more active and creative and to motivate the students to improve their reading achievements in the classroom.

Thus, to overcome those problems mentioned, it can be concluded that it is necessary for the teachers to apply effective strategies in teaching reading in order to make the students reading comprehension achievement better. One of the appropriatestrategies to improve students' reading comprehension achievement is PQRST strategy. It is a strategy which is commonly used in teaching a language. Considering the importance of reading ability, PQRST is one of the strategies that can lead the students reading comprehension. It is suggested by Thomas and Robinson (1982). As an instructional strategy, PQRST strategy helps students to cope with 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. Reading is the third step. When the students read the text, they already have a purpose to read based on the question and this makes them stay focus and increase their concentration. Then, previewing is the first step of the strategy. This makes the student to activate their background knowledge. The second step is questioning. This step helps the students to focus and createcuriosity toward the text. This motivates the students to readsummarizing, this activity asks the students to recall all the specific information about the text. And the last is the test. It helps the students to put the text into their long term memory. Based on the explanation, PQRST strategy consists of procedures or steps in teaching readingand it is expected to improve students' ability in reading comprehension.

Several previous studies are dealing with the implementation of the PQRST strategy to improve students' reading comprehension achievement.The first study was conducted byVazquez et al (2006), who conducted research of the application of the PQRST strategy in the teaching of English of the difficult or complex technological subject in Universidad Europea de Madrid, Spain. They found that

the teaching of a course through the PQRST strategy, both in English and in Spanish, not only leads to fully satisfactory results but also that this strategy is accepted by the majority of the students involved.

Another 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 a problem on the students that most of the students have difficulty in constructing meaning as they read from the hortatory exposition. The students' failedto know the component of the hortatory exposition text. After conducting the research, she found that the use of PQRST strategy improved the effectiveness ofthe teaching and learning process which increases the students' reading of hortatory exposition text, especially in finding details.

The last research was conducted by Puspitasari (2014) in the tenth grade of SMKN 5 Madiun. The study was conducted to find out whether there is an improvement in students' reading comprehension on the descriptive text through PQRST strategy. The researcher used planning, actuating, observing and reflecting for her research design. The result of the research showed that the implementation of PQRST strategy can improve the students' reading comprehension in descriptive text and it also improves the students' participation in the classroom.

In short, it could be said that the application of the PQRST strategy is able to improve students' reading achievement. The researcherchoseSMAN 7 Bandarlampung as the subject of the research. Therefore, the researcher wouldliked to observe the Senior High School students at SMAN 7

Bandarlampung tosee whether PQRST strategy would give improvement toward their reading comprehension or not.

1.2. Formulation of the Problems

Referring to the background of the problem above, the following research questions are formulated:

1. Is there any significant improvement in reading achievement after the implementation of P – Q – R – S – T strategyatfirst year of SMA N 7 Bandarlampung?

2. Which aspect of reading improves the most after the implementation of P – Q – R – S – T strategy at SMA N 7 Bandarlampung?

1.3. Objectives of the Research

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

1)To find out whether there is a significant improvement in reading achievement afterthe implementation of P-Q-R-S-T strategies at first year of SMA N 7 Bandarlampung.

2) To find out which aspect of reading improvesthe most after the implementation ofP-Q-R-S-T strategy at SMA N 7 Bandarlampung.

1.4. Uses of the Research

The findings of the research are expected to be beneficial for the following points. Theoretically,the result of this research is expected to support the theory of PQRST strategy. This research can be useful and relevant for supporting the

theory of PQRST strategy for helping the readers to comprehend a reading text better.

Practically, the result of this research can beuseful as consideration for English teachers or researchers that PQRST (Preview, Question, Read, Summarize, and Test)strategy can be used as an alternative strategy for teaching reading especially in recount text reading.

1.5. Scope of the Research

This research was quantitative research dealing with the implementation of PQRST strategy in improving students' reading achievement. This research was conducted in the first grade of senior high school in SMA N 7 Bandarlampung. The materials of reading were taken from students' English handbook for the first grade of senior high school and it was limited to recount text. This research was focused on the implementation of PQRST strategy in teaching recount text to improve student's achievement in reading comprehension, especially in finding the main idea, observing detail information, explaining the meaning of difficult words, deciding the reference of words and inferring the information of the text.

1.6. Definition of Terms

In this research, there are several definitions of terms that should be taken into account as follows:

1)Reading

According to Grellet (2004:7), reading is a constant process of guessing, and what one brings to the next is often more important than what one finds in it. In

reading, the students should be taught to use what they know to understand unknown elements.

2) Reading Comprehension

Reading comprehension is the act of combining the information in a passage with prior knowledge in order to construct meaning. In addition, reading comprehension can be defined as a thinking process through which readers become aware of an idea, understand it in terms of their experiential background, and interpret it in relation to their own needs and purposes (Khoiriyah, 2010:1).

3)PQRST Strategy

According to Sulistyo (2011:94), PQRST (Preview, Question, Read,Summarize, Test) strategy is useful as an instructional reading strategy by paying more attention to key information in reading activities. This strategy is a step-by-step plan that has been proven to raise test scores for students who follow the steps involved. This strategy helps the students focus on studying and prioritizing the information in a way that relates directly to how they will be asked to use the information in an exam.

4) Recount Text

A recount is to tell what happened. A recount text has a social function. The purpose of a social function is to retell an event with a purpose to inform or entertain the readers (Siahaan and Shinoda, 2008:9). Recount tells a series of events and evaluates their significance in some way. It is also to give the audience an illustration of what occurred and when it occurred. In recount

text,there are expressions of attitudes and feelings which are usually made by the narrator about the events that occurred.

5) Learning Achievement

Nurkancana (1986:62) who says that learning achievement is a result that is achieved or obtained by the students in the form ofa score of the subject. He adds that learning achievement is a result that causes changes in individual as a result of activities in learning achievement.

As the researcher has elaborated the points above; in brief, this study already has a strong background in conducting the research. Still, this study would need a review of theories concerning the research topics and conceptual framework underlying the study as the next chapter would be present.

II. LITERATURE REVIEW

In this chapter, the researcher discusses the terms related to the study, they were: reading, aspect of reading, teaching of reading, recount text, PQRST strategy, PQRST strategy in teaching reading, advantages and disadvantages of PQRST strategy, the procedure of using PQRST strategy in teaching of reading, theoretical assumption and hypotheses.

2.1. Reading

In English, there are several aspects of language skills that must be possessed by students. This refers to the competencies mentioned in the Republic of Indonesia's Education and Culture Minister Regulation No. 64 of 2013, senior high school students must have the ability to master basic English learning skills such as listening, speaking, reading and writing. One of the skills most often used to measure students' comprehension is reading. Reading is an important activity which the learners need to comprehend a text. By reading a text, we can get a lot of information and enrich our knowledge. Some experts define reading in a different way. For example, according to Grellet (2004:7) reading is a constant process of guessing, and what one brings to the next is often more important than one finds in it. It means that in reading, the students should be taught to use what they know to understand unknown elements, whether these are ideas or simple words. Cline et.al (2006:2) stated that reading is decoding and understanding

written texts. Decoding requires translating of writing system into the spoken words which they represent. Understanding is determined by the purposes of reading, the context, the nature of the text and the readers' strategies and knowledge.

Meanwhile, Nuttal (1982:14) defines reading as a meaningful interpretation of the printed or written verbal symbol. It means that reading is a result of interaction between the perception of graphic symbols that represent language and the reader's language skills, cognitive skills, and the knowledge of the world. In this process, the reader tries to create meanings intended by the writer. Another definition of reading is from Kazemi (2012). According to him, reading is considered as an active process where the readers utilize their cognitive and mental capacities to figure out the internal meaning of the text. It is an interaction between the reader and the writer who has tried to convey a message to its readers. Therefore, in this process, the readers should be provided with instructional opportunities that allow them to successfully derive the meaning intended by the writer.

Day and Bamford (1998:12) define reading as the construction of meaning from a printed or written message. It means the construction of meaning involves the reader connecting information from the written message with previous knowledge to arrive at meaning and understanding. Besides, Nunan (1989:33) states that reading is not an invariant skill, that there are different types of reading skills that correspond to the many different purposes we have for reading. So, in the classroom, in students' reading activities, the author is sure that they have many

purposes, among others are to graduate from their school and to provide themselves with the knowledge to continue their studies whatever their purposes are. In order to achieve the goal, the comprehension ability in reading is needed.

Moreover, According to Afflerbach (2007:12) who says that reading is a dynamic and complex process that involves skills, strategies, and prior knowledge. Reading comprehension is measured by three types of recall scores: recall scores for common ideas, main ideas, and non-main ideas of a text. Reading comprehension usually refers to the number of understanding readers have when they read the text. It represents how well readers understand the implicit and explicit meaning of the contents of the text they read. The more effortlessly students can recognize words, the more attention they can devote to comprehension. The more time students spend in reading, the better their reading rate is (O'Connor et al., 2007:33).

Tankersly (2003:2) states that reading comprehension depends on three factors: linguistics structures of the text, metacognitive control, and background knowledge. For the first factor, the reader should have a command of the linguistic structures of the text. The second factor is that the reader is able to exercise metacognitive control over the content of the reading passage. This means that the reader is able to monitor and reflect on his or her own level of understanding while reading the material. The third and the most important criterion influencing comprehension is that the reader has adequate background knowledge of the content and vocabulary mastering.

According to Willis (2008), the process of reading for understanding appears to involve several essential and interrelated phases: (a) information intake which means focusing and attending to the pertinent environmental stimuli, (b) fluency and vocabulary refer to associate the words on the page with stored knowledge to bring meaning to the text, and (c) patterning and networking referring to recognizing familiar patterns and encoding new information by linking it with prior knowledge.

Another expert, Mcnamara (2006:6) states that a reading comprehension strategy is a cognitive or behavioural action that is enacted under particularcontextual conditions, with the goal of improving some aspects of comprehension. For example, when a student finds a new word in the text that he or she does not know the meaning, he or she will open a dictionary and search the word by turning pages as his or her strategic behaviour actions. The strategic cognitive actions would be to read the word's definition in the dictionary, to reread the sentence in the text with the word, and then to comprehend the sentence as a whole.

In relation to reading comprehension, Snow (2002) defines reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. It consists of three elements: the reader, the text, and the activity or purpose for reading. The reader brings to the act of reading his or her cognitive capabilities (attention, memory, visualisation); motivation; knowledge; and experiences. While reading, the reader constructs various representations of the text that are important for comprehension. Those representations include the surface code (the exact wording

of the text), the text base (idea units representing the meaning of the text), and the mental models (the way in which information is processed for meaning) that are embedded in the text. The reading activity involves one or more purposes or tasks, some operations to process the text, and the outcomes of performing the activity, all of which occur within some specific context.

Based on the statement above, reading is the ability to interpret the meaning from a text in the written form to get the main idea of the text using a certain strategy. In addition, reading is related on how to construct the framework of thinking based on readers' experience, the background of knowledge (schemata) and the ability of the readers to imply the authors' intention. Furthermore, reading comprehension is the result of understanding the meaning of written or printed text based on the reader's experiences, knowledge, vocabulary, and structure of the language.In other words, reading comprehension is the activity that is used by the reader to understand or to find the meaning of the text from implicit or explicit information.Reading and comprehension is one activity to extract the meaning of the written and spoken text. There is no reading without comprehension and background knowledge is involved in the process of building up the comprehension. It can be said that reading comprehension is the readers' ability to gaining meaning from the content of the text.

2.2. Aspects of Reading

Reading is useful for language acquisition. Provided that students more or less understand what they read, the more they read, the better they get at it (Harmer,2007:99). According to Harmer (2007:99), in reading, there are five

aspects of reading that should be mastered by the reader to comprehend the text deeply, such as themain idea, specific information, reference, inference and vocabulary.

The first sub skill of reading ismain idea. Main idea is the most important thing in the text. Generally, the main idea is not written in the text, but it comes explicitly by reading the text first. According to McWhorter (1986:36), the sentencewhich states the main idea is called the topic sentence. She explains that the topic sentence tells what the rest paragraph is about in some paragraph, the main idea is not explicitly stated in any one of the sentences. Instead, it is left to the reader to infer or reason out. In other words, it becomes a central thought of a paragraph or larger section of a text, which tells the reader what is the text tells about.

The next is specific information. Specific information is usually called as supporting details. Normally, specific information is used to develop the topic sentence or main idea in the text by giving definitions, examples, facts, incidents, comparison, analogy, cause and effect. statistics and quotation (Mc.Whorter, 1986:36). In addition, Dararat (2012:11) in order to find details that support the main idea, the readers should be able to identify which are more important than the others. For example, after reading the story about my sweet holiday (recount text), general questions related to specific information can be: 1) How did the writer and her family go there? 2) Where did they go during in Medan?

After that, the third sub skill is reference. References are words or phrase used before or after the reference in the text. According to Latulippe

(1986:20),references are words or phrase which are usedbefore or after the reference in the reading material. They are used to avoid unnecessary repetition of words or phrases. So, such words are used, they are signals to the reader to find the meaning elsewhere in the text. The example questions of finding reference can be drawn as follows: ".........we went to a small river, and we played there." (paragraph 3). The word "we" in this sentence refers to?

Furthermore, inference is an idea or conclusion that is drawn from evidence and reasoning. According to Kathleen (1983:31), an inference is an educated guess or prediction about something. The process of inferring something is based on what is already known. It is needed a logical connection that bridges the thing that readers know and the thing they do not know. In general, questions related to this type can be illustrated as follows: 1) what is the first paragraph talking about? 2) what is the best title of the text?

Lastly, vocabulary is commonly defined as all the words known and used by a particular person. Knowing the word, however, is not as simple as merely being able or recognize it. According to Machado (2012:56), a child's vocabulary is strongly related to his comprehension and ease of learning to read. Reading comprehension involves applying letter-sound correspondence to a pretend word and matching it to a known word in the readers' oral vocabulary. Vocabulary is essentially needed when the reading process is going. It consists of the stock of word used for anyone in speaking or even producing the utterance for reading. The example of vocabulary questions can be for instances: 1) I think it is more **delicious** than chicken noodle in Jakarta (paragraph 2). The bold word has the synonym with...

An example of recount text is as follows:

My Horrible Experience

Let me remind you of my experience during an earthquake last week. When the earthquake happened, I was in my car. I was driving home from my vacation to Bali.

Suddenly my car lunched to one side, to the left. I thought I got a flat tire. I did not know that it was an earthquake. I knew it was an earthquake when I saw some telephone and electricity poles falling down to the ground, like matchsticks.

Then I saw a lot of rocks tumbling across the road. I was trapped by the rock. Even I could not move my car at all. There were rocks everywhere. There was nothing I could do but left the car and walked along way to my house, in the town.

When I reached my town, I was so surprised that there was almost nothing left. The earthquake made a lot of damage to my town. Although nothing was left, I thanked God that nobody was seriously injured.

(http://britishcourse.com/contoh-recount-text-my-horrible-experience-beserta-terjemahannya.php)

Main idea	:	Experience during an earthquake
Specific Information	:	When the earthquake happened, I was in my car. I was driving home from my vacation to Bali. Suddenly my car lunched to one side, to the left. I thought I got a flat tire. I did not know that it was an earthquake. I knew it was an earthquake when I saw some telephone and electricity poles falling down to the ground, like matchsticks. Then I saw a lot of rocks tumbling across the road. I was trapped by the rock. Even I could not move my car at all. There were rocks everywhere. There was nothing I could do but left the car and walked along way to my house, in the town. When I reached my town, I was so surprised that there was almost nothing left. The earthquake made a lot of damage to my town. Although nothing was left, I

thanked   God   that   nobody   was   seriously

injured.(interpersonal metafunction).

Reference   : *my experience*, it refers to the authors' experience.

my car, it refers to the authors' car.

*I did not know that **it** was an earthquake,* the word it

refers to a flat tire.

Inference   :

Vocabulary   : ame meaning as terrible.

2.3. Teaching of Reading

Teaching reading is a complex process. Teachers develop an extensive knowledge base and draw on strategies for teaching the students. According to Harmer (2007:23), teaching is a difficult thing, but it is necessary and useful to see the students' learning progress. While learning, it is true some students may feel difficult and stressful at the same time, but when they get the best teaching. It will be changed into more fun. Based on his explanation, he concludes that teaching activities and organizing the environment in good circumstances can create and provide some opportunities for the students to get goals in the teaching-learning process. Based on Harmer (1998:68) reading is also useful for other purposes such as: providing English exposure for the students to comprehend it, and it is a good way especially in terms of developing students language.

It is important to build up students' ability to adapt the reading techniqueaccording to reading purpose as a goal of teaching reading. According to Alyousef (2005:143) in teaching reading, contemporary reading tasks, unlike the traditional materials, involve three-phase procedures: pre-while-, and last-reading

stages. The pre-reading stage helps in activating the background knowledge. For example, the teacher can encourage students to predict what the students think of what comes next in the text. The aim of the while-reading stage (or interactive process) is to develop students' ability in tackling text by developing their linguistic and schematic knowledge. For example, the teacher can encourage the students to generate appropriate questions for the passage and to identify what makes a text difficult and seek an understanding of difficult new vocabulary. The last-reading includes activities, which enhance learning comprehension using exercises, close exercises, cut-up sentences, comprehension questions or the teacher can ask students to identify and integrate the most important information by using summarizing.

The aim of teaching reading is to develop students' skill that they can read English text effectively and efficiently. The readers should have a particular purpose in their mind before they interact with the texts. Effective and efficient reading is always purposeful of reading is implemented into the development of different reading techniques: scanning, skimming, teaching, etc. These can be real when students read and interact with various types of texts, i.e. functional and monologues text.

Williams (1989:20) explained four ultimate objectives in teaching reading. The first is to read texts as general nature with comprehension. This means that readers read the text with the ability to comprehend the text and to fill out the area of comprehension itself. The second is to read according to the purpose. It can be inferred that the readers are able to find out what they look for when they read a

certain text. The third is to learn language and content from reading. Reading is not only getting the inference of the text or understanding the text.

In teaching reading, teachers have a responsibility to assist students in achieving goals in reading such as motivating them to get the appropriate reading texts, encouraging them to read critically, tightening reading assignments which are useful for students, and creating a conducive atmosphere for practising reading. Furthermore, the teacher should have known about the aspects and components of reading that should be included in reading instructions so that students can develop their abilities optimally.

2.4. Recount Text

Recount text is written to retell events with the purpose of either informing or entertaining their audience (or both). It begins by telling the reader who was involved, what happened, where this event took place and when it happened (Pardiyono, 2007:63). It summarizes the event in the order in which they happened (chronological order).

One way to understand recount text is by identifying the generic structure of the text. The simple generic structure is divided into the following three elements, namely orientation, events and reorientation. Orientation is the introduction or the background information needed to understand the text, such as who was involved, where it happened, and when it happened. In this case, the author usually createsan atmosphere that can make the readers follow the story. It means, by reading the introduction or the orientation of the text, it will give the readers a stimulus before they read the whole story. The second, event is a series of events,

ordered in a chronological sequence. In this part, there are some events that happened at the story and it will make the story more interesting because in this section the characters in the text tell the sequence of events that occurred before. The last, re-orientation or the closing mark of the text is a closure of the events and it is consist of personal comment about the event or what happened in the end of the story. In this part, it is optional and usually located in the last paragraph.

Moreover, grammar is one of the language competences which has an important role in communication. This is very reasonable since studying grammar also means studying something happened in the past. So, the appropriate tense to use in this recount text is simple past tense. Simple past tense or sometimes called the preterite is used to talk about a completed action in a time before now. The simple past tense is the basic form of past tense in English. The time of the action can be in the recent past or the distant past and action duration are not important. In addition; some language features always follow the writing of recount text which includes:

a) Using the simple past tense, past continuous tense, past perfect tense, and past perfect continuous tense.

b) Using temporal sequence, e.g. On Saturday. On Monday, On Sunday

c) Focus on the specific participant, e.g. I (the writer)

d) Using the conjunctions, such as: then, before, after, etc.

e) Using action verb, e.g. went, stayed

To be clear, here is the example of recount text:

The Island of Gods

Orientation: Last August, I went to Bali Island with my family. I was so excited because it was my first time to visit Bali Island. We spent five days there. The first thing which came to my mind the first time I arrived at Ngurah Rai Airport was the beach. When I stepped out of the plane and breathed, I sniffed the smell of sea water. It made me more excited to start our trip in Bali.

Event: My family and I visited many interesting places in Bali. We went to Tanah Lot, Uluwatu, Kuta Beach, and Tanjung Benoa. Even though there are so many beaches in Bali, I was not bored with them because each beach was unique. Tanah Lot is a rocky beach with wild waves. It has big caves and rocks surround the beach. Uluwatu lies on the top of a cliff. From that place, we could see the sea view which was the most gorgeousscenery I have ever seen. Kuta Beach is maybe the most famous beach in Bali. There were both local and foreign tourists surfing or just sun bathing. The best time to come to Kuta Beach is in the evening to see the sun set. It was so romantic. Tanjung Benoa is a very nice beach. The wind and waves were just right to do water sport. I did not want to miss this chance and tried to do parasailing. At first, I was so afraid because I would be flying high. It turned out that when I was 'flying', I enjoyed it very much. I could see the view of the city from the sky.

Beside the beaches, Bali Island is also famous for its culture. I could see it from the Balinese's life. Along the road I saw that almost all buildings have small *pura* at the front side. Every morning, they always pray and put *sajen*, or offerings, at their *pura*, house, shop, or even in their car. I also saw the abundanceof Balinese culture through the well known dances of Bali, Barong and Kecak. Barong Dance tells about a fight between good and evil, between Barong and Rangda. At the end, Barong won, and Rangda ran away. I was amazed by the female dancers. They were so beautiful and their movements were supple, yet energetic at the same time. In the evening, I watched Kecak Dance. The story in Kecak Dance is taken from Ramayana. I had the impression that Kecak Dance was mysticalbut also astonishing at the same time.

At the end of the trip, we went to Sukawati Market to buy souvenirs for ourselves and friends. You could find almost anything about Bali in Sukawati Market. I found a cute dress for myself, wooden craft statue, sandals, hair accessories, and paintings. What make this market special are the friendly sellers and friendly price. The goods are so cheap if you know how to bargain.

Conclusion: Finally, we have come to the end of my trip in Bali. I felt that time run so fast. I was so sad because I had to leave that beautiful place. In Bali, I did not only visit beautiful places but I also learned about its culture. I would always remember my beautiful trip in Bali and promised myself to go back there again another time.

(*https://dontstopreading.wordpress.com/tag/recount-text/*)

2.5. PQRST strategy

PQRST strategy is a strategy which commonly use in teaching language. This strategy is a kind of teaching cooperative learning. Considering the importance of reading ability, PQRST strategy should be implemented as a method in teaching reading strategy. Thomas and Robinson (1982), PQRST is one of strategies that can lead the students reading comprehension. 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. Previewing is the first step of the strategy. This makes the student to activate their background knowledge. The second step is questioning. This step helps the students to focus and create the curiosity toward the text. This motivates the students to read. Reading is the third step. When the students read the text, they already have purpose to read based on the question and this makes them to stay focus and increase their concentration. Then, summarizing, this activity asks the students to recall all the specific information about the text. And the last is test. It helps the students to put the text into their long term memory. Briefly, PQRST strategy is 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.

In line with Indonesian government policy, PQRST strategy is also suitable to the scientific approach which is used as one of alternative strategy in Curriculum 2013 beside discovery learning, project-based learning, problem-based learning,

and inquiry learning (Permendikbud 22, 2016). The scientific approach consists of observing, questioning, collecting data, associating, and communicating.

In English subject, scientific approach is implemented as follows: for observing stage, the students are allowed to observe the text by scanning the title, picture, chart or figure of the text to gain a general impression of what the text is likely. In the questioning stage, students make a list of their questions that they are going to get the answer from the text. For collecting data, students are collecting the data about any information that they can use to answer their own questions by reading the text carefully. In associating, students can associate their understanding from reading the text with their own questions and answer it, they can get the main point from the reading text and delete the question which is not answered from the text. In communicating stage, the teacher can give another question to find out the students comprehension and the students can answer it as the way of communicating their ability in reading. All the stages in scientific approach show the similarity with the stage in PQRST strategy.

PQRST strategy is also suitable to Curriculum 2013 since in this curriculum the students are expected to be more active through the activities of affective (attitude), cognitive (knowledge) and learning behaviour (learning skill) domains (Permendikbud 21, 2016) as shown in Table 1 below:

Table of Three Competencies of Learning Affective (attitude)	Cognitive (knowledge)	Learning behaviour (learning skill)
Receiving	Remembering	Observing
Responding	Understanding	Asking
Valuing	Applying	Trying
Organization	Analyzing	Logical reasoning
Characterization by value set	Evaluating	Presenting
	Creating	Creating

These three competencies require a teacher to apply a strategy that is student-centred where the teaching-learning process is not focused on the teacher anymore as the main source and model but giving on more space for the students to be more active and creative in their classroom activity. Through this strategy, students are expected to be more active by following the steps of this strategy and developing their ability in reading. Teacher's position is only as the facilitator to guide students in doing the strategy step by step.

2.5.1 Principles of PQRST Strategy

One of suitable strategy to develop reading skill is PQRST. This method is a kind of teaching cooperative learning. Cooperative learning is an educational situation where learning occurs while two or more students are working together to complete a common task (Siegel, 2005). While cooperative learning offers educators an option different than a teacher-centered approach, problems still exist in regards to which learning strategies prove to be more effective than others. Further problems exist with the level of competence by the teacher implementing

the different cooperative learning techniques. Students must work in groups to complete tasks collectively toward academic goals. Unlike individual learning, which can be competitive in nature, students learning cooperatively can capitalize on one another's resources and skills (asking one another for information, evaluating one another's ideas, monitoring one another's work, etc.). Furthermore, the teacher's role changes from giving information to facilitating students' learning. Everyone succeeds when the group succeeds. Ross and Smyth (1995) describe successful cooperative learning tasks as intellectually demanding, creative, open-ended, and involve higher order thinking tasks. Cooperative learning has also been linked to increased levels of student satisfaction.

Five essential elements are identified for the successful incorporation of cooperative learning in the classroom such as positive interdependence, individual and group accountability, promotive interaction (face to face), teaching the students the required interpersonal and small group skills, group processing.

According to Johnson and Johnson's meta-analysis, students in cooperative learning settings compared to those in individualistic or competitive learning settings, achieve more, reason better, gain higher self-esteem, like classmates and the learning tasks more and have more perceived social support.

2.6. PQRST strategy in Teaching of Reading Comprehension

In relation to the teaching reading comprehension, this strategy is useful to use. The use of PQRST strategy may support the process of teaching reading comprehension. According to Sulistyo (2011:94-95), conceptually the PQRST

strategy is one of the teaching strategies which cover 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 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).

2.7 Procedure of PQRST strategy in Teaching Reading

There are several processes in teaching reading through the PQRST strategy which consists of six stages (Westwood, 2001). It can be done well if the teacher gives the right way in the teaching process as follows:

Step 1

In the first step, the teacher introduces the concept of PQRST strategy and its effectiveness in the teaching-learning process. The teacher can also tell them the main purposeof the use of this strategy.So, the students have the motivation to use this strategy.

Step 2

The next stage, the students are given reading texts by the teacher. As the first step of PQRST strategy; preview. Students can immediately preview the entire chapter through skimming to get ideas about the main topics. This is done by reading the outline of the chapter, and then reading the chapter, paying special attention to the headings and sub-sections, the type of text, the orientation of the text, the verbs used in the text, and glancing at pictures, numbers, slanted words in the text, also pay attention to the organizational structure of the text. If there is a summary, take the time to consider each point in the summary, questions will come to mind that must be answered later when students read the text in full. This preview phase will give students an overview of the topiccovered in the chapter and how they are organized. The point is to get topic ideas and main parts of the text.

Step 3

Furthermore is the question. In this step, students try to ask specifically about the questions in their minds about reading assignments. Students can start this stage by changing the chapter and subtitles titles into questions. The teacher guides students to produce readers' focus and find questions to help important points in each section. They can use WH-questions such as who, what, why, which, when, where or how. This question can lead them to find more information from the reading text.

Step 4

Afterwards, students read the material in detail. While reading, they try to answer the questions at the question stage. In addition, they can highlight difficult words and pay attention to the main ideas. If students have difficulty understanding the text, they can read the text twice.

Step 5

After the students have finished reading in the previous stage, then, the students try to remember the main idea and read the information. Summarizing is a powerful way to improve material in students' memory. Students try to read information and they must know how much information they can remember from the text and state it in their own words. Summarizing will reveal the emptiness in students' knowledge and help them organize information in their minds. The students could take notes from the passage they have read.

Step 6

In the final step, to know and recall what students have read. This can be started by remembering as much as they can without seeing their books or recitation notes. It helps them to think about the relevance of what they are learning and how everything fits together. The readers examine their knowledge by testing themselves to find out how far they understand the text they read. This can be done by reviewing all the material and storing it into their long-term memory.

Based on the explanation given above, the procedure in teaching reads through the PQRST strategy has five steps, they are preview, question, read, summarize and test. These steps can be applied well if there is good interaction between the

teacher and students during the teaching-learning process. Based on the theory above, the researcher modifies the procedures of teaching reading through PQRST strategy are as follows:

1. Pre-Teaching Activity

    a. Teacher greets the student.

    b. Teacher checks the attendance list.

    c. The teacher asks some ice breaking's questions relatedto the materials that will be discussed. For example:

Teacher	:	*What did you do yesterday afternoon?*
Students	:	*Watched television ms., Cooked with my mother ms., and etc...*
Teacher	:	*Okey, good! (The teacher tells about his/her activity in the yesterday afternoon), and how about you? (appoint some students)*

Some of the students answer the questions.

Teacher	:	*(The teacher shows the example of recount text in front of the class). Does anyone know what is the text talking about?*
Students	:	*Holiday in Singapore.*

And then, the teacher asks some questions related with that story which is focussed onfive aspects of reading. For example:

Teacher	:	*Where did they go while having a holiday in Singapore?*
Students	:	*Visit several places such as Universal Studios Singapore, Merlion park, Singapore Flyer, Orchard Road and*

Gardens by the Bay.

Teacher   : *What did they do in Orchard Road?*

Students   : *They went shopping for some branded things.*and so on…

2. Whilst Teaching Activity

a. The teacher shows another text and mentions the title of the story and asks the students to guess what kind of text is.

Teacher   : *I have another story. The title of the story is My First Time in Yogyakarta. Can you guess what is the kind of the text?*

Students   : *Recount text ms.*

b. Then, the teacher guides the students to find some specific information by making some questions using 5w+1h in Indonesian.

Teacher   : *Well, before you read the whole text. I want you to make questions based on the title of the text using 5W+1H such as who, what, why, which, when, where or how, in Indonesian! For example: What did they do in Yogyakarta? and etc...*

c. After that, the teacher asks the students about the questions which havebeen made by them and gives the students opportunities to read their questions.

Teacher   : *Are you finished students? Now, who wants to read the questions? Please raise your hand!*

d. Next, the teacher asks them to read the whole text and tries to answer the question which hasmade by the students in the question stage. They can read the text twice to make sure their understanding of the text in finding detail

such as main idea, references, inferences, vocabulary and specific information.

e. The teacher asks the students about the difficulties they may face while reading such as finding main idea, references, inferences, vocabulary or specific information and re-explains about the topic that has not been mastered.

f. The teacher asks the students to recall their memory by summarizing the text without seeing the books or recitation notes. They can write the summarize on the piece of paper.

Teacher	:	*Well, students have you finished reading the text?*
Students	:	*Yes, ms.*
Teacher		*Good! Now, I want you to summarize the text based on your memory without taking a look at the text. You can write on the piece of paper!*

g. The teacher asks them to do some test based on the text which they have read.

h. The teacher asks them to share and check their work with their partner.

i. The teacher asks the students to discuss the answer together.

3. Post-Activity

a. The teacher does a reflection by summing up today's lesson and evaluating the part that needs to be improved.

b. The teacher gives feedback to the students.

c. The teacher greets the students to end the meeting.

2.8 Advantages and Disadvantages of PQRST Strategy

In the implementation of PQRST strategy, there are some advantages and disadvantages, they are:

1. Advantages of PQRST strategy

    a. Wormeli (2001:16) added that PQRST techniques can increase student interest because they give students identifiable structures to follow to read and interact with the material.

    b. Moreover, as suggested by Pauk (2005), PQRST strategy helps the students focus on learning and information in a way that relates directly to how they will be asked to use the information. In addition, PQRST strategy is used for long-term learning and memory.

    c. Turkington (2003:61) says that PQRST is a good technique because it helps students retrieve information got from their memory after reading.

    d. As stated by Staton (1982), "PQRST strategy is an instructional strategy that has been shown to be effective to improve a reader's understanding, and his or her ability to recall information." In other words, the reader is more likely to learn, and to learn more, of the material he or she is reading.

2. Disadvantages of PQRST strategy

According to the research conducted by Khoiriyah (2013) states that:

    a. PQRST strategy takes a lot of time because it has several staged that the students need to do in reading. In addition, students are also asked to do group work to discuss the text in some parts of the learning process. So, it is rather difficult for students who have difficulty in reading. To solve this

problem, the teacher is advised to use simple or short recount text to make the time effective.

b. PQRST strategies have five stages which have different levels of difficulty at each stage, students may experience some difficulties in following each stage. For example, there are some students with a low ability to summarize, because they are weak to recognize the most important point to find the details. Only students who have the upper level of knowledge are able to remember important points in the reading text. So that, it was dominated by several students who can do this stage. To overcome this problem, the teacher divides students into several groups or working partners to discuss difficult terms or words. The teacher also asks students to consult their dictionary.

2.9 Theoretical Assumption

Reading plays an important role in all aspects of life, especially in the field of education. Readingis very important to be mastered by students. In teaching reading comprehension, there are several strategies that can help teachers to achieve the goals of teaching and learning process. In this research, the researcher chose PQRST strategy in teaching reading comprehension. This strategy is considered to have several steps that can direct students to understand and construct concepts in the reading texts. In this strategy there are five steps, these steps are used as a guide for students in the learning process. The researcher believes that this strategy will help the students in building effective ways to achieve goals in reading. So, students will easily understand the reading text. In addition, this strategy can help students to more easily find the details in the

reading text. By having a question step, students can predict answers that aim to find details in the text. These questions can lead them to find more information from the text. This can help them to manage information in more detail. Therefore, the researcher assumes that the PQRST strategy can be used in teaching reading comprehension to improve students' reading ability, especially in the aspect of looking for detail information.

2.10 Hypotheses

Based on the theories and assumption above, the researcher proposes two hypotheses in this research as follows:

1. There is no significant improvement in the students' reading achievement after the implementation of P – Q – R – S – T strategy at the first year of SMA N 7 Bandarlampung.

2. There is a significant improvement in the students' reading achievement after the implementation of P – Q – R – S – T strategy at the first year of SMA N 7 Bandarlampung.

In conclusion, according to those explanations above, this chapter has discussed certain points related to the theories that are used in this research. They are reading, aspect of reading, teaching of reading, recount text, PQRST strategy, PQRST strategy in teaching reading, the advantages and disadvantages of PQRST strategy, the procedure of applying PQRST strategy in recount text, theoritical assumption, and hypotheses.

III. RESEARCH METHODS

This chapter deals with the design and procedures of the research. This refers to design, variables, population and sample, research procedure, data collecting technique, research instrument, try out of the instrument, data analysis, data treatment, and hypothesis testing.

3.1 Design

The research was a quantitative research. In nature, Hatch and Farhady (1982:22) stated that quantitative research is a kind of research in which data tend to use statistics as a measure in deciding conclusions. The aim of this research was to find out whether there was significant improvement in reading comprehension achievementafter being taught by using PQRST strategy or not and which reading aspect that improves most.The design in this research was one group pretest-posttest design. This design was chosen because the researcher wantsto find out whether or not the students improve their capabilityafter they had got the treatment, meaning that the scores in pre-test would be compared with those of post-test. The research design could be illustrated as follows:

T1 X T2

T1   : Pretest
X   : Treatment (PQRST strategy)
T2   : Posttest

(Setiyadi 2006:132)

The pre-test was conducted to measure the initial capability of the students. Aftergiving the pre-test, the treatments were conducted in four times, 2 x 45 minutes per meeting. To know the result of the treatment, the researcher also gives post-test to the students.

3.2 Population and Sample

The research was conducted at the first grade students of SMA N 7 Bandarlampung in the second semester. There were seven classes of science of the second year students in 2018/2019 academic year. Each class consistedof about 30-32 students. The researcher wastaken both classes, one class was treated as the experimental class and one class was used for try out.Purposive sampling was used in thisresearch because the sample has fulfilled some criteria: both classes were taught by the same teacher, both classes used the same technique or strategy in learning Englishand they had low capability in reading comprehension achievement.

3.3 Variables

This research consists of the following variables:

1. Students' achievement in reading was dependent variable or symbolized by a letter (Y). This Y symbol was categorized as dependent variable because student achievement was based on activity output. Student achievement can be measured by determining whether there was influence from independent variables or not.

2. PQRST strategy (Preview, Question, Read, Summarize and Test) as an independent variable or symbolized by letter (X). This symbol (X) was categorized as dependent variable because PQRST strategy was a variable that can influence the dependent variable to determine the effect between the phenomenon and the object being observed.

In conclusion, there were two variables in this research. They were students' achievement in reading as dependent variable or (Y) and PQRST (Preview, Question, Read, Summarize and Test) strategy as independent variable or (X).

3.4 Research Procedures

In orderto ensure that the result dealt with its procedure to maintain a goodprocess, the researcher dealt with the several steps as follow:

1) Determining the research instruments

The test was made for pre-test and post-test. The multiple choices were form of the test. The text of the testwere various such as; personal recount, factual recount, and imaginative. The questions which were presented in the test consisted of five aspects of reading, which related to main idea, inferences, specific information, references, and vocabulary.

2) Try out of the instrument

Try out of the instrument would be conducted before the pre-test and post test. The aim of the try out was to investigate the quality of the test items to be tested, whether the test was suitable for students or not. The form of test was made in multiple choice. There were 50 questions that must be answered

by students with the options a, b, c, d or e. Try out would be done within 60 minutes.

3) Administering the pre-test

The pre-tests were conducted to find out the basic reading comprehension of the students. Thetest would be given before the treatment. The questions which was given in this pre-test were 40 multiple choice questions with the options a, b, c, or d. The kind of text that would be tested was recount text. The test would be conducted in 50 minutes.

4) Conducting the treatments

After giving the pre-test, treatment was conducted in four meetings. In this stage, the researcher took 90 minutes for each treatments of the meeting. The researcher taught the recount text by implementing PQRST strategies.

5) Administering the post-test

After the treatment was given, the post-test was given to find out, is there an improvement between the students' scores in the pre-test and post-test. The form of post-test questions was still a multiple-choice, in which students were asked to choose one correct answer from the four answer options which was given, there are a, b, c and d. In the post-test, the students were given 40 reading items. The material to be given was recount text. This test was done in 50 minutes.

6) Analyzing the data

After pre-test and post-test, then the students answered data analyzing using t-test. T-test was used to find out whether PQRST strategies can improve

students' abilities or not, especially in reading comprehension. In addition, the questionnaire was also analyzed using descriptive analysis.

3.5 Instruments

The researcher used an instrument for conducting the research.The instrument in this research was reading test. Two reading tests were provided to check the comprehension of students in reading. There were pre test and post test. The pre test was given in the first meeting before the treatments. While the post test was conducted after the students received the treatments. The questions were in form of multiple choices in which the students were asked to choose one correct answer from the options a, b, c, d, or e. In this test, the students were given 40 items of reading and it was conducted within 50 minutes for the test. The material of the pre test and post test was taken from the internet.

3.6 Validity and Reliability of the Instrument

The number of the questions were determined 40 questions after eliminating 10 items out of 50 items in tryout test in order to chose the best items. The researcher have to confirm wether the instrument is relevant to collect the data. Consequently, there were some processes that the researcher performed to formulate validity and reliability to the students. In doing the research and proving whether the test items are applicable or not, firstly the researcher calculated its validity and estimated the validity by applying try out the test to find out the validity, reliability, or level of difficulty, and discrimination power of the test. It was conducted in order to determine whether those 40 items have a good quality or not before being administered for the pretest and the posttest. There are four criteria of a good test that should be met: validity, reliability, level of difficulty, and discrimination power.

3.6.1. Validity

Validity refers to the extent to which the test measures what is intended to measure. It means that it relates directly to the purpose of the test. A test can be considered valid if it can precisely measure the quality of the test. There are several types of validity according to the different purpose of the test. In this research, content validity, face validity, and construct validity were used.

a) Face Validity

Face validity concerns with the layout of the test and the comprehensiveness of the instruments including instructions, and the consistencies of multiple choices (a, b, c, d, and e). Face validity in this study is used to make sure there is no mistyped in the instrument and all mechanical aspects in it in order to look clear and proper. Face validity is to show wether the instruments are clear enough to be tested or not.

b) Content Validity

Content validity means that the test is good reflection of what has been taught andthe knowledge which the teacher wants the students to know (Shohamy, 1985:74). According to this research, try-out test, pre-test, and post-test were in form of multiple-choice (a, b, c, d and e). The test consisted of five aspects of reading, which was related to the main idea, specific information, references,inferences, and vocabulary. To get the content validity of reading comprehension, the researcher implemented basic competence and 3.9 standard competency from K13 curriculum as a guideline for teaching recount text in the second semester of tenth grade students. It can be concluded that the test is valid. and national exam items as the instrument to make it valid and qualified.

c) Construct Validity

Table 3.7.1 Specification of the Reading Test

No.	Skills of Reading	Items Numbers	Total	Percentage
1	Determining main idea	3, 5, 12, 16, 27, 30, 38, 40.	8	20%
2	Finding specific information	1, 6, 14, 20, 22, 23, 33, 37.	8	20%
3	Inference	2, 10, 13, 17, 25, 29, 31, 32.	8	20%
4	Reference	7, 8, 11, 15, 26, 28, 36, 39.	8	20%
5	Vocabulary	4, 9, 18, 19, 21, 24, 34, 35.	8	20%
Total			40	100%

Construct validity is concerned with whether the test is actually in the line with the theory of what it means to know the language (Shohamy, 1985:74). It means that the test items should really test the students or the test items should really test the students or the test items should really measure the students' ability in reading comprehension. Regarding the construct validity, it measures whether the construction has already referred to the theories, meaning that the test constructionhas already in line with the objectives of learning (Hatch and Farhady, 1982:251).

Basically, the construct and content validity are overlap. It is a representation of the material from the subject. In line with Nuttal (1985) the relation validity of theinstrument refers to construct validity in which question represent of specification in reading skill. Criterion validity is not used in this research. It is used to predict the performance of another instrument. This validity is not used because it seems difficult to find the similar valid test to be used in this research as comparison to find criterion validity.

The test in this research is conducted to determine the quality of the data collecting instrument of the research, that were reliability, validity, level of difficulty, and discriminating power. Students were given 40 items in the form of multiple choices test in 50 minutes.

3.6.2 Try Out Test

Try out of the instrument would be conducted before the pre-test and post test. The aim of the try out was to investigate the quality of the test items to be tested, whether the test was suitable for students or not. The form of test was made in multiple choice. There were 50 questions that must be answered by students with the options a, b, c, d or e. Try out would be done within 60 minutes.

3.6.3 Result of the Try Out Test

The try out test was administered to find out the quality of the test items as the instrument before being used in pretest and post test. It was administered to class XII science 2 which consisted of 31 students. The result of the reliability test was 0.77. It was based on the criteria of reliability proposed by Hatch and Farhady (1982), it can be stated that the test used as the instrument, has moderate reliability because 0.77 is included into 0.50-0.89 range of moderate reliability. The result of the try out test indicated that this test can be used as the instrument of the study 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.

After analyzing the result of reading comprehension try out test, the researcher found that there were 10 items dropped; item numbers 1, 6, 16, 19, 25, 27, 34, 38, 46, and 48 because these were bad items and poor criteria. So, the researcher used 40 items for pretest and post test.

3.6.4. Reliability

After doing the try out of the instrument, the researcher measures the reliability of the instuments. Reliability is a measure meant of accuracy, consistency, dependability or fairness of scores resulting from administration of particular examination. According to (Hatch and Farhady, 1982:224) reliability refers to the extent to which the test is consistent in its score and gives us an indication of how accurate the test score are. It means that, how far it can measure the subject at separated time, but it shows the same result relatively (Setiyadi, 2006:113). 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:

$$\mathbf{r_{xy}} = \frac{N(\Sigma xy) - (\Sigma x)(\Sigma y)}{\sqrt{[N\Sigma x^2 - (\Sigma x)^2][(\Sigma y^2 - (\Sigma y)^2]}}$$

Where:
rxy   : coefficient of reliability between odd and even numbers item
x   : odd number
y   : even number
Σx^2 : total score of odd number items
Σy^2 : total score of even number items
Σxy : total score of odd and even number

After getting the reliability of half test, the researcher used Spearman Bowns Prophecy formula (Hatch and Farhady, 1982:247) to determine the reliability of the whole tests, as follows:

$$\mathbf{rk} = \frac{\mathbf{2rxy}}{\mathbf{1+rxy}}$$

Where :
rk   : the reliability of the whole tests
rxy   : the reliability of half tests

The criteria of reliability as follows:
0.00- 0.20   : very low
0.21- 0.39   : low
0.40 - 0.59   : average
0.60 - 0.79   : high
0.80 – 1.00   : very high

The results of reliability of the test is 0,77 (high)
For more detailed, see on appendix 7.
The test was ready to be administered.

<div align="right">(Hatch and Farhady, 1982:127)</div>

3.6.5 Level of Difficulty

Level of difficulty relates to how easy or difficult the item taken from the point ofview of the students who take the test. It is important since test items which are too easy (that all students get right) can tell us nothing about differences within the test population (Shohamy, 1985:79). Moreover, the difficulty level of an item shows how easy or difficult that particular item done by the participants (Heaton, 1975:182). To see the level of difficulty, the researcher used the following formula:

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

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:
<0.03   : difficult
0.03 – 0.07   : average
> 0.07   : easy

The results of level of difficulty, there are 10 items which are dropped.
For more detailed, see on appendix 8.

(Shohamy, 1985:79)

3.6.6. Discrimination Power

Discrimination Power refers to the extent to which the items are able to differentiate between high and low level students on that test. Discrimination power used to differentiate between the students who have high ability and those who have low ability. 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 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

The results of Discrimination Power, there are 10 items which are the score lower than 0.00 - 0.19

For more detailed, see on appendix 8.

(Heaton, 1975:180)

3.7 Data Treatment

In order to find out the improvement of students' reading comprehension after being taught by using PQRST strategy, the researcher used statistical to analyze the data using the statistical computation i.e. repeated measures T – Test of SPSS.

Normality Test

This normality test used to measure whether the data from students score is normally distributed or not. Here, the researcher used SPSS to analyze the data. So, the hypothesis for the normality test is as follow:

H0   : the data is not distributed normally

H1   : the data is distributed normally

While the criteria for the hypothesis is H1 is accepted if sign $> \alpha$, with the level of significance 0.05(see on appendix 22).

3.8 Data Analysis

After collecting data, the results of the research instrument were analyzed by a number of procedures. Data analysis was analyzed based on each type of instrument that would be explained below.

Data Analysis of the Test

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

1. Scoring pre-test and post-test.

   The scoring system that was used in this research was dividing the right answer by total items timed 100. In scoring the students result of the pre-test and post-test, the formula by Arikunto (1997:212) is employed:

   $$S = \frac{R}{N} \times 100$$

2. Tabulating the result of the test and calculating the mean of pre-test and the posttest. The mean is calculated by applying the following formula:

   $$M = \frac{\Sigma X}{N}$$

   Notes:
   M   = mean (average score)
   X   = the total students' score
   N   = total number of students

   (Hatch and Farhady: 1982)

3. Drawing conclusions from the results of the tabulation of the tests given, namely by analyze data statistics using computerized statistics, namely paired T-test Statistical Package for Social Sciences (SPSS) to test whether student improvement gain is clear or not, where the significance is determined by $p < 0.05$. Then used as data from one sample (Hatch and Farhady, 1982:117). To be able to know whether students get any progress, are formulated as follows:

   $$I = X2 - X1$$

   Notes:
   I   = improvement in students' reading comprehension achievements
   X2   = average post-test score
   X1   = average score of the pre-test

3.9 Hypothesis Testing

After analyzing and collecting the data, the writer would determine whether the hypothesis is accepted or rejected.

The researcher analyzed them to find out whether there was an improvement of PQRST strategy on students' reading comprehension. The researcher used dependant t-test is calculated by using SPSS 16.00 for Windows. This hypothesis was analyzed at significance level of 0.05 in which the hypothesis is approved if $sig < \alpha$. it means that the probability of error in the hypothesis is only about 5%. The hypothesis is described as follows:

H_o= There is no significant improvement toward students' reading achievement in recount text before and after being taught through PQRST strategy. The criteria is H0 is accepted if alpha level is higher than 0.05 ($\alpha > 0.50$).

Hi_1= There is significant improvement toward students' reading achievement in recount text before and after being taught through PQRST strategy. The criteria H1 isaccepted if alpha level is lower than 0.05 ($\alpha < 0.05$).

This chapter has elaborated the method which has used in the research. It also revealedhow the data analyzed after the treatment. The data was taken from the result pre-test andpost-test.

V. CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions of the results in the research and also several suggestions which are elaborated in the following section.

5.1. Conclusions

After conducting the research at the first grade of SMA N 7 Bandarlampung and analyzing the data, it can be concluded that there is a significant improvement on students' reading comprehension achievement in recount text after the treatment (.000<0.05) because there is difference between pretest score and post test score. In other words, alternative hypothesis is accepted and the null hypothesis is rejecteed. It means that the use of PQRST strategy improved students' reading comprehension achievement.

In addition, vocabulary is the aspect of reading that improved the most in the research because in reading test item the students were asked to find the word which has close meaning and the opposite meaning with word on the question. It does not require them to make their own conclusion to find the answer. It helped the students to build up their knowledge about synonym and antonym of words which have not been acquired by the students.

5.2 Suggestion

Firstly, for the English teacher, after doing the research, an English teacher are recommended to apply PQRST strategy as the alternative strategy in teaching reading using recount text because it can help the students in comprehending the text easier. Moreover, an English teacher should not too much concern about the students who must answer teacher's question using English, because it will be easier for them to express their idea using Indonesian language. It can help the students easier to relate their prior knowledge to the material. Futhermore, an English teacher can use another type of text such as narrative, descriptive, report, hortatory,etc. It will make the students easier to comprehend the text.

Secondly, for futher researcher, this research may conduct the strategy on different level of students. It can be applied in the junior high school students or university students. Afterwards, further researchers can conduct this research not only in quantitative research but also in qualitative research. So that the results of the research are complete and valid.

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