THE IMPLEMENTATION OF P-Q-R-S-T STRATEGY TO IMPROVE STUDENTS' READING COMPREHENSION ABILITY AT SMAN 3 BANDAR LAMPUNG

(A Script)

By

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ABSTRACT

**THE IMPLEMENTATION OF P-Q-R-S-T STRATEGY TO
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Annisa Twi Desfilia Sukadi

The objectives of this research were to investigate if there was an improvement on students' reading comprehension after the implementation of PQRST strategy and to find out students' attitude toward the implementation of PQRST strategy for teaching reading comprehension. The population of this research was the first year students of SMAN 3 Bandar Lampung in the academic year 2019/2020. The sample of this research was X science 1 which consisted of 30 students. The data were obtained through a pre-test and post-test in which the results were analyzed by using *Paired Sample T-Test.*

The first result of the research showed that there was a significant improvement in students' reading comprehension since the t-value was 7.844 with the significance level of 0.00. The average of post-test score (71.03) was higher that of pre-test (52.77). It gained 18.26. In addition, the second result of the research showed that the mean of the questionnaire was 79.33. It means the students' attitude toward the implementation of the strategy was positive. The majority of the students agreed that the strategy was effectively applied in the process of teaching reading.

It could be concluded that PQRST strategy enables students to improve their reading comprehension and they have a positive attitude toward the use of the strategy for teaching reading.

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FACULTY OF TEACHER TRAINING AND EDUCATION
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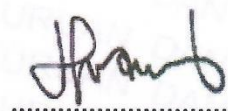   Chairperson   : **Drs. Deddy Supriady, M.Pd.**

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

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CURRICULUM VITAE

The writer's name is Annisa Twi Desfilia Sukadi. She was born in Ujung Pandang, on December 05 1997. She is the second child of a lovely couple, Kompol Sukadi S.Sos., and Wahida. She has one brother named Sulistianto Wardanu S.STP and one sister named Tri Windarti Lutfia Sukadi. She graduated from Bhayangkari Kindergarten School in 2003. Then she continued her study at SDN 2 Palapa in 2004 and graduated in 2010. In the same year, she continued her study at SMPN 14 Bandar Lampung. After graduating from Junior High School in 2013, she went to SMAN 7 Bandar Lampung and graduated in 2016. She continued her study at University of Lampung in 2016. She was registered as a student of English Education Study Program through SMMPTN in 2016. From June to August 2019, she did a KKN program in Kasui, Way Kanan and she conducted a teaching practice program (PPL) at SMPN 3 Kasui from July to August 2019. She did her research in SMAN 3 Bandar Lampung on January 2020.

DEDICATION

By the name of Alloh Subhanahu wa Ta'Ala, this script is proudly dedicated to:

My dearest parents, Sukadi S.Sos and Wahida

My beloved brother, Sulistianto Wardanu, S.STP.

My beloved sister, Tri Windarti Lutfia Sukadi

My lecturers at English Education Study Program

My beloved friends in English Education Study Program 2016

My alma mater, University of Lampung

MOTTO

"My parents are my passion"

-me-

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Praise is only for Allah SWT, The Almighty God, for blessing the writer with health and determination to finish this script. This script, entitled "The Implementation of PQRST Strategy to Improve Students' Reading Comprehension Ability at SMAN 3 Bandar Lampung" is presented to the English Education Study Program, Department of Language and Arts Education, Faculty of Teacher Training and Education, Lampung University as partial fulfillment of the requirements for S-1 degree. It is important to know that the work would never have come into existence without any supports, encouragements, and assistances by several generous people. The writer would like to express her sincere gratitude and respect to:

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14. All my friends in English Department 2016. Thank you for the time we had together. Glad to know you all.

15. My seniors and juniors in English Education. Thank you for your help and kindness.

The writer believes that her writing is far from perfection. There might be weaknesses in this research; comments, critics and suggestions are needed for better research in the future. Besides, the writer hopes this research would give a positive contribution to educational development, readers and the other researchers.

Bandar Lampung, July 1st 2020
The writer,

Annisa Twi Desfilia Sukadi
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I. INTRODUCTION

This chapter deals with an introduction of the beginning of the research, which includes the background of the problem, identification of the problems, 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

There are four skills in English that students need to acquire, i.e., listening, speaking, reading, and writing. Those skills are related to each other and cannot be separated. Therefore, learners need to master all of the four skills. Chitra and Thiagarajan (2001) state that mastering language skills will determine students' communicative competence in the target language. In communication itself, there are two macro skills of language, they are receptive and productive skills. Speaking and writing are parts of productive skills for communicating and delivering learners' ideas, while listening and reading are parts of receptive skills from which learners receive and understand language as well as gain the meaning of the message (Harits, 2016).

As a receptive skill, reading plays an important role in expanding students' knowledge of a language through its important activities (Patel and Jain, 2008). It is not simple because the readers should combine their own background knowledge

with the information from the text (Anderson, 2008). According to Pang, Angaluki, Elisabeth and Michael (2003) reading consists of two related processes, word recognition and comprehension; word recognition refers to the process of perceiving how written symbols correspond to the spoken language and comprehension refers to the process of making sense of words, sentences, and connected text.

According to Suparman (2005) there are two major reasons for reading, reading for pleasure and reading for gaining information. In order to gain information from a text, learners need more comprehension for understanding the content of the text. McNamara (2006) states that a reading comprehension strategy is a cognitive or behavioral action that is enacted under particular contextual conditions with the goal of improving some aspects of comprehension. For example, when students find a new word in the text that they do not know the meaning, they consult their dictionary to find the word as a behavior action and read the word's definition in a dictionary as a cognitive action. It is in line with Shihab (2011) reading is sophisticated activity, which includes psychological, linguistic, and sociological aspects. In reading process, we cannot separate reading from comprehension because we take something from reading and deriving meaning from those words in reading text.

In line with one of the aims of teaching English in Curriculum 13, teachers have to build students' awareness to know the importance of learning English as a foreign language. In the reading aspect, the competence that should be mastered by students is in understanding meanings in a variety of written texts, functional text

(announcement, greeting card, caution, invitation) and monologue text (narrative text, recount text, report text, descriptive text, procedure text). In this research, the researcher used monologue text that is a narrative text. Narrative text deals with a story which presents a set of experience of the world life. It is in line with Anderson & Anderson (2003) narrative text, which is a type of text that tells a story which has a purpose to present a view of the world that entertains the reader. It is not only entertaining the readers but also conveying the moral value of the story to the readers.

Contrastingly, after conducting a pre-observation at SMAN 3 Bandar Lampung, the researcher found several problems in students' reading comprehension, they were lack of vocabulary. The teacher explained that most of them read the whole text to answer the following question based on the text. While reading a text, the teacher asked them to translate the sentence individually. Then, teacher made a conclusion from the text at the end of the learning process. There was no particular strategy used by the teacher, so that the students were not able to involve themselves actively in the teaching-learning process. The last was the students' lack of making a conclusion, which is another problem in reading comprehension at SMAN 3 Bandar Lampung. This was because most of them did not understand the meaning of the text as a whole. The teacher said that there was no improvement in his students before and after the implementation of Curriculum 13. Moreover, there was no researcher conducting research using PQRST strategy. Therefore, the researcher was interested in conducting research using PQRST strategy to solve those problems.

Besides that, based on the researcher's pre-observation, the key of the students did not understand the lesson well because most of them just read a text quickly to answer the provided questions that are given by the teacher. As a result, the students did not comprehend the text optimally. It implies that the teacher did not implement an effective strategy to make the students more active and to encourage them to increase their reading comprehension ability.

Khoiriah (2017) stated that most students had some problems in reading comprehension ability. They tended to be passive when they read a text. Sometimes they got difficulties on how to analyze a text and state the important ideas. Students had a lack of vocabulary because they were lazy to read a text and see the meaning in a dictionary. Then, the class was boring and not alive because the teacher did not give them a suitable teaching strategy.

According to Malia (2015) students' problems occurred because of some factors. Students were lack of vocabulary mastery. If the students did not have enough vocabulary, of course it would be difficult for them to comprehend a reading text. Lack of background knowledge is also the factor. Students' passiveness toward reading could be identified from their attitude toward the text they read, such as they are not curious to read and explore more detail information from the text and also the lack of self-confidence during the teaching and learning process. The last problem is related to the teacher, such as the teacher's method of teaching reading (pedagogy) and the teaching material (content) is not interesting.

Thus, to solve those problem mentioned, it could be concluded that the teachers need an appropriate strategy to facilitate the students in reading. There are some

strategies of teaching reading which can improve students' reading skill, but not all of the strategies can be appropriate to the learners' needs. It means that the teachers have to apply a suitable strategy to improve their students' reading comprehension ability. One of the appropriate strategies which can improve students' reading ability is PQRST strategy. This strategy can improve students' ability in reading by using its steps-these are preview, question, read, summarize and test.

Thomas and Robinson (1982) said 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 a treatment to improve the learners' reading comprehension since it has a well-organized stage. Sulistyo (2011), defines it as a teaching strategy where five stages should be followed to get better reading comprehension for students: Preview, Question, Read, Summarize, and Test. As a strategy, PQRST strategy helps students solve their problems in reading comprehension by using five steps. Previewing is the first step. This step can make students activate their background knowledge. Then, questioning is the second step. It helps students to create their curiosity toward the text. The third step is reading. It can make students increase their concentration. Summarizing is the fourth step that can help the students to recall their understanding of the text. The last step is testing. It helps the students to memorize the text in their long-term memory. Each step of PQRST strategy provides stage-by-stage guidance which is before, during, and after learners do the reading process which is essential for their comprehension.

Moreover, numerous previous researchers found that PQRST strategy could improve students' reading comprehension ability and the results were various.

Susanti (2013) conducted research to improve students' reading comprehension in the teaching and learning process at the second grade of the senior high school through PQRST technique using report text and analytical exposition text. The result showed that the use of PQRST technique was effective to improve the teaching-learning process of reading comprehension.

Miqawati and Sulistyo (2014) conducted research to investigate the effectiveness of the PQRST strategy in students' reading comprehension of students with different learning styles, and the interaction between the PQRST strategy and the students' learning styles. The subject were second semester students of the Public Administration Department. The result showed that the PQRST strategy has an influence on students' reading comprehension.

Priskaharani (2018) conducted research to find out the implementation of PQRST strategy and also to find out the students' attitude toward the use of PQRST strategy at SMPN 26 Surabaya. The researcher used qualitative research in which a purposive sampling was used to take the subject. The subject of the research was 39 students of SMPN 26 Surabaya. The attitude's questionnaire result shows that students' reading attitude toward the use of PQRST strategy is generally positive.

Therefore, the researcher decided to investigate the improvement of students' reading comprehension ability after the implementation of the strategy and to find out students' attitude towards learning English after the implementation of the strategy. Based on the explanation above, the researcher was interested in conducting research entitled "The implementation of PQRST (preview-question-read-summarize-test) strategy to improve students' reading comprehension ability".

1.2. Formulation of the Problems

Based on the explanation of the background, the following research questions are formulated:

1. Is there any significant improvement of students' reading ability after the implementation of PQRST strategy at SMAN 3 Bandar Lampung?

2. What is students' attitude toward the implementation of PQRST strategy at SMAN 3 Bandar Lampung?

1.3. Objectives of the Research

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

1. To investigate whether there is a significant improvement in students' reading ability after the implementation of PQRST strategy at SMAN 3 Bandar Lampung.

2. To find out students' attitude toward the implementation of PQRST strategy at SMAN 3 Bandar Lampung.

1.4. Uses of the Research

Theoretically, the result of this research can be used as a reference to support those who want to conduct research in the English teaching process by using PQRST strategy, especially in teaching a narrative text. This research might be useful for supporting the theory of PQRST strategy in helping the readers to comprehend reading text better. Furthermore, this research is also practically beneficial for English teachers as a consideration to establish an alternative strategy to improve the teaching and learning quality, especially in a narrative text. Furthermore, the findings of this research are hoped to inspire students to improve their comprehension in reading.

1.5. Scope of the Research

This research was quantitative in nature. Based on the background, this research focused on improving the students' ability to comprehend narrative text after the implementation of PQRST strategy and finding students' attitude towards learning English after the implementation of PQRST strategy. There are many kinds of texts that the students should achieve such as descriptive, narrative, recount, report, procedure, etc. However, this research is limited to a narrative text based on the syllabus of the first grade of the senior high school. The first grade students of SMAN 3 Bandar Lampung were chosen as the subjects of this research. In teaching reading, there are several strategies such as Think Pair Share (TPS), Direct Reading Activity (DRA), Jigsaw, Listen Read Discuss (LRD), Question Answer Relationship (QAR), etc. This research is focused on the implementation of PQRST strategy to improve students' reading comprehension. In addition, it also found out students' attitude in terms of cognitive, affective, and conative (Mothersbaugh and Hawkins, 2016). Those three components showed students' beliefs, emotions, and also behaviors toward PQRST strategy. The components were transformed into a questionnaire and delivered to the students in the classroom.

1.6. Definition of Terms

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

1. Reading

   Reading is the ability to draw meaning from the printed page and interpret this information appropriately (Grabe and Stoller, 2011). By reading, students will get new information or knowledge from the text.

2. Reading Comprehension

   Reading comprehension is a process which is extracting and constructing meaning through interaction and involvement with the written language (Caldwell, 2008). Combining information from the text with prior knowledge to get the meaning is called the process to comprehend the text.

3. PQRST Strategy

   PQRST (Preview, Question, Read, Summarize, and Test) is a strategy that can lead the students to have better reading comprehension (Thomas and Robinson, 1982). This strategy has five steps to help students master a reading text. It also helps students to focus on prioritizing the information that they need in an exam.

4. Narrative Text

   Narrative text is a piece of text which tells a story and, in doing so, entertains or informs the reader. The series of events in the story depends on the writer in writing a narrative text but the climax of story usually happen in the middle of the story (Anderson & Anderson, 2003).

5. Attitude

   According to Ajzen (2005), an attitude is a disposition to respond favorably or unfavorably to an object, person, institution, or event. Attitude influences someone's choice to an object.

This chapter has elaborated background of the problem, identification of the problem, formulation of the problem, objectives of the research, uses of the research, scope of the research, and definition of terms. Still, this research needs literature review in the next chapter to strengthen the research.

II. LITERATURE REVIEW

This chapter discusses several points related to the theories used in this study. It includes review of previous studies, review of related literature, aspects of reading, teaching reading, PQRST strategy, PQRST strategy in Teaching of reading comprehension, narrative text, the procedure of teaching reading, advantages and disadvantages using PQRST strategy, theoretical assumption, and hypotheses. The terms above are explained in the following points.

2.1 Review of Previous Studies

Syafitri (2017) conducted research on the implementation of PQRST strategy to investigate whether there is a significant effect toward reading comprehension of the second graders at SMAN 1 Kota Jambi. There is a significant difference in reading comprehension between students' who were taught using PQRST technique and those who were taught without using PQRST technique. A cluster sampling technique was used in this research.

Malia (2015) conducted research to find out whether PQRST strategy improved students' reading comprehension in the second grade IPS of MA Diniyah Puteri, Pekanbaru. The researcher used a qualitative and quantitative design where qualitative data were in the form of questionnaires and interviews. In addition, the quantitative data were in the form of a comprehension test in which a hortatory

exposition text was used. The researcher found that the use of PQRST strategy improved the effectiveness of the teaching and learning process which increases students' reading comprehension of hortatory exposition text.

The last research was conducted by Puspitasari (2014). The study was conducted to find out whether there is an improvement in students' reading comprehension in a descriptive text through PQRST strategy of the tenth-grade students of SMKN 5 Madiun. The researcher used a classroom action research design (covering, planning, actuating, observing, and reflecting). This PQRST strategy could improve the students' reading comprehension in descriptive text.

Based some research explained above, the researcher conducted research in teaching reading by using PQRST strategy as well. Although the strategies were almost the same on the research that it also had the differences. In the first research, it was found that the use of PQRST strategy improves students' reading comprehension of reading text at the second grade of senior high school. Conversely, this research applied at the first grade of senior high school. The second and the last research found that the use of PQRST strategy succeeded using hortatory exposition and descriptive text. Conversely, this research used narrative text in the reading text.

In addition, Fakeye (2010) stated that attitude is considered as one of the most influencing factors that impact on students' learning processes. He investigated the correlation between attitude and achievement in English among 400 seniors secondary students selected randomly from five secondary schools. The findings revealed that there was a significant relationship between attitude and achievement.

Karahan (2007) investigated the relationship between language attitudes towards the English language and its use in Turkey. The sample included 190 eighth grade students of a private primary school in Adana, Turkey, where English is intensively taught. The findings of the research revealed that language attitudes let learners have positive orientation towards learning English, so it can be said that attitudes play a crucial role in students' success or failure in the language learning processes.

Regarding the age variables, (Habok & Magyar, 2019) conducted research to develop and validate a model for English as a foreign language reading strategy use, reading proficiency and two learning-related factors, general English proficiency and English attitude, among foreign language learners in different age. The sample was 3912 students from 65 schools. The results indicated a significant effect of the variables and showed that EFL reading strategies mostly influenced by the attitude to English.

In line with the previous research, the researcher implemented PQRST strategy to senior high school on narrative text. The researcher conducted a quantitative research in order to investigate whether PQRST strategy can improve students' ability in reading comprehension and qualitative research in order to find out students' attitude after the implementation of PQRST strategy.

2.2 Concept of Reading

In English, students must be able to master several aspects of language skill. Reading is one of four skills in language. Based on the Regulation of the Ministry of Education and Culture of the Republic of Indonesia No. 64 of 2013 stated that senior high school students must have the ability to master basic English learning

skills such as listening, speaking, reading and writing. Reading is one of language skills that use the critical thinking of the learners. By reading a text, the learners will get a lot of important information. Some experts define reading in a different way. For example, Grellet (2004) 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. Meanwhile, Afflerbach (2007) states that reading is a dynamic and complex process that involves skill, strategies, and prior knowledge. Another definition of reading is from Cline and King (2006) states that reading is decoding and understanding written texts. Decoding requires translating of writing system into the spoken words which they represent and understanding is determined by the purposes of reading, the context, the nature of the text and the readers' strategies and knowledge.

Readers need actively to engage the text to understand the intended message of the author Anjomshoaa & Anjomshoaa (2012). Therefore, by reading actively, the readers bring their background knowledge, emotion, and experience to construct their idea in understanding the meaning of the text. While reading, the readers will try to construct the writer's idea, feelings and imagine the visual images during reading the text. By employing the appropriate strategies, the students can understand texts more efficiently and not waste too much time and energy to comprehend the text. Neufeld (2005) states that comprehension is the process of constructing a supportable understanding of a text. It refers to the ability in interpreting the words, understanding the meaning and the relationship

between ideas conveyed in a text. In other words, when the readers read a text, they need to comprehend what the writer tells about and grasp the meaning from the writer's idea in a text. In line with Snow (2002) reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Reading comprehension usually refers to the number of understanding readers have when they read the text. It represents how well readers understand the meaning of the contents of the text they read. The more effortlessly students can recognize words, the more attention they can give to comprehend the text. To have effective comprehension, the reader should be able to reflect on his or her own level of understanding in reading a text, and have adequate background knowledge of the content and vocabulary mastery.

Based on the explanation above, it can be concluded that reading is the ability to acquire the meaning and the information from the written text. In addition, reading is related how to extract and construct the meaning through interaction and involvement with written language. It means that reading and comprehension cannot be separated, because we cannot comprehend the text if we have not read the text before. In short, reading comprehension is the readers' ability to get meaning and information from the text.

2.3 Aspects of Reading

In order to make the reader comprehend the text, Nuttal (1985) assumed that there are five aspects of reading skills that should be mastered by the students as follows:

1. Identifying Main idea

   Identifying the main idea is one of the most important skills in reading comprehension. It is because the main idea becomes the main point or concept that the author wants to communicate to the readers about the topic what the story is mainly about. Generally, the main idea is called the topic sentence. According to Roell (2016), main idea of a paragraph is the point of the passage. Without knowing the main idea, readers will not know the purpose and the content of the text. The example question of identifying the main idea as follows: *"What is the main ide of the third paragraph in the text above?*

2. Identifying Specific Information

   Identifying specifics information are the facts that explain the topic sentence or main idea. Specific information is called as supporting details. Supporting details help the reader knowing more information about the main idea of the text. It is in line with Mann (2014) reading for specific information involves understanding what information, or what kind of information, the reader looking for, locating it and then reading relevant part carefully to get a full and detail understanding. Supporting details can help the readers to answers their questions. The example question of identifying the specific information as follows: "

3. Determining Reference

   Reference is the relationship between a grammatical unit usually a pronoun that refers to (or stands in for) another grammatical unit usually a noun or noun phrase (Rainbolt and Dwyer, 2011). In identifying reference the students

are expected to understand for what the pronouns in the sentences are used such as the pronouns that are used to show people, place, or situation. The example question of determining reference as follows: "*She was so beautiful that the king really wanted to marry his wife* (paragraph 1)." The word "she" in this sentence refers to ….

4. Making Inference

Predicting and guessing based on logic of the passage can help the readers identify the words or phrases. The students can take the clues to know decide what the teacher the inference from the story that they already know from their background knowledge to means. It is in line with Kopitski (2007) readers need to practice combining clues from the text with their background knowledge in order to make inferences. They need to use inferences to understand and visualize the story. The example question related to this type as follows: *"What is the second paragraph talking about?"*

5. Understanding Vocabulary

Vocabulary is the most important things in the aspect of reading. Vocabulary is the fundamental thing for those who want to produce something in speaking or writing. The more vocabularies a person has, the easier for her or him to understand the meaning of the text. When their vocabulary mastery improves, comprehension in reading a text will be deeper. In line with Machado (2012), a child's vocabulary is strongly related to his comprehension and ease of learning to read. The example of vocabulary question as follows: "Thus, when

Sidopekso went back, the King told him that his wife was such an **unfaithful**

wife (paragraph 2)." The bold word has the synonym with ….

Therefore, reading comprehension involves respectively identifying main idea,

identifying specific information, making inference, understanding vocabulary

and determining reference.

An example of narrative text is as follows:

The Legend of Banyuwangi

Once upon a time, there was a King named Sulahkromo. The king was helped by a Prime Minister named Raden Sidopekso. The Prime Minister had a wife named Sri Tanjung. She was so beautiful that the king really wanted to marry his wife.

One day, the King assigned his Prime Minister to a long mission. While the Prime Minister was away from his wife, the King tried to get Sri Tanjung.

However, he failed and he was very angry. Thus, when Sidopekso went back, the King told him that his wife was such an unfaithful wife.

Soon the Prime Minister was very angry with his wife. Sri Tanjung said that it was untrue but Sidopekso didn't believe her and said that he would kill her.

Then he brought his wife to the river bank. Before he killed her and threw her into the river, his wife had said that her innocence would be proven after Sidopekso killed her. After that, he threw her dead body into the dirty river.

The shocking fact happened not long after that when the river immediately became clean and began to spread a wonderful fragrance around. Sidopekso said, "Banyu…Wangi…or Banyuwangi". This means "fragrant water". Banyuwangi was born from the proof of noble and sacred love.

(https://www.englishiana.com/2016/03/narrative-text-materi-10-contoh-terbaru.html/)

Main idea   : The origin of the river named Banyuwangi which was

                           born from the proof of noble and sacred love.

Specific Information : In a kingdom, there was a king named Sulah-kromo and

                           his prime minister named Raden Sidopekso. The prime

                           minister had a wife named Sri Tanjung. The king really

wanted to marry her because she is beautiful. One day, the king asked his prime minister to take a long mission. The king took this way to get Sri Tanjung. Unfortunately, he failed to get Sri Tanjung because she did not want to be with the King. Sulahkromo was very angry and told that Sri Tanjung is an unfaithful wife. Then, Sidopekso was angry with his wife and would kill her. Sidopekso brought his wife to the river bank and killed her. Before he killed and threw his wife, he said that her honesty would be proven after she died. Immediately, the river was clean and fragrant. Therefore, Banyuwangi means water that emits the fragrance.

Reference : *She* was so beautiful. The word she refers to Sri Tanjung.

Inference : The legend of Banyuwangi in East Java.

Vocabulary : the word **unfaithful** has the same meaning with *untrue*.

2.4 Teaching Reading

Teaching is a difficult thing, but it is necessary and useful to see the students' learning progress (Harmer, 2007). In a process of mastering reading, the teacher who plays a big part as a learning guider and facilitator should be creative to teach students because teacher needs to complete the main objective of teaching process, and the main objective of reading is to achieve comprehension (Priskaharani, 2018).

According to Harmer (2007) 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. Therefore, the purpose of teaching reading is to help the students to improve their reading comprehension ability and develop their reading skills of English text.

In teaching reading, teachers have a responsibility to guide students in achieving goals in reading such as motivating them to read a written text and creating a conductive atmosphere in practicing reading. Furthermore, the teacher should choose an appropriate strategy that can make students' comprehension in reading would be increase.

2.5 PQRST Strategy

PQRST strategy is believed as one of the helpful strategies because it helps engage actively and meaningfully in their reading (Simatupang and Sihombing, 2012). 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 (Thomas and Robinson, 1982). PQRST strategy as instructional strategy can help students to 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 which is also purposed to improve the students' reading comprehension. It is one of strategies that has been proved to be effective to improve the students' understanding and ability to get a new information or

knowledge in written text. There are five steps to the PQRST strategy according to Wormeli (2010). The steps are described below:

1. P – Preview.

   In previewing, the teacher guides the students to identify the title, picture, figure, number, italic words in the text. This step is usually done by reading the title or headline. The stage give the students an overview of the topics discussed in the chapter and how they are organized. The purpose is to get an idea of the main topics and sections of the text.

2. Q – Questioning

   In this step, the teacher provided questions to make the students focus on what they read and find the key answers from the questions. The questions can guide them to find further information of text. They should not make questions that might change the subject. By making specific questions about a reading task, they knew exactly what information to look for, and they would be motivated to find it. This stage help them to learn as much as they can from reading. The steps are in the following:

   a. Reread the heading.

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

3. R – Read

   The next step is reading material. The teacher gives the reading material (text) to the students. It can be in groups or individuals. The students also can find

difficult or new vocabulary in the text while reading the text. It is possible to the students to read the text twice.

4. S – Summarize

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

5. T – Test

In this step, teachers try to measure students' understanding 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, PQRST strategy is capable to make students become active in teaching-learning process, make them concentrate to the text, and they have a long-term memory in comprehending a text. Regulation of the Ministry of Education and Culture of the Republic of Indonesian No.22 of 2016 explained the standards of the implementation teaching-learning process. Curriculum 2013 uses scientific approach as the implementation of teaching-learning process. Scientific approach applying discovery learning, project-based learning, problem-based learning, and inquiry learning as the method of teaching-learning process (Permendikbud 22, 2016). Besides those, PQRST strategy is also suitable to the scientific approach which is used as one of alternative strategy in Curriculum 2013. The scientific approach using PQRST strategy consists of observing, questioning, collecting data, associating, and communicating.

In this research, scientific approach is implemented as follows: for observing stage, the students are allowed to observe the text by skimming the title, picture, chart or figure of the text to get a general overview of what the text is likely. In the questioning stage, students make a list of questions that they are going to get the answer from the text. Guided questions is needed in this stage to help them comprehend the text. For collecting data, students are collecting the data by reading or scanning the text carefully to get the answer of their own questions. In associating stage, students can associate their understanding from reading the text with their own questions and answer it, they can get the main point or specific information from the reading text and make it a summary. In communicating stage, the teacher can give another question to investigate students' comprehension and students can answer it orally as the way of communicating their ability in reading. All the stages in scientific approach show the similarity with the stage in PQRST strategy.

In this strategy, teacher is a facilitator to lead the students in doing this strategy step by step. The teacher needs to attest how to focus on key points in the text when they want to apply PQRST strategy in the teaching learning process. The students need guided training by the teacher using appropriate texts until they can use the strategy independently.

2.6 Teaching Reading Using PQRST Strategy

According to Brown (2000) teaching is an activity to show or help someone to learn how to do something, give instructions, guide in the study of something, provide with the knowledge, cause to know, understand knowledge and give new

knowledge. Basically, students' background knowledge can influence their reading comprehension ability. Because of that, the purpose of teaching reading is to help the students to increase their reading comprehension ability. It is important for the teacher to provide the material which is suitable for the students' interest. Therefore, to achieve the purpose of teaching reading, the researcher decides to choose PQRST strategy that can guide the students to find the main ideas and specific information. In addition, it helps the students to increase their vocabulary. PQRST strategy would be helpful for the students who have weakness in comprehending text. According to 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. To get the meaning from a written text, someone used their comprehension processes and strategies.

In line with the statement above, the researcher assumes that improving students' reading comprehension requires an appropriate strategy. PQRST strategy helped the students to increase their reading comprehension. This strategy guided the students to read and make summary easily.

Moreover, there are some points that is used in this strategy. The strategy introduced by the teacher to the students. The step was done by applying PQRST strategy using provided text from the teacher in the reading process. Then, the teacher guided the students to use the steps of PQRST strategy (preview, question, read, summarize, and test). The last, evaluated the learning process by asking the students whether they have understood or comprehended the text or not.

2.7 Narrative Text

There are many kinds of text that students have to be acquired. One of them is narrative text. Narrative has character, setting, and action. The characters, the setting, and the problem of the narrative are usually introduced in the beginning. The problem reaches its high point in the middle. The ending resolves the problem (Anderson & Anderson, 2003). One way to understand narrative text is by identifying the generic structure of the text. Narrative text is not just entertaining but also conveying the moral value of the text to the readers. There are five main parts of narrative text (Anderson & Anderson, 2003). The generic structure of narrative text are drawn as follows:

1. Orientation

   The readers are introduced to the main characters and possibly some minor characters. Some indications of where the actions is located and when the event is taking place are generally given in this paragraph.

2. Complication

   This is where the problems in the story develop. The complication consists of serious events which something unexpected happen.

3. Resolution

   Resolution is when the problem finds a way to be resolved.

4. Coda

   Coda is a lesson from the story. Usually, coda consists of a moral lesson/moral value from the writer.

   In addition; to make a good narrative text, some language features always follow the writing of narrative text which includes:

a) Using the simple past tense

b) Using adverb of time, e.g. Once upon a time, one day, etc.

c) Using the time conjunction, e.g. when, then, suddenly, etc.

d) Focus on specific character, e.g. Malin Kundang, Samosir, Bawang Merah and Bawang Putih, etc.

e) Using action verbs, e.g. lived, killed, walked, etc.

f) Using direct speech, e.g. "You, a fish kid, you are so greedy!

According to the explanation above, narrative text has three generic structure (orientation, complication, and resolution) and there are language features that have already mentioned earlier, it can be concluded that is a good narrative text.

To make it clear, here is an example of narrative text:

Toba Lake

Orientation: In one village of North Sumatera there lived a poor farmer named Toba. One day, he went fishing. Luckily, he got a beautiful goldfish. He carried it home than planned to cook it. When he got home, the fish turned into a beautiful woman.

Complication: The woman told him that she was cursed. She asked Toba to keep it as a secret. Toba agreed it only with one condition that she would marry him. Then they got married and soon had one child named Samosir. This boy liked to eat a lot of food.

Complication: One day, the mother asked Samosir to bring lunch to the father. On the way to the rice field, he stopped and ate most of the food. After that, he gave the rest of the food to his father. Toba was very angry and shouted at Samosir "You, a fish kid, you are so greedy!" Samosir cried and ran toward his mother. He asked the mother why father called him a fish kid.

Resolution: The woman was really upset that Toba broke his promise. Mother and son disappeared. Soon some springs caused a vast lake. It's called Toba Lake. Land in the middle of Toba Lake is called Samosir Island.

Coda: Obliged to keep secrets and do not like breaking promises and also must carry out the mandate that has been entrusted.

(https://englishcoo.com/contoh-narrative-text-legend/)

2.8 Procedures of PQRST Strategy in Teaching Reading

According to Westwood (2001), there are some processes in teaching reading through PQRST strategy that is divided into six stages. The following stages are:

Pre-Activities

Step 1

In this step, the teacher explained the concept of PQRST strategy. After explaining the concept, the teacher also tell them the purpose and give advantages of using the strategy to motivate the students to apply the strategy in their learning process.

Whilst Activities

Step 2

The material of reading is a text that is given by the teacher. Next, the students preview the text by skimming to get the main idea of the text. Skimming can be done by reading the kind of the text, the orientation of the text, the verb that is used in the text, and glancing at picture, figure, etc in the text and noticing the organizational structure text. This step give the students an overview before they read the text fully. This step is appropriate to increase the students' reading comprehension ability especially in determining the main idea.

Step 3

After previewing, the students tried to conduct the specific questions in their mind to guess the contents of the text that they read. The teacher guide the students to

obtain the question to help them focus on their reading text and tried to find the keywords of the main idea of the text. The standard questions such as what, where, why, who, when, and how or (5W+1H) must be used to guide them in getting specific information based on the text.

Step 4

Next, the students read the reading text in detail. The reading process help the students to answer the question that they have made in the previous step. The students can read the text twice to ensure that they understand the text. They can underline the difficult word or words that they do not know before. Making an inference and find new vocabulary can be done after they read the text and try to understand it.

Step 5

After reading the reading material, the students get the main idea and the specific information based on what they have read. The students get the information from the text in long-term memory by summarizing the text. They summarize the text in a paper using their own words to make them easy to remember about the content of the text. Deciding reference could be done by summarizing the text. This step can stimulate their knowledge because it forces them to decide the subject or object from the text.

Post-Activities

Step 6

In the last step, recall what the students get and know their understanding of the text is the purpose of this step. This step can simplify them to think and fit together

about the text that they have read. The teacher examine the students by testing how far their understanding of the text. It is done by asking them questions related to the text to review the material and storing it into their long-term memory.

According to the explanation above, the procedure in teaching reading through the PQRST strategy has six steps. The first step was just introducing the concept of the strategy, then another step in whilst activity was the implementation of PQRST strategy in the teaching-learning process. There were good interaction between the teacher and the students and the steps worked well in a classroom.

2.9 Concept of Students' Attitude to PQRST Strategy

Attitude changes can describe a person's attitude to an object that might change such as environment or situation. Ajzen (2005) states that attitude is disposition for attitudes that support or do not support an object, personal, or event. Mothersbaugh and Hawkins (2016) conclude that attitude has three components:

1. The component of cognition that relate to beliefs, ideas, or concepts. Cognitive is related to someone's knowledge, skills, and information about something. This attitude appears when there is change in what is understood or perceived by the public. The component of cognitive is showed in number 1, 2, and 3 (see on Appendix 14).

2. The component of affection that concerns someone's emotional. Affective attitude is related to emotion and value of someone towards something. This attitude arises when there is a change in what people like about something. The component of affective is showed in number 4, 5, 6, 7 (see on Appendix 14).

3. The component of conative which is a tendency to behave. Attitude related to real behavior, activities, or habits. In other words this attitude shows the intention of attitude that is the tendency to act towards an object. The component of conative is showed in number 8, 9, 10 (see on Appendix 14).

Finding out students' attitude toward the implementation of PQRST strategy is also useful for teacher. Therefore, in this research, the researcher gave the students a questionnaire of attitude by using close-ended questionnaire that had Likert Scale. Fakeye (2010) states that there is a relationship between students' attitude and achievement. In other words, the effectiveness of teaching can give the impact to the students' achievement and attitude. So that, students' attitude are needed for the teacher in order to know the effectiveness of PQRST strategy.

2.10 Advantages and Disadvantages of PQRST Strategy

The advantages of PQRST strategy are as follows:

1. According to Susanti (2013) PQRST strategy helps to increase students' comprehension of a text. The students should preview the text before they analyze it. This step can make the students have a good interest to the text.

2. The students can focus on their reading process create their curiosity about the text by formulating the standard questions. Their curiosity can motivate them to read the text (Malia, 2015). By answering the standards question that they made, the students can find specific information from the text.

3. The students could be more active and comprehend the text well. This statement supported by Simatupang and Sihombing (2012) the strategy helps engage the students actively and meaningfully in their reading.

4. Turkington (2003) states that PQRST is a good technique because it helps students regain information got from their memory after reading.

According to Khoiriah (2017) the disadvantages from the strategy are as follows:

1. This strategy has five stages that takes a lot of time when students read a text. So, the teacher must provide the simple narrative text in order to make the time effective.

2. Each stages of PQRST strategy has different level of that make students have their own level of difficulty. For example, there are the students with a low ability to make a summary from the text because they do not have ability to find the important 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 teaching and learning process. To overcome this problem, the teacher should divided them into several groups to discuss the text together in a classroom.

2.11 Theoretical Assumption

Based on the theories, there were several strategies that teacher could use in order to help students' comprehend a text. PQRST strategy plays an important role in helping students' increase their reading comprehension. In this research, the researcher chose PQRST strategy in teaching reading comprehension. In teaching reading, there were several strategies that the teacher used 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' attitude by using the strategy. The strategy helped the students to

comprehend the meaning and the content of the reading text. There were five stages in this strategy that guided the students in comprehending 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 aim of the question steps was to make the students get the specific information from the text. Therefore, it can be implied that PQRST strategy is appropriate for helping students increase their reading comprehension in terms of (identifying main idea and specific information, determining reference, making inference and understanding vocabulary).

2.12 Hypothesis

Based on the theories and the theoretical assumption, the researcher indicates two hypotheses has a hypothesis in this research as follows:

H_o : There is no significant improvement in students' reading ability after the implementation of PQRST strategy SMAN 3 Bandar Lampung.

H_1 : There is a significant improvement in students' reading ability after the implementation of PQRST strategy SMAN 3 Bandar Lampung.

Those are the researcher covers in the chapter such as review of previous researcher, reading, aspects of reading, teaching reading, PQRST strategy in teaching of reading comprehension, narrative text, procedures of teaching reading, advantages and disadvantages using PQRST strategy, theoretical assumption, hypothesis.

III. METHODS OF THE RESEARCH

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

3.1 Design of the Research

This research used quantitative method based on the experimental class. The researcher investigated whether there was a significant improvement in students' reading comprehension ability by using PQRST strategy and found out students' attitude after the implementation PQRST strategy.

To investigate whether there was a significant improvement in students' reading comprehension ability, the researcher used One-Group Pre-Test Post-Test design. Quantitative research is a kind of research in which data tend to use statistics as a measure in deciding conclusions (Hatch & Farhady, 1982). In order to support the first research question, attitude's questionnaire was implemented after the treatment. The questionnaire was distributed at the end of the meeting. The questionnaire consisted of ten statements and divided into three components (cognitive, affective, and conative).

In this research, the researcher conducted the pre-test to measure students' ability in comprehending the text before the treatment. After giving the pre-test, the treatment were conducted in three times. To know the result, the researcher gave post-test to measure students' ability in comprehending the text after the treatment. Then, the researcher compared the result between pre-test and post-test.

T1   X   T2

Note:

T1   : pre-test

X   : treatment (PQRST strategy)

T2   : post-test

(Setiyadi, 2006)

3.2 Setting

This research was conducted at the first grade students of SMAN 3 Bandar Lampung. The researcher took two classes, X science 1 as the experimental class and X science 2 for tryout class. As the sample, X science 1 consists of 30 students. Both classes were taught by the same teacher and had the same problem.

3.3 Population and Sample

The population of this research were the students of SMAN 3 Bandar Lampung in academic year 2019/2020. There were 10 classes in the first year of SMAN 3 Bandar Lampung, five others for students majoring in science and five classes for students majoring in social. The total students for the first grade is 300 students. In determining the sample, the researcher used purposive sampling. Purposive sampling is used with the aim that the individual or selected case can represent a

case that can answer the research problem (Setiyadi, 2018). The teacher selected X science 2 as the try out class and X science 1 as the experimental class.

3.4 Variables

This research consists of the following variables:

1. Students' comprehension in reading is dependent variable or symbolized as a letter (Y). Students' comprehension in reading can be measured by investigating whether there was influence from independent variables or not.

2. PQRST (preview, question, read, summarize, and test) strategy as an independent variable or symbolized as a letter (X). PQRST strategy is a variable that can influence the dependent variable and give the effect to the students' output.

3.5 Instruments of the Research

In this research, the researcher collected the data by doing the experimental teaching. The data obtained by using tryout test, pre-test, post-test, and questionnaire. In collecting the appropriate data, the researcher used reading test in the form of multiple choice questions, treatments as the instruments, and questionnaire to support the first data.

3.5.1 Developing Instruments

In order to prove whether the reading test had good quality, it must be tried out first. It could be concluded as good quality if it had good validity, reliability, level of difficulty and discrimination power.

3.5.1.1 Validity of the Test

Validity refers to the extent to which the test measures what is intended to measure. The quality of the test can be said to be valid if it is measured properly. There are four types of validity namely face validity, content validity, construct validity, predictive validity, and concurrent 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 Setiyadi (2018) the content validity is intended to analyze whether the items as a whole have represented the material to be measured. If a measuring instrument has represented all ideas related to the material to be measured, the measurement tool has fulfilled the aspects of content validity. To fulfill the aspects, the researcher should pay attention to the test items whether the test represented the curriculum which is used by the school.

b. Construct Validity

Construct validity is concern with whether the test is actually in line with the theory of what it means to know the language (Shohamy, 1985). It means the test items should really test the students' ability in reading comprehension. Concerning the construct validity, Nuttal (1985) states that reading contains of five aspects of reading comprehension such as identifying main idea, identifying specific information, determining reference, making inference and understanding vocabulary. According to (Hatch & Farhady, 1982), construct validity measures whether the construction has already referred to the theories, meaning that the test construction has already in line with the objectives of learning.

3.5.1.2 Validity of the Questionnaire

The type of the questionnaire in this research was close-ended questionnaire which used Likert Scale multiple choice questions. The respondent were required to complete the questionnaire by choosing agree or disagree. The questionnaire could be stated that was valid if the instrument could be used to measure what should be measured (Sugiyono, 2016). The researcher analyzed the validity of the questionnaire used *Pearson Correlation.* The questionnaire could be stated that it was valid if the sig. 2 tailed < 0.05

3.5.1.3 Reliability of the Test

According to (Hatch and Farhady, 1982) 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. To complete the reliability aspects which concerns with the consistency of a measurement of a research to measure the same research subjects in a different time and gives consistent results. In line with Setiyadi (2006) how far it can measure the subject at separated time, but it shows the same result relatively. The data gaining described using quantitative method. To measure the coefficient of the reliability between odd and even group, this research used Pearson Product Moment formula.

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

Where:
rxy   : coefficient of reliability between odd and even numbers item
x   : odd number
y   : even number
$\sum x^2$: total score of odd number items
$\sum y^2$: total score of even number items
$\sum xy$: total score of odd and even number

a. Reliability of half test of try out test:

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

$$r_{xy} = \frac{(30 \times 5725) - (403 \times 411)}{\sqrt{\{30 \times 5605 - (403)^2\} + \{30 \times 6057 - (411)^2}}}$$

$$r_{xy} = \frac{(171750) - (165633)}{\sqrt{(168150 - 162409)(181710 - 168921)}}$$

$$r_{xy} = \frac{6117}{\sqrt{73421649}}$$

$$r_{xy} = \frac{6117}{8568,64} = 0.71$$

After getting the reliability of half test, the researcher used Spearman Bowns

Prophecy formula (Hatch and Farhady, 1982) to determine the reliability of the

whole test as follows:

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

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

The criteria of reliability as follows:
0.90 – 1.00 : high
0.50 – 0.89 : moderate
0.00– 0.49 : low

(Hatch and Farhady, 1982)

b. Reliability of the whole test of try out test:

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

$$r_{k=} \frac{2 \times 0.71}{1 + 0.71}$$

$$r_{k=} \frac{1.42}{1.71}$$

$$r_{k=} \ 0.83$$

Based on the criteria of reliability, it was found that the test items have moderate

reliability that is 0.83.

3.5.1.4 Reliability of the Questionnaire

To measure the reliability of questionnaire, the researcher used Cronbach's Alpha

formula as follows:

$$rx = \left(\frac{n}{n-1}\right)\left(1 - \frac{\Sigma a_t^2}{a_t^2}\right)$$

Where:
rx : the reliability of the questionnaire
n : total of questions
Σa_t^2 : total of score items
a_t^2 : total of variants

The criteria of reliability as follows:
0.800 to 1.00   : very high reliability
0.600 to 0.800   : high reliability
0.400 to 0.600   : moderate reliability
0.200 to 0.400   : low reliability
0.000 to 0.200   : very low reliability

(Kimberlin and Wasterstein, 2008)

3.5.1.5 Level of Difficulty

Level of difficulty related to the ease and difficulty of the items based on the

students' point of view who take the test. It is important since test items are too easy

and all of the students can answer it correctly or the test item are too difficult and

all of the students cannot answer it. If this situation happens, it shows that the items

of the test are not work well. Level of difficulty describes the ease and difficulty of

the items to the students (Heaton, 1975).

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

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

(Shohamy, 1985)

3.5.1.6 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.

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

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

(Heaton, 1975)

3.5.1.7 Normality Test

This normality test was used to find out whether the test in experimental class was distributed normally or not. The researcher used One Sample Kolmograv-Smirnov Test on SPSS 16.0 for windows to calculate it. The hypothesis for the normality test is as follows:

1. Asymp. Sig (2-tailed) > 0.05, the data is distributed normally.

2. Asymp. Sig. (2-tailed) < 0.05, the data is not distributed normally.

In this research, the researcher used the level of significant 0.05.

3.5.1.8 Try Out of the Instrument

The try out was used to determine the quality of the data collecting instrument of the research, such as, validity, reliability, level of difficulty, and discrimination power. It consisted of 40 questions of multiple choice and the time allocation was 60 minutes. The class was selected for the try out class was X science 2. The test could be specified well if it had good reliability, validity, and also the test was not difficult. The composition of the test items was presented in the table below.

Table 3.1. Specification of Tryout Test

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

Before the pre-test was conducted, the researcher administered a try out test on

January 16th, 2020 in X science 2 SMAN 3 Bandar Lampung. The class consisted

of 30 students. The students were given 40 items of multiple choice which consisted

of five options (A, B, C, D, E). The time-allocation was given for about 60 minutes

to finish the try out test. After analyzing the data, the researcher obtained that 30

items were good and 10 items should be dropped from the test.

3.5.1.9 The Result of the Try-out Test

After conducting the try out test, the result can be seen in the table as follows:

Table 3.2. Result of Try-out Test

Criteria	Items	Decision
Bad	1,10	Dropped
Poor	3,7,11,12,14,15,19,27	Dropped
Satisfactory	2,5,6,8,9,13,16,17,18,20,21,22,23,24,25,26,28,29,30,31, 32,33,34,35,38,39	Administered
Good	4,36,37,40	Administered

Based on Table 3.2 above, there were two items which had negative discrimination

(bad) and there were eight items which were poor and should be dropped. Based on

try-out test related to the criteria level of difficulty, the try out test consisted of five

difficult items, 10 items were average, and 25 items were considered easy.

Discrimination power of the items showed that there were two bad items and eight

poor items that should be dropped and there were 26 items which were satisfactory

and four items which were good and should be administered.

Meanwhile, to discover the reliability of the test, the researcher was used Split-Half

technique to find the reliability of the half-test and to measure the coefficient of the

reliability between odd and even group. The result of computation by using Split-

Half technique showed that the reliability of the half-test (rxy) was 0.71. After getting the result of the half-test, the researcher used Spearman Brown's Prophecy formula to determine the reliability of the whole test. It was found that the result (rk) was 0.83. It could be stated that the test had moderate reliability in the range 0.50-0.89 (Hatch and Farhady, 1982).

3.5.2 Data Collection

In this research, the researcher used the test as a data collecting method and also treatments. The test was used to collect the needed data by conducting some techniques as follows:

1. Pre-test

   The pre-test was conducted before treatment of teaching reading comprehension through PQRST strategy in narrative text. The purpose of the pre-test is to see students' reading comprehension before the treatment. There are 30 items of multiple choice which each of it has five alternative options (A, B, C, D, E). The test conducted within 60 minutes. The material was given based on the 2013 curriculum of the senior high school. The distribution of test was presented as follows:

Table 3.3. Specification of the Pre-test

No	Reading Skills	Items Number	Percentage
1	Identifying Main Idea	1,11,14,17,23,29	20%
2	Identifying Specific Information	2,6,10,15,25,26	20%
3	Determining Reference	4,8,12,16,20,24	20%
4	Making Inference	5,13,18,21,28,30	20%
5	Understanding Vocabulary	3,7,9,19,22,27	20%
	Total	**30**	**100%**

2. Post-test

The post-test was given to the students after the treatments in order to investigate the score of the students' reading comprehension after the implementation of PQRST strategy. The result of post-test compared with the result of the pre-test. The test consists of 30 items of multiple choices of comprehension questions which each of it has five options (A, B, C, D, E). The students were required to finish the test within 60 minutes.

Table 3.4. Specification of the Post-test

No	Reading Skills	Items Number	Percentage
1	Identifying Main Idea	4,9,16,17,23,26	20%
2	Identifying Specific Information	1,5,11,13,22,27	20%
3	Determining Reference	2,6,10,20,24,29	20%
4	Making Inference	7,12,15,18,25,30	20%
5	Understanding Vocabulary	3,8,14,19,21,28	20%
	Total	**30**	**100%**

3. Questionnaire

The questionnaire was distributed in the experimental class to find out students' attitude after PQRST strategy was implemented in the class. It consists of statements related to the purpose of the research. In order make it more easily to understand by the students, the questionnaire was written in Bahasa Indonesia There were 10 statements related to the three components. Those are cognitive, affective, and conative. Cognitive was given in three statements, affective was given in four statements, and conative was given in three statements. Questionnaire was given in the end of the research after giving the post-test. The questionnaire was made by Kiptiah (2015) and it is modified in order to make it

proper with the research. The following table is the specification of students'

attitude questionnaire.

Table 3.5. Specification of Students' Attitude Questionnaire

Variable	Number of Items	Scale				
Cognitive	1,2,3	strongly disagree	disagree	cannot decide	agree	strongly agree
Affective	4,5,6,7	strongly disagree	disagree	cannot decide	agree	strongly agree
Conative	8,9,10	strongly disagree	disagree	cannot decide	agree	strongly agree

3.6 Scoring System

Scoring pre-test and post-test. The scoring system was used in this research by

dividing the right answer by total items timed 100. In scoring the students result

of the pretest and post-test, the formula by Arikunto (2000) is employed:

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

Where:
S   : the score of the test
R   : the total of the right answer
N   : the total items

3.7 Data Analysis

After collecting the data, the writer processed and analyzed them. The data were

analyzed based on each kind of instruments below:

3.7.1 Data Analysis of the Test

The researcher analyzed the score of pre-test and post-test to know the students'

progress in reading comprehension by using PQRST strategy. The students' score

was computed by doing two activities, such as, scoring the pre-test and the post-test and drawing conclusions.

Tabulating the result of the test and calculating the mean of pre-test and the post-test. The mean was calculated by applying the following formula:

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

Where:
M   : mean (average score)
X   : the total students score
N   : total number of students

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

Making conclusions from the results of the tabulation of the tests given, namely by analyze data statistics using 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). To be able to know whether students get any progress, are formulated as follows:

$$I = X_2 - X_1$$

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

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

3.7.2 Data Analysis of the Questionnaire

The result of the questionnaire was analyzed descriptively. Setiyadi (2018) states that in analyzing the questionnaire, the researcher used description analysis since the researcher uses her idea and interpretation towards the data. To investigate the

students' attitude toward the implementation of PQRST strategy, the researcher examined the data by using following steps:

1. Tabulating the students' answer from the questionnaire using Likert Scale.

2. Calculating the percentage of each statement of the questionnaire.

3. Calculating the mean score to know the result of the questionnaire.

4. Describing the students' attitude after the implementation of PQRST strategy.

3.7.3 Rating Scale of the Questionnaire

Rating scale had function to find out the results of the questionnaire. The researcher analyzed the mean of the questionnaire in order to know students' attitude toward the implementation of PQRST strategy in teaching reading. The criteria were as follows:

Scale	Criteria
81-100	Strongly Agree
61-80	Agree
41-60	Neutral
21-40	Disagree
0-20	Strongly Disagree

(Sugiyono, 2012)

3.7.4 The Percentage of the Questionnaire

The researcher used percentage to find out students' answer of the questionnaire. The percentage was calculated by applying the following formula:

$$P = \frac{f}{n} \textbf{ X 100}\%$$

Where:
P   : Percentage
f : Frequency of each answer
n : The number of ideal score

(Sugiyono, 2012)

3.8 Research 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 grade students as the research sample. The chosen class selected as an experimental class.

2. Arranging the teaching material

   The teaching material arranged based on the curriculum of the first grade of SMAN 3 Bandar Lampung. The material emphasized on their reading ability in narrative 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 included multiple choices that consist of 40 items with four alternative options a, b, c d and e. There were one correct answer and four distracters.

4. Giving a pre-test

   The pre-test was given to investigate the ability of the students in reading skills before the treatment. The pre-test was given in multiple choice forms with the option a, b, c, d, and e. The test conducted in 60 minutes.

5. Conducting treatments

   The researcher taught the sample of the research by using PQRST strategy in narrative text. The treatment conducted in three meetings. The researcher took

90 minutes for each treatments of the meeting. While conducting treatments, the researcher 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 is to investigate the score between pre-test and post-test in order to know the improvement of the students' ability by applying PQRST strategy. The students was given the questions in multiple choice forms. The test conducted in 60 minutes.

7. Administering the questionnaire

The questionnaire was given to the students in order to find out the students' attitude after the implementation of PQRST strategy by using narrative text. The questionnaire consisted of 10 statements from cognitive, affective, and conative components.

8. Analyzing the data

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

3.9 Hypothesis Testing

After collecting the data, the researcher analyzed the data in order to investigate whether there was an improvement of students' reading comprehension ability in the narrative text after the implementation of PQRST strategy. The researcher used Repeated Measure T-Test to determine whether the hypothesis was accepted or

rejected. The researcher analyzed at significance level of 0.05 in which that the probability of error in the hypothesis is only about 5%. The hypothesis is drawn as follows:

H_0 : There is no significant improvement of students' reading ability after the implementation of PQRST strategy at the first grade of SMAN 3 Bandar Lampung.

H_1 : There is a significant improvement of students' reading ability after the implementation of PQRST strategy at the first grade of SMAN 3 Bandar Lampung.

The criteria for accepting the hypothesis are as follows:

H_0 will be accepted if the alpha level is higher than 0.05 ($\alpha > 0.05$)
H_1 will be accepted if the alpha level is lower than 0.05 ($\alpha < 0.05$)

This chapter has developed the method which used in the research later. It also reveals how the data analyzed after the treatment. The data took from the result pre-test, post-test, and questionnaire.

V. CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions and suggestions for the English teachers who want to try to implement PQRST strategy in reading comprehension and other researchers who want to conduct similar research.

5.1 Conclusions

Based on the result of data analysis and discussions which have been elaborated to answer the research question presented in the first chapter, the researcher draws conclusions as follows:

1. There is a significant improvement in students' reading comprehension before and after the implementation of PQRST strategy. It can be seen from the result of hypothesis that the significance level is lower than alpha ($0.00 < 0.05$). It can be concluded that the use of PQRST strategy improved students' reading comprehension.

2. Students' attitude toward the implementation of PQRST strategy in teaching reading comprehension is positive. The majority of students agree if the strategy is applied. They seem to enjoy the learning process.

5.2 Suggestions

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

Suggestions for the teacher:

1. It is suggested to apply PQRST strategy as an alternative strategy in teaching reading because it can help the students in comprehending the text easier. It is better for students to preview the text at home.

2. The teacher also has to make a clear instruction in order to control the class, to make sure that the students can follow the instructions and focus to the material.

3. The teacher can apply other kinds of text like descriptive text, recount text, report text, etc.

Suggestion for the further researcher:

1. Further researcher may conduct this strategy more than three meetings in order to get more accurate results of data. Longer the frequency of the treatment day is needed to get a better finding.

2. It is suggested to include another proper method of data collection like interview to make the result of the data more informative.

3. It is suggested to analyze the data with others because the data need to be measured one by one.

This chapter has elaborated the conclusions and suggestions of the research.

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