THE EFFECTIVENESS OF PREVIEW, QUESTIONING, READ, SUMMARIZE, AND TEST (PQRST) STRATEGY TO IMPROVE READING COMPREHENSION AT SMPN 1 SIMAN PONOROGO

THESIS

By

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ABSTRACT

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Reading is one of the basic communicative skills which has very complex process. It can be said that reading is a process in which reader finds information given by the writer in the written form. In this case, reading can be said as an interactive process, checks, and ask questions about what the text is about. There are many kinds of teaching reading strategies. One of them is PQRST Strategy. PQRST (Preview, Question, Read, Summarize, and Test) is one of strategies that can lead the students reading comprehension. It provides a step-by-step guidance to students before, during, and after their reading process which is essential for their comprehension.

The objective of this research is to know whether or not there is a significant effect on reading achievement of the students who are taught by using PQRST strategy.

This research was conducted in SMPN 1 Siman Ponorogo in academic year 2020/2021. It applied quasi-experimental design of quantitative research. The population was eight grade students of SMPN 1 Siman Ponorogo and the sampling of this research was cluster random sampling. The sample was class 8C as control class and 8D as experimental class. Both of them consisted of 23 students. This research used test in collecting the data and t-test used SPSS version 23 to analyze the data.

The result of this research shows that the score of experimental class in post-test (83,80) is higher than control class (76,19). The result of computation of t-test indicates that t value > t table (3,438 > 2,021). The t value is bigger than t table, so H0 was rejected and Ha was accepted. It means that PQRST Strategy is effective in teaching reading comprehension at SMPN 1 Siman Ponorogo.

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CHAPTER I

INTRODUCTION

This chapter discusses the background of the research, the limitation of the problem, the statement of the problem, the objective of the study, the significances of the study, and the organization of the thesis.

A. Background of the Study

English is an introduction spoken language in the international event and used as the medium of information flow on science, technology, and culture as well. As we are in a developing country, we should try to be able to speak English to make relationship with other countries so that we can master science, technology, and culture in the world.[1] English has four skills to learn. They are listening, speaking, reading, writing.

Among those four skills, reading is one of the basic communicative skills, but it has a very complex process. It can be said that reading is a process in which the reader finds information given by the writer in the written form. In this case, reading can be said as an interactive process, checks, and ask questions about what the text is about.[2]

Reading is a transmitting of information process where the author tells all the readers about his ideas or message. The author is regarded as the informant (sender) and the reader, on the other hand, is the receiver. It means that during reading activity, the reader is only grasping and decoding information, meanwhile, he or she can not ask questions or comment to the author directly.[3]Reading comprehension is the ability to process text, understand the meaning, and integrate it with what the reader knows. In other words, it is the ability to understand the information. Understanding is a multicomponent process, very complex which involves many interactions between the reader and what they bring to the text

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[1] Situmeang and Sitorus, "Improving Students' Reading Comprehension By Using Humor Stories in Grade Eight of SMPN 5 Sibolga in Academic Year 2017/2018" *Tapanuli Journals* 1, no. 1 (September 4, 2018), 49.

[2] Syamsu Tang et al., "The Humor Story in Teaching Reading Comprehension", Journal of Advanced English Studies 2, no. 2 (August 28, 2019), 77.

[3] Situmeang and Sitorus, "Improving Students' Reading Comprehension By Using Humor Stories in Grade Eight of SMPN 5 Sibolga in Academic Year 2017/2018" 50.

(applicable knowledge, use of strategies) and variables related to the text itself (interest in text, understand the type of text.)

Teaching reading comprehension is expected to make the students understand and comprehend the meaning of the reading text. To be successful in teaching reading, the teacher needs to consider some factors which possibly affect the reading learning process. The factors are classified into internal and external factors. Internal factors are related to word recognizing and comprehension. External factors are related to components that are crucial to support the learning process such as the teaching strategy used by the teacher. Effective teachers are able to identify the strategies that will be most beneficial for their students in achieving those goals.[4]

Based on the researcher's preliminary study in SMPN 1 Siman Ponorogo conduct on before write the study, the researcher found that the teacher only applied testing strategy rather than teaching strategy in reading comprehension. The teacher only asked the students to answer the questions of what they read. Unfortunately, many students consider that reading is difficult. Besides, the researcher also found that many of them were lazy to finish the assignment because they didn't understand what they read. Thus, students didn't want to try to comprehend the text.

Based on the phenomenon above, the researcher is interested in investigating The Effectiveness of Preview, Questioning, Read, Summarize, Test (PQRST) Strategy to Improve Reading Comprehension At SMPN 1 Siman Ponorogo.

PQRST is a strategy that can guide students in reading comprehension. It was suggested by Thomas and Robinson (1982). As a learning strategy, PQRST strategy helps students to solve their problems in reading comprehension by using five steps. They are

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[4] Fitria Ramadani, Adzanil Prima Septy, and Khairul Harha, "The Effectiveness of Using Preview, Question, Read, Summarize, and Test (PQRST) Strategy to Develop Students' Reading Comprehension on Descriptive Text," *Abstract of Undergraduate, Faculty of Education, Bung Hatta University* 6, no. 2 (July 13, 2017), 2.

previewing, questioning, reading, summarizing, and testing. Each step of the PQRST strategy enhances the teaching and learning process which is also aimed at improving students' reading comprehension.[5]

PQRST Strategy is believed to be one of the applicable strategies to improve students' reading comprehension. PQRST actually is a method or strategy of reading a book that is especially intended for the benefit of the study, but researchers can borrow concepts and measures for the benefit of this method of teaching reading in school, especially for students who are already classified as readers advanced. PQRST Strategy in this study is a method of reading the passage which consists of five activities: preview, question, read, state/summarize, and test some additional activities that consist of discussing the questions, discuss the answers, determining the main sentence, main ideas, and ideas of explanatory.

In addition, PQRST (Preview, Question, Read, State, Test) strategy is an alternative strategy to make the teaching and learning process interesting. Through PQRST Strategy, the students can participate in the teaching and learning process actively. The students reading comprehension will get better. PQRST Strategy is expected to be effective because the use of it can avoid the weakness of common method that is used in teaching and learning process.[6]

Overall, based on the statements above, the researcher conducted a research entitled "THE EFFECTIVENESS OF PREVIEW, QUESTIONING, READ, SUMMARIZE, AND TEST (PQRST) STRATEGY TO IMPROVE READING COMPREHENSION AT SMPN 1 SIMAN PONOROGO"

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[5]Thomas, E.L., and Robinson H.A. *Improving Reading in Every Class*. (Boston: Allyn and Bacon, 1982)
[6]Siti Maratus Sholikah, "The Effectiveness of Using PQRST (Preview, Question, Read, Summarize, Test) Strategy On Students' Reading Comprehension Ability Of The First Grade At MA Darul Huda Wonodadi Blitar," (Thesis, IAIN Tulungagung, Tulungagung, 2019), 24-27.

B. Limitation of the Problem

Based on the problem, this study focused on the effectiveness PQRST strategy on recount text to improve students' reading comprehension of the eighth-grade students at SMPN 1 Siman Ponorogo in the academic year 2020/2021.

C. Statement of the Problem

Based on the background above, the researcher has formulated the research problem as follows: Is there any significant difference on reading comprehension achievement between students who are taught by using PQRST strategy and those who are not?

D. The Objective of the Study

The objective of this study is to know whether or not there is a significant difference on reading comprehension achievement between students who are taught by using PQRST strategy and those who are not.

E. The Significances of the Study

1. Theoretical Significance

The result of this study is expected to be an alternative strategy in teaching reading comprehension and as a theoretical basis to build students' reading comprehension by using PQRST strategy.

2. Empirical Significance

The result of this study is expected to be beneficial for:

a. Teachers

The study is expected to be an alternative strategy for the teacher to improve teaching reading activity, especially on reading comprehension by using PQRST strategy.

b. Students

The study is expected to improve students' reading comprehension ability.

c. Readers

This study is expected to give a contribution to readers, particularly the students of the English Department of IAIN Ponorogo, dealing with an alternative strategy by conducting PQRST strategy in teaching reading comprehension.

F. Organization of the Study

The researcher has used the organization of the thesis that consists of five chapters. The organization of this thesis is:

Chapter I is the introduction to the research. This chapter consists of the background of the study, which talks about the reason behind conducting this research. Besides, this research also discusses the limitation of the problem, statement of the study, significances of the study, and the last is the organization of the thesis.

Chapter II consists of a previous studies to know the similar problem from other research. Next, the theoretical background is discussed to explain the keyword of the research from some theories by some experts. Then the theoretical framework is discussed to explain the variables of this research, and the last is the hypothesis to prove whether the strategy is effective or not.

Chapter III consists of research design, which is to explain how the researcher conducted this research, then the population and sample are discussed to explain the subject from this research. Next, instruments and techniques of data collection are written to get validity and reliability of the data. The last is the technique of data analysis which is written to explain how the researcher analyzes the data.

Chapter IV consists of data description and data analysis where the researcher analyzes the appropriate using some formula, and the last is a discussion about the result of the research.

Chapter V consists of a conclusion and recommendation from the result of the research.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses the previous studies, the theoretical background, the theoretical framework, and the hypothesis.

A. Previous Studies

There are some previous research findings in this research. First, previous research finding that was conducted by Fitria Ramadhani, et al, with the title *"The Effectiveness of Using Preview, Question, Read, Summarize, Test (PQRST) Strategy To Develop Students' Reading Comprehension On Descriptive Text"*. It is a Journal of English Department, the Faculty of Teacher Training and Education, Bung Hatta University. The research method used in this study was an experimental research design. The mean scores of students' in the experimental class were 69.13, which was higher than the mean scores of students' test at control class 55.77. This research H0 was rejected and H1 was received with T calculate 4.33 > Ttabel was 1.67. Based on the result of the research, teaching reading by using PQRST strategy was effective. It was suggested for the teacher to give more chance to the students to be more active and let the students get more practice and for the next researcher to discuss other skills to conduct similar research.[7]

Research conducted by Fitria Ramadhani et al has similarity and difference with this research. The similarity with this research deals with the strategy used : PQRST Strategy. Then the difference is the text genre. The previous research used descriptive text, meanwhile this research used recount text.

Second, previous research finding that was conducted by Dhimas Anom and Dahler, with the title "The Use of Preview, Question, Read, Summarize, Test (PQRST) Strategy to

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[7] Fitria Ramadani, Adzanil Prima Septy, and Khairul Harha, "The Effectiveness of Using Preview, Question, Read, Summarize, and Test (PQRST) Strategy to Develop Students' Reading Comprehension on Descriptive Text" *Abstract of Undergraduate, Faculty of Education, Bung Hatta University* 6, no. 2 (July 13, 2017), 1.

Improve Students' Reading Comprehension in Recount Text in First Grade at SMK Negeri 05 Pekanbaru". That is a Journal of Universitas lancang Kuning. The research aims to know the effectiveness of PQRST strategy in students' reading comprehension. This research was classroom action research (CAR). There are two kinds of instruments. They will be qualitative and quantitative. Quantitative is using the test. Qualitative uses observations, field notes, and interviews. After conducting this research using PQRST strategy, the researcher got a based score of 65 and final scoring of 79. The based score of 65 to 79 with a increasing point was 14 point. Based on the result, the researcher concluded that PQRST can improve the students' reading comprehension ability.[8]

Research conducted by Dimas Anom has similarities and differences with this research. The similarity with this research is the strategy used. Then the differences are: First, the previous research focused on teaching descriptive text, meanwhile, this research used recount text. Second, the design of previous research was Classroom Action Research (CAR), meanwhile, this research design used quasi-experimental research.

Third, previous research conducted by A. A. A. K. Priyanti, et al with the title "*The Effect Of PQRST Method On Reading Achievement In Seventh Grade Students At SMPNN 3 Sawan* ". This is a Journal of English Department, Ganesha University. This research was experimental research that used Post-Test Only Control Group Design to investigate the effectiveness of PQRST method on reading achievement in seventh-grade students at SMPNN 3 Sawan.. The Null hypothesis in this study was rejected because the significant value was 0.000 and lower than the significant value of alpha level (0.05). The mean score of the experimental group was 76.85 while the mean score of the control group was 60.93. It

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[8]Dimas Anom, "The Use of Preview, Question, Read, Summarize, Test (PQRST) Strategy to Improve Students' Reading Comprehension in Recount Text," *ELT-Lectura* 5, no. 2 (July 31, 2018), 117.

means there was a significant effect of PQRST Method on reading achievement in seventh-grade students at SMPN 3 Sawan.[9]

Research conducted by Priyanti et al has similarity and differences with this research. The similarity with this research is the strategy used. Then the difference is the design of her research was experimental research which used post-test only control group design, meanwhile this design research used quasi-experimental research which used pre-test and post-test.

From the previous studies above, the researcher concluded that the method from the first, second, and third research is same as this research, all research used PQRST Strategy. But, the text and research design are different with this research. The first one used descriptive text meanwhile this research used recount text, the second previous used Class Action Research (CAR), and the third previous used experimental research which used post-test only control group design, meanwhile this design research used quasi-experimental research which used pre-test and post-test.

B. Theoretical Background

In this research, the researcher is using theories that are relevant to the theme of the discussion. The theories are:

1. The Nature of Reading

a. Definition of Reading

Reading is an activity with a purpose. The purpose of the reading will be achieved not only when the reader comprehends the reading text but also when the reader knows which skill and technique are appropriate for the type of text and understand how to

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[9] A. A. A. K. Priyanti, dkk. "The Effect of PQRST Method on Reading Achievement in Seventh Grade Students at SMPN 3 Sawan", 2017, 1.

apply them to accomplish the reading purpose.[10] Reading is a process of negotiating to mean; the reader brings to the text a set of schemata for understanding it, and intake is the product of that interaction.[11]

Based on the theory above, it can be concluded that reading is a process of understanding about the meaning of the text. The purpose is comprehension what has been read.

b. Types of Reading

There are some types of reading such as follow:[12]

1) Perceptive

In keeping with the set of categories specified for listening, comprehension, similar, specifications are offered here, except with some different terminology to capture the uniqueness of reading. Perceptive reading tasks involve attending to the components of larger stretches of discourse: letters, words, punctuation, and other graph symbols. Bottom-up processing is implied.

2) Selective

This category is largely an artifact of assessment formats. In other to ascertain one's reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language, certain typical tasks are used: picture-cued tasks, matching, true/false, multiple-choice, etc. Stimuli include the sentence, brief paragraphs, and simple charts and graphs. Brief responses are intended as well. A combination of bottom-up and top-down processing may be used.

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[10]Anom, "The Use of Preview, Question, Read, Summarize, Test (PQRST) Strategy to Improve Students' Reading Comprehension in Recount Text," 117.

[11]H Douglas Brown ,*Language Assessment Principle and Class Room Practices*, (New York: Longman, 2004), 189.

[12]*Ibid., 189-190.*

3) Interactive

Include among interactive reading types are stretches of the language of several paragraphs to one page or more in which the reader must, in a psycholinguistic sense, interact with the text. Typical genres that lend themselves to interactive reading are anecdotes, short narratives and descriptions, excerpts from longer texts, questionnaires, memos, announcements, directions, recipes, and the like. The focus of an interactive task is to identify relevant features (lexical, symbolic, grammatical, and discourse) within texts of moderately short length to retain the information that is processed. Top-down processing is typical of such tasks, although some instances of bottom-up performance may be necessary.

4) Extensive

Extensive reading, applies to texts of more than a page, up to and including professional articles, essays, technical reports, short stories, and books. (It should be noted that reading research commonly refers to "extensive reading" as longer stretches of discourse, such as long articles and books that are usually read outside a classroom hour. The purposes of assessment usually are to tap into a learner's global understanding of a text, as opposed to asking test-takers to "zoom in" on small details. Top-down processing is assumed for most extensive tasks.

c. Aspects in Reading

Related to the aspects in reading, proposes several aspects in reading which are as follows:[13]

1) Main Idea

The main idea is a complete sentence including both topic and idea that the author wishes to express about the topic. To find the main idea, the reader should look

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[13] Nurul Latifa and Abdul Manan, "Teaching Narrative Text by Using Preview, Question, Read, State, and Test (PQRST) Technique," *English Education Journal (EEJ)*, 9 (2), (April, 2018), 248.

for the sentence that reveals the overall meaning of the text. It is mostly found in the first sentence of the paragraph.

2) Vocabulary

Vocabulary is important in reading. It indicates that students are easier to comprehend the text if they have much vocabulary. It is useful to make students able to recognize the meaning or message which is explicitly or implicitly stated in a text.

3) Reference

Here, students have to find the relationship that connects a word, usually a pronoun to the more concrete noun that it replaces. The reference can be found explicitly in the text.

4) Inference

Sometimes the topic of the text is clearly stated in the text. Thus, the students must read carefully in order to understand the text being read. In other words, the inference question asks students to draw a conclusion by themselves based on the text they read.

5) Fluency

The reader's competence to read fastly and accurately is called fluency. Thus, it needs the reader to mix and use various reading skills at the same time.

6) Comprehension

Comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.

7) Detail Information

The type of this questions is asked about a piece of information and not about all the information in the text. The answers are usually found in the text and also a

restatement of the sentences in the text. In other words, the correct answer has similar ideas to the text, but the words used are different.

d. Models of Reading

There are three models for the second-language reading process: the bottom-up model, the top-down model, and the interactive model.[14]

1)   The Bottom-up Model

Carrell said that the main focus of this model is the smaller units of a text like letters, words, phrases, and sentences. The reader reads all of the words in a phrase, or a sentence before understanding it. This model starts with decoding the smallest linguistic units, particularly phonemes, graphemes, and words, and then makes meaning from the smallest to the largest units. The reader uses his/her background knowledge to the information that they find in the texts. There are some difficulties with this model. One of the drawbacks is that the reader is successful in reading when he/she deciphers the linguistic units and understands the connection between words. The reader is not able to keep in his/her memory the meaning of every word. The other difficulty is that it is not possible to connect one word to the other words**.**

2)   The Top-down Model

Goodman started reading as a "psycholinguistic guessing game" in which readers apply their previous knowledge to relate with a text and to connect these to new information found in the text in order to understand it. The readers do not read every word of a text but they focus on identifying the next words. They try to guess the meaning of words or phrases. Readers begin forecasting from the title of the reading text that permits them to restrict the scope of their reading. Then they assume the message the

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[14]Abbas Pourhosein Gilakjani and Narjes Banou Sabouri, "How Can Students Improve Their Reading Comprehension Skill?," *Journal of Studies in Education* 6, no. 2 (June 1, 2016), 231.

writer wants to transfer and change their hypotheses based on what they read in the text. Comprehension starts with higher levels of processing and continues to the application of the lower levels.

3) The Interactive Model

Effective reading needs both top-down and bottom-up decoding. This model is based on information from various sources like orthographic, lexical, syntactic, semantic knowledge, and schemata. While readers are reading, decoding processes support each other. If they do not understand texts, they should apply their previous knowledge to help them. Readers who are dependent on the top-down model use textual signs and infer the meaning but they should make up for deficiencies like weaknesses in word identification and lack of effective bottom-up processing. This model results in the most effective processing of texts. The mutual teaching method is a reading instruction that is based on the interactive model. It involves four principal reading strategies.

2. Reading Comprehension

a. Definition of Reading Comprehension

Comprehension is the process of eliciting and making meaning through interaction and involvement with written language. This process is a task of both reader and text factors that happen within a larger social context. Comprehension is a process in which readers make meaning by interacting with the text through the combination of prior knowledge and previous experience, information in the text, and the views of readers related to the text.[15]

Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. We use the words extracting and constructing to emphasize both the importance and the

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[15] *Ibid., 230.*

insufficiency of the text as a determinant of reading comprehension. Comprehension entails three elements:

1) The reader who is doing the comprehending

2) The text that is to be comprehended

3) The activity in which comprehension is a part.

In considering the reader, we include all the capacities, abilities, knowledge, and experiences that a person brings to the act of reading. Text is broadly construed to include any printed text or electronic text. In considering activity, we include the purposes, processes, and consequences associated with the act of reading. [16]

b. Microskills and Macroskills for Reading Comprehension

The micro- and macroskills below represent the spectrum of possibilities for objectives in the assessment of reading comprehension. There are 7 microskills and 7 macroskills in reading comprehension, they are:[17]

1)   Micro skills for Reading Comprehension

a)   Discriminate among the distinctive graphemes and orthographic patterns of English.

b)   Retain chunks of the language of different lengths in short-term memory.

c)   Process writing at an efficient rate of speed to suit the purpose.

d)   Recognize a core of words, and interpret word order patterns and their significance.

e)   Recognize grammatical word classes (nouns, verbs, etc), systems (e.g., tense, agreement, pluralization), patterns, rules, and elliptical forms.

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[16] Chaterine Snow, *Reading for Understanding :Toward an R&D Program in Reading Comprehension*, (New York: RAND Education, 2002), 35

[17] H Douglas Brown ,*Language Assessment Principle and Class Room Practices*, (New York: Longman, 2004), 187-188.

f) Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

2) Macro skills for Reading Comprehension

a) Recognize the rhetorical forms of written discourse and their significance for interpretation.

b) Recognize the communicative functions of written texts, according to form and purpose.

c) Inter context that is not explicit by using background knowledge.

d) From described events, ideas, etc., interlinks and connections between events, deduce causes and effects, and detect such relations as the main idea, supporting the idea, new information, given information, generalization, and exemplification.

e) Distinguish between literal and implied meanings.

f) Detect culturally specific references and interpret them in a the context of the appropriate cultural schemata.

g) Develop and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.

3. PQRST Strategy

a. Definition of PQRST Strategy

PQRST (Preview, Question, Read, Summarize, and Test) is one of the strategies that can lead the students reading comprehension. It provides step-by-step guidance to students before, during, and after their reading process which is essential for their comprehension. As an instructional strategy, PQRST strategy helps students become

active in reading process, makes them focus on the text, attracts their motivation has a long-term memory in comprehending the text, and increases their score on the test.[18]

PQRST strategy is used to obtain detailed information from a text. It could improve the students" learning achievement as it has the students" analyzed and learned the difficult learning materials.[19] PQRST is a good strategy to help students retrieve information got from their memory after reading. In addition, PQRST (Preview, Question, Read, State, Test) Strategy is an alternative strategy to make the teaching and learning process interesting. Through pqrst Strategy, the students can participate in the teaching and learning process actively. The students reading comprehension will be better and active.[20]

b. The Steps Of PQRST Strategy

The main goal of PQRST strategy is to help students to advance their reading comprehension. PQRST strategy consists of these 5 steps below:

1) P (Preview)

In this first step, the reader determines what the entire text is about by skimming through it all so they know they're going to beavering. One way to do this is to read the title, and then notice the graphs, pictures, diagrams in the text. Next, read the introduction and summary or the first paragraph, also notice the organizational structure text. The point is to get an idea of the main topic and sections of the text. One of the best things about previewing is that it takes very little time to do. Once they've had some practice, they all usually be able to preview a text quickly. If they have a general idea about what a

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[18]Nikmatul Khoiriah and Ujang Suparman, "Nikmatul Khoiriah and Ujang Suparman, "Improving Students' Reading Comprehension Ability Through P-Q-R-S-T Strategy At SMKI Assya'roniyyah", 2.

[19] Fitria Ramadani, Adzanil Prima Septy, and Khairul Harha, "The Effectiveness of Using Preview, Question, Read, Summarize, and Test (PQRST) Strategy to Develop Students' Reading Comprehension on Descriptive Text" *Abstract of Undergraduate, Faculty of Education, Bung Hatta University* 6, no. 2 (July 13, 2017), 2.

[20]Siti Maratus Sholikah, "The Effectiveness of Using PQRST (Preview, Question, Read, Summarize, Test) Strategy On Students' Reading Comprehension Ability Of The First Grade At MA Darul Huda Wonodadi Blitar," (Thesis, IAIN Tulungagung, Tulungagung, 2019), 25.

reading assignment covers, they will be able to determine how it relates to the course for which they're reading, and what they want to learn from it.

2) Q (Question)

After previewing the text, the students as the readers determine what they are exactly looking for while reading. The students should make questions based on what they have read before. The questions can lead them to find further information on the text. They should avoid adding questions that might distract or change the subject. With specific questions in mind about a reading assignment, they will know exactly what information to look for, and they will be motivated to find it. This will help them to learn as much as they can from reading.

The questions are maybe

    a) Who is/are the major character/s?

    b) What do/does the major character/s look like?

    c) Where did the story take place?

3) R (Read)

The third step is R or Read. In this step, the readers read the whole text. And while reading it, they also try to find the answers of the questions they made before. Here, they should remember the features that they notice during the last two steps: heading, special terms, pictures, and summaries. Those can be used to guide them toward the main ideas.

4) S (State/Summary)

After reading the text, the readers should know how much they can recall the information they get from the text and state it their own words. Highlight, only the most important words. Without looking at the book, ask the students to recite the main idea of the text generally and the main idea of each paragraph. Then tell themselves in a sentence

or two what they've read. Finally, scan over the section quickly to pick up any essential points they may have missed.

5) T (Test)

The last step is T or Test. At the end of the reading activity, the reader checks their knowledge by testing themselves to know how far their understanding of the text they read is. It can be done by reviewing all the material and storing it into their long-term memory.[21]

Overall, PQRST is one of the strategies used to improve the students' reading comprehension through preview the text, questioning before reading activity, read the text, make a summary and the last to do the test to know how far their understanding of the text.

c. Advantages and Disadvantages of PQRST Strategy

1) Advantages of PQRST Strategy.

The use of pqrst strategy brings some benefits, such as:

a) To obtain the greatest possible amount of long-term memory from your study time.

b) To make better grades on a test.

2) Disadvantages of PQRST Strategy.

The disadvantage of PQRST strategy are:

a) PQRST strategy is very difficult to implement if facilities such as student's books (textbook) are not available at school.

b) Not effectively implemented in a class by a too big number in the classroom for the guidance of the teacher was not optimal, especially in formulating questions.[22]

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[21]*Ibid*,. 25.

[22]Tri Ismiyanti, "Improving Students' Ability In Reading Comprehension By Using Preview, Question, Review, State and Test Strategy," (Thesis, UIN Sumatera Utara, Medan, 2017), 36.

C. Theoretical Framework.

Reading is a skill that is purposed to derive meaning and make sense from the text. Reading is the ability to draw information from a text and combine it with information and expectations that the reader already has. It means that when the students read the text, they must be expected to be able to decode reading comprehension is the process in which the reader has to decide linguistic symbol and reconstruct them up to meaningful ones intended by the writer. Comprehension includes recognizing and understanding the main idea and related details.[23]

PQRST (Preview, Question, Read, Summarize, and Test) is one of the strategies that can lead the students reading comprehension. It provides a step-by-step guidance to students before, during, and after their reading process which is essential for their comprehension. As an instructional strategy, PQRST strategy helps students become active in the reading process, makes them focus on the text, attracts their motivation has a long-term memory in comprehending the text, and increases their score on the test.[24]

Students will love reading when they can enjoy it. PQRST technique as one of the reading techniques can help the students to improve their reading comprehension skills. PQRST technique is a powerful reading technique which provides strong reading background as a key before reading activity. Thus, the students know what they should do in reading. PQRST technique can be applied in every kind of genre text. Five -.steps of using PQRST technique will support that students can use this technique to improve their reading comprehension skills.[25]

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[23] Fitria Ramadani, Adzanil Prima Septy, and Khairul Harha, "The Effectiveness of Using Preview, Question, Read, Summarize, and Test (PQRST) Strategy to Develop Students' Reading Comprehension on Descriptive Text" *Abstract of Undergraduate, Faculty of Education, Bung Hatta University* 6, no. 2 (July 13, 2017), 1.

[24] Nikmatul Khoiriah and Ujang Suparman, "Improving Students' Reading Comprehension Ability Through P-Q-R-S-T Strategy At SMKI Assya'roniyyah", 2.

[25] Tri Ismiyanti, "Improving Students' Ability In Reading Comprehension By Using Preview, Question, Review, State and Test Strategy," (Thesis, UIN Sumatera Utara, Medan, 2017), 39.

D. Hypothesis

The hypothesis is simply an educated and testable guess about the answer to your research question. A hypothesis is often described as an attempt by the researcher to explain the phenomenon of interest.[26]

From the explanation, the researcher takes the hypothesis that:

Ho : There is no significant difference on reading comprehension achievement between students who are taught by using PQRST strategy and those who are not taught by PQRST Strategy.

Ha : There is a significant difference on reading comprehension achievement between students who are taught by using PQRST strategy and those who are not taught by PQRST Strategy

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[26] Geoffrey Marczyk, David DeMatteo and David Festinger, *Essentials of Research Design and Methodology*, (Canada: John Willey & Sons, Inc., 2005), 8.

CHAPTER III

RESEARCH METHOD

This chapter discusses research design, population, and sample, data collection instrument, the technique of data collection, and the technique of data analysis.

A. Research Design

Research design is the plan, structure, and strategy of investigation conceived to obtain answers to research questions and to control variance.[27] This research applied quantitative research. Quantitative research involves studies that make use of statistical analyses to obtain their findings. Key features include formal and systematic measurement and the use of statistics.[28] This research was conducted to know whether there is any different effect on reading comprehension for the students who are taught by PQRST Strategy and the students who are not taught by PQRST Strategy at the 8th grade of SMPN 1 Siman Ponorogo. The variables of this research were below:

Independent Variable : PQRST Strategy

Dependent Variable : Reading Comprehension

In this research, the researcher used Quasi-Experimental design. Quasi-experimental is a type of quantitative research design conducted to explain relationships and or clarify why certain events happen.[29] Cook and Campbell present a variety of quasi-experimental design, which can be divided into two main categories: nonequivalent (Pre-Test and Post-Test) control group design and interrupted time-series designs.[30]

The researcher used the Nonequivalent (Pre-Test and Post-Test) control group design. In this design, the experimental group A and the control group B were selected

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[27]Kultar Singh, *Quantitative Social Research Methods*, (New Delhi: Sage Publications Inc, 2007), 63.

[28] Geoffrey Marczyk, David DeMatteo and David Festinger, *Essentials of Research Design and Methodology*, (Canada: John Willey & Sons, Inc., 2005), 17.

[29]Kultar Singh, *Quantitative Social Research Methods*, (New Delhi: Sage Publications Inc, 2007), 67.

[30] Geoffrey Marczyk, David DeMatteo and David Festinger, *Essentials of Research Design and Methodology*, (Canada: John Willey & Sons, Inc., 2005), 138.

without random assignment. Both groups took a pre-test and post-test. Only the experimental group received the treatment.[31]

One of the most commonly used quasi-experimental designs in educational research can be represented as:[32]

Experimental   *O*1   *X*   *O*2

                        - - - - - - - - - - - - - -

Control   *O*3   *O*4

Notes:

X   : Treatment by using PQRST Strategy

O1   : Pre-test for the experimental class

O3   : Pre-test for the control class

O2   : Post-test for the experimental class

O4   : Post-test for the control class

There are two types of classes in this research. Class C was the control class, where the class was given the old strategy applied by the teacher. Then, class D was experimental class, where the class was given a treatment by using PQRST strategy to improve their reading comprehension.

In this research, the researcher conducted three steps:

1. Pre research step

    The first step was preparation. The researcher determined the experimental and control class, prepared of lesson plan and instrument to get the data.

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[31] John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Methods Approaches*, (USA: SAGE, 2009), 160-161.

[32] Louis Cohen, Lawrence Manion, and Keith Morrion, *Research Methods in Education*, (London and New York: Routledge, 2007), 283.

2. Research step

The second step was acting. The researcher applied the treatment in the experimental class. The researcher taught the class by using PQRST Strategy. The data was obtained from two tests, the tests were pre-test and post-test.

3. Data analysis step

The third step was collecting data. The data which were collected was analyzed by the researcher. The steps were as follows:

   a. Collect the post-test score from the experimental class and control class.

   b. Test the data using T-test

The T-test is one of statistical tests used to test the correctness or error of null hypothesis which declare that between two samples mean which randomly taken from the same population there is no significant difference.[33]

B. Population and Sample

1. Population

A population is a group of individuals, objects, or items from among which samples are taken for measurement.[34] The population in this research was the 8th grade students of SMPN 1 Siman Ponorogo in the academic year 2020/2021. There were 4 classes of the 8th grade, the class was 8A-8D. Class 8A consisted of 31 students, 8B consisted of 24 students, class 8C consisted of 23 students and class 8D consisted of 23 students. So, the total populations are 101 students.

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[33]Retno Widyaningrum, *Statistika* (Yogyakarta: Pustaka Felicha, 2015), 151.
[34]Kultar Singh, *Quantitative Social Research Methods*, (New Delhi: Sage Publications Inc, 2007), 88.

2. Sample

The sample is a subgroup of the target population that the researcher plans to study for generalizing the target population.[35]Sampling can be defined as the process or technique of selecting a suitable sample, representative of the population from which it is taken, to determine parameters or characteristics of the whole population.[36] The researcher used probably sampling by using cluster sampling. Cluster sampling signifies that instead of selecting individual units from the population, entire groups or clusters are selected at random. The experimental and control class were chosen randomly by using a small piece of paper and the name of each class was written on a small piece of paper and then the papers rolled and shaken. The researcher tooktwo classes, the classes were 8C and 8D. Where class C was a control class and class D was an experimental class.

C. **Data Collection Instrument**

The research instrument which was used to collect data in this research was a written test. The form of the test was multiple-choice which consisted of 40 items. The tests were divided into two parts; pre-test and post-test. The pre-test was given to know the results of the value and condition from students before getting the treatment. While post-test was given to know the results of the students' condition after getting the treatment by using PQRST Strategy.

Before the instrument being used in this research, the researcher tested the instrument with two tests: validity and reliability test.

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[35] John W. Creswell. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research the Fourth Edition,* (Boston: Pearson, 2012), 142.

[36]Kultar Singh, *Quantitative Social Research Methods*, (New Delhi: Sage Publications Inc, 2007), 102.

1. Validity

Validity refers to any measuring device or instrument this is said to be valid when it measures what it is expected to measure[37]. The validity was measured with SPSS, SPSS is probably the most common statistical data analysis software package used in educational research.[38] With df was (n) 22 in 5% significancethe price of r table is 0,3438. When the rxy or r count is under the r table it could be concluded that the grains were not valid. Thus, the item is said to be a valid instrument if the coefficient of correlation (r count) of magnitude more than 0,3438.

For validity and reliability instruments research, the researcher put the total sample of 22 responds in students class B in this validity test research, the researcher gave 40 questions for this class. So, the researcher calculated the validity test. From of result the validity instrument, all questions or scoring rubric are valid. To know the score of the validity test, the researcher used the program SPSS 23. Finally, the results calculation item validity instrument above could be concluded in the following table:

Table 3.1
The Result of Validity Calculation

No. Item	r calculated	r table	Criteria
1	0,652	0,3438	Valid
2	0,440	0,3438	Valid
3	0,409	0,3438	Valid
4	0,606	0,3438	Valid
5	0,433	0,3438	Valid
6	0,434	0,3438	Valid

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[37] Creswell, *Educational Research: planning, Conducting and Exvaluating Quantitative and Qualitative Research, 4th edition,* (USA: Pearson, 2012), 159.

[38] James Dean Brown, *Testing Language Programs: A Comprehensive Guide To English Language Assessment,* (New York: McGraw Hill, 2005), 175.

7	0,406	0,3438	Valid
8	0,401	0,3438	Valid
9	0,556	0,3438	Valid
10	0,627	0,3438	Valid
11	0.512	0,3438	Valid
12	0.604	0,3438	Valid
13	0.588	0,3438	Valid
14	0.549	0,3438	Valid
15	0.459	0,3438	Valid
16	0,376	0,3438	Valid
17	0,473	0,3438	Valid
18	0,359	0,3438	Valid
19	0,432	0,3438	Valid
20	0,444	0,3438	Valid
21	0,410	0,3438	Valid
22	0,512	0,3438	Valid
23	0,472	0,3438	Valid
24	0,444	0,3438	Valid
25	0,394	0,3438	Valid
26	0,532	0,3438	Valid
27	0,412	0,3438	Valid
28	0,465	0,3438	Valid
29	0,538	0,3438	Valid
30	0,612	0,3438	Valid
31	0,492	0,3438	Valid

32	0,541	0,3438	Valid
33	0,529	0,3438	Valid
34	0,395	0,3438	Valid
35	0,400	0,3438	Valid
36	0,442	0,3438	Valid
37	0,379	0,3438	Valid
38	0,401	0,3438	Valid
39	0,404	0,3438	Valid
40	0,462	0,3438	Valid

Based on the table, all of the 40 questions are valid.

2. Reliability

A test of reability is consistent and dependable. If the researcher gives the same text to the same students or matched students on two different occasions, the test should yield a similar result.[39]

In this research, to measure the reliability of the reading comprehension multiple-choice test, the researcher employed SPSS 23 program for windows.

Table 3.2
The Result of Reliability Test

Cronbach's alpha	N of items
945	40

Table 3.3
Test Item Reliability

r Arithmetic	r Table	Notes
0.945	0.3438	Reliable

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[39] *Ibid.,*20

From the calculated result of reliability, the value of the students' reliability instrument is 0,945. Then the value of reliability is consulted with the "r" table on the significance level of 5%. The value of the "r" table is 0,3438. Because of the value of "r" index reliability of multiple choice test (0,945) > "r" table (0,3438). So, the test is reliable.

D. Technique of Data Collection

In this research, the researcher collected the data by using a test. Some steps had been conducted by the researcher to collect the data.

1. Pre-Test

The first step was pre-test. The pre-test was given to the students in the experimental and control class. The researcher wanted to know the students' ability in reading comprehension of recount text before treatment. The form of the test was reading passages of recount text which consisted of 40 items of multiple choices.

2. Treatment

Treatment was given to the experimental class. The researcher g a v e a treatment by using PQRST Strategy.

3. Post-test

The last step was giving a post-test after treatment. Post-test was given to both classes. The form of the test was reading passages of recount text which consisted of 40 items of multiple choices. It termed of post-test, the researcher calculated the students' score after giving the test, then the researcher compared the result of pre-test and post-test to know whether PQRST Strategy was effective or not.

E. Technique of Data Analysis

1. **Assumption Test**

   After the test was given to the students in pre-test and post-test, then the results of the test was analyzed with the assumption test. The tests were test of normality and test of homogeneity.

   a. Normality test

   The purpose of the normality test is to know the data distributed normally or not. Normality test was used to know whether the data from both groups which examined comes from the population or distribution or not.[40] In this research, the researcher used SPSS 23 program for windows to calculate the normality test.

   b. Homogeneity

   A homogeneity test is used to know the similarity of the populations. A homogeneity test is used to know before we compare some of the groups.[41] In this research, the researcher used SPSS 23 program for windows to calculate the homogeneity test.

2. **Testing Hypothesis**

   For testing the hypothesis, the researcher used the T-test to know the difference of variables in the study. The researcher used SPSS 23 program for windows to analyze the T-test.

   The criteria of testing the hypothesis are below:

   a. Ho : if t-test < t-table in significant degree 5%

   b. Ha : if t-test > t-table in significant degree 5%

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[40] James Dean Brown, *Testing Language Programs: A Comprehensive Guide To English Language Assessment,* (New York: McGraw Hill, 2005), 27.

[41]RetnoWidyaningrum, *Statistika* (Yogyakarta: PustakaFelicha, 2014), 212.

CHAPTER IV

RESEARCH RESULT

This chapter deals with data description, data analysis, and discussion.

A. Data Description

In this study, the researcher used a quasi-experimental design. The researcher conducted the study at SMPN 1 Siman Ponorogo in academic 2020/2021, in the population of eighth-grade students. She took two classes as the sample applied simple random. These classes were 8C as a control class and 8D as an experimental class. The total number of learners in the experimental and control class was 46 learners.

In the control class, the learners were taught by teachers' lecturing. Then, in experimental class, the learners were taught by using PQRST strategy. Before and after giving the treatments, she gave pre-test and post-test to control and experimental class to get data from learners. At the end of the study, she compared scores on learners' reading comprehension by using teachers' lecturing and PQRST strategy.

1. The Schedules of Study

For the schedule of the experimental class, the researcher conducted four meetings. The first meeting was pre-test, the second and third meeting were treatments by using PQRST Strategy and the fourth meeting was post-test. Furthermore, in the control class (8C), the schedule of the control class is the same as the experimental class (8D). The learners were given a pre-test on the first meeting and second and third meeting were treatments by using teachers' lecturing, and the fourth meeting was post-test. The schedule of experimental and control classes can be seen the table 4.1 and 4.2

Table 4.1
Experimental Class Schedule (8C)

Date	Activities
Jan, 27th 2021	Pre-Test
Feb , 3th 2021	First Treatment
Feb , 9th 2020	Second Treatment
Feb , 17th 2020	Post-Test

Table 4.2
Control Class Schedule (8D)

Date	Activities
Feb , 3th 2020	Pre-Test
Feb , 5th 2020	First Treatment
Feb , 10th 2020	Second Treatment
Feb , 19th 2020	Post-Test

2. **The Procedures of the Study in Experimental and Control Class**

In experimental class, the researcher taught the learners by PQRST strategy. In the first meeting, she gave a pre-test to know the learners' reading comprehension. The form of the pre-test is multiple choices which consist of 40 items.

Then in the second meeting, she gave the first treatment to the learners by teaching English in reading comprehension using PQRST Strategy. After opening the class, she introduced or explained the definition, the purpose, and steps of PQRST strategy using recount text. After that, she explained PQRST strategy in detail. It was begun by explaining the P and Q steps. In the P step, the teacher explained how to find thetopic,

title, structure, and purpose of the text. Then in the Q step, she asked the learners to make a question from the text using 5W + 1H (What, where, when, who, and how).

In the third meeting, she explained the R, S, and T steps. In the R step, she asked the learners to read and answer the questions that were arranged before. Then, in the S step, she asked the learners to state the main idea and summarize a paragraph about the text using their language. In the T step, she gave the test to the student about the text.

In the last meeting of the experimental class, she gave the learners a post-test to know the effect of using PQRST strategy or not.

Meanwhile, in the control class, she taught the class by using the teacher's lecturing. In the first meeting, she gave a pre-test to the learners using multiple choice in recount text.

In the second meeting, she explained the material and gave the example of recount text. Then, she asked the student to silently read the text. During the activity, she asked for learners if there were difficult words from the text. And then, she asked the learners to do the questions in their textbook.

In the third meeting, she explained the material about the definition, generic structure, and language features of recount text. Then, she explained how to make a recount text and asked them to make a recount text about their daily activity. Then, she asked them to submit the task.

In the fourth meeting, she asked them to do the post-test. The form of the test was reading passages of recount text which consisted of 40 items of multiple choices

3. **The Pre-test Score of Learners' Reading Ability in Experimental Class**

The data were collected from the result of the learners' scores of pre-test in the experimental class. The table below is the description of learners' scores of pre-test in the experimental class.

Table 4.3
The Pre-Test Score of Learners' Reading Ability Test in
Experimental Class

No	Name	Score
1	AARA	30
2	ADA	45
3	BW	60
4	CM	35
5	DFN	47.5
6	DAP	55
7	DAS	60
8	DBS	70
9	FRS	67.5
10	HN	55
11	JRS	57.5
12	KEL	37.5
13	KWR	45
14	MIAN	55
15	MWI	60
16	MABR	65
17	RAP	70
18	SF	55
19	SNAP	52.5
20	TH	75
21	WSA	65
22	YEA	45
23	ZA	50
SCORE		1.257,5
MEAN		54,67

Based on the table above, the pre-test of the learners who were taught by using PQRST strategy were various. The data indicates that the higher score of the pre-test is 75, while the lowest score of the pre-test is 30. The total score of the pre-test is 1.257,5 with the mean score of the pre-test is 54,67.

Then, the following figure illustrated the histogram of the pre-test experimental

class:

Figure 4.3

Histogram of the Pre-test Experimental Class
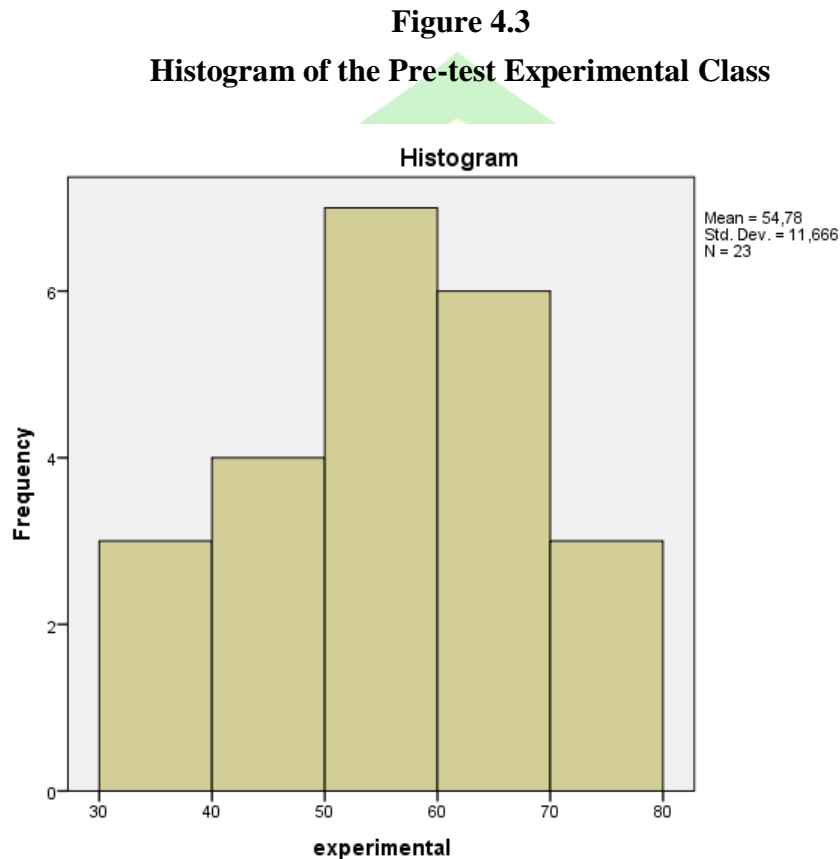
From histogram above, it is known that M = 54,78 and SD = 11,666. To determine

the category of the learners' reading comprehension is good, medium, or low, the

researcher grouped scores by using the standard as follows:

1) Less than Mean – 1. Std. Dev (54,78 – 11,666 = 43,114) is categorized low

2) Between Mean – 1. Std. Dev (54,78 – 11,666 = 43,114) to M + 1. SD (54,78 +

11,666 = 66,446) is categorized medium.

3) More than Mean + 1. Std. Dev (54,78 + 11,666 = 66,446) is categorized good.

Thus, it could be seen that the pre-test score which is less than 43,114 is categorized

low, the pre-test score between 43 to 66 is categorized as a medium, the pre-test score

which is more than 66,446 is categorized good. The categories pre-test score from the explanation above can be seen with table 4.2 as follow:

Table 4.4
The Categorization of Learners' Pre-Test in Experimental Class

No	Score	Frequency	Percentage	Category
1.	Less than 43	3	13,04%	Low
2.	Between than 43-66	16	69,56%	Medium
3.	More than 64	4	17,39%	Good
Total		**23**	**100%**	

Based on the table above, it was found that the score of learners who were taught by using PQRST strategy in the pre-test indicates that 13,04% students are in the low category, 69,56% students are in the medium category, and 17,39% students are in the good category.

4. The Post-test Score of Learners' Reading Ability in Experimental Class

The data were collected from the result of the learners' scores of post-test in the experimental class. The table below is the description of learners' scores of post-test in the experimental class.

Table 4.5
The Post-Test Score of Learners' Reading Ability Test in
Experimental Class

No	Name	Score
1	AARA	90
2	ADA	77,5
3	BW	85
4	CM	80
5	DFN	77,5

6	DAP	80
7	DAS	85
8	DBS	95
9	FRS	75
10	HN	87,5
11	JRS	90
12	KEL	92,5
13	KWR	87,5
14	MIAN	82,5
15	MWI	92,5
16	MABR	82,5
17	RAP	87,5
18	SF	92,5
19	SNAP	75
20	TH	77,5
21	WSA	85
22	YEA	70
23	ZA	80
SCORE		1.927,5
MEAN		83,80

Based on the table above, the data indicates that the higher score of post-test is 92,5, while the lowest score of post-test is 70. The total score of the post-test is 1,927,5 with the mean score of post-test is 83,80.

Then, the following figure illustrated the histogram of the post-test experimental

class:

Figure 4.5
Histogram of the Post-test Experimental Class
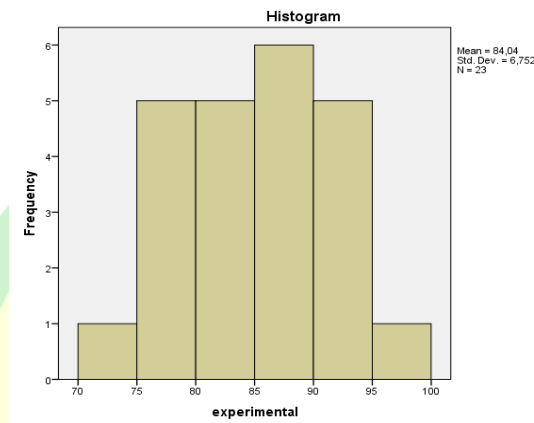
From histogram above, it is known that M = 84,04 and SD = 6,752. To determine

the category of the learners' reading comprehension is good, medium, or low, the

researcher grouped scores by using the standard as follows:

1) Less than Mean – 1. Std. Dev (84,04 – 6,752 = 77,288) is categorized low

2) Between Mean – 1. Std. Dev (84,04 – 6,752 = 77,288) to M + 1. SD (84,04 + 6,752
   = 90,792) is categorized medium.

3) More than Mean + 1. Std. Dev (84,04 + 6,752 = 90,792) is categorized good.

It could be seen that the post-test score which is less than 77,288 is categorized low,

the pre-test score between 77 to 91 is categorized medium, the pre-test score which is

more than 91 is categorized good. The categories pre-test score from the explanation

above can be seen with table 4.4 as follow:

Table 4.6
The Categorization of Learners' Post-Test in Experimental Class

No	Score	Frequency	Percentage	Category
1.	Less than 77	3	13,04%	Low

2.	Between than 77-91	16	69,56%	Medium
3.	More than 91	4	17,39%	Good
Total		**23**	**100%**	

Based on the table above, it was found that the score of learners who were taught by using PQRST strategy in pre-test indicates 13,04% students are in the low category, 69,56% students are in the medium category, and 17,39% students are in the good category.

5. **The Pre-test Score of Learners' Reading Ability Test in Control Class**

The data were collected from the result of the learners' scores of pre-test in the control class. The table below is the description of learners' scores of pre-test in the control class.

Table 4.7
The Pre-Test Score of Learners' Reading Ability Test in Control Class

No	Name	Score
1	AAK	70
2	AESP	60
3	ATS	50
4	AJK	45
5	ARS	70
6	BC	57,5
7	DS	62,5
8	DTA	40
9	DSN	35
10	EY	65
11	FYP	60
12	FLPA	75
13	FHN	45
14	FN	70

15	GBS	67,5
16	HCDS	70
17	HS	65
18	LN	50
19	MASES	55
20	NSDA	40
21	PPD	47,5
22	SAA	60
23	SBRK	70
SCORE		1.330
MEAN		57,82

Based on the table above, the data indicates that the higher score of pre-test in the control class is 75, while the lowest score of pre-test is 35. The total score of the pre-test is 1.330 with the mean score of the pre-test is 57,82.

Then, the following figure illustrated the histogram of the pre-test experimental class:

Figure 4.7
Histogram of the Pre-test Control Class
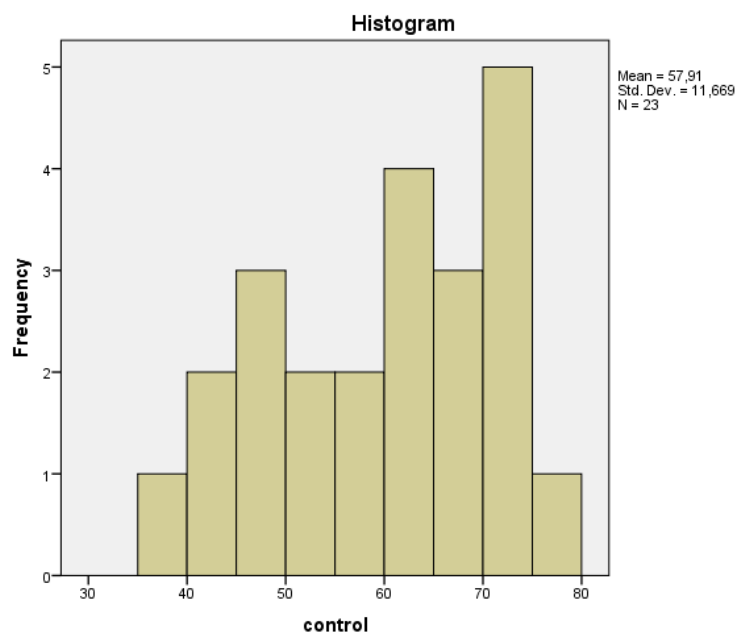
From histogram above, it is known that M = 57,91 and SD = 11,666. To determine the category of the learners' reading comprehension is good, medium, or low, the researcher grouped scores by using the standard as follows:

1) Less than Mean – 1. Std. Dev (57,91 – 11,666 = 46,244) is categorized low

2) Between Mean – 1. Std. Dev (57,91 – 11,666 = 46,244) to M + 1. SD (57,91 + 11,666 = 69,576) is categorized medium.

3) More than Mean + 1. Std. Dev (57,91 + 11,666 = 69,576) is categorized good.

It could be seen that the pre-test score which is less than 46,244 is categorized low, the pre-test score between 46 to 69 is categorized medium, the pre-test score which is more than 69,576 is categorized good. The categories pre-test score from the explanation above can be seen with table 4.6 as follow:

Table 4.8
The Categorization of Learners' Pre-Test in Control Class

No	Score	Frequency	Percentage	Category
1.	Less than 46	5	21,73%	Low
2.	Between than 46-69	12	52,17%	Medium
3.	More than 69	6	26,08%	Good
Total		**23**	**100%**	

Based on the table above, it was found that the score of learners who were not taught by using PQRST strategy in pre-test indicates that 21,73% students are in the low category, 52,17% students are in the medium category, and 26,08% students are in the good category.

6. The Post-test Score of Learners' Reading Ability Test in Control Class

The data were collected from the result of the learners' scores of post-test in the control class. The table below is the description of learners' scores of post-test in the control class.

Table 4.9
**The Post-Test Score of Learners' Reading Ability Test in Control Class**

No	Name	Score
1	AAK	75
2	AESP	80
3	ATS	60
4	AJK	65
5	ARS	85
6	BC	75
7	DS	80
8	DTA	70
9	DSN	75
10	EY	85
11	FYP	70
12	FLPA	85
13	FHN	70
14	FN	90
15	GBS	80
16	HCDS	85
17	HS	77,5
18	LN	72,5
19	MASES	65
20	NSDA	70
21	PPD	65
22	SAA	82,5
23	SBRK	90
SCORE		1.752,5

MEAN	76,19

Based on the table above, the data indicates that the higher score of the post-test is 90, while the lowest score of the post-test is 60. The total score of the post-test is 1.752,5 with the mean score of post-test is 76,19.

Then, the following figure illustrated the histogram of the post-test experimental class:

Figure 4.9
Histogram of the Post-test Control Class
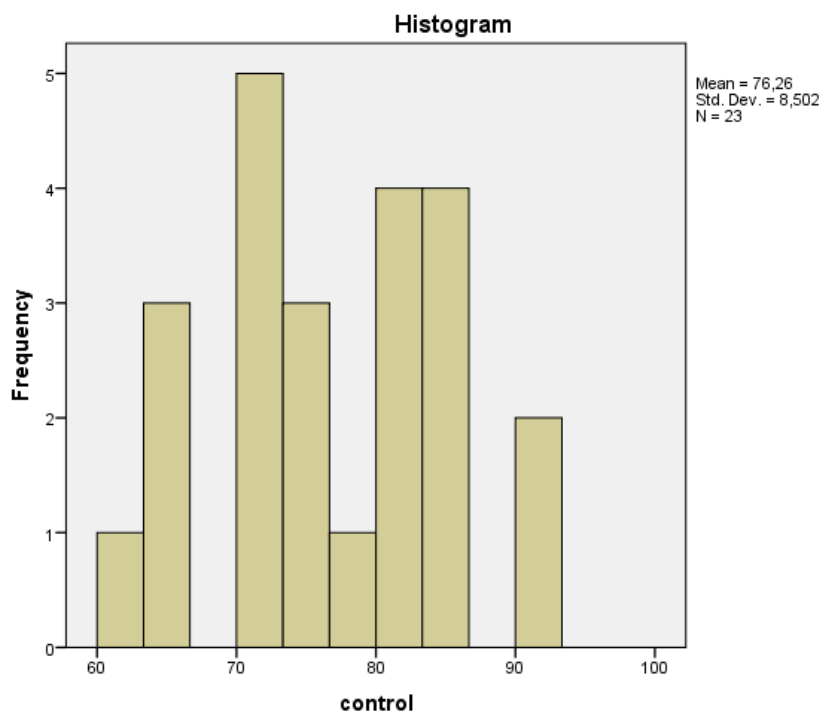
From histogram above, it is known that M = 76,26 and SD = 8,502. To determine the category of the learners' reading comprehension is good, medium, or low, the researcher grouped scores by using the standard as follows:

1) Less than Mean – 1. Std. Dev (76,26 – 8,502 = 67,758) is categorized low

2) Between Mean – 1. Std. Dev (76,26 – 8,502 = 67,758) to M + 1. SD (76,26 + 8,502 = 84,762) is categorized medium.

3) More than Mean + 1. Std. Dev (76,26 + 8,502 = 84,762) is categorized good.

It could be seen that the pre-test score which is less than 67,758 is categorized low, the pre-test score between 67 to 84 is categorized medium, the pre-test score which is more than 84,762 is categorized good. The categories post-test score from the explanation above can be seen with table 4.8 as follow:

Table 4.10
The Categorization of Learners' Post-Test in Control Class

No	Score	Frequency	Percentage	Category
1.	Less than 67	4	17,39%	Low
2.	Between than 67 – 84	13	56,52%	Medium
3.	More than 84	6	26,08%	Good
Total		**23**	**100%**	

Based on the table above, it was found that the score of learners who were not taught by using PQRST strategy in post-test indicates that 17,39% students are in the low category, 56,52% students are in the medium category, and 26,08% students are in the good category.

B. Data Analysis

Before testing hypothesis, the data must fulfill the assumption test, meanwhile the data must be normally distributed and homogenous. Additionally, normality and homogeneity tests were determined.

1. Normality Test

A test of normality is used to find out whether the data are normally distributed or not. There are many ways to conduct normality tests; they are Kolmogrov Smirnov, Lilifors, and Chi Square.[42] In this study, the researcher used SPSS 23 with Shapiro-Wilk to analyze the normality test.

Table 4.11
Result Normality Test

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Experimental	,117	23	,200[*]	,966	23	,590
Control	,117	23	,200[*]	,958	23	,421

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Test of normality of experimental class and control class described that the data of experimental and control group is normally distributed. It could be seen from the value of Sig. (2-tailed) that is higher than significances test (0,590 & 0,421 > 0,05).

2. Homogeneity Test

The researcher calculated the homogeneity test by using SPSS 23 version to know whether the data come from the homogenous variances or not. The result of the calculation was as bellow:

Table 4.12
Test of Homogeneity of Variances

Test of Homogeneity of Variances

result

Levene Statistic	df1	df2	Sig.
1,710	1	44	,198

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[42]Retno Widyaningrum, *Statistika,* (Ponorogo: STAIN Ponorogo Press 2011), 204.

Based on table 4 above, she concluded that the data is homogenously distributed because the value of the statistic is higher than the significance test (0,198 > 0,005).

3. T-test

The researcher calculated the t-test by using SPSS 23 to find out if there was a significant difference or not. Before calculating the t-test, the data should have normal distribution and homogeneity. Post-test of experimental and control classes were normally distributed and homogenous. She conducted a t-test calculation by using SPSS 23. The result of the calculation as follows:

Table 4.13
Group Statistic

Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
Result Test	Experimental	23	83,80	6,752	1,408
	Control	23	76,19	8,502	1,773

Based on the table above, the result of data analysis indicates that the mean score of learners of experimental class (learners who were taught by using PQRST strategy) is 83,80 while the mean score of control class (learners were not taught by using PQRST strategy) is 76,19. So, the study results state that PQRST strategy can be increased learners' scores and very useful strategy for teaching reading.

Table 4.14
The Result of T-test Calculation

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper

Result Test	Equal variances assumed	1,710	,198	3,438	44	,001	7,783	2,264	3,220	12,345
	Equal variances not assumed			3,438	41,852	,001	7,783	2,264	3,213	12,352

From the table above, it could be seen that the value of the t-test is 3,438 and the degree of freedom is 44. The value of significances 5% of t-table of df = 44 is 2,021. To interpret the data above, formulated the test of hypothesis as follow:

Ho **:** There is no significant difference on reading comprehension achievement between students who are taught by using PQRST strategy and those who are not taught by PQRST Strategy.

Ha : There is a significant difference on reading comprehension achievement between students who are taught by using PQRST strategy and those who are not taught by PQRST Strategy

This research results: t = 3,438, with df = 44, on level significance 5%. Pursuant to the table value "t" = 2,021. Then "t" account is more than the t-table (3,438 > 2,021). It could be concluded that the learners who were taught by using PQRST strategy got a better score in reading comprehension than the learners who were not taught by using PQRST strategy.

C. Discussion and Interpretation

In this chapter, the researcher tries to answer the hypothesis that PQRST strategy is effective for teaching reading comprehension to the learners at SMPN 1 Siman Ponorogo.

In this interpretation, she compared the result of the data t-test with t-table. If t-test is higher than t-table, it means Ho is rejected and Ha is accepted.

There are two hypotheses of this study:

Ho **:** There is no significant difference on reading comprehension achievement between students who are taught by using PQRST strategy and those who are not taught by PQRST Strategy.

Ha : There is a significant difference on reading comprehension achievement between students who are taught by using PQRST strategy and those who are not taught by PQRST Strategy

Teaching is guiding and facilitating learning, enabling the learner to learn, setting conditions for learning.[43] The teaching of reading has an important role in academic success. In other words, teaching reading is a process for a teacher to direct and help learners how to build the creating meaning from the students' reading comprehension. The teacher also must give facilitated the students in teaching reading process. Effective teachers are able to identify the strategies that will be most beneficial for their learners in achieving those goals.[44]

From the calculation above, the result of this study indicates that the t-test is 3,438, and the value of the t-table of a degree of freedom = 44 is 2,021. It means that the output value of the t-test is higher than the t-table (3,438 > 2,021). Therefore Ho was rejected and Ha was accepted. It can be concluded that there was a significant effect on reading comprehension for the learners who are taught by PQRST Strategy and those who are not taught by PQRST Strategy.

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[43]H. Douglas Brown, *Principle Language Learning and Teaching 5thEdition*, (Britain: Person Longman, 2007), 8.

[44]Fitria Ramadani, Adzanil Prima Septy, and Khairul Harha, "The Effectiveness of Using Preview, Question, Read, Summarize, and Test (PQRST) Strategy to Develop Students' Reading Comprehension on Descriptive Text" *Abstract of Undergraduate, Faculty of Education, Bung Hatta University* 6, no. 2 (July 13, 2017), 2.

CHAPTER V

CLOSING

This chapter discusses the conclusion and recommendations of the study.

A. Conclusion

Using PQRST Strategy is effective to teach reading comprehension because there is a significance score on students' reading comprehension who are taught by using PQRST Strategy compared to students who are not taught by using PQRST Strategy. The results of this study are: the mean of the post-test in-class experimental is 83,80, while the mean in class control is 76,19. It means that the mean score of the post-test in the experimental class is better than control class. It has been found in the calculation of the T-test. The result of the value, the T-test indicates that the value of the t-test is 3,438. This score is higher than t-table $(3,438 > 2,021)$ insignificant 5% with df = 44. So, it can be concluded students who are taught by using PQRST Strategy has a higher score than students who are not taught by using PQRST Strategy.

B. Recommendation

Based on the result above, the researcher gives some recommendation as follow:

1. For the English Teachers

The teachers should be using a creative strategy for teaching English to learners. Teachers can provide PQRST Strategy to learners because this strategy allows learners to think creatively and make learners more independent. The teacher also must have preparation before teachingreading comprehension.

2. For the Learners

The researcher hopes that the learners ask the teacher if they don't understand the procedures of PQRST strategy. She hopes the learners will have great motivation to improve their reading skills.

3. For the readers

The writer hopes the result of this study can be used as a reference to conduct further study dealing with using PQRST strategy to improve reading comprehension in different kinds of text. Besides, it is also hoped that the next researcher can develop the information about the effectiveness of this strategy in improving reading comprehension.

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