

**USING PQRS (PREVIEW, QUESTION, READ, STATE, TEST) METHOD  
IN TEACHING NARRATIVE TEXT  
AT MTSN 1 NGAWI IN ACADEMIC YEAR 2017/ 2018**

**THESIS**



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## ABSTRACT

**AYU CAHYANI, DIAS.** *Using PQRST Method in Teaching Narrative Text at MTsN 1 Ngawi in Academic Year 2017/ 2018*). Thesis, English Education Department, Faculty of Education and Teachers' Training State Institute of Islamic Studies Ponorogo, Advisor WiwinWidyawati, M. Hum.

**Key Words: Preview, Question, Read, State Test (PQRST) Techniques, Reading Narrative Skill.**

Reading is a set of skills that involves making sense and deriving meaning from the printed word. The ability of reading can be accomplished with a lot of practice and familiar with various types of text. One type of reading that many students like is narrative text. PQRST is language teaching methods build around the coordination of read and action. PQRST as techniques of teaching used in teaching English.

The purpose of this research is to examine whether there was a significant difference score of reading narrative skill between students taught by using PQRST techniques and students who aren't taught by using PQRST techniques at the Eight Grade Students of MTsN 1 Ngawi in Academic Year 2017/2018.

This research applied quantitative approach and used the quasi experimental design. This research, used two classes as experimental group and control group. The population were taken from the Eight Grade Students of MTsN 1 Ngawi in Academic Year 2017/2018. The number of sample in this research were 23 students of experimental group and control group. And the population of this research is 102 students. The procedure of data collection were test and documentation. To analyze them, the researcher used t-test formula to know whether there was significant different on students' reading narrative skill who are taught by PQRST and students who aren't taught by PQRST.

The result of the research shows that the value of  $t_{test}$  is 3,874. The result computation using  $t_{test}$  formula of 5% signification level is 2,01. It means that  $3,874 > 2,01$ , so that  $H_a$  is accepted and  $H_o$  is rejected.

So, from the computation above it can be concluded that there is a significant different between students who are taught by using PQRST techniques and students who aren't taught by using PQRST techniques at the Eight Grade Students of MTsN 1 Ngawi in Academic Year 2017/2018. It is become important for the teachers to increase and to develop their ability in teaching.

## APPROVAL SHEET

This is to certify that the *Sarjana's* thesis of:

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Has been approved by the advisor and is recommended for approval and acceptance.

Ponorogo, July 02<sup>nd</sup> 2018

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**RATIFICATION**

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Has been approved by the board of examiners on

Day : Thursday  
Date : June, 7<sup>th</sup> 2018

And has been accepted as the requirement for the degree the sarjana in English Education on:

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Date : July, 02<sup>nd</sup> 2018


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## CHAPTER I

### INTRODUCTION

#### A. Background of the Study

Reading as one of the language skills takes much portion of time in teaching and learning process in the class. In improving reading skills, the students have to realize that the aim of reading the text is to comprehend reading text and to get information. As one of language skills, reading is a process of readers combining information from a text and their background knowledge to built meaning. By reading, the students will get much information and knowledge that is very useful for them in learning process.<sup>1</sup>

As we know reading is one of four language skills that should be mastered by students. Reading is also the main reason of why students should learn the language. Therefore, the main goal of teaching reading especially for junior high school students is to enable them to read book, articles or any other text written in English. Furthermore, the goal of reading is also to find the meaning of what they have read and answer the question based on the reading text.<sup>2</sup>

Reading is an interactive process that takes place between the text and the reader's processing strategies and background knowledge. To read, we

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<sup>1</sup> Jeremy Harmer, *How to Teach English* (Malaysia: VVP, 1998), 68

<sup>2</sup>Faradinaet al, "The Effect of Pqrst Method Towards Students' ReadingComprehension of The Second Year at Smp Tri BhaktiPekanbaru," *JurnalKependidikan DISCOVERY Vol. 3 No. 2 Juni 2015*, 87.

need to master a set of word-level skills, which we will call bottom-up skills. These skills combine to allow us to be able to decode connected text.<sup>3</sup>

Meaning, learning, and pleasure are the ultimate goals of learning to read". Knowing how to read words has ultimately little value if the student is unable to construct meaning from text. Ultimately, reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency.<sup>4</sup>

The ability to comprehend something from reading materials for students who learn foreign language need to be improved in order to enable them to get used reading process and give them enough time to develop their ability.<sup>5</sup>

According to school- Based Curriculum KTSP (2006) for Junior High School, one of the texts should be taught to the second year students is narrative text. Narrative text is a story or an account of events. Narrative texts usually try to serve a composition based on learners experience. Narrative text is to entertain or to amuse the reader or listener. There is some

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<sup>3</sup> Kristin Lemset *al*, *Teaching Reading to English Language Learners Insights from Linguistics*, (New York: The Guilford Press, 2010), 33

<sup>4</sup> Janette K. Klinger, *Teaching Reading Comprehension to Students with Learning Difficulties*, (New York: The Guilford Press, 2007), 2.

<sup>5</sup> Faradinaet *al*, "The Effect of Pqrst Method Towards Students' Reading Comprehension of The Second Year at Smp Tri Bhakti Pekanbaru," *Jurnal Kependidikan DISCOVERY Vol. 3 No. 2 Juni 2015*, 87.

division of narrative text such as legend, fable, and fairy tale can make the readers think about an issue, teach a lesson, or excite their emotion.<sup>6</sup>

All narratives involve characterization and a protagonist's perspective they involves sequences of events, some events being out of the ordinary and requiring explanation, typically presented as a causal chaining of events. It makes more sense to speak of narratives in terms of "What happened?" than in terms of "What is the main idea?" Types of narratives include, among others, recounts, forecounts, historical events, (auto)biographies, tales, and fictions.<sup>7</sup>

The PQRST method, first described by Robinson on 1970.<sup>8</sup>PQRST method in this study is a method of reading the passage which consists of five activities; preview, question, read, state/summarize, and test and some additional activities that consist of discussing the questions, discuss the answers, determining the main sentence, sentences, main ideas, and ideas of explanatory.<sup>9</sup>

To start the students with this method, it is important to explain or show what P-Q-R-S-T stands for:

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<sup>6</sup>*Ibid.*, 87

<sup>7</sup>Ann M. Johns, *Genre in The Classroom Multiple Perspectives*, (London: Lawrence Erlbaum Associates Publishers, 2002), 252.

<sup>8</sup>Barbara A. Wilson, *Memory Rehabilitation*, (New York: The Guilford Press 2009), 82.

<sup>9</sup>KadekAnggaSeptiari, "Improving reading comprehension through pqrst of eighth grade students of smpnegeri 2 Banjarangkan in academic year 2012/2013," (thesis, English department faculty of teacher training and education mahasaraswati Denpasar University, Denpasar 2013).

P—*Preview* to identify main parts.

Q—Develop *questions* to which you want to find answers.

R—*Read* the material, twice if possible.

S—*State* the central idea or theme.

T—*Test* yourself by answering questions (or teach the material to someone else).<sup>10</sup>

The basic format that the students should follow when reading a chapter is P *Preview* to identify the main parts. Q Develop *questions* to which you want to find answers. R *Read* the material. S *State* (or *summarize*) the central idea or theme. T *Test* the students by answering questions, or *teach* it to a classmate. PQRST method such as these are motivating because they give students an identifiable structure to follow for reading and interacting with material. When left to their own devices, many students find textbook chapters overwhelming or boring. They don't know how to get the most from them, and when success is elusive, motivation decreases. The PQRST method provides security and specific directions.<sup>11</sup>

The PQRST method appears to lead to deeper processing than repeated practice because people have to think about the passage and what they are listening to or reading in order to complete each of the stages.<sup>12</sup>

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<sup>10</sup>Rick Wormeli, *Summarization in Any Subject*, (USA: Stenhouse Publisher, 2005), 131.

<sup>11</sup> Rick Wormeli, *Meet Me in the Middle*, (USA: Stenhouse Publisher, 2001), 16- 17.

<sup>12</sup> (Barbara A. Wilson, *Memory Rehabilitation*, (New York: The Guilford Press 2009), 87.



According to the statement above the researcher can conclude that PQRST method can be tried in improving students' reading skill. The researcher found the problem after having an interview Mrs. Astuti as the English teacher of MTsN 1 Ngawi. The problems encountered by teacher and the students. The result of interview, teacher rarely use the different method or techniques in teaching process. It because some students can't accept well the strategy that teacher applied. Some of them uninterested in new method or strategy in teaching reading process.

One of suitable method to develop reading skill is PQRST. This method is a kind of teaching cooperative learning. Finally from the reason above the researcher is interested to conduct the research under the title, "Using PQRST Method in Teaching Narrative Text at MTsN 1 Ngawi in Academic Year 2017/ 2018"

## **B. Limitation of the Study**

To avoid a deviation of the discussion, this study is focused on some concerns identified as follows:

1. The subject of this study is at the Eighth Grade Students at MTsN 1 Ngawi in Academic Year 2017/ 2018".
2. The object of this study is the effectiveness of PQRST technique for teaching reading

3. The material of this study in teaching reading is narrative text using PQRST technique.

### **C. Statement of the Problem**

Based on the background and the limitation of the research, the problem of this research as follows:

1. Do the students who are taught by PQRST method get better score in narrative text than students who aren't taught by PQRST?

### **D. Objective of the Study**

Based on the problem statement above, the aim of the research is:

1. To know whether the students who are taught by PQRST method get better score in narrative text than students who aren't taught by PQRST.

### **E. The Significances of the Study**

This research is expected to be able to give the significance both theoretically and practically in the teaching and learning process in English.

1. Theoretically

The findings of this study are expected to be able to enrich the theory about the using of PQRST techniques in teaching reading narrative text in the eighth grade students at MTsN 1 Ngawi.

## 2. Practically

### a. For the teacher

1. The results of this research can give an alternative technique in teaching reading narrative texts for students.
2. This research can give the teachers awareness to teach the students how to deliver more interesting material.

### b. For the students

1. The research can motivate the students to be active in learning reading so they can improve their reading skill.
2. The research can provide a new spirit in reading especially in narrative texts so students can understand the material delivered easily and thoroughly

### c. For the reader

1. The research can be used as an additional reference when conducting a research in teaching English process, especially in improving reading narrative texts.

## **F. Organization of Thesis**

In order to write a good thesis, it is necessary to arrange it systematically, the organization of this thesis provides the organization of the main issues discussed. This thesis is divided into five chapters as follows:

Chapter I : INTRODUCTION

This chapter consist of background of the study, limitation of the problem, statement of the problems, objective of the study, significance of the study, and organization of the thesis.

Chapter II : REVIEW OF RELATED LITERATURE

This chapter consists of the theoretical background, previous research findings, theoretical framework, and hypothesis.

Chapter III : RESEARCH METHODOLOGY

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

Chapter IV : RESEARCH RESULT

This chapter consist of general location and schedule, data description, data analysis and discussion

Chapter V : CLOSING

This chapter consist of conclusion and suggestions.

## CHAPTER II

### REVIEW ON RELATED LITERATURE

#### A. Previous Research Findings

There are three previous research findings related to this research. First, Improving reading comprehension through PQRST of eighth grade students of SMP Negeri 2 Banjarangkan in academic year 2012/2013, presented by KadekAnggaSeptiari (English department faculty of teacher training and education mahasaraswati Denpasar University Denpasar).

Based on the finding and discussion in the previous chapter, the present action study had been conducted to help the student to improve and develop their ability in reading comprehension. The main data required for the present classroom action study were gathered through administering pre-test and post test to the subject under study. The mean figure of post-test was 48.24. This mean figure clearly indicated that the pre-existing knowledge of reading comprehension of students of SMP N 2 Banjarangkan was considered low. The mean of reflection scores for cycle I obtained by the students were getting higher and higher. It from session I which was 58.84, and session 2 was 66.24. The grand mean of the two sessions of cycle I was 62.54. In cycle II, the mean of reflection scores have increased from session to session. Session 3 was 78.6 and the last session was 86.56. The grand mean of cycle II was 82.58. It increased 14.03 from pre-test and 20.04 from

cycle I. the finding of the present classroom action study convincingly revealed PQRST technique could improve students' reading comprehension.

The result of the analysis of questionnaire scores clearly showed the comparative percentage figures. Percentages of the responses of item A were 53.40%, item B was 40.56 %, items C was 5.94%, and there was not any response or item D. These findings significantly proved that the attitude and the learning motivation of subject under study have changed positively and it indicated that PQRST is effective in improving student's ability in reading comprehension.<sup>13</sup>

Second, The Effectiveness of Using PQRST Method on Students' Reading Comprehension Skill at the Eighth Grade Students of Mts Al – HidayahGuppi Cirebon. Presented by DewiPurnama Sari English Language Teaching Department Tarbiyah and Teacher Training Faculty SyekhNurjati State Islamic Institute Cirebon.

In this research, the collecting of data analyzing by using manual method (Ms. Office Excel 2007) and digital method (SPSS 21.0) about the effectiveness of using PQRST method on students' reading comprehension skill at the eighth grade students of *MTs Al – Hidayah GUPPI Kota Cirebon* on sub subject of narrative text, it is concluded that:

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<sup>13</sup>KadekAnggaSeptiari, "Improving reading comprehension through pqrst of eighth grade students of smpnegeri 2 Banjarangkan in academic year 2012/2013," (thesis, English department faculty of teacher training and education mahasaraswati Denpasar University, Denpasar 2013).

- a. The students who were taught by using PQRST method at experimental class for pre-test got mean score was 55.13 which included “enough” category. While, the result of post-test in experimental class got mean score was 64.39 which included “enough” category.
- b. The students who were taught without using PQRST method at control class for pre-test got mean score was 47.22 which included “bad” category and the result of post-test in control class got mean score was 51.13 which included “bad” category.
- c. The result of t-test computation that  $t_{count}$  was higher than  $t_{table}$  ( $3.315 > 1.684$ ) at the level significance 0.05, it indicated alternative hypothesis ( $H_a$ ) was accepted.  $H_a$ : there is positive significant effect of using PQRST method on students’ reading comprehension skill at the eighth grade students of MTs Al-Hidayah GUPPI Kota Cirebon.

The calculation result of effect size shows that the obtained r-value was 0.45. According to Coolidge (2000), that r-value  $0.45 > 0.371$  is categorized large. So, there was a great effect of using PQRST method on students’ reading comprehension skill. The PQRST method is an effective

method on students' reading comprehension skill at the eighth grade students of MTs Al –Hidayah GUPPI Kota Cirebon.<sup>14</sup>

Third, The Effect of Using Preview, Question, Read, State, Test (PQRST) Method Toward Students' Reading Comprehension of the First Year Students at Islamic Senior High School Babussalam Boarding School Pekanbaru. Presented by Widiya Tri Rahayu Department of English Education Faculty Of Education And Teacher Training State Islamic University Of Sultan SyarifKasim Riau Pekanbaru 1433 H/2012 M.

Based on the data analysis which was explained at chapter IV, finally the writer took a conclusion of the research about the effect of using PQRST Method toward the reading comprehension of the first year students at Islamic Senior High School Babussalam Boarding School Pekanbaru as follows:

The students' reading comprehension in descriptive text which is taught by using PQRST Method is higher than the students' reading comprehension in descriptive text which is taught by using conventional method. It is proved from mean score and the total number of student who pass the graduated minimum score.

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<sup>14</sup>DewiPurnama Sari, "The Effectiveness of Using Pqrst Method on Students' Reading Comprehension Skill at the Eighth Grade Students of Mts Al – HidayahGuppi Cirebon," (thesis, english language teaching department tarbiyah and teacher training faculty syekh nurjati state islamic institute, Cirebon 2015).



The students' reading comprehension in descriptive text which is taught by using conventional technique is lower than the students' reading comprehension in descriptive text which is taught by using PQRST Method. It is proved from mean score and the total number of student who pass the graduated minimum score.

The hypothesis  $H_0$  is rejected and  $H_a$  is accepted. It means that there is a significant difference of students' reading comprehension in descriptive text which is taught by using PQRST Method and which is taught by using conventional method. It can be seen from the result of data calculation. The  $t$  observed is 3.101. The writer found that  $2,00 < 3.101 > 2,65$ . It indicates that  $t$  observed is higher than that of  $t$  table in significant 5% and 1%.<sup>15</sup>

Related to this research, the previous research finding became a contribution and references to the researcher. The researcher realizes well that a successful teaching reading depending on the professional and technique used. From research that had been carried out with research that will be implemented there are some similarities that are used the same method that is PQRST method with eighth grade target and in improving students' reading ability.

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<sup>15</sup>Widiya Tri Rahayu, "The Effect of Using Preview, Question, Read, State, Test (PQRST) Method Toward Students' Reading Comprehension of the First Year Students at Islamic Senior High School Babussalam Boarding School Pekanbaru," (thesis, Department of English Education Faculty Of Education And Teacher Training State Islamic University Of Sultan SyarifKasim, Riau Pekanbaru 1433 H/2012 M).

## **B. Theoretical Background**

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

### **1. Reading**

#### **a. Definition of Reading**

Reading is a set of skill that involves making sense and deriving meaning from the printed word. In order to read, we must be able to decode (sound out) the printed words also comprehend what we read. For second language learners there are three different elements which impact reading: the child's background knowledge, the child's linguistic knowledge of the target language, and the strategies or techniques the child uses to tackle the text.<sup>16</sup>

Reading is an interactive process that takes place between the text and the reader's processing strategies and background knowledge. To read, we need to master a set of word-level skills, which we will call bottom-up skills. These skills combine to allow us to be able to decode connected text. These are represented in the Birch reading model as language processing strategies and language knowledge.<sup>17</sup>

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<sup>16</sup> David Nunan, Caroline Lisne *Practical English Language Teaching*, (Singapore: McGraw-Hill, 2003), 69.

<sup>17</sup> Kristin Lemset al, *Teaching Reading to English Language Learners Insights from Linguistics*, (New York: The Guilford Press, 2010), 33

Meaning, learning, and pleasure are the ultimate goals of learning to read". Knowing how to read words has ultimately little value if the student is unable to construct meaning from text. Ultimately, reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency.<sup>18</sup>

Reading is useful for other purposes too: any exposure to English (provided students understand it more or less) is a good thing for language students. At the very least, some of the language sticks in their minds as part of the process of language acquisition, and, if the reading text is especially interesting and engaging, acquisition is likely to be even more successful. Reading texts also provide good models for English writing. When we teach the skill of writing, we will need to show students models of what we are encouraging them to do. Reading texts also provide opportunities to study language: vocabulary, grammar, punctuation, and the way we construct sentences, paragraphs and texts. Lastly, good reading texts can introduce interesting topics, stimulate discussion, excite imaginative responses and be the springboard for well-rounded, fascinating lessons.<sup>19</sup>

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<sup>18</sup> Janette K. Klinger, *Teaching Reading Comprehension to Students with Learning Difficulties*, (New York: The Guilford Press, 2007), 2.

<sup>19</sup> Jeremy Harmer, *How to Teach English*, (England: Pearson Education Limited, 1998), 68

## b. Teaching Reading

Teaching is defined as management of learning which is done by a teaching in a class and managed of learning organized in general that a number of methodological options exist, but the learners are guided in any particular moment by a compass consisting of asset values, some knowledge and experience, and a commitment to particular learning outcomes.<sup>20</sup>

There are many reasons why getting students to read English texts is an important part of the teacher's job. In the first place, many of them want to be able to read texts in English either for their careers, for study purposes or simply for pleasure. Anything we can do to make reading easier for them must be a good idea.<sup>21</sup>

Teaching is a complex process it does not only give the information but also transfer the knowledge and skill from the teacher to the students. According to H. Douglas Brown, teaching can be defined as “showing or helping someone to learn how to do something, giving instructions, guiding in the study something, providing the knowledge, causing to know or understanding”.<sup>22</sup>

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<sup>20</sup> Diane Larsen- Freeman, *Techniques and principles in Language Teaching* (New York: Oxford University Press, 2000), 184.

<sup>21</sup> Jeremy Harmer, *How to Teach English*, (England: Pearson Education Limited, 1998), 68

<sup>22</sup> H. Douglas Brown, *Principle of Language Learning and Teaching Fourth Edition* (San Francisco: San Francisco State University, 2000), 7.

Teaching is a complex process it does not only give the information but also transfer the knowledge and skill from the teacher to the students. According to H. Douglas Brown, teaching can be defined as “showing or helping someone to learn how to do something, giving instructions, guiding in the study something, providing the knowledge, causing to know or understanding”.<sup>23</sup>

### c. The Purposes of Reading

There are some purposes of reading; Jeremy Harmer states that reading is essential either for students’ careers, for study purpose or simply pleasure. Reading is also useful as part of the process of language acquisition.<sup>24</sup> According to Jeremy, reading purposes are divided into five elements, there are:<sup>25</sup>

#### 1). To identify the topic

Good readers are able to receive the topic or the written text very quickly. By the supporting of their prior knowledge, they can get an idea. This ability allows them process the text more efficiently.

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<sup>24</sup>Jeremy Harmer, *How to Teach English* (Malaysia: VVP, 1998), 68.

<sup>25</sup> Jeremy Harmer, *The Practical of English Language Teaching* (Longman: Third Edition), 201-202.

## 2). To predict and guess

Readers sometimes guess in order to try to understand what written text is talked about. Sometimes they look forward; try to predict what is coming and sometimes make assumptions or guess the context from initial glance.

## 3). Reading for detail information

It means that some readers read to understand everything they are reading in detail this is usually case with written instructions or description procedure.

## 4). Reading for specific information

Sometimes readers want specific details to get much information. They only concentrate when the particular item that they are interested came up they will ignore the other of a text until it comes to the specific item that they are looking for. We can call this activity as scanning process.

## 5). Reading for general understanding.

Good readers are able to take in a stream of discourse and understand the gist of the text, without worrying too much about the detail. It means that they do not often look for every word, analyzing everything on the text. We can called this activity is skimming process.

## 2. Narrative Texts

### a. Definition of Narrative Text

Children develop sensitivity to narrative structure early. By the time they begin school, most children have developed some sense of story structure and can use this knowledge to comprehend simple stories. As noted, the structure of narratives is often called a “story grammar.” This term refers to the different elements the reader can expect to find in a story, such as the characters, setting, plot (including a problem that needs to be solved), and a resolution to the problem. Narratives include different types, or genres, that can vary some what from this basic story grammar template. These include realistic fiction, fantasy, fairytales, folktales, fables, mysteries, humor, historical fiction, plays, and real-life adventures. For example, fables are short stories with a typical story grammar but with the addition of a moral. Readers remember stories better when they are organized in familiar ways.<sup>26</sup>

For most readers, narrative text, with its settings, characters, actions, outcomes, and a conclusion is easier to read with

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<sup>26</sup> Janette K. Klingner *et al*, *Teaching Reading Comprehension to Students with Learning*, ( New York: The Guilford Press, 2007), 75

understanding than expository text. Most young children are familiar with narrative structure from having listened to stories read to them.<sup>27</sup>

Narrative intervention teaches them explicitly about basic story elements such as:

- setting
- characters
- theme
- action
- resolution
- conclusion.

The teaching sequence for narrative intervention is as follows. Before starting a narrative reading the teacher can introduce (and record on the whiteboard) the characters and the setting, and can give some indication of the theme of the upcoming story. After the reading, students can retell the action, describe how the characters resolved any issues and state how the story ended. The teacher summarises his information on the board under the categories suggested above.<sup>28</sup>

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<sup>27</sup> Rick Wormeli, *Summarization in Any Subject*, USA: ASCD 2005), 16- 17..

<sup>28</sup> *Ibid.*, 22



**b. The generic structure**

- a. Orientation: who were involved in the story, when and where introduces specific participant and setting
- b. Complication: a problem arises followed by other problems. Complication explores the conflict in the story. It shows the crisis, rising crisis, and climax of the story.
- c. Resolution: it shows the situation which the problems have been resolved. In other words, resolution is a solution for the problem.<sup>29</sup>

**c. The kinds of Narrative**

The following are kinds of story belong to narratives:

1. Fables are stories about animal. Fables usually point out lessons with animals as the characters. Fables entertain but they tell important truths about state the lesson or the moral at the end of the story
2. Folktales are stories of legends forming part of an oral tradition. Folktales passed on by word of mouth rather than by writing, and thus folktales are modified by successive retelling s before being written down. They also teach a moral of explain why something is the way it is.

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<sup>29</sup> David Nunan, Caroline Lisne *Practical English Language Teaching*, (Singapore: McGraw-Hill, 2003), 69.

3. Fairy tales are stories involving imaginacy creatures and always have a happy ending.
4. Personal experience is a factual past events by retelling them in order in which they occurred. It can be sad, happy, embarrassing, or funny experience.
5. Myths, legends, short stories and science fiction.<sup>30</sup>

### **3. The PQRST (Preview, Question, Read, State, and Test) Method**

#### **a. Definition PQRST Method**

The PQRST (Preview, Question, Read, State, and Test) technique, first described by Robinson.<sup>31</sup> PQRST method in this study is a method of reading the passage which consists of five activities; preview, question, read, state/summarize, and test and some additional activities that consist of discussing the questions, discuss the answers, determining the main sentence, sentences, main ideas, and ideas of explanatory.<sup>32</sup>

To start the students with this method, explain or show what P-Q-R-S-T stands for:

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<sup>30</sup>*ibid.*, 22

<sup>31</sup> Barbara A. Wilson, *Memory Rehabilitation*, (New York: The Guilford Press 2009), 87.

<sup>32</sup> Kadek Angga Septiari, "Improving reading comprehension through pqrst of eighth grade students of smp negeri 2 Banjarangkan in academic year 2012/2013," (thesis, English department faculty of teacher training and education mahasaraswati Denpasar University, Denpasar 2013).

P—*Preview* to identify main parts.

Q—Develop *questions* to which you want to find answers.

R—*Read* the material, twice if possible.

S—*State* the central idea or theme.

T—*Test* yourself by answering questions (or teach the material to someone else).<sup>33</sup>

#### **b. Procedure of PQRST Method**

Use the PQRST method and similar devices for making sense of reading assignments, such as, from textbooks. I found the PQRST method during a training session offered by my school district several years ago.<sup>34</sup>

The basic format that students should follow when reading a chapter is:

P (*Preview*) : to identify the main parts.

Q (*Develop*) : *questions* to which you want to find answers.

R (*Read*) : the material.

S (*State*) or (*summarize*) : the central idea or theme.

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<sup>33</sup> Rick Wormeli, *Summarization in Any Subject*, USA: ASCD 2005),131.

<sup>34</sup> *ibid.*, 16

T (*Test*): yourself by answering questions, or *teach* it to a classmate.

### C. Theoretical Framework

A theoretical framework is a collection of interrelated concepts, like a theory but not necessarily so well worked out. A theoretical framework guides the research, determining what things will be measured, and what statistical relationships will look for. The concepts that deliver in theoretical framework are the theory of several studies that used to support the research. In short, theoretical framework is the concepts in the theory can be related with factors which are defined as the important problem.

The research is quasi experimental with the effect of using PQRST techniques for teaching reading at the Eighth Grade Students at MTsN 1 Ngawi in Academic Year 2017/ 2018.

The research consists of two variable

- 1). PQRST techniques : independent variable
- 2). Reading narrative texts : dependent variable

The step to know the effect of using PQRST techniques for teaching reading at the the Eighth Grade Students at MTsN 1 Ngawi in Academic Year 2017/ 2018 are: the students who are before taught by using PQRST techniques get better score than those who are after

taught by using PQRST techniques get better score than those who are after taught by using PQRST techniques. The researcher tried to test them to get the score. Then, the researcher collected the data to find the significant different for teaching reading before and after using PQRST techniques at the Eighth Grade Students at MTsN 1 Ngawi in Academic Year 2017/ 2018.

#### **D. Hypothesis**

Hypothesis is a temporary answer to the problem of theoretical research that is considered most likely and highest levels were correct.

There are two hypotheses:

Ha : There is significant do the students who are before taught by using PQRST techniques get better score than those who are after taught by using PQRST techniques at the eighth grade students of MTsN 1 Ngawi in academic year 2017/2018.

Ho : There is significant do the students who are before taught by using PQRST techniques get better score than those who are after taught by using PQRST techniques at the eighth grade students of MTsN 1 Ngawi in academic year 2017/2018.

Hypothesis in this research is :  $H_a$  : There is significant do the students who are before taught by using PQRST techniques get better score than those who are after taught by using PQRST techniques at the eighth grade students of MTsN 1 Ngawi in academic year 2017/2018.



## CHAPTER III

### RESEARCH METHODOLOGY

This chapter discusses about the research design which was used in this study. The researcher also explained the population, sample, instrument, that support this study. This study also included technique of data collection and technique of data analysis.

#### A. Research Design

Research designs are plans and the procedures for research that span the decisions from broad assumptions to detailed methods of data collection and analysis. The selection of a research design is also based on the nature of the research problem or issue being addressed, the researchers' personal experiences, and the audiences for the study.<sup>35</sup>

There were various research design in a research. The design in this research used quantitative approach. Quantitative research used objectives measurement to gather numeric data that were used to answer question or test predetermined hypothesis.<sup>36</sup>

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<sup>35</sup> John W. Creswel, *Research Design Qualitative, Quantitative, and Mixed Methods Approaches Third Edition* (United Kingdom: Sage Publication, 2009), 22.

<sup>36</sup> Donald Ary, *et.al, Introduction to Research in Education*. (USA: Nelson Education, Ltd., 2010), 22.

Quantitative methods involved the processes of collecting, analyzing, interpreting, and writing the results of a study.<sup>37</sup> This design, a popular approach to quasi-experiments, the experimental group A and the control group B were selected without random assignment. Both groups take a pre-test and posttest. Only the experimental group received the treatment.<sup>38</sup>

The research consist two variable , those variable were :

1. Independent variable (X): PQRST (Preview, Question, Read, State, Test)
2. Dependent variable (Y) : Student's reading skill

In this research, the researcher used nonequivalent (pre-test and post-test) control group design for the design. This design included a pre-test measures followed by a treatment (for experimental class) and a post-test for two groups (control and experimental).

In this design, the experimental (group A) and control (group B) were selected without random assignment. Both groups took a pre-test and post-test. Only the experimental group received the treatment. The design of experimental could be described as follows:<sup>39</sup>

3. E O1 → X → O2
4. K O3 → → → O4

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<sup>37</sup>Yogesh Kumar Singh., *Fundamental of Research Methodology and Statistic*( New Delhi: New Age International (P) Limited, Publishers 2006), 135-138.

<sup>38</sup> John W. Creswel, *Research Design Qualitative, Quantitative, and Mixed Methods Approaches Third Edition*( United Kingdom: Sage Publication, 2009), 150.

<sup>39</sup>Ibid., 160-161.



5. Notes:

E : Experimental class (the students who are taught use peer tutoring strategy)

K : Control class (the students who are taught use conventional method)

O1 : Pre-test for the experimental class

O3 : Pre-test for the control class

X : Treatment

O2 : Post-test for the experiment class after using peer tutoring strategy

O4 : Post-test for the control class after using conventional method

The researcher used two classes as the subjects, which were VIII A as experiment class which applied PQRST technique and VIII D as control class which applied conventional . This research used post-test to conduct the data after treatment in each of class.

The procedure in implementing of PQRST method in experiment class as follows:

1. The teacher gave the students pre-test
2. The teacher gave the students a treatment
3. The teacher was implementing PQRST method

4. The teacher gave students a piece of paper containing the story (narrative text)
5. The students “*Preview*” read by skimming to identify main parts.
6. The students “*Develop Questions*” makes question to which they want to find answers..
7. The students “*Read*” the material, twice seriously.
8. The students “*State*” the central idea or theme.
9. The students “*Test*” yourself by answering questions (or teach the material to someone else).<sup>40</sup>

On the other hand, in control class pre-test and post-test are used to measure the students’ reading skill which did not teach by using PQRST method (using direct instructional method). The procedure of direct instructional method in control group as follow:

1. The teacher explain about the learning material
2. The teacher gives the text to the students
3. The teacher ask student to read the text and gives the time to do students to ask about the difficult words of the text
4. The students are asked to do the task related to the text
5. The teacher gives confirmation of students answer

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<sup>40</sup>Rick Wormeli, *Summarization in Any Subject*,( USA: Stenhouse Publisher , 2005), 131.

6. The teacher asks students difficulties in the teaching and learning process then concludes the material.

## **B. Population and Sample**

### **1. Population**

Population is all cases, situation or individuals who share one or more characteristics.<sup>41</sup> The population of this research is the second semester of the Eighth Grade Students of MTsN 1 Ngawi in Academic year 2017/ 2018. They were of 93 students divided into four classes and each class were around 23 until 24 students.

### **2. Sample**

A sample is a portion of a population.<sup>42</sup> In this research, the researcher chose two classes ( VII A and VII B) that were taken randomly. Each class consists of 23 and 23 students. Class A became an experiment class and Class B was become a control class. This kind of probability sampling is referred to as cluster sampling because the unit chosen is not an individual but, rather, a group of individuals who are naturally together.<sup>43</sup>

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<sup>41</sup> David Nunan, *Research Methods In Language Learning* ( Cambridge: Cambridge University Press, 1992), 231.

<sup>42</sup> Donald Ary, *et.al, Introduction to Research in Education*. (USA: Nelson Education, Ltd., 2010), 148.

<sup>43</sup> *ibid.*, 154

### C. Instrument of Data Collection

This research instrument was conducted by collecting from data with reading test. The test is made by the researcher based on the standardized procedures of making test. The test consists of two parts. They are pre test and post test. The pre test is given in the beginning study before the treatment and the post test is given after the treatment. Pre test will give the information about students' achievement before treatment in teaching and post test will give the information about students' achievement after treatment in teaching.

Table 3. 1  
Instrument Data Collection

Indicator	Instrumen	Item of instrument
Students able to identify the opposite from the text	Multiple choice test	10, 15
Student able identify the purpose in reading narrative text		4
Students are able to identify the informations from the text		1, 2, 3, 5, 6, 7, 8, 9, 11, 12, 13, 14, 16, 17, 18, 19
Student able identify the moral value in reading narrative text		20

The data in this research were the result of the test. The data were taken from multiple choice question about students' reading skill. In this study, the data were taken from the result of two group samples. The first

group were students who were taught by PQRST method and second the students who were taught by direct method.

In scoring the students' work, the researcher using the criteria as follows:

1. The 1 score was assigned if the students answer the test correctly.
2. The 0 score was assigned if the students answer the test incorrectly.

Then the research analyzed the test result to know the difference of the students reading comprehension score and then interpreted it.

#### **D. Technique Data Collection**

The technique of data collection was all of way nature who used by researcher to get data in the research. Data was important factors, because data was a need to prove the real hypothesis. In this research, the researcher applied many techniques in collecting the data. They are test and documentation.

##### **1. Test**

A test in simple terms is a method of measuring a person's ability, knowledge, or performance in a given domain. A test is first a method. It is an instrument (a set of techniques, procedures, or items) that requires performance on the part of the test taker. To qualify as a test, the method must be explicit and structured: multiple-choice question with prescribed

correct answer, a writing prompt with a scoring rubric, or an oral interview based on question script. Second, a test must be measured. Next, a test measures an individual's ability, knowledge or performance.<sup>44</sup>

The test is made by the researcher based on the standardized procedures of making test. The test consisted of two part. They were pre test and post test. The pre test was given in the beginning study before the treatment and the post test was given after the treatment. Pre test would give the information about students's achievement before treatment in teaching and post test will give the information about students's achievement after treatment in teaching. And test is multiple choices with 20 question about narrative text.

Good instrument must meet two requirements, there are validity and reliability.

#### **a. Validity**

By far the most complex criterion of an effective test and arguably the most important principle is validity, "the extent to which inferences made from assessment result are appropriate, meaningful, and useful in terms of the purpose of the assessment."<sup>45</sup>

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<sup>44</sup>H. Douglas Brown, *Language Assessment Principle and Classroom Practices* (New York: Longman, 2000), 03.

<sup>45</sup> H. Douglas Brown, *Language Assessment Principle and Classroom Practices* (New York: Longman, 2000), 22.

The researcher counted the validity of reading skill test with SPSS 16. To measure the validity this research used product moment. With  $df$  or  $db$  was  $n-r$   $22-2 = 20$  in 5% significance the  $r$  index was 0,432. When the index of  $r$  result (coefficient of correlation) was below the  $r$  index it could be concluded that the items were not valid instruments. Thus, the item said to be valid instrument if the coefficient of correlation was more than 0,432.

To measure the validity of instrument of research, the researcher put the total sample 22 respondents. The researcher gave 20 multiple choice questions for this class. So, the researcher calculated the validity test from the result of multiple choice questions.

From the result calculation item validity instrument, could be shown in table 3.2 as follow:

**Table 3.2**

**The Result of Validity Calculation**

Item	"r" calculated	"r" index	Criteria
1.	0,643	0,432	Valid
2.	0,489	0,432	Valid
3.	0,489	0,432	Valid
4.	0,602	0,432	Valid
5.	0,834	0,432	Valid

6.	0,602	0,432	Valid
7.	0,709	0,432	Valid
8.	0,708	0,432	Valid
9.	0,678	0,432	Valid
10.	0,709	0,432	Valid
11.	0,834	0,432	Valid
12.	0,634	0,432	Valid
13.	0,602	0,432	Valid
14.	0,709	0,432	Valid
15.	0,708	0,432	Valid
16.	0,678	0,432	Valid
17.	0,709	0,432	Valid
18.	0,835	0,432	Valid
19.	0,643	0,432	Valid
20.	0,602	0,432	Valid

**b. Reliability**

A reliable test is consistent and dependable. If you give the same text to the same students or matched students on two different occasion, the test should yield similar result.<sup>46</sup>

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<sup>46</sup>*ibid.*, 20



In this research, to measure reliability of reading comprehension multiple choice test, the researcher employ SPSS 16 program for windows.

**Tabel 3.3**

**The Result of Reliability Test**

<b>Reliability Statistics</b>	
Cronbach's Alpha	N of Items
.924	20

**2. Documentation**

Documentation was used to collect data through printed material such as notes, transcripts or books. The documentation used in this research were taken from students' result of the given test, students' progress score, teacher's lesson plan, and photograph of teaching learning process.

In this research, documentation is used to data on students' condition, school profile and students' reading ability at MTsN 1 Ngawi in academic year of 2017/2018.

## **E. Technique of Data Collection**

After the test was given to the students in the pre and post-test, it would be tested. The test is focused on students' pre and post-test. The result from the test will be analyzed first by Assumption Test, those are: the test of normality and test of homogeneity. It is calculated because to know the next step of analyzing the data which whether using parametric or non- parametric test. The formula of normality and homogeneity as follow:

### **1. Assumption Test**

#### **a. Normality Test**

Assumption test analysis conducted as the prerequisite for testing hypothesis. The assumption is the data are normally distributed. It can be done by conducting normality test. Normality test is used to find out whether the data are in normal distribution. In deciding whether the data are in normal distribution or not, the highest value of significant correction is consulted to Kolmogorov-Smirnov table. If the highest value of statistic is lower than the value of Kolmogorov-Smirnov table for 5% level of significance, it can be concluded that the data are in normal distribution. On the other hand, if the higher value of statistic is higher than the Kolmogorov-Smirnov table for 5% level of significance it can be concluded that the data are not in normal distribution. The value of

Kolmogorov- Smirnov table for  $N = 20$  at 5% level of significance is 0,432.<sup>47</sup>

The calculation of normality test is used SPSS 16 version. To find out the normality of data by followed this steps:

- 1) Open SPSS Program
- 2) Input the data to the data view by first fill the variable view with write down the name of the classes.
- 2) Click analyze – non parametric test – sample K-S.
- 3) Drag the data into test variable
- 4) Click OK.<sup>48</sup>

After the process calculation, it determines by the following criteria:

- 1) If  $t_{\text{value}}$  was lower than  $t_{\text{table}}$  ( $t_{\text{value}} < t_{\text{table}}$ ), it means that  $H_0$  is accepted and  $H_a$  is rejected.
- 2) If  $t_{\text{value}}$  was higher than  $t_{\text{table}}$  ( $t_{\text{value}} > t_{\text{table}}$ ), it means that  $H_0$  is rejected and  $H_a$  is accepted.

Notes:

$H_0$  : data is not normally distributed

$H_a$  : data is normally distributed

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<sup>47</sup> *Ibid.*, 247.

<sup>48</sup> Andhita Dessy Wulansari, *Aplikasi Statistika Parametrik dalam Penelitian*, (Yogya: Pustaka Felicha, 2016), 52- 53.

## b. Homogeneity Test

Homogeneity Test is intended to know whether the population has same variance or not. The hypotheses for the test are:

$H_0$  : Population has the same variance

$H_a$  : Population has not the same variance.<sup>49</sup>

To calculate the homogeneity test, the researcher used SPSS 23 version. The steps of calculation as follows:

- 1) Open the SPSS program
- 2) Input the data into data view by first fill the variable view with write down X as the score of pre-test and post-test and Y as the kind of class.
- 3) Click analyze – compare means – one way anova
- 4) Drag X into dependent list and Y as factor list
- 5) Click options – checklist Homogeneity of variance test – OK.<sup>50</sup>

The criteria of determining of homogeneity test are:

- 1) If  $t_{\text{value}}$  was lower than  $t_{\text{table}}$  ( $t_{\text{value}} < t_{\text{table}}$ ), it means that  $H_0$  is accepted and  $H_a$  is rejected.
- 2) If  $t_{\text{value}}$  was higher than  $t_{\text{table}}$  ( $t_{\text{value}} > t_{\text{table}}$ ), it means that  $H_0$  is rejected and  $H_a$  is accepted.

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<sup>49</sup>RetnoWidyaningrum, *Statistik*, (Yogyakarta: PustakaFelica, 2011), 204.

<sup>50</sup>AndhitaDessyWulansari, *AplikasiStatistikaParametrikdalamPenelitian*, (Yogya: PustakaFelicha, 2016), 35- 28.

Notes:

$H_0$  : data is not homogeneity

$H_a$  : data is homogeneity

## 2. Hypothesis Test

When the computation result of normality the data is in normal distribution, it can be continued to the next step, testing hypothesis which have been proposed in the previous chapter. In this study, there are two hypothesis that should be tested.

To decide whether  $H_0$  is rejected or accepted, it is necessary to compute the data, therefore the conclusion for the hypothesis can be drawn based on the result of the computation. The  $H_0$  will be reject and  $H_a$  will be accept if the t value is higher than t table meanwhile,  $H_0$  will accept and  $H_a$  will be reject if T table is lower than t table.<sup>51</sup>

Or  $H_0$  is accepted if probabilities  $> 0.05$ , there is no significant difference score in teaching reading for students who are taught by PQRST technique and who are not taught by PQRST technique at the eighth grade students of MTsN 1 Ngawi in academic year 2017/2018.

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<sup>51</sup>*Ibid.*, 151.

*Hais* rejected if probabilities  $< 0.05$ , there is no significant difference score in teaching reading for students who are taught by PQRST technique and who are not taught by PQRST technique at the eighth grade students of MTsN 1 Ngawi in academic year 2017/2018.

In this research, the researcher used t- test and to calculate the hypothesis, used SPSS 16 for windows.

- 1) Open SPSS
- 2) Input data to the data view, by first change the value in the variable view by change the Name, Decimals, Value, and measure.
- 3) Click Analyze - Compare Means - Independent-Sample T Test
- 4) In the dialog box of Independent-Sample T Test, input the variable X in *Test Variables* and variable Y in *Grouping Variable*.
- 5) Click Define Groups write down 1 in the *Group 1* and 2 in the *Group 2*, then click *Continue* – OK.

After calculated, the researcher proposed the alternative hypothesis ( $h_a$ ) and null hypothesis ( $h_o$ ) which is described below:

$H_o$  : if  $t_{test} < t_{table}$  in significant degree 5%

$H_a$  : if  $t_{test} > t_{table}$  in significant degree 5%.

Meanwhile, the degree of freedom ( $df$ ) =  $n_1 + n_2$

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. General Finding

##### 1. The History of MTsN 1 Ngawi

The history of the establishment of MTsN Geneng originated from 1965 on the land of waqf of 610 m<sup>2</sup> established by Mr. Imam Supangat Randusongo Village Head with the surrounding community leaders by the name of PGA Ma'arif with the Head at that time was Mr. Muftaroh, then in 1967 changed its name to MTs / SMP Istiqomah lasted for 2 years and after that in 1969 the name was changed again to MTs AIN and after experiencing the development in 1970 changed status to MTsN Randusongo which still under the leadership of Mr. Muftaroh. After changing the status of the country from year to year experienced a decrease in the number of students then in 1982 changed its status to MTsN Ngawi filial in Randusongo headed by Mr. Abdul Hamid. With improving developments in 1996 changed its status again to MTsN Geneng until 2017. and in early 2018 then renamed school again with the name MTsN 1 Ngawi until now.

## **2. The Profile of MTsN 1 Ngawi**

### **a. General Location**

MtsN 1 Ngawi is located at Geneng- Kendal street KM. 17  
Randusongo village, GerihNgawi.

### **b. Vision, Mission, and Goal**

#### *Vision*

*“Bertaqwa, achievement, skillful, disciplined and responsible”*

#### *“Mission”*

1. To develop the attitudes and practices of Islamic religious practices within and outside Madrasah
2. Growing the spirit of Islamic religious learning
3. Implement learning actively, creatively, effectively, fun and innovative
4. Encourage, assist and facilitate students to develop their abilities, talents and interests so that they can be developed optimally and have a high level of competitiveness.
5. Improve the attitude of discipline for every Madrasah citizen
6. Implement participatory management by involving all Madrasah and Madrasah Committees
7. Establish a dedicated generation of responsible and loveable almamater.



*“Goal”*

1. Improvement of religious practice in order to realize humanity who believe and devoted to Allah SWT
2. Mastery of religious science.
3. Increased national test achievement and Madrasah test
4. Increased achievement in the subject race, both at the Kecamatan, Kabupaten, Provincial and National levels.
5. Create skilled and self-sufficient people through the activities of Electronics, Sewing, Catering, Arts and Computers.
6. Forming a person who has high discipline
7. Students with an interest, talent and ability to Javanese, Arabic and English have increased from the past, and are able to become MTs and speak the three languages.
8. Have a sports team capable of becoming a finalist of Kabupaten and Province levels.
9. Improving Madrasah's concern for the cleanliness and beauty of the Madrasah environment from the previous.
10. Increased sense of responsibility for duties and obligations.

### c. The Organization Structure

The organization structure of Mts.MiftahulUlumBalong

Ponorogo as follow:

**Table 4.1**

#### **The organization structure of MTsN 1 Ngawi**

1)	Headmaster	: Drs. Ismadi
2)	Deputy of CurricUlum	: H. Sanuri, S.Pdl
3)	Deputy of Infrastructure	: Drs. Mukibbudin
4)	Deputy of Student	: Dra. Pujianingsih
5)	Head of Library	: Drs. Satinem
6)	Treasurer of School	: NurKholis, S.Ag
7)	Head of Adminitrasion	: UswatunHasanah, S.Ag
8)	Staff of Adminitrsion	: SitiFatonah, S.Pd.

### 3. Teachers and Students in MtsN 1 Ngawi

The teachers' qualification of MTsN 1 Ngawi is S1. The most of teachers is graduated from Islamic University. The total of the teachers is thirty five. The table below is the list of teachers in MTsN 1 Ngawi:

**Table 4.2**  
**Teachers of MTsN 1 Ngawi**

No	Name	Subject
1	Drs. Ismadi	Fiqh
2	H. Sanuri, S.Pdl	Aqidah
3	Drs. Mukibbudin	Ta'lim
4	Drs. Satinem	Indonesian language
5	Dra. Pujianingsih	Biology
6	NurKholis, S.Ag	Arabic
7	UswatunHasanah, S.Ag	Computer
8	SitiFatonah, S.Pd.	English
9	Dra. Hj. WR. Retnaningtyas	Moral
10	Drs. Sukanto	Math
11	EndangSuhartini, S.Pd	Moral
12	Romelan, S.Pd	Math
13	M.AlfanAdrianto, S.Pd	Social
14	MiminSihWinurmi, S.Pd	Culture
15	Nahrowi, S.Pd	English
16	UswatunHasanah, S.Pd	Indonesian language
17	Sido, S.Pd	PKN
18	Masyruchin, S.Pd	Arabic

19	Nur Wahid, S.Pd	Social
20	Sujari, S.Ag	SKI
21	ArifRohman, S.Pd	Physical
22	WiwikErnawati, S.Pd	Social
23	Marfi'atin, S.Pd	Fiqh
24	AnisKurniawati, S.Pd	Biology
25	KhozinatulAsror, S.Pd	Computer
26	Astuti, S.Pd	English
27	AlifPurnamasari, S.Pd	Javaness
28	BintiJuwita, S.Pd	Physics
29	Syaiful Anwar, S.Pd	Biology
30	Christian Hartoyo, S.Pd	Qurdis
31	EtiRahmajayanti, S.Pd	Indonesian language
32	Nana Najibah, S.Pd	English
33	Inna Sabrina, S.Pd	Javaness
34	RifqiNirmalasari, S.Pd	English
35	NuningSulistiyorini, S.Pd	English

PONOROGO

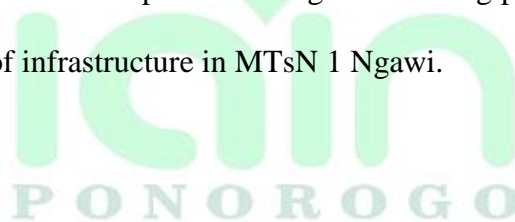
Students are the important component in education. The total number of students is about 260 students in academic year 2018/2019. It divides into nine class and three grades.

**Table 4.3**  
**Students of MTsN 1 Ngawi**

No	Class	Number of Students
1	VII	93 students
2	VIII	102 students
3	IX	107 students
	Total	302 Students

#### **4. The Infrastructures of MTsN 1 Ngawi**

In an educational institution, it is necessary to facilitate the infrastructures. They have the important role in school. It is because infrastructure will help the teaching and learning process. The table below is the list of infrastructure in MTsN 1 Ngawi.



**Table 4.4**

**The Infrastructures of MTsN 1 Ngawi**

No	Name of infrastructure	Total	Condition
1	Headmaster' room	1	Good
2	Administratio' room	1	Good
3	Teacher' room	1	Good
5	Classroom	12	Good
6	Library	1	Good
7	Art and Culture room	1	Good
8	Computer laboratory	1	Good
9	Cooperation (canteen)	1	Good
10	Health room	1	Good
11	Mosque	1	Good
12	Auditorium	1	Good
13	Sport field	1	Good
14	Ceremony field	1	Good

**5. Research Schedule**

The researcher conducted research in MTsN 1 NGAWI based on the research schedule. The schedule as follow:

### **a. Experimental class schedule**

On February 22<sup>th</sup> 2018, researcher conducted a pre-test in class 8A as an experimental class. Continued on February, 27<sup>th</sup> 2018 it is 1st treatment using PQRST technique. First encountered, researcher have applied researcher in reading learning. PQRST technique was also re-applied by the researcher in the next research that is on March, 6<sup>th</sup> and 13<sup>th</sup> 2018. So, at the end of the meeting the researcher doing post-test activity to know the effect of PQRST technique in teaching reading of class experimental.

### **b. Control class schedule**

On February 24<sup>th</sup> 2018, researcher conducted a pre-test in class 8B as an control class. Continued on February, 28<sup>th</sup> 2018 it is 1st treatment using direct method. First encountered, researcher have applied researcher in reading learning. PQRST technique was also re-applied by the researcher in the next research that is on March, 7<sup>th</sup> and 14<sup>th</sup> 2018. So, at the end of the meeting the researcher doing post-test activity to know the effect of direct method in teaching reading of class control.

## **B. Spesific Finding**

The population of this research was the eighth grade students of MTsN 1 Ngawi in academic years 2018/2019. The sample of this research is VIII A as

experimental class consist of 23 students and VIII B as control class consist of 23 students.

### 1. Students's Reading Narrative Skill Score of Experimental Class

The table showed the result of students's reading narrative skill for the students taught by PQRST techniques Pre-test and Post-test score.

**Table 4.5**  
**The Students's Reading Narrative Score for Experimental Class**

No	Name	PRETEST	POST TEST
1	AmilyaAnatasya	15	90
2	AndikaSetiawan	30	55
3	AnisaAinurRohmah	50	75
4	CandraPamungkas	35	65
5	FalentinaDwi	55	95
6	FirnandaKusum	40	65
7	HidayatNurWakhid	50	75
8	HokyPrisambodo	40	80
9	JokoPurnomo	45	95
10	Kevin Jonathan	30	75
11	Lestariana	30	90
12	LinaNoviana	60	85
13	MaulanaNur Aziz	40	80
14	Natasya Tri Hapsari	35	80
15	NurulJannah	45	80
16	PhitoAryaZona	35	75
17	SintaAmeliana Sari	40	75
18	Surya Laksana	35	75
19	Syaiful Akbar	45	65
20	Widiyanti	30	75
21	YoriviaAdibNadita	35	75
22	ZainalAbidin	55	80
23	ZulfaNahdiana	40	80
Total		915	1785
Mean		39,8	77,6



It can be seen in the table above that the highest pre-test score of experimental class is 60 while lowest pre-test score is 15 while the highest post-test score is 95 and the lowest score is 55. The mean score of pre-test was 39.7 and mean score in post-test was 77.6. The result of students' test of experimental class can be seen clearly on the following table.

**Table 4.6**  
**Frequency Distribution of Pre-Test in Experimental Group**

Pretest Class Experimental

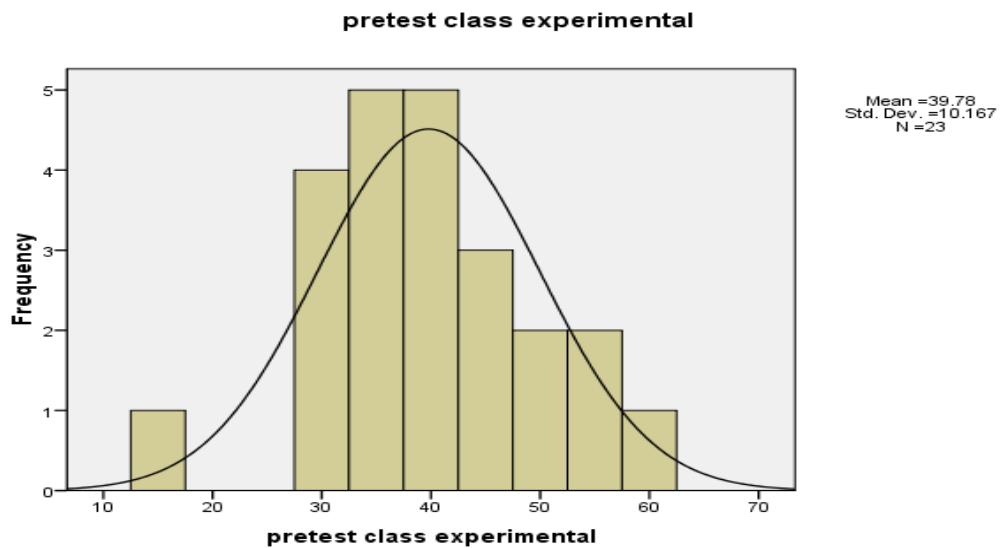
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 15	1	4.3	4.3	4.3
30	4	17.4	17.4	21.7
35	5	21.7	21.7	43.5
40	5	21.7	21.7	65.2
45	3	13.0	13.0	78.3
50	2	8.7	8.7	87.0
55	2	8.7	8.7	95.7
60	1	4.3	4.3	100.0
Total	23	100.0	100.0	

From the table above, it can be seen that the score of students' reading narrative skill was various as follows:

1. There are 1 students got score 15 with percentage 4,3%

2. There are 4 students got score 30 with percentage 17,4%
3. There are 5 students got score 35 with percentage 21,7%
4. There are 5 students got score 40 with percentage 21,7%
5. There are 3 students got score 45 with percentage 13,0%
6. There are 2 students got score 50 with percentage 8,7%
7. There are 2 students got score 55 with percentage 8,7%
8. There are 1 students got score 60 with percentage 4,3%

**Figure 4.1**  
**Histogram for Pre Test in Experiment Group**



From the histogram above, it is stated  $M=39.78$  and  $SD= 10.167$ . To determine whether the category of the students' reading narrative score was good, medium or low, the researcher grouped scores using the standard as

follows:

1. More than  $M + 1.SD$  ( $39.78 + 10.167 = 49.94$ ) is categorized into good
2. Between  $M - 1.SD$  to  $1.SDx$  is categorized into medium
3. Less than  $M - 1.SD$  ( $39.78 - 10.167 = 29.61$ ) is categorized into low

Thus it can be seen that the scores which are more than 49.94 is considered into good, the score between 30-50 is categorized into medium, while the scores which are less than 29.61 is categorized into low. That categorization can be seen clearly in the following:

**Table 4.7**

**The Categorization of Students' Pre-Test in Experimental Class**

No	Score	Frequency	Percentage	Category
1	More Than 50	3	13.00%	Good
2	Between 30-50	19	82.70%	Medium
3	Less Than 30	1	4.30%	Low
	Total	23	100%	

From the table above, it could be seen that the score of students' reading narrative skill who are taught by using PQRS technique in pre- test showed that 13.00% in the good category, 82.70% in the medium category, and 4.30% % in the low category.

**Table 4.8**

**Frequency Distribution of Post-Test in Experimental Class**

posttest experimental class

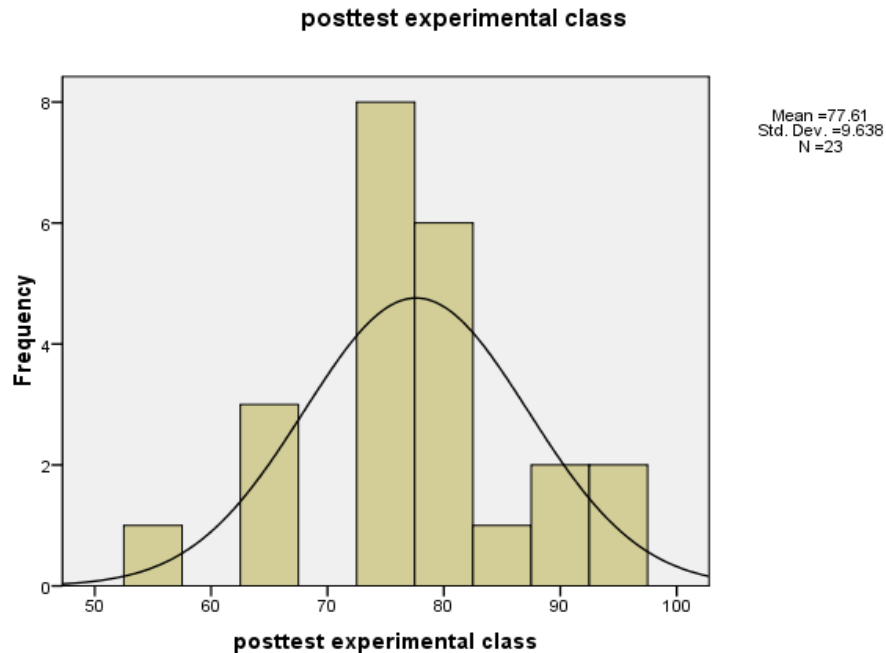
	Frequency	Percent	Valid Percent	Cumulative Percent
--	-----------	---------	---------------	--------------------

Valid	55	1	4.3	4.3	4.3
	65	3	13.0	13.0	17.4
	75	8	34.8	34.8	52.2
	80	6	26.1	26.1	78.3
	85	1	4.3	4.3	82.6
	90	2	8.7	8.7	91.3
	95	2	8.7	8.7	100.0
Total		23	100.0	100.0	

From the table above, it could be seen that the score of students' reading narrative skill was various as follows:

1. There are 1 students got score 55 with percentage 4,3%
2. There are 3 students got score 65 with percentage 13,0%
3. There are 8 students got score 75 with percentage 34,8%
4. There are 6 students got score 80 with percentage 26,1%
5. There are 1 students got score 85 with percentage 4,3%
6. There are 2 students got score 90 with percentage 8,7%
7. There are 2 students got score 95 with percentage 8,7%

**Figure 4.2**  
**Histogram for Post Test in Experiment Group**



From the histogram above, it is stated  $M=77.61$  and  $SD=9.638$ . To determine whether the category of the students' reading narrative score was good, medium or low, the researcher grouped scores using the standard as follows:

1. More than  $M + 1.SD$  ( $77.61 + 9.638=87.248$ ) is categorized into good
2. Between  $M - 1.SD$  to  $1.SDx$  is categorized into medium
3. Less than  $M - 1.SD$  ( $77.61 - 9.638= 67.972$ ) is categorized into low

Thus it can be seen that the scores which are more than 87,25 is considered into good, the score between 68-87 is categorized into medium, while the scores which are less than 67, 97 is categorized into low. That categorization can be seen clearly in the following:

**Table 4.9**

**The Categorization of Students' Pre-Test in Experimental Class**

No	Score	Frequency	Percentage	Category
1	More Than 87	4	17.40%	Good
2	Between 68-87	15	65.30%	Medium
3	Less Than 68	4	17.30%	Low
	Total	23	100%	

From the table above, it can be seen that the score of students' reading narrative skill who are taught by using PQRST technique in pre- test showed that 17.40% in the good category, 65.30% in the medium category, and 17.30% in the low category.

**2. Students' Reading Narrative Skill of Control Class**

The table below showed the result of students' reading narrative skill for the students who taught by using direct method (control class). In this table, showed pre and post-test score.

**Table 4.10****Sudents' Reading Narrative Skill of Control Class**

No	Name	PRETEST	POST TEST
1	AviorDwiCahyo	50	65
2	Cindy AuliaRahmawati	45	80
3	DanangRuliRegita	35	60
4	DewiLukfiana Sari	35	15
5	EkaOrvano	35	75
6	HalimatusSakdiyah	60	70
7	HendrikKurniawan	25	60
8	JefriProjoWicaksono	45	60
9	LailyEnggar	65	70
10	Muhammad Al Mudhaki	35	80
11	Muhammad Fakhri	40	55
12	MuktiAribowo	30	70
13	NaililMualifah	50	45
14	Natasha Aleeya	50	75
15	Nurwakhid	50	45
16	Pitriyani	40	35
17	RianAndiKusuma	50	60
18	RirinMardiyanti	45	75
19	VanestyaAnanda	50	55
20	Vina Dian Prasetyo	50	65
21	Wulandari	45	75
22	Muhammad FaridArriza	75	75
23	ZurrotulMahira	10	70
Jumlah		1015	1435
Mean		44.13	62.39

It can be seen in the table above that the highest pre-test score of control class is 75 while lowest pre-test score is 25 while the highest post-test score is 80 and the lowest score is 35. The mean score of pre-test is 44,13 and mean score in post-test is 62,39 . The result of students' test of control class can be seen clearly on the following table.

**Table 4.11**

**Frequency Distribution of Pre-Test in Control Group**

pretest control class

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 10	1	4.3	4.3	4.3
25	1	4.3	4.3	8.7
30	1	4.3	4.3	13.0
35	4	17.4	17.4	30.4
40	2	8.7	8.7	39.1
45	4	17.4	17.4	56.5
50	7	30.4	30.4	87.0
60	1	4.3	4.3	91.3
65	1	4.3	4.3	95.7
75	1	4.3	4.3	100.0
Total	23	100.0	100.0	

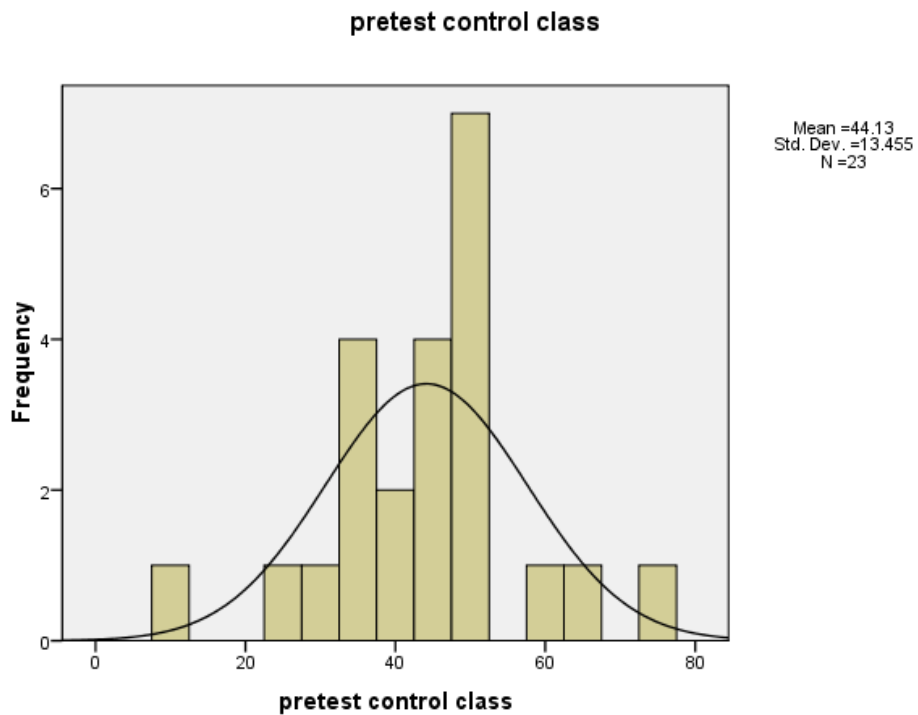
From the table above, it could be seen that the score of students' reading narrative skill was various as follows:

1. There are 1 students got score 10 with percentage 4,3%
2. There are 1 students got score 25 with percentage 4,3%
3. There are 1 students got score 30 with percentage 4,3%
4. There are 4 students got score 35 with percentage 17,4%
5. There are 2 students got score 40 with percentage 8,7%
6. There are 4 students got score 45 with percentage 17,4%
7. There are 7 students got score 50 with percentage 30,4%



8. There are 1 students got score 60 with percentage 4,3%
9. There are 1 students got score 65 with percentage 4,3%
10. There are 1 students got score 75 with percentage 4,3%

**Figure 4.3**  
**Histogram for Pre Test in Control Group**



From the histogram above, it is stated  $M=44.13$  and  $SD= 13.455$ .

To determine whether the category of the students' reading narrative score was good, medium or low, the researcher grouped scores using the standard as follows:

1. More than  $M + 1.SD$  ( $44.13+13.455= 57.585$ ) is categorized into good
2. Between  $M - 1.SD$  to  $1.SDx$  is categorized into medium
3. Less than  $M - 1.SD$  ( $44.13-13.455=30.675$ ) is categorized into low

Thus it can be seen that the scores which are more than 57.585 is considered into good, the score between 30-58 is categorized into medium, while the scores which are less than 30.675 is categorized into low. That categorization can be seen clearly in the following:

**Table 4.12**

**The Categorization of Students' Pre-Test in Experimental Class**

No	Score	Frequency	Percentage	Category
1	More Than 58	3	12.90%	Good
2	Between 30-58	18	78.50%	Medium
3	Less Than 30	2	8.60%	Low
	Total	23	100%	

From the table above, it can be seen that the score of students' reading narrative skill who are taught by using direct method in pre- test showed that 12.90% in the good category, 78.50% in the medium category, and 6.80% % in the low category.

**Table 4.13**

**Frequency Distribution of post-Test in Control Group**

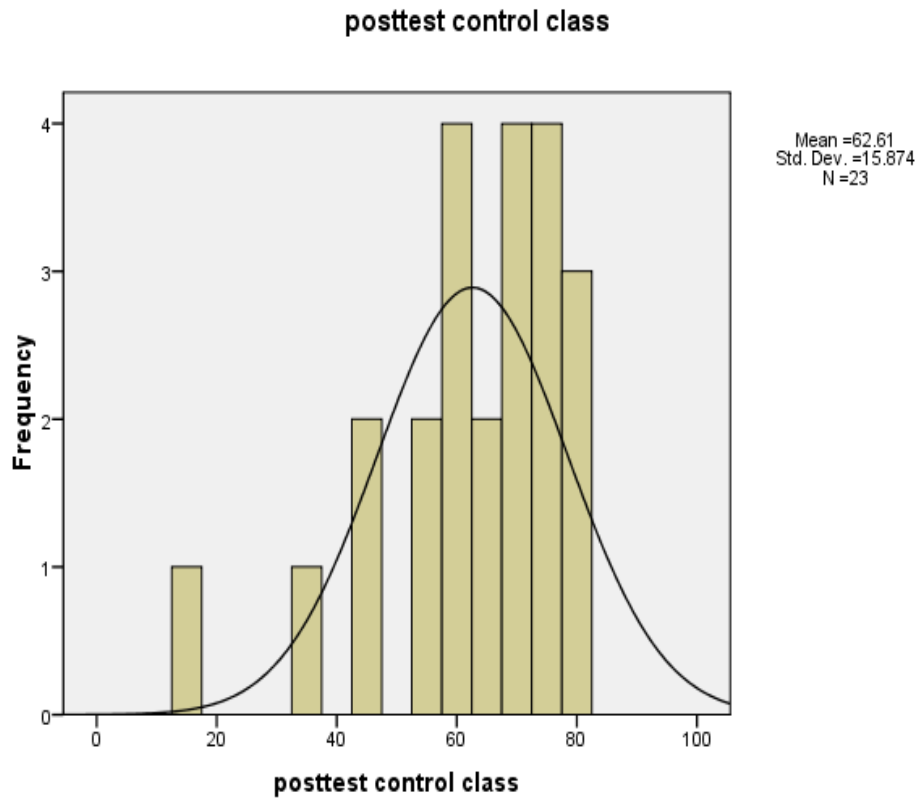
Posttest control class

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 15	1	4.3	4.3	4.3
35	1	4.3	4.3	8.7
45	2	8.7	8.7	17.4
55	2	8.7	8.7	26.1
60	4	17.4	17.4	43.5
65	2	8.7	8.7	52.2
70	4	17.4	17.4	69.6
75	4	17.4	17.4	87.0
80	3	13.0	13.0	100.0
Total	23	100.0	100.0	

From the table above, it could be seen that the score of students' reading narrative skill was various as follows:

1. There are 1 students got score 15 with percentage 4,3%
2. There are 1 students got score 35 with percentage 4,3 %
3. There are 2 students got score 45 with percentage 8,7 %
4. There are 2 students got score 55 with percentage 8,7 %
5. There are 4 students got score 60 with percentage 17,4 %
6. There are 2 students got score 65 with percentage 8,7 %
7. There are 4 students got score 70 with percentage 17,4 %
8. There are 4 students got score 75 with percentage 17,4 %
9. There are 3 students got score 80 with percentage 13,0 %

**Figure 4. 4**  
**Histogram for Post Test in Control Group**



From the histogram above, it is stated  $M=62.61$  and  $SD=15.874$ . To determine whether the category of the students' reading narrative score was good, medium or low, the researcher grouped scores using the standard as follows:

1. More than  $M + 1.SD$  ( $62.61+15.874=78.484$ ) is categorized into good
2. Between  $M - 1.SD$  to  $1.SDx$  is categorized into medium
3. Less than  $M - 1.SD$  ( $62.61-15.874=46.736$ ) is categorized into low

Thus it can be seen that the scores which are more than 74.49 is considered into good, the score between 47-74 is categorized into medium, while the scores which are less than 46.73 is categorized into low. That categorization can be seen clearly in the following:

**Table 4.14**

**The Categorization of Students' Post-Test in Control Class**

No	Score	Frequency	Percentage	Category
1	More Than 74	7	17.3%	Good
2	Between 47-74	12	52.30%	Medium
3	Less Than 47	4	30.40%	Low
	Total	23	100%	

From the table above, it could be seen that the score of students' reading narrative skill who are taught by using direct method in post- test showed that 17.30% in the good category, 52.30% in the medium category, and 30.40% in the low category.

### 3. Assumption Test

#### a. Normality Test

Normality test is used to find out whether the data are normally distributed or not. In deciding the data are in normal distribution or not, the highest value of significant correction is consulted to Kolmogorov-Sminov table. If the highest value of statistic is lower than *alpha* 0,05 of significance, it can be concluded that the data are

in not normal distribution. On the other hand, if the highest value of statistic is higher than alpha 0,05, it can be concluded that the data are normal distribution.

In this research, the research used Kolmogorov-Smirnov formula and the calculation by using SPSS 16 as following:

**Table 4.15**  
**Experimental And Control Class Normality Testing**  
**One-Sample Kolmogorov-Smirnov Test**

		POST_TEST _B	POST_TEST _A
N		23	23
Normal Parameters <sup>a</sup>	Mean	62.61	77.61
	Std. Deviation	15.874	9.638
Most Extreme Differences	Absolute	.174	.219
	Positive	.137	.185
	Negative	-.174	-.219
Kolmogorov-Smirnov Z		.834	1.052
Asymp. Sig. (2-tailed)		.490	.218

a. Test distribution is Normal.

Based on the table above, it can be seen that data of experiment group is normally. It can be seen from the value of Sig. (2-tailed) than is higher tha alpha (  $0.490 > 0.05$ ) and ( $0.218 > 0.05$ )

## b. Homogeneity Test

Homogeneity tests were used to decide whether a test was homogeneous or not. It was important because the similarity of both groups would influence the result of test. Moreover, homogeneity of a test was used as a requirement to calculate ttest. The calculation by using SPSS 16 as following:

**Table 4.16**  
**The Homogeneity of Variances**

Test of Homogeneity of Variances  
HASIL BELAJAR B ING

Levene Statistic	df1	df2	Sig.
3.570	1	44	.065

From the result of homogeneity test in table above, it could be seen that the degree of significant based on mean is 0.065. It was smaller than the  $F_{table}$  0. 2.75. it means that both, experimental and control class were homogeneous.

## 4. Testing Hypothesis

The researcher calculated t-test by using SPSS program to found out if there was a significant difference or not. Before calculating t-test, the data should have normal distribution and homogeneity. Post-test of control

group and experimental group were normally distributed and homogeneous. The researcher conducted t-test calculation by using SPSS program. The result of the calculation as follow:

**Table 4.17**  
**The mean score o experimental and Control Class**  
 Group Statistics

KELOMPOK_KELAS	N	Mean	Std. Deviation	Std. Error Mean
POST_TEST EKSPERIMEN	23	77.6087	9.63771	2.00960
KONTROL	23	62.6087	15.87376	3.30991

Based on the data in table above, the result of data analyzes showed that the mean score of students reading comprehension who are taught by PQRST Techniques (experimental class) was 77.60. It was higher than the result of the mean score of students' reading narrative skill who aren't taught by PQRST Techniques (control class) was 62.60.





**Table 4.18**  
**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
PO Equ ST al _T vari ES ance T s assu med  Equ al vari ance s not assu med	3.570	.065	3.874	44	.000	15.00000	3.87221	7.19608	22.80392
			3.874	36.279	.000	15.00000	3.87221	7.14890	22.85110

P O N O R O G O

From the table above, it could be seen that the value of ttest is 3.874 and the degree of freedom was 44. The value of significance 5% of ttable of

db=44 is 2.01. To interpret the data above, the researcher formulates the test of hypothesis as follows:

Ha : there was significant effect of PQRST technique in reading narrative skill.

Ho : there was no significant effect of in of PQRST technique reading narrative skill.

The research result shows the value of  $t_{test} = 3.874$  and the value of  $t_{table}$  with db=44 was 2.01. It means that  $3.874 > 2.01$ . Therefore, Ho rejected and Ha accepted. It can be concluded that there was significance difference between the students who are taught by using PQRST technique and the students who aren't taught by using PQRST technique.

### **C. Discussion**

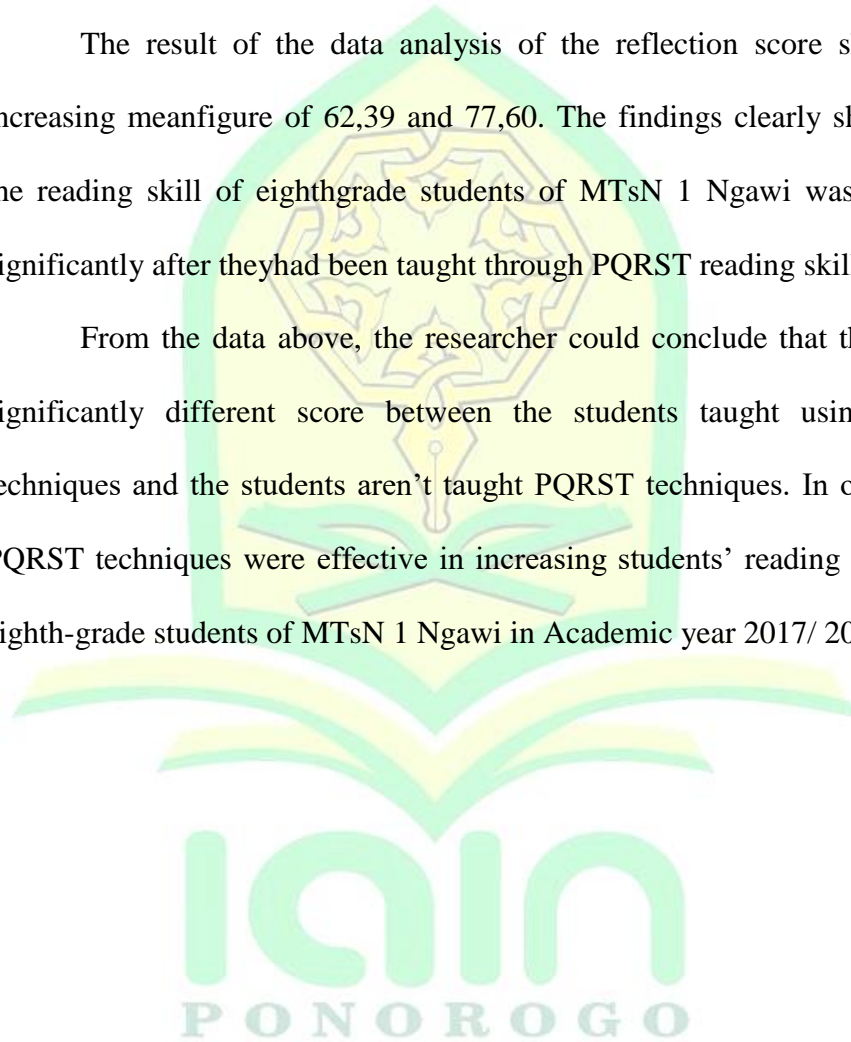
This research is conducted to find out the effective teaching techniques, especially in reading narrative skill. It has been discussed that PQRST techniques is one of the effective techniques which can be applied in teaching and learning process. The discussion of this research discusses that the use of PQRST techniques is effective in reading narrative skill.

As previously mentioned, the main purpose of this study was to know the effectiveness whether students taught by PQRST techniques and students aren't taught by PQRST techniques in teaching reading narrative. This purpose was because pre-test conducted revealed that most of the eighth-grade

students of MTsN 1 Ngawi that were observed had low ability in reading skill. Looking at the findings, it could be shown that the students' reading skill especially reading narrative skill was really improved through PQRST technique.

The result of the data analysis of the reflection score showed the increasing mean figure of 62,39 and 77,60. The findings clearly showed that the reading skill of eighth grade students of MTsN 1 Ngawi was improved significantly after they had been taught through PQRST reading skill.

From the data above, the researcher could conclude that there was a significantly different score between the students taught using PQRST techniques and the students not taught PQRST techniques. In other words, PQRST techniques were effective in increasing students' reading skill at the eighth-grade students of MTsN 1 Ngawi in Academic year 2017/ 2018.



## CHAPTER V

### CLOSING

#### A. Conclusion

PQRST method is one of alternative solutions that the teacher can use to teach reading, especially narrative text. It makes the students easily to comprehend the text by using the PQRST Technique sheet which is given in teaching and learning process.

Based on the research to the eighth grade students of MTsN 1 NGAWI in Academic Year 2018/2019, it can be seen that the students' post-test score in the experimental class is 77.60, while the post-test score in control class is 62.39. It is indicated that the students who learnt with PQRST method got the better score.

The conclusion can be seen from the result of statistical calculation in the previous chapter, where value of  $t$  test is higher than  $t$  table ( $3.874 > 2.01$ ). From the explanation above, it can be concluded that PQRST Technique is effective in reading comprehension to the eighth grade students of MTsN 1 NGAWI in Academic Year 2017/2018.

## **B. Recommendations**

Based on conclusion above, it can be delivered some suggestion that might be useful for English teachers, students, and further researcher, as follows:

### **1. For the English teachers**

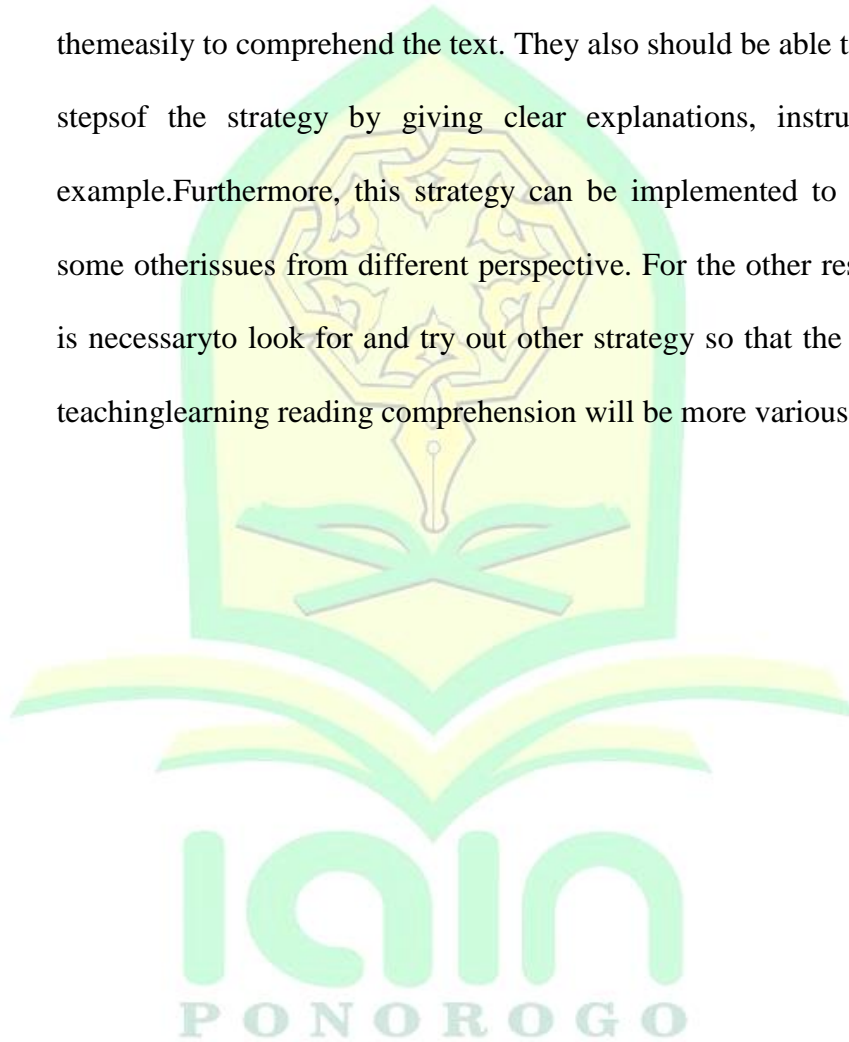
The teacher should be creative and need to know the strategy in teaching and learning in order to make effective teaching and learning process. The teacher is hoped to make the students become more active in classroom and easily comprehend the material which is given. PQRSST Technique can be one of some strategy which is used in teaching reading skill, especially of narrative text. It is effective strategy to increase the students' reading score, and make them become active in learning reading.

### **2. For the students**

Students should be more active and confident in the classroom. They should not be afraid to explore their creativity and imagination. Reading is not difficult when the students give their best effort to understand the reading materials. PQRSST Technique is expected to make students become creative, active, and understand the text. Additionally, this strategy gives opportunity to the students to think aloud in every detailed paragraph to analyze and get the point or whole information of the text.

### 3. For further researchers

The further researchers who are interested in applying PQRSST Technique should understand the steps first. They should be able to guide the students systematically through several steps in order to make them easily to comprehend the text. They also should be able to link each step of the strategy by giving clear explanations, instruction, and example. Furthermore, this strategy can be implemented to investigate some other issues from different perspective. For the other researcher, it is necessary to look for and try out other strategy so that the strategy in teaching learning reading comprehension will be more various.



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