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**THE EFFECTIVENESS OF USING PQRST METHOD ON
STUDENTS' READING COMPREHENSION SKILL AT THE
EIGHTH GRADE STUDENTS OF MTs AL – HIDAYAH GUPPI
KOTA CIREBON**

A THESIS

Submitted to English Language Teaching Department, *Tarbiyah* and Teacher
Training Faculty, *Syekh Nurjati* State Islamic Institute Cirebon in Partial
Fulfillment of the Requirements of Undergraduate Degree



By:
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CIREBON**

2015



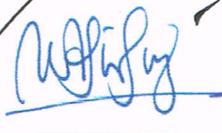
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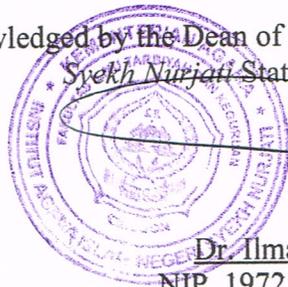
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RATIFICATION

This thesis entitled “**The Effectiveness of Using PQRST Method on Students’ Reading Comprehension Skill at the Eighth Grade Students of MTs Al – Hidayah GUPPI Kota Cirebon**” written by Dewi Purnama Sari, student number 14111320090, has been examined on 26 August 2015. It has been accepted by the board of the examiners. It has been recognized as one of requirements for Undergraduate Degree in English Language Teaching Department at *Tarbiyah* and Teacher Training Faculty, *Syekh Nurjati* State Islamic Institute Cirebon.

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ABSTRACT

Dewi Purnama Sari. 14111320090. *The Effectiveness of Using PQRST Method on Students' Reading Comprehension Skill at the Eighth Grade Students of MTs Al – Hidayah GUPPI Kota Cirebon.*

Reading is the process to get some information out of the text in order to find out something or in order to do something with the information you get. It needs a lot of practice and experience to understand a passage and the information conveyed in it. The student's reading problem is in comprehending a text. It finds in one of Junior High School in Kota Cirebon. This research is about the effectiveness of using PQRST method on students' reading comprehension skill at the eighth grade students of MTs Al – Hidayah GUPPI Kota Cirebon.

The aims of this research are: 1) to find out the data about student's reading comprehension skill at experimental class, 2) to find out the data about student's reading comprehension skill at control class, and 3) to find out the positive and significant effect of using PQRST method on students' reading comprehension skill.

Furthermore, the design in this research was quasi experimental. It is consist of two classes, namely experimental class and control class. The subject of this research was the eighth grade students of MTs Al – Hidayah GUPPI Kota Cirebon which consist of 23 students each of classes. The technique of collecting data in this research used a test, which is multiple choice tests. Then, the technique of analysis data used t-test and SPSS 21.0 for window.

The findings of this research are students who were taught by using PQRST method at experimental class for pre-test got mean score 51.13 and for post-test got mean score 64.39. While, students who were taught without using PQRST method at control class for pre-test got mean score 47.22 and for post-test got mean score 55.13. The result of calculated by independent sample t-test shows that the obtained sig. (2-tailed) = 0.002 < 0.05. Then, $t_{\text{count}} 3.315 > t_{\text{table}} 1.672$) indicates that alternative hypothesis (H_a) was accepted and the effect size ($r = 0,45$). So, it can be concluded that there is significant effect of using PQRST method on students' reading comprehension skill.

Key words: *Effectiveness, PQRST Method, Reading Comprehension Skill*



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CHAPTER I INTRODUCTION

This chapter discusses about background of the problem, identification of the problem, delimitation of the problem, questions of the research, aims of the research, significance of the research, and frame of thought.

1.1 Background of the Problem

According to preliminary research at the eighth grade students of MTs Al – Hidayah GUPPI Kota Cirebon, the researcher found students' difficulty in learning English, especially in learning reading. The students appeared difficult in comprehending a reading text. They have problem with reading comprehension skill. There are two kinds of texts which are learnt at the eighth eighth grade students of MTs Al – Hidayah GUPPI Kota Cirebon, namely narrative and recount text. When the researcher conducted the research, narrative text is a text which is learnt by students. So, this research investigates student's reading comprehension skill in narrative text.

On January, 20th 2015 the researcher observed the school and interviewed some of students and English teacher at the eighth grade students of MTs Al – Hidayah GUPPI Kota Cirebon about teaching and learning process of reading. After interviewed, the researcher got the result about students' difficulties in reading. The students feel confuse and difficult in reading comprehension text. The comprehension difficulty are confusion about the meaning of words and sentence, inability to connect ideas in a passage, difficulty distinguishing significant information details, and lack of concentration during reading. In reading, the essential factors that effect on students' achievement are background knowledge and motivation.

Reading is one of the receptive skills, which is of great importance in language teaching and learning. Without a full mastery of the receptive skills, it is difficult to achieve mastery in productive ones. As stated by Khalaji (2012: 136), "reading is one of the most important skills who a person has to deal with throughout his or her life." Reading is the process to

get some information out of the text in order to find out something or in order to do something with the information you get. It needs a lot of practice and experience to understand a passage and the information conveyed in it. Reading is the active process of understanding print and graphic text.

Reading is a thinking process, which describe in a variety of ways to explain the process of what happens when one reads and how one comprehends a text. As stated by Gokhan (2012: 136), “reading is an interactive process in which readers actively engage with texts, building their own understanding of the author’s message.” In reading, learners need to develop some skills, such as learning to read in various ways, understanding the relationship between sentences, inferring meaning, guessing meaning, and so on. Learners need to be able to interpret a text in order to be able to understand the message communicated.

Grabe & Stoller (2002: 23) states that “reading as the ability to draw meaning from the printed page and interpret the information appropriately.” Reading involves both comprehension and interpretation of a text by using questions formulated by the reader and various levels of cognitive processes are required for efficient reading process. In own language, people know how to focus our reading so that they concentrate on getting the main meaning from the text.

Reading is a complex process. Many researchers attempt to understand and explain the fluent reading process by analyzing the process into a set of component skill. Reading can be seen as an interactive process between a reader and a text, which leads to automaticity or (reading fluency). In this process, the reader interacts dynamically with the text as he/she tries to elicit the meaning. In this study, the researcher will conduct the research about the way to help students in comprehending narrative text.

The National Reading Panel (2000), states that “reading has five essential elements of reading instruction, there are phonemic awareness, phonics, fluency, vocabulary, and comprehension. Reading is comprehension.” Comprehension involves what the reader knows as well as the nature of the text itself. Reading without comprehension is simply word



calling. Reading comprehension is the process of making meaning from text. Reading comprehension ability is the key to students' academic success.

Reading is a skill which enables us to get a message, recognizing the written words (written symbols), getting (understanding) the meaning, used to teach pronunciation, and grasping information from texts. In teaching reading, it is a must for the teachers to make the students comprehend the textual, ideational meanings, and the values of the texts. The English teacher should pay attention to some factors that affect their students' competency in comprehending reading text and they have to find effective ways to solve those problems in order to make their students comprehend the meanings and the values of the reading text.

There are many factors that can result in the students' low competency in comprehending reading texts and in achieving the competencies of reading. The factors include a poor input (the students themselves), the English teachers, the materials of reading that are used, times consumed in teaching reading, and the teaching strategies that are used in teaching reading competency. All of those factors will influence how well the students can achieve the competencies of reading.

Research in the area of reading there are two stages. The first stage is improving students' ability in reading by applying a strategy or method in teaching. Previous studies have been conducted by Alyousef (2005), Eck (2006), Cadena (2006), Sari (2007), Rajamoney (2009), Ahmadi (2012), Tiruneh (2014), Himayatun (2014). The second stage is the effect of teaching reading, conducted by Alemi (2010). In this research, the writer wants to apply one of the methods of teaching reading that is effective used in reading comprehension

In order to construct meaning effectively, students need to learn appropriate strategies in reading. Central to guided reading is the understanding that comprehension strategies will be modeled by teachers and that students will be encouraged to use them before, during, and after they read a text. When they are engaged in guided reading, they are solving



problems as they read for meaning and, over time, they will learn to use various strategies across a range of texts.

In this study, the researcher will apply PQRST method in reading comprehension skill especially in narrative text at eighth grade of MTs Al – Hidayah GUPPI Kota Cirebon to overcome some students' difficulties in learning reading. As stated by Staton (1982), "PQRST is an instructional strategy that has been shown to be effective to improve a reader's understanding, and his/her ability to recall information." In other words, the reader is more likely to learn, and to learn more, of the material he/she is reading.

One method used to focus on key information when studying from books is the PQRST method. This method prioritizes the information in a way that relates directly to how they will be asked to use that information in an exam. PQRST stands for Preview, Question, Read, Summary, Test. PQRST method provides a process that makes the students remember the material easier, because the process of understanding the text occurs repeatedly. Based on those benefits, the researcher thought that PQRST is an effective method that can help the students to develop their reading competency.

Based on the problem above, the writer is going to conduct a research entitled **"The Effectiveness of Using PQRST Method on Students' Reading Comprehension Skill at the Eighth Grade Students of MTs Al – Hidayah GUPPI Kota Cirebon."**

1.2 Identification of the Problem

In learning reading, the common students' comprehension difficulties are following:

1. Students feel difficult in comprehending a text.
2. Students cannot connect ideas and knowledge in reading passage.
3. Students feel bored to read text in reading comprehension.
4. Students do not feel interesting with the method of teaching which is used by teacher in process of learning reading. So, the teacher should



apply an interesting and enjoying method in teaching reading comprehension text.

Based on the problems above, in this study the researcher will apply PQRST method in reading comprehension skill in order to make students are easy and interest in learning reading, especially in comprehending narrative text.

1.3 Delimitation of the Problem

To limit the scope of the study, this research only focuses on the using of PQRST as a method in teaching reading, especially in comprehending narrative text. The topic which is took based on the syllabus of students' English book at the eighth grade students. The researcher chooses the eighth grade students of MTs Al – Hidayah GUPPI Cirebon on the academic year of 2014/2015 for the subject research entitled **“The Effectiveness of Using PQRST Method on Students' Reading Comprehension Skill at the Eighth Grade Students of MTs Al – Hidayah GUPPI Kota Cirebon.”**

1.4 Questions of the Research

1. How good is student's reading comprehension skill by using PQRST method at experimental class?
2. How good is student's reading comprehension skill without using PQRST method at control class?
3. Is there any positive and significant effect of using PQRST method on student's reading comprehension skill?

1.5 Aims of the Research

1. To find out the data about student's reading comprehension skill by using PQRST method at experimental class.
2. To find out the data about student's reading comprehension skill without using PQRST method at control class.
3. To find out the positive and significant effect of using PQRST method on students' reading comprehension skill.



1.6 Significance of the Research

This research has two significances, there are theoretically and practically as follows:

Theoretically, it is hoped that the result of this study will improve the knowledge based on reading results regarding the comprehension text and give contribution to reading studies. Furthermore, the PQRST method can help students to understand the content of the readings as well as to facilitate the recall of the content of the text. Because this method is very easy for someone who has a low ability to understand and recall about reading the contents of which he or she has read.

Practically, the result of this study contributes a new comprehension for the students of reading in comprehension text. The findings of the present study are expected to be valuable and practical significant to the language learners, especially those who are interested in and concerned with reading comprehension. Teacher can apply PQRST method to overcome the students' difficulties in reading comprehension text. Students can comprehend a text well after they taught by their teacher using PQRST method.

The result of the research hopefully provides a practical and theoretical contribution to English students, English teachers, and other researchers.

1. For the Students

This research encourages students to learn reading comprehension text in which they will deal with learning PQRST method. Students can apply PQRST method in increasing reading comprehension skill.

2. For the Teachers

This research encourages English teachers to know the contribution a PQRST method in reading comprehension text to their student's improvement in reading subject. Teacher can find and apply a new method or technique which appropriate in teaching reading. So, teachers can make enjoy and interest the process of English teaching learning, especially in reading comprehension skill.



3. For Other Researchers

The research finding is PQRST method can be effective in reading comprehension skill. This research can add to knowledge and give experience about how to increase reading comprehension through PQRST method.

1.7 Frame of Thought

The frame of thought in this research as follows:

1. Identification

In this research, the researcher has done identification of the problem in the school before begin the research.

2. Teacher

In teaching reading comprehension, especially in narrative text the teacher will use a new method by using PQRST method.

3. Students

Object in the class is students. After the teacher applies PQRST method, the students can improve their reading comprehension skill, especially in narrative text.

4. PQRST method

PQRST method is a step by step plan that has been proven to raise test scores for students (Staton, 1982: 1). So, the students can get a good reading competency systematically.

5. Students' reading comprehension skill

The researcher hoped that this research can be useful and gives positive contribution to teacher in teaching reading comprehension by using PQRST method. It is one way to solve on students' reading problems in the classroom. So, the teaching and learning process will be successful, meaningful, and useful for teacher and students.

The researcher will illustrate the frame of thought of the research diagrammatically as follows:



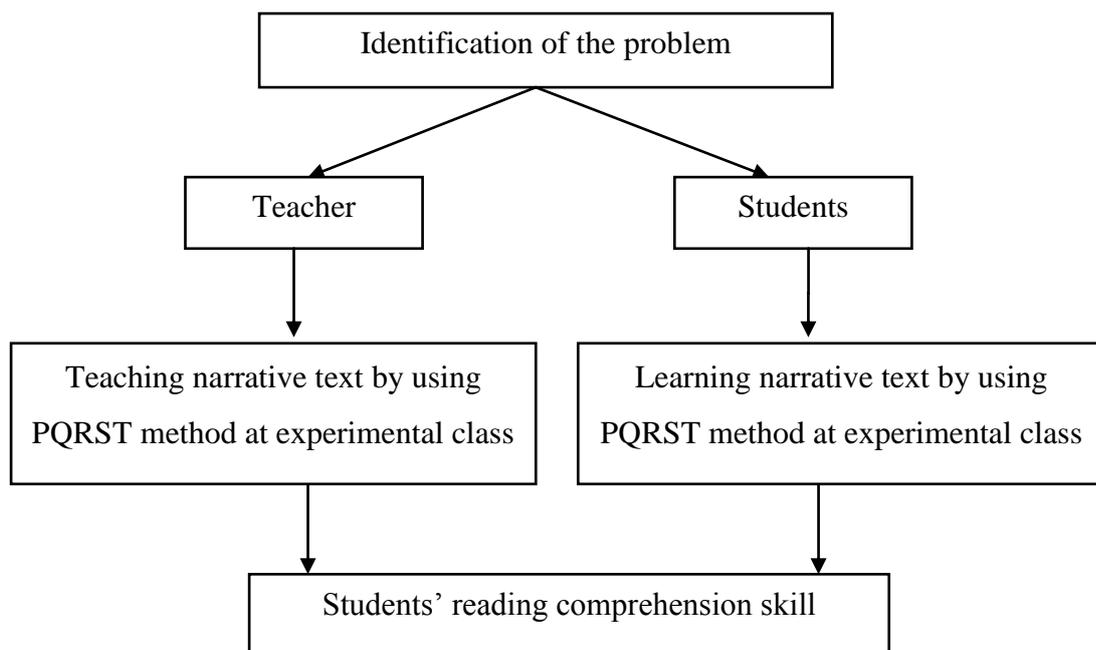


Figure 1.1
Frame of Thought



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CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presents the conclusion and suggestion of the research, based on the research findings and discussion in the previous chapter.

5.1 Conclusion

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:

1. 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.
2. 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.
3. 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*.

5.2 Suggestion

Based on the conclusions about the effectiveness of using PQRST method on students' reading comprehension skill at the eighth grade students of MTs Al – Hidayah GUPPI Kota Cirebon above, some suggestions are stated as follows:

1. For the Teachers

There are many method of teaching reading comprehension that can be used by English teacher. One of them is PQRST method. The teacher can apply an appropriate method especially in learning reading effectively. Of course, the teacher should be creative to choose and use an effective method in teaching and learning reading in order to make students easy to understand the material and they feel happy and interest in the process of learning.

2. For the Students

The students should have a big spirit and motivation in learning English, especially in learning reading. Reading is one of important skills in English foreign language that should be mastered by English students. Hopefully, by applying PQRST method in learning reading the students can be more active and improve their achievement in learning reading. They can enjoy and easy to comprehend a text in reading, especially narrative text.

3. For other Researchers

The result of this study shows that the PQRST method is an effective method on students' reading comprehension skill, especially in narrative text. So, the other researchers can use the result of this study as additional reference to further research.





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