

CHAPTER I

INTRODUCTION

This chapter discusses the introduction of the research. It consists of a background of the problem, identification of the problem, limitation of the problem, formulation of the problem, purpose of the research, significance of the research, and definition of key terms. This chapter is very important because this chapter introduces basic of the research.

A. Background of the Problem

English is an international language that is very important to learn. People use English to communicate with others in other countries. There are four that must be mastered; they are: listening, speaking, reading, and writing. One of the components that should be acquired by the students is reading skills because everything that will do is started from reading and then understanding the meaning.

Reading is an important skill that must be mastered by the students. Reading is one of the subjects to get information and knowledge about everything those readers need from written form. Rahayu (2014:62), Reading is one of the English skills that should be owned by the students to empower them to get knowledge especially in English. Donal and Niati (2014:49) Reading is one of the important parts in human life. It is very essential in all alive. Mackey (1979: 15) states that Reading is an active process because it involves an interaction between thought and language. It means that when the students read the text, they must be expected to be able to decode Reading comprehension is a process in which the reader has

to decide linguistic symbol and reconstruct them up to meaningful one intended by the writer. According to Klinger (2007:2), reading comprehension is the process of constructing meaning by coordinating several complex processes that include word reading, word knowledge, and fluency. It means that reading comprehension not just about read a text, but also the reader must get the main point of a text. There are many types of Reading text such as narrative text, recount text, descriptive text etc.

Based on an interview with the English teacher of SMAN 1 Rambah Hilir on Wednesday 05 February 2020. To conduct reading Narrative text. The students often find some problems. Firstly, the lack of student's interest in reading. Many students are less interested in reading, especially for displaying text such as Narrative text. Secondly, students lack vocabulary mastery. They also had difficulty in remembering the vocabulary that has been learned. Although they have been taught about the meaning of the words, the students still confused and did not remember the meaning of the words when reappeared in different reading texts. Thirdly, students are not able to find main idea of the text because students do not understand the vocabulary used in a text and do not know the meaning so that students find it difficult to find too long sentences in a paragraph. The last problem, students are difficult to find the detail information of the text, when reading a story, students usually do not pay attention to things such as where it happened, when, what happened.

The result of an interview with students' grade eleven IPA of SMAN 1 Rambah Hilir on Thursday 06 February 2020 about reading Narrative text, the students often find some problems. Firstly, students low vocabulary because many

students do not memorize vocabulary. Secondly, students still got confused about making conclusions and find main idea from a text. It is not a success because students have difficulty in reading all of the text and many vocabulary and meaning of the sentences not understood by students. The last problem students get bored when they must read long text, so they need something that can make them not fast bored.

To solve the problem above, previously, students have learned Narrative text, just in learning Narrative text has not yet used strategy. So students still feel bored and less understand in learning Narrative text. Students need a strategy in learning Narrative text.

This strategy is assumed can develop students' reading comprehension. Not only their comprehension but also help the student to find new knowledge. According to Manzo (1985) said that this strategy would help the teachers understand what their students understand while reading or before reading. So, the teacher can lead the students to comprehend the text easily. It is one of the teaching strategies that can be used in teaching reading to develop the students' reading comprehension.

From the problem above, the researcher considers that strategy is needed in teaching students to be better in learning English using the PQRSST strategy. This is a good strategy to improve students' reading comprehension by using the PQRSST strategy, according to Thomas and Robinson (1982). As an instructional strategy, PQRSST strategy helps students to cope with their problems in reading comprehension by using five steps. They are previewing, questioning, reading, summarizing, and testing. Each step of PQRSST strategy improves the teaching

and learning process which is also aimed to improve the students' reading comprehension. According to Staton (1982) PQRST (Preview, Question, Read, Summarize, and Test) Strategy is a step-by-step plan used to improve readers' understanding and recall their ability to recall information. Briefly, PQRST strategy can make students active in the reading process, make them focus on the text, attract their motivation, have a long-term memory in comprehending the text, and increase their score on the test. From this student's statement, the teacher knows that using PQRST strategy helps his students' to improve their reading competence as well as their learning motivation.

From the explanation above, the researcher needs to do research entitled “**The Effect of Using PQRST (Preview- Question- Read- Summarize- Test) Toward Students' Reading Comprehension Of Narrative Text At Eleventh Grade Of SMA N 1 Rambah Hilir**”

B. The setting of the Problem

Based on the background of the problem above, the problem can be identified as follow :

1. lack of student interest in reading.
2. Students' lack of vocabulary mastery
3. Students get bored when they must read lengthy text.
4. Students are not able to find the main idea of the text.
5. Students are challenging to find the detail information of the text,
6. students still got confused aboutconcluding and find the main idea from a text.

C. Limitation of the problem

Based on the identification of the problem above, the research limit this research and on significant Effect Of Using PQRST (Preview- Question- Read- Summarize- Test) Toward Students' Reading Comprehension Of Narrative Text At Eleventh Grade Of SMA N 1 Rambah Hilir

D. Formulation of the Problem

Based on the limitation of the problem above, this research problem was formulated as follows "is there any significant effect of using PQRST (Preview- Question- Read- Summarize- Test) Toward Students' Reading Comprehension Of Narrative Text At Eleventh Grade Of SMA N 1 Rambah Hilir ?."

E. Purpose of the Research

The purpose of the research is to find out whether there is a significant effect of using PQRST (Preview- Question- Read- State- Test) Toward Students' Reading Comprehension Of Narrative Text At Eleventh Grade Of Sma N 1 Rambah Hilir.

F. Significance of the Research

The research finding expected to give input and contributions to the following:

1. For Students: students are motivated in reading and easier to understand a Narrative text.

2. For English Teacher: To give information to the teacher in order to know the student's problem in Reading.
3. For the Researcher : To create more talented young people for the next generation.

G. Definition of Key Term

The key terms used in this research were:

1. Reading is an active process because it involves an interaction between thought and language (Mackey, 1979: 15). Reading is the ability to draw information from a text and combine it with information and expectations that the reader already has (Grabe in Badri, 2014:225). In this research, Reading is looking for information in a text so that it can find out the information in the text.
2. Reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word knowledge and fluency (Klinger, 2007). In this research, reading comprehension is the process of understanding the content in the text.
3. PQRST (Preview, Question, Read, Summarize, and Test) Strategy is a step-by-step plan used to improve readers' understanding and recall their ability to recall information (Staton, 1982). In this research, the PQRST Strategy is one of the strategies used to improve reading capabilities. In addition, PQRST

strategy also increases the memory in a text. So the PQRSST strategy is very precisely used in reading a text, such as Narrative text.

4. The narrative text relates a sequence of events (Gamble and Yates, 2002:20). Narrative text is defined as the act, process, or skill of telling a story. Moreover, narrative text is an imaginative story to entertain and engage the reader in an imaginative experience. Narrative deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

5. Strategy : Harmer (2007) has said that a strategy is an action that the teacher takes to attain one or more of her teaching-learning goals. So the strategy is a tool or way that makes it easier for teachers and students in the learning and teaching process to achieve goals.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

In this chapter, the researcher put some theories related to the reading skill and PQRST (Preview, Question, Read, Summarize, and Test) Strategy, discussed the review of the related literature, review of related findings, conceptual framework, and hypothesis. Review of related theories consist of the nature of the reading, reading comprehension, concept of PQRST (Preview, Question, Read, Summarize, and Test) Strategy, characteristic of PQRST (Preview, Question, Read, Summarize, and Test) Strategy, and procedure of PQRST (Preview, Question, Read, Summarize, and Test) Strategy.

A. Review of Related Theories

1. Reading Comprehension

1.1 Nature of Reading Comprehension

Reading comprehension is understanding the text being read; the reader can understand what the writer wants to convey. A reader's success in reading is evaluated by the ability and the extent of understanding the ideas or information found in reading text. According to Snow (2002), there are three elements involved in reading comprehension – i.e., the reader, the text, and the activity or the aim of reading. Further, he adds that reading is an activity to understand meaning through dealing with printed text. In addition, when the reader reads the text, the reader must able to conclude the text. Text is not only about word or sentence but sometimes read about coordinating or number. kasyulita, Antoni,

and Syafitri (2020:32) Reading Comprehension is a understanding process of the text by constructing meaning and combining knowledge whit written text. Reading comprehension is the process of constructing meaning by coordinating a number of the complex process that includes word reading, word and word knowledge, and fluency, Klingner (2007:2). Besides, Nunan (2003) adds that reading comprehension is a process of constructing meaning by integrating the information from the text and readers' background knowledge. Background knowledge helps the reader to comprehend the text easily.

Reading comprehension isa process of understanding the text and motivation to understand a text. According to Grabe (2009: 14) used ten adjectives to define reading comprehension as a “complex combination of processes”: a rapid, efficient, comprehending, interactive, strategic, flexible, purposeful, evaluative, learning, and linguistic process which delineates what fluent readers do when processing text. According to Torgesen (2000: 56), reading comprehension is an extremely complex cognitive, motivation, and effective activity. In terms of the skills required for good reading comprehension. Paris and Hamilton (2009:32) believed that “reading comprehension is only a subset of an ill-defined larger set of knowledge that reflects the communicative interactions among the intentions of the author, the content of the text/message, the abilities, and purpose of the reader and the context/ situation of the interaction.” In reading,several things must be noted by the reader in order to understand the text and know the purpose of the writer so that it can conclude the meaning of the writer.

1.2 Type of the Reading Comprehension

Type of the Reading Comprehension there are four types. They are: comprehension literally, inferentially, critically, and appreciatively. In support by Richards (2010), the level of reading comprehension can be classified into four levels, as follows:

First, Literal Comprehension The readers do not need to infer the meaning from the text since it is stated explicitly in the text. The reader only recognizes and understands the author's main ideas and details.

Second, Inferential Comprehension This type of reading is to discover the information which is not clearly stated in a passage, however, the reader has to use his experience and intuition by inferring.

Third, Critical Comprehension It is a reading to see the differences between the information in a text with the reader's knowledge and value. Readers need to identify the purposes of reading texts as well as reviewing what they already know about the topic. Then readers are expected to apply the reading skill related to information given in the passage so that they are able to make judgment.

Fourth, Appreciative Comprehension Reading to get emotional or other kinds of valued response from the text is called appreciative comprehension. It is based on deeper understanding and even emotional reaction to the author's language, ideas, imagination and values.

2. Teaching Reading

The researcher will conduct the research in SMA N 1 Rambah Hilir, especially in eleventh grade student. Based on the researcher as done the teaching practice in

SMA N 1 Rambah Hilir, the students were boring when learning English reading and the students think that was not interesting. Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. According to Brown (2004) when teaching reading a teacher should choose a method which depends on the specific purposes of the reading. It means that, teaching is a process for the learners to gain information from their learning activity. In teaching process, the teacher should facilitate and make the learning process more interesting to make the learners comfortable in the learning process. According Wray David, Medwell Jane, Fox Richard and Poulson Louise (1999;17) teaching reading is that which produces effective reading behaviour in learners. According to Wixson, Peters, Weber, and Roeber (1987), reading is the process of creating meaning that involves: (a) the reader's existing knowledge; (b) the text information; and (c) the reading context. In other words, teaching reading can make the students understand the text. Teaching reading activity is important for the students. They can understand for what they read and how to read.

3. Aspect of Reading

In reading there are four aspects which help the readers to comprehend the English texts, there are:

a) Identifying Main Idea

In line with McWhorter (1986: 36) in Ahmad, the sentence with that states this main idea is called topic sentence. She adds that topic sentence tells what the rest paragraph is in some paragraph, the main idea is not explicitly stated in any one of sentence. Instead, it is left to the reader to infer, or reason out. In other words, the

main idea is the most important idea that author develops throughout the paragraph.

b) Specific Information

Supporting sentence or specific information develops the topic sentence by giving definitions, examples, facts, incidents, comparison, analogy, cause and effect and quotation.

c) Reference

According to Latuippe (1986: 20) in Ahmad, references are words or phrase used either before or after the reference in reading material. They are used to avoid unnecessary repetition of words or phrases. It means that, such words are used, they are signals to the reader to find the meaning elsewhere in the texts.

d) Inference

In relation to inferences, Kathleen (1983: 31), states that an inference is an educational guess or prediction about something unknown based on available facts and information. It is the logical connection that the reader draws between his observations or unknown and what he does not know.

e) Vocabulary

According to Wallace (1987 : 30) vocabulary is the stock of words used by the people or person. It means that vocabulary is fundamental for everyone who wants to speak or produce utterances for reading.

4. PQRST (Preview, Question, Read, Summarize, and Test) Strategy.

4.1 The Definition of PQRST (Preview, Question, Read, Summarize, and Test) Strategy

PQRST Strategy is one of the strategies used to improve reading capabilities. Westwood (1997) states The PQRST strategy is a simple, step-by-step plan of action any child might adopt when faced with a reading assignment . Staton (1982) states PQRST (Preview, Question, Read, Summarize, and Test) Strategy is a step-by step plan used to improve readers understanding and recall their ability to recall information.). It is an instructional strategy that has been proved to be effective to improve the readers' understanding and ability to with draw information. It is also a powerful reading strategy which provides strong reading background as a key before reading activity. So, the students know what they must do in reading. One of the widely used study strategies to gain students' comprehension especially in content area reading is PQRST, which stands for Preview, Question, Read, Summarize, and test (Ahuja & Ahuja, 2007:21). According to Miqawati alfi hidayati (2014:126) 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. Sulisty, (2011:94-95), conceptually the PQRST strategy is one the teaching strategies which comprises of five stages/schemes - Preview, Question, Read, Summarize, and Test. It provides a step-bystep guidance to students prior, during, and after their reading process which is essential for their comprehension. Each stage gives benefits to students in facilitating their learning.

PQRST (Preview, Question, Read, Summarize, and Test) is one of strategies that can lead the students' reading comprehension. This strategy proposes as the treatment to improve the learners' reading comprehension since it has a well organized stage (Thomas and Robinson, 1982). In other words, using the strategy can make the reader learns and understands more the material that she or he has read. The background knowledge is one of the important parts in the strategy that makes the students know what the purposes they do the activity. It provides a stage-by-stage guidance which is before, during, and after learners do reading process which is essential for their comprehension. Besides, Wormerly in Susanti (2013) states PQRST strategy is compositing of five steps which include preview, question, read, summarize, and test. The following descriptions of the steps are:(1) Preview, In previewing, the teacher leads the students to identify the parts of the text such as the title, picture, figure and number in the text. The activity makes the reader guesses what they are going to read. This step is usually done by reading the title or headline. The stage will help the reader to describe the topics throughout the text. It makes the reader gets the main point of the text and determines what they want to learn easily; (2) Question, The teacher provides several questions and asks students to find the answers. The purpose of this step helps the students to focus for getting the information in the text. The teacher can make they know what specific ideas of the text by using question. It will help them to learn as much as they can get by reading. Following the steps are: (a) Reread the heading; (b) Predict questions based on that heading include questions based on who; what; when; where; why; and how or by giving lead-questions after the teacher gives the text; (3) Read, The teacher prepares the material such as

a text and gives it to the students. It can be in group reading or individual reading activity when it applies. In this process, the students can find new vocabulary and difficult words in the text while they are reading the text. If it is possible, the students will read the text twice; (4) Summarize, The teacher asks the students to summarize the text by recalling their mind for identifying the main idea and the specific information of the text. In this step, the students will state all they know about the text and the teacher knows how deep the students understand the text; (5) Test, In this step, the teacher tries to measure the understanding of the students by giving a test. The teacher can design the test in form of answering questions or ask the students to teach the reading materials to other students. In short, the PQRST strategy was appropriate to increase the students' ability in reading. It was because PQRST strategy facilitated the students to be more careful in reading text. Besides, it gave the students more information and comprehension of the text using its stages (preview, question, read, summarize, and test).

Furthermore, the PQRST strategy made the students think more about what they read, produce some questions by their mind, and answer their questions by themselves after read the text carefully.

4.2 Procedure of PQRST (Preview, Question, Read, Summarize, and Test)

There are some processes in teaching reading through PQRST strategy that is divided into six stages (Westwood, 2001). It will work well if the teacher gives the appropriate ways in teaching process. The following stages are:

Pre-Activities

Step 1

The teacher introduces the concept of PQRSST strategy. The teacher can give the advantages of the strategy in learning reading activity. The most important thing is the teacher must tell them the purpose of using the strategy to motivate the students to apply the strategy.

Whilst Activities

Step 2

The teacher gives the students a text as a material of reading. Then, the students can preview the text by skimming to get the main idea of the text. It can be done by reading and seeing the kind of the text, the orientation of the text, the verb that is used in the text, and glancing at picture, figure, number in the text and noticing the organizational structure text. This step will give the students an overview and how they organize the text. This step is used to increase the students' ability in determining main idea.

Step 3

The students try to guess the text by asking the specific questions in their mind about the text. Turning the heading as question is the way the students start this step. The teacher guides the students to gain the question in order to help them focus on reading and get the keywords of the main point of the text. They must be used the standard questions such as who, what, why, which, when, where or how. It can lead them to get the information details based on the text.

Step 4

The students read the material in detail. Then, they try to answer the question which they ask in their mind. Further, they must underline the difficult words and

pay attention to the topic. They can also read the text again if they think that they have not understood yet. This step supported the students to make inference of the text and find the new word.

Step 5

The students try to get the main idea of the text and recite the information that they get based on what they have read. By summarizing the text, the students can fix the material on their memory. They must know how much information that they get and claim by using their own words. It can stimulate their knowledge and help them to organize the information in the text. It is also possible for students for making notes from the text. Making reference can be done by this step, it is because this step forces the student to determine about the subject and the object of the text.

Post-Activities

Step 6

The final step is test, the students recall what they get and they know about the text without looking at the text or their notes. It can facilitate them to think about what they have learned and how it can fit together. Testing is the way this strategy check students' understanding of the text. It can be done by reviewing the material and storing it into their long-term memory. In this step, the students can improve all the aspects of reading. It is because this step forces them to think deeply about what they have learned.

According to the explanation above, the procedure in teaching reading through PQRS strategy has six steps. These steps can work well by good interaction between the teacher and the students.

4.3 Advantages of PQRST strategy

The PQRST strategy helps to enhance students' comprehension of a text (Susanti: 2013). It helped the students arrange the steps of reading. The students would have a good intention to the text because they had the preview before they analyze the whole of the text. The benefits of the Questioning step led the students to formulate the questions they need to find. This step helped the students to focus and create curiosity toward the text. This motivates the students to read (Malia: 2015). It made the students found the information details easily. It also made them focus on the aspects that they should find in the text. It helped engage students actively and meaningfully in their reading (Simatupang & Sihombing: 2012). The students will actively involve in comprehending the text.

This strategy made the students well-planned in reading the text. It made the reading process more effective in order to reach their goals. By knowing this ahead of time, the students able to look for and recognize the most important points when they do read for details. They did not waste time stumbling through the book and finding a starting point (Staton: 1982).

5. Narrative Text

5.1 Nature of Narrative Text

The narrative text is one genre that is taught at the eleventh students. The narrative text is one type of text in English. The narrative text is an imaginary story; a real story in narrative text engineering has a series of events that are interconnected. According to Kane (2000), narrative text as a meaningful series and events written in words. It can be an imaginary story or based on a real

incident. The narrative text defined as text which function is to amuse, entertain, and to deal with actual or various experience in different ways (Curriculum, 2013). Narrative deals with problematic events lead to a crisis or turning point of some kind, in turn, finds a resolution. It means that narrative text is the text tells about the story to entertain the reader. According to Rebecca (2003) states that a narrative text is a text which relates a series of logically and chronologically related events that are caused or experienced by factors. A key to comprehending a narrative is a sense of plot, of theme, of characters, of events, and of how they relate. In addition, she explains that a narrative text is a text that has character, setting, and action. The narrative is one of the most powerful ways of communicating with others. A well-written story lets you reader response to some event in your life as if it were own.

Hogin (1999) says that a narrative is a kind of text which tells a story or events in chronological order or time order. One of the difficulties texts to be comprehended by students (Bakdal Niati. 2016:70). According to Anderson (1997), the narrative is a piece of text, tells a story, and, in doing so, entertains or informs the reader or listener. From the definition above, it said that narrative text is a story that tells us about something interesting that has the purpose of amusing and of entertaining for the readers or viewers.

5.2 Generic Structure of Narrative Text

The generic structures of narrative text are orientation, complication, resolution, and re-orientation. According to Gerot and Wignell (1994: 204) state that narrative has a series of actions. They are:

1) Orientation

Sets the scene: when and where the story happened and introduce the participants of the story. Who and what is involved in the story.

2) Complication

Tells of the beginning of the problem, which leads to the crisis (climax) of the main participants.

3) Resolution

The problem is resolved, either in a happy ending or in a sad ending.

4) Re-orientation

This is a closing remark to the story, and it is optional. It consists of a moral lesson, advice, or teaching from the writer.

5.3 Language Feature of Narrative Text

According to Anderson (1997) also mention the language features of narrative texts. They are specific characters, time words that connect events to tell when they occur, verbs to show the actions that occur in the story, descriptive words to portray the characters and setting. It means that there are four language features of narrative text; they are:

- a. specific characters, for example, the king, the queen.
- b. Time words that connect events to tell when they occur, for example: then, before, after, soon.
- c. Verbs show the actions that occur in the story, for example: brought, climbed, turned.
- d. descriptive words to portray the characters and setting.

Example of narrative text : **Rapunzel**

Long time ago in a house that overlooked a beautiful garden lived a childless couple. They prayed to God every day to bless them with a child. One day they found that God had answered their prayer. They were at long last going to have a baby!. Their days passed in happiness but alas! the wife fell ill. She would eat nothing and the husband was worried that she would waste away. He tried to tempt her with many good things but she refused everything. “But you must eat something, my dear,” he begged her. “There is a herb called Rapunzel in the garden next door. I will feel better if I can eat that,” she said. The husband’s heart sank when he heard her. This garden was owned by a wicked witch who would let no one enter. But he loved his wife very much and so with a pounding heart, he decided to go into the garden at a time when the witch was away.

One day, finding an appropriate time he went into the garden. He had managed to pluck the herb but as he was about to leave, the wicked witch came back. “You thief! How dare you enter my garden?” she screamed. She threatened to put a curse on him. He fell at her feet and begged, “Please don’t curse me. If my wife doesn’t eat this herb, she will die. She is going to have a baby and is very ill.” The witch stopped to think awhile. “I will let you go on one condition. You will give me the baby after it’s born.” The poor man had no other way out but to agree. He took the herb to his wife and miraculously she soon recovered and gave birth to a beautiful girl. But as per the agreement the witch came to take the baby away. She took Rapunzel for that’s what she named her—far away and locked her in a high tower. The tower had no doors or stairs. There was only a window on top.

The only person whom Rapunzel ever saw was the wicked witch. Rapunzel grew up to become beautiful with pretty eyes, a beautiful voice, and her golden hair grew very, very long. All day long, when Rapunzel was alone, she would sing and weep. Every day, the wicked witch came to the tower with food. She stood at the bottom of the tower and shouted. "Rapunzel! Rapunzel! Let your hair down!" Rapunzel would drop her long, braided hair through the window. The witch used the hair as a rope to climb into the tower.

One day, a handsome prince was passing by and heard her sing. He fell in love with her voice and unknown to all came to the tower every day to hear her sing. One day, the prince saw the witch climbing up the tower using Rapunzel's hair. The next day, the prince too called out to Rapunzel. "Let down your hair," he said. The prince climbed to the top of the tower. After that, the prince came to meet Rapunzel every night. Alas! the witch soon discovered the prince with Rapunzel. She pushed him from the tower onto a thorny bush, making him blind. She banished Rapunzel into the desert far away. Many years passed.

The blind prince wandered alone and finally reached the same desert. One day, he heard familiar voice singing. Following the sound he found her. They hugged each other in joy. Tears of happiness rolled down Rapunzel's cheek. As the tears fell on the prince's eyes, he regained his vision. The prince took Rapunzel to his kingdom and they lived happily ever after.

B. Review of the Related Finding

Many researchers have reported the of exposing the identification of the student's achievement in learning English to make the teaching and learning

process be more effective. Some of the researcher's findings are conical as follows :

The first research was done by Ghea Risma (2018), entitled "The Impact Of Metacognitive Strategy: Previewquestion-Read-Summarze-Test (Pqrst) To The Students Reading Comprehension Of The Eleventh Grade Of Sma Muhammadiyah Kediri". The findings of this research are first, the score is increasing after students are taught using listen read discuss. Second listen read discuss has a significant impact on the second-grade students' reading skills of Sma Muhammadiyah Kediri . It is proven by the mean score of pre-test and post-test was 22,051 with standard deviation 9,981 and t-score 13,797 with the significant (2tailed) score is lower than 0,05.

Secondly, research carried out by Nopri Malia (2015), entitled "Using PQRST Strategy to Improve Students' Reading Comprehension of Hortatory Exposition Texts at Grade XI IPS of MA Diniyah Puteri, Pekanbaru". The results of Cycle 2 show that 80% of the students passed the KKM. In conclusion, the use of PQRST Strategy improves the effectiveness of the teaching and learning process which increases the students' reading comprehension of hortatory exposition at grade XI IPS of MA Diniyah Puteri, Pekanbaru is 50%. It was 30% of the students who passed the KKM before researching, and it was improved to 80% at the end of Cycle 2. These findings were the reasons for stopping this research at the end of Cycle 2.

Thirdly research carried out by Alfi Hidayat Miqawati (2014), entitled "The Pqrst Strategy, Reading Comprehension, And Learning Styles". The result of the analysis showed that the significance value was .917. This significance level was

greater than .05 (Sig. .917 > Sig. .05). It showed that there was not enough evidence to reject the third null hypothesis, meaning that there was no interaction between teaching strategies and personality learning styles.

Fourth research carried by Suryani Nyayu, Darma Surya and Pamuji Arif (2020), entitle “PQRST in Teaching Reading Comprehension for the First Semester Student of Nursing Study Program STIK Siti Khadijah Palembang.” Teaching reading was done by the writer to find out the students’ ability in reading comprehension through PQRST to the subject under study, the first semester students of STIK Siti Khadijah Palembang S1 Nursing Study Program in Academic year 2019/2020. The writer held this research by teaching reading process that was done at two classes those are the first semester students of S1 Nursing Study Program as experiment class and the first semester students of D.III Nursing Study Program as control class at STIK Siti Khadijah Palembang. After teaching the reading process that was done, here are the result of reading comprehension. The description includes the mean, the mode, the median, the standard deviation, and frequency distribution followed by histogram and polygon. The writer got the data from post-test, which was given after the lesson finished. Based on the group analyzed, the descriptions of the data can be divided into two groups. They are as follows: 1. The post-test data of reading comprehension the students of the group taught by PQRST (Post-test experiment. 2. students for group taught by conventional (Control Class). The mean is 76.91; the standard deviation is 2.79, the mode is 75, the median is 77—the frequency distribution of the data post-test for the control class in table 3 and Histogram.

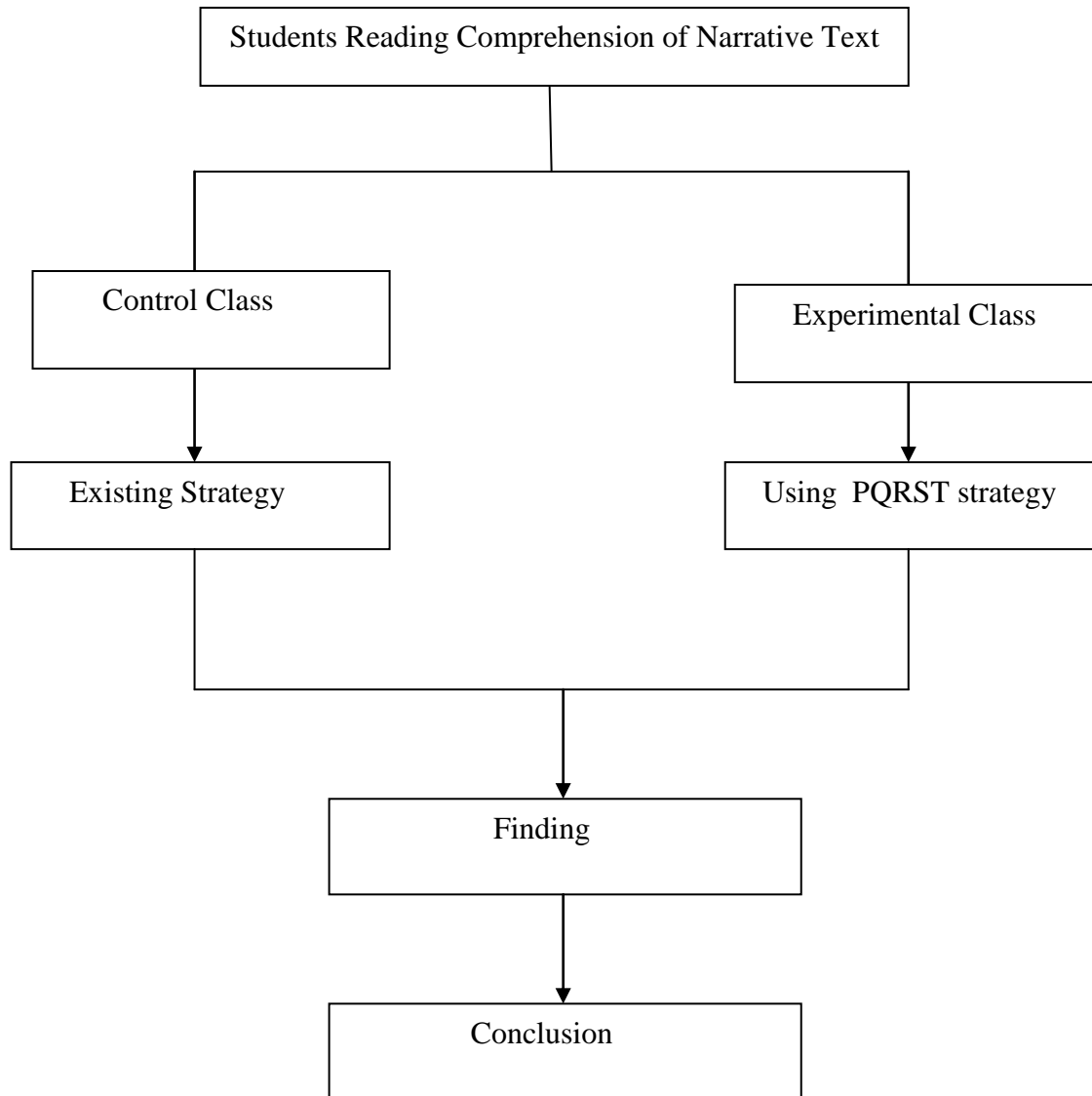
The last research carried by Anom Dhimas and Dahler (2018), entitled “The Use of Preview, Question, Read, Summarize, Test (PQRST) Strategy to Improve Students’ Reading Comprehension in Recount Text in First Grade at SMK Negeri 05 Pekanbaru”. The research aims to know the effectiveness of the PQRST strategy in students’ reading comprehension. This research was classroom action research (CAR)—this study design by 4 meetings and one result with 3 hours of learning. The subjects were the first grade students of TKJ Department SMKN 05 Pekanbaru consisted of 35 students. Qualitative data were collected by using observation sheets for the researcher and the students, field notes and interviews. Then, the quantitative data were collected by reserving in table, graphic, and diagram. After conducting this research using PQRST strategy, the researcher's got based score was 65 and final scoring 79. The based score was 65 to 79, with an increasing point was 14 points. The quantitative data were analyzed by scoring the results of reading comprehension tests and then the results of scoring were calculated to find out the central tendency (mean) for describing the improvement of each indicator of reading comprehension in each cycle. Based on the data that researcher has found above, PQRST is strategies that can lead the students reading comprehension. As an instructional strategy, PQRST strategy helps students to cope their problem in reading comprehension by using five steps: Preview, Question, Read, Summarize, and Test. This learning was setting by pair and group discussion. Most of the students in the discussion group enjoyed being taught with the PQRST strategy. It was indicated, PQRST by discussion helped the students become motivated and actively participate in the teaching and learning process.

There is similarity between all that theory research above and the researcher research. The similarity is that use a PQRSST strategies in her strategy. But, there are differences between theories research with the researcher research, they are: participant, grade of students, school, and them skill are reading comprehension on narrative text. Based on the previous students above , the researcher interesting to make the PQRSST strategy to effect students reading comprehension at the second grade of SMA N 1 Rambah Hilir.

In this research, the researcher wants to know the students'' comprehension in reading by using PQRSST strategy. This study tries to find out the PQRSST strategy is effective or not to be used and what is the effect of this strategy to the students'' comprehend in reading. This study aims at finding out of the effectiveness of this strategy that can be used for teaching and learning reading. So, that the result of this study can be used in order to develop the students'' comprehend in reading.

C. Conceptual Framework

The rhetorical frame work of this research as follows diagram:



There are two variables are use in this research. The first is usig PQRST strategy to the teacher technique in teaching reading comprehension. The second is students' ability in reading comprehension of narrative text. Making PQRST strategy is as an dependent variable. In operating the investigation on the variable, the researcher works based on the following indicators:

- a. The indicators of using PQRST strategy (X experimental class)

1. The teacher asks students to read an assignment to get an overview of the topic
 2. The teacher asks students to detect the organization of the text
 3. The teacher asks the students to read comprehension questions
 4. The teacher asks the students to guess an answer based on their reading of the text.
 5. The teacher asks students to confirm their guess with a rereading of the passage
 6. The teacher asks students to prepare for tests by quizzing themselves on comprehension question.
- b. The indicators of students' reading comprehension
1. Students are able to find the detail information
 2. Students are able to identify the main ideas of the text
 3. Students are able to identify the arguments of the narrative text

D. Hypothesis

The hypothesis in this research is:

H_1 : There is a significant effect of the using PQRST (Preview- Question- Read- Summarize- Test) toward students' reading comprehension on narrative text at elevent grade of SMA N 1 Rambah Hilir.

H_0 : There is no significant effect of the using PQRST (Preview- Question- Read- Summarize- Test) toward students' reading comprehension on narrative text at elevent grade of SMA N 1 Rambah Hilir.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discussed about research methodology consisted of research design, research variable, time and location of the research, population and sample, instrument, research procedure, technique of data collection and technique of data analysis.

A. Research Design

The research design was experiment. It was appropriated way to this research in order to know the significant effect of using PQRST (Preview, Question, Read, Summarize and Test) strategy toward students' reading comprehension on Narrative text at eleventh grade of SMA N 1 Rambah Hilir. The research used video or online in the learned process, because the school is closed due to Covid-19 and students learned from home. According to Gay (2012:246), in experiment research the reseacher manipulates at least one independent variabel, controls other relevant variables and observes the effect on one or more dependent variabebles. According to John (2008:299) experiment is testing an idea (or practice or procedure) to determine whether it influences an outcome or dependent variabel. In addition, Gay and Airasian (2000:15) said an experiment is the quantitative approach that provides the greatest degree of control over the reseach procedures.

In this research, the research used Quasi experimental research type pre-test and post-test design. To applied this research, the researcher take two classes, science class as experiment class and social class as control class. The

experimental group was given a treatment. Both of the groups were given pre-test and post test. Post-test score was compared to determine the effectiveness of the treatment. This research consists of two variables; the independent variable symbolized by “X” that is PQRST strategy and the dependent one as “Y” refers to students’ narrative text. In brief, the research can be designed by following table:

Tabel 3.1
Research Design

Class	Pre-Test	Treatment	Post-test
Control	O_1	-	O_2
Experiment	O_3	X	O_4

(Sugiyono, 2018)

B. Research Variable

The research variable is very important of research. According to Winarno (2013 : 26) variabel is the object of research or what is the focus of research. Sugiyono (2017: 38) stated the research variable is basically everything that is formed by the researcher to learn so that it is obtained information about it, then drawn in conclusion. In this research, the researcher using two variables, they were:

1. Independent Variable

According to Sugiono (2017:39) Independent variables are the variable that affects or the cause of the change or the increase in dependent variables (bound). It was usually symbolize by “X”. In this research, independent variable is use of PQRST strategy.

2. Variabel Dependent

According to Sugiono (2017:39) The Dependent variable is the affected variable or the result, due to the independent variable. It is symbolize by “Y” dependent variable in this research is the students’ narrative text.

C. Time and Location of the Research

The research was conducted at the eleven grade students of SMA N 1 Rambah Hilir, Rokan Hulu regency. This school is located in Muara Rumbai. The time of conducting research activities is one month.

D. Population and Sample of the Research

1. Population

Population is the whole participants in the research. According to Sugiyono (2018:90) “population is generalization area that consist of object or subvject that have certain quolities and characteristic’. The population of this research was all the eleventh grade students of SMA N 1 Rambah Hilir with the total population are 105 students. It consist of four classes, Furthermore, the total population can be seen from the table below.

Tabel 3.2
Population of The Research

No	Class	The Number of The Students		total population
		Male	Female	
1	XI IPA 1	6	20	27
2	XI IPA 2	9	18	27
3	XI IPS 1	13	10	23
4	XI IPS 2	14	14	28

TOTAL	42	62	105
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Source: (Document of SMA N 1 Rambah Hilir 2019/2020 academic year)

2. Sample

Sample is more specific than population. According to Sugiyono (2018:81) sample is part of the characteristic number possessed by the population. To take the sample itself the researcher used Cluster random sampling. The sample of this research consists of two classes, experimental class and control class. So, the researcher was taken just two class from 4 classes base on the population. To determine the control class and experimental class the researcher got by lottery.

E. Instrumentation of the Research

Intrumentation is the process of constructing research instruments that could be used appropriately in gathering data. According to Sundayana (2010: 60) an instrument is said to be valid if it can reveal data from variables that are properly examined. This research, to get goal of reseach it must be used instrumentation. The researcher conducted the treatment in four times. PQRST strategy is a cooperative learning, but to measure the students' understanding about the material, the students have been tested indivudially at the end. to assessing students' narrative text, the researcher used pre-test and post-test in a quiz. The teacher instructed students to practice narrative text. The tests aimed to measure the students' progress and result of teaching learning activities. Moreover, the post test giving after the treatment in learning teaching process in the class.

1. Reding-test

In this research, for pre-test and post-test form was multiple choice and used same topic in experimental class and control class. The topic from former English teacher, the students listened and read individually, then the students discussed about the text with their group. Last students do the assignments given by the teacher.

Table. 3.3
The Test Specification For Pre-Tes

NO	Aspects	Items Number
1	Main Idea	1, 7
2	Specific Information	2, 6
3	Inferred	3, 9
4	References	5, 8
5	Vocabulary	4, 10

Table. 3.4
The Test Specification For Post-Tes

NO	Aspects	Items Number
1	Main Idea	1, 9
2	Specific Information	4, 10
3	Inferred	3, 6, 8
4	References	5, 7
5	Vocabulary	2

F. Prosedure of the Research

1. The Research Procedure of Control Class

1.1 Pre-Test

The researcher gave the Pre-test to the control class. Pre-test was given to know the previous students' narrative text. In Pre-test, the students practiced reading narrative text. The topic was about Fox and A Cat. It was similar with pre-test in the experimental class.

1.2 Non-Treatment

There was no treatment in control class. Students learned in conventional teaching. Students had ordinary ways to reading comprehension. In other words, students in control class were not used PQRST strategy.

1.3 Post-test

The Post-test was done after doing the pre-test. It was purposed to know whether there is any significant different or not. The researcher gave the topic narrative text. It was also applied to the experimental class.

Tabel 3.5

List of Meeting in Control Class

Meeting 1	Meeting 2-3	Meeting 4
Pre-test (Narrative text about Sangkuriang and	Conventional teaching Learning Material about Pinocchio Narrative text about The Story of Toba Like Narrative text about Fox and A Cat	Post-test (Narrative text about Banyuwangi and Snow White)

Malin Kundang)		
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Tabel 3.6
Teaching Activities in Control Class

No	Activities	Teacher's Activities	Students' Activities
1	Pre-test	Greeting Praying Attendance Apperception (telling the purpose of learning material)	Greeting Praying Attendance Open the book
2	Whilst-teaching	The teacher given the material The teacher explains about the defenition, generic structure, and types of Narrative text The teacher given the example of Narrative text The teacher explains the example of Narrative text	Students read the material Students responses actively Disscussion

3	Post-activities	The teacher instruct students to conclude the material The teacher given excercise	Students try to conclude the material by their own word Students done the excercise
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2. Research Procedure of Experimental class

2.1 Pre-Test

The researcher gave pre-test to experimental class to measure students' Narrative text before getting the treatment. The technique using in this class was PQRST strategy. The students practiced reading of "Narrative text". It was similar with pre-test in the experimental class. The topic was about Sangkuriang and Malin Kundang.

2.2 Treatment (PQRST Strategy)

The researcher did the treatment using PQRST strategy to comprehend reading a text. Used treatments were taken in order to know is there any significant effect on students reading comprehension of narrative text, after used PQRST strategy. The topic of learning material in experimental class was same as in control class.

2.3 Post-Test

The post-test was done after applying the PQRST strategy. It purposes to know if there is significant effect or not. The researcher give the Reading test of Narrative text as same as in the pre-test. The topic was about Banyuwangi and Snow White.

Tabel 3.7

Teaching Activities in Experimental Class

No	Activity	Teacher's Activity	Students' Activity
1	Pre-activities	Greeting Praying Attendance Apperception (telling the purpose of learning material	Greeting Praying Attendance Open the book
2	Whilst-teaching	The teacher given the material about narrative text The teacher divides the students into pair or group. The students to identify the parts of the text such as the title, picture, figure and number in the text. The activity makes the reader guesses what they are going to read. The students try to guess the text	Students read the material Students responses actively Discussion

		<p>by asking the specific questions in their mind about the text. Turning the heading as question is the way the students start this step. The teacher guides the students to gain the question in order to help them focus on reading and get the keywords of the main point of the text. They must be used the standard questions such as who, what, why, which, when, where or how. It can lead them to get the information details based on the text.</p> <p>The students read the material in detail. Then, they try to answer the question which they ask in their mind. Further, they must underline the difficult words and pay attention to the topic. They can also read the text again if they think that they have not understood yet.</p>	
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		<p>the students to summarize the text by recalling their mind for identifying the main idea and the specific information of the text.</p> <p>In this step, the students will state all they know about the text and the teacher knows how deep the students understand the text.</p> <p>A quiz on the material should be given at the end so students realize that the sessions are not just for fun and games but they really count.</p>	
3	Post-activities	<p>The teacher instructs student to conclude the material</p> <p>The teacher tells about the next material</p>	<p>Students try to conclude the material by their own word</p>

G. Technique of Collecting Data

The data collecting is the successive step to conduct. According to Widoyoko (2012: 33) collecting the data of this research is intended to get the data, explanation, facts and accurate information. It means, the purpose of collecting the data was to find the data and to get information about the research. This research used Reading test, for pre-test and post-test using multiple choice and used same topic in experimental class and control class. The data collecting was the successive step to conduct. The researcher wants to know about the students' narrative text after giving the treatment of PQRST strategy to the experimental class and no treatment to the control class. The treatments applied three times in meeting two, three, and four. Both of the control class and experimental class have been given a pre-test to collect the information about their reading comprehension on Narrative text at the beginning. Then, the researcher give treatment to experimental class and no treatment to control class. To find out the effect of PQRST strategy, the researcher gave pre-test and post-test to the students. Then to measure student's Narrative text.

H. Technique of Data Analysis

There were several steps that the researcher used for technique of data analysis. First, the researcher gave a pre-test to experimental and control class. Second, the researcher taught in experimental class and control class. Third, the researcher gave a reading test (post-test) to the students. Fourth, after the researcher giving a test, the next step was checking the results of their test by using indicator of reading. Finally, the researcher computed the hypothesis significant. It is

knowing whether the H_1 is accepted or not. To measuring the data, the researcher SPSS application.

1. Normality Data

Misbahuddin & Hasan (2013:278) states that normality test is aimed to see whether the data normally distribute or not.

Statistical Hypothesis:

H_1 : The data of pre-test in control class and experiment class are not normally distributed

H_0 : The data of pre-test in control class and experiment class are normally distributed

This uses to determine the slope formula. If $\text{sig} \geq 0,05$, then the data is normal and H_0 is accepted. But, if $\text{sig} \leq 0,05$, then the data is not normal and H_1 is rejected.

2. Homogeneity Variance Data

According to Zarkasyi (2017), if the data is normally distributed, then a variance homogeneity test will be performed. Homogeneity test is used to see whether two sets of data have homogeneous variance or not.

H_1 = Both variance is not homogeneous

H_0 = Both variance is homogeneous

If both of the samples are normal, then continue to the second test of homogeneity of variance. If $\text{sig} \geq 0,05$, then the data homogeneous and H_0 is accepted. But, if $\text{sig} \leq 0,05$, then the data is not homogeneous and H_1 is rejected.

3. Hypothesis Test

To analyzing the data, the researcher will use T-test. It will use to examine the significant effect between PQRST Strategy and without PQRST Strategy in post-test. The researcher will use the independent sample T-test to measure the data. Provisions $\text{sig} \leq 0,05 = H_0$ is accepted and H_1 is rejected and $\text{sig} \geq 0,05 = H_1$ is accepted and H_0 is rejected, or $t\text{-value} > t\text{-table} = H_1$ is accepted and H_0 is rejected. But if $t\text{-value} \leq t\text{-table} = H_0$ is accepted and H_1 is rejected.

Hypothesis test is done to know whether there is significant effect of PQRST Strategy on students' Reading Comprehension at eleventh grade of SMAN 1 Rambah Hilir. this is the hypothesis:

H_1 = There is significant effect of PQRST (Preview- Question- Read-Summarize- Test) Strategy toward students' reading comprehension on Narrative text at eleventh grade of SMAN 1 Rambah Hilir

H_0 = There is no significant effect of PQRST (Preview- Question- Read-Summarize- Test) Strategy toward students' reading comprehension on Narrative text at eleventh grade of SMAN 1 Rambah Hilir

$$H_0 : \mu_1 = \mu_2$$

$$H_1 : \mu_1 \neq \mu_2$$

μ_1 dan μ_2 are the average of the students; reading comprehension of experimental and control class. There are some possibilities that will happen in testing hypothesis, they are:

- 1) If sample is normally distributed with homogeneous variance, then used t test with the formula:

$$t_{\text{hitung}} = \frac{\bar{X}_1 - \bar{X}_2}{S_{\text{gabungan}} \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \quad \text{With } S_{\text{gabungan}} = \sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}}$$

\bar{X}_1 = The mean score/average of students' experimental class

\bar{X}_2 = The mean score/average of students' control class

n_1 = Number of students in experimental class

n_2 = Number of students in control class

S_1^2 = Standard deviation of experimental class

S_2^2 = Standard deviation of control class

(Sundayana, 2010)

Test criteria use significant level $\alpha = 0,05$; terima H_0 jika $t_{\text{hitung}} > t_{\text{table}}$ and refuse H_0 if t has another prices, t_{table} is gained from the list of t distribution with degree of freedom (dk) = $(n_1 + n_2 - 2)$ with opportunity $\frac{\alpha}{2}$

2) If the data are normally distributed but not homogeneous, then the hypothesis test used is t' test. The steps of t' test according to Sundayana (2010):

a. Calculate value $t'_{\text{hitung}} = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$

b. Calculate hypothesis testing criteria: H_0 is accepted if:

$$-\frac{w_1 t_2 + w_2 t_1}{w_1 + w_2} < t'_{\text{hitung}} < \frac{w_1 t_2 + w_2 t_1}{w_1 + w_2}$$

Dengan $w_1 = \frac{S_1^2}{n_1}$; $w_2 = \frac{S_2^2}{n_2}$; $t_1 = t \frac{\alpha}{2} (n_1 - 1)$; $t_2 = t \frac{\alpha}{2} (n_2 - 1)$

3) If the data is not normally distributed, then the test used is the Mann Whitney test. The steps of Mann Whitney test Sundayana (2010) are as follows:

- a. Make statistical hypothesis
- b. Combine all observational values from the first sample and second sample in one group.
- c. Give rank starting with rank 1 for the smallest observation value, until the largest rank for the largest observation value or opposite.
If there is the same value
- d. Add up the rank value, then take the smallest rank
- e. Calculate nilai U with the formula:

$$U_1 = n_1 \cdot n_2 + \frac{n_2(n_2 + 1)}{2} - \sum R_2$$

$$U_2 = n_1 \cdot n_2 + \frac{n_1(n_1 + 1)}{2} - \sum R_1$$

Dari U_1 dan U_2 choose the smallest value for U_{hitung}

- f. For $n_1 \leq 40$ dan $n_2 \leq 20$ (n_1 dan n_2 may be reverse) value U_{hitung} , then compare with U_{table} with criteria H_0 accepted if $U_{hitung} \leq U_{table}$.

If n_1 and n_2 big enough then continue with step 7

- g. Determine average with formula:

$$\mu_u = \frac{1}{2} (n_1 \cdot n_2)$$

- h. Determine standard deviation

- a) For data there is no repetition

$$\sigma_u = \sqrt{\frac{n_1 \cdot n_2 (n_1 + n_2 + 1)}{12}}$$

b) For data there is repetition

$$\sigma_u = \sqrt{\left(\frac{n_1 \cdot n_2}{N(N-1)}\right) \left(\frac{N^3 - N}{12} - \sum T\right)}$$

$$\sum T = \sum \frac{t^3 - t}{12}$$

With t is same one

i. Determine transformation z with the formula:

$$Z_{\text{hitung}} = \frac{u - \mu_u}{\sigma_u}$$

j. Then value Z_{hitung} is compared with Z_{table} with criteria accept H_0 if:

$$- Z_{\text{table}} \leq Z_{\text{hitung}} \leq Z_{\text{table}}$$

CHAPTER IV