

# **THE USE OF PQRST (PREVIEW, QUESTION, READ, STATE, TEST) IN TEACHING READING NARRATIVE TEXT FOR EIGHT GRADERS STUDENTS OF SMPN 2 PURWOASRI**

**Zamratus Zahra Abdillah**

## **Abstract**

PQRST (Preview, Question, Read, State, and Test) Method is alternative method to make teaching and learning process interesting. Through PQRST method, the students can participate in the teaching and learning process actively. PQRST method is expected to be effective because the use of it can avoid the weakness of common method that be used in teaching and learning process. The research design used is quantitative and the method is one group pre-test and post-test experimental design. In this study, the data are collected from the result of pre-test and post-test. After getting result of score between pre-test and post-test, the data was couted by using SPSS to find t-test. It is used to describe whether there is significant difference between students' reading narrative text before and after being taught by using PQRST method. It is recommended for the teacher to use PQRST method. It can help them to develop their teching method, especially in teaching reading narrative text. It also recommended for the reader this research hopefully can add the new knowledge which they have not been known before and the last for the further researcher this research hopefully can give new information and references in doing same kind research, and they can improve this research to be complete and better.

**Key Words:** Effectiveness, Reading Comprehension, Teaching Reading by Using PQRST method

## **INTRODUCTION**

The Indonesian goverment places English as an unknown dialect. It turns into a necessary subject in optional schools and colleges. Indeed, even some elementary schools have included English in their educational programs. Learning English methods learning four language abilities. In light of the 2006 School Based Curriculum of Junior High School, the ultimate objective of English Instruction is to develop the English communicative competence namely reading, listening, speaking, and writing.

As one of the skills, reading is one of the aspects noted as a part of important ability in broadening reader's perspectives, giving them a chance to see the world. The ability to read empowers the readers to take control of their own knowledge and further to decide their future. Reading cannot be separated from comprehension. That's why there appear a lot of problems dealing with reading comprehension. Many English learners find it difficult to understand English

texts. Very often, they get stuck because of some problems, such as unfamiliar words, their inability in understanding the context, their reluctance, and so on.

Based on Nunan in Aprida 2013 said that reading needs identification and also interpretation process which require the reader's knowledge about the language structure used in the text and his knowledge about a given topic. It is the complexity that makes some students less interested in this kind of activity. They find it difficult to understand what is on reading passages since they do not know the technique which can help them to read more effectively and efficiently. This phenomenon happens in almost every language class.

The criterion of minimum completeness is 64. Permendiknas no 24, 2006 (Article point b) states that the teachers can develop the School Based Curriculum innovatively. It means that the teacher has the right in using methods or techniques in teaching process as long as the method can achieve the instructional goal. In order to make progress in student learning and to teach reading effectively, beneficially, and interestingly, the teacher must be careful in choosing the teaching method.

Based on the preliminary observation on the teaching learning process in SMP Negeri 2 Purwoasri, the researcher found some problems in students' reading comprehension. The students still encounter some difficulties in using their English for comprehending English texts because they do not have adequate grammar and vocabulary mastery for understanding them. The students still have difficulties in reading since they may have no interest and motivation and the purpose of reading is never explained to them. Besides, the teacher only uses one method, namely a conventional or lecturing method. In the reading class, the students still have inefficient reading habits because they only read the text and then they could complete the tasks in the reading materials merely by matching the words and the sentences in the tasks with the words and the sentences in the text without knowing what the text is about. As a result, the reading lesson becomes monotonous and boring. SMP Negeri 2 Purwoasri implements the School Based Curriculum in teaching English. This study also tries to find out an alternative solution as to improve the result of teaching reading comprehension. The statement of research are formulated by the following question: (1) How is the students achievement in reading narrative text of the students taught using PQRST method like (2) How is the reading narrative text of the students taught without using PQRST method like (3) Is there any significant difference in the reading narrative text between the students taught using PQRST method and those taught without using it.

## **RESEARCH METHOD**

It is caused the research data can be accounted relates with statistic data and in this research also did some experiments by giving some treatments to the subject of study to know if there was an effectiveness of teaching reading narrative text by using PQRST method of the eight grade students of SMPN 2 Purwoasri. In experimental design, only one class was used to be analyzed.

The location of SMPN 2 Purwoasri in Jl. Balai Desa, Kec. Purwoasri, Kab. Kediri Prov. Jawa Timur. The population chosen was the eight graders of SMPN

2 Purwoasri. The eight grade of SMPN 2 Purwoasri has six classes. In determining the subject of research, it was randomly chosen that the subject or class chosen as the experimental class was VIII - B. The class consist of 32 students.

The procedure to collect the data in conduction research will be presented in chronological orders as follow:

- a. Treatment. Based on the lesson plan the researcher taught 90 minutes every meeting, the materials were about narrative text. This lexical approach was in five times meeting
- b. Test. Pretest is given with the intention to find out whether there are students who already know about the material to be taught. Pretest can also be interpreted as an activity to test the level of students' knowledge of the material to be delivered, pre-test activities carried out before teaching activities are given. The benefits of holding a pretest are to find out the students' initial abilities regarding the lessons delivered. By knowing the students' initial abilities, the teacher will be able to determine how to deliver the lessons that will be taken later.

Posttest is the final evaluation when the material taught on that day has been given which a teacher gives a posttest with the intention of whether the student has understood and understood the material just given on that day. The benefit of holding this posttest is to get an idea of the abilities achieved after the end of the delivery of the lesson. The results of the posttest were compared with the results of the pre test that had been conducted so that it would be known how far the effect or influence of the teaching had been carried out, besides being able to know which parts of the teaching material were still not understood by most. The purpose of this study was to find out the effectiveness of using PQRST method in teaching reading narrative text at SMPN 2 Purwoasri.

## **RESEARCH FINDING AND DISCUSSION**

### **1. The Discussion on Students' Reading Narrative Text before being Taught by Using PQRST method**

From the presentation and the students analysis of reading narrative text before using PQRST method in the previous chapter, the researcher had found the result of students reading narrative text. The researcher just gave opening and pre-test. The researcher used test to know the students ability. The researcher analyzed the data by using SPSS 23.0 version that could be seen that test showed that there were 53 and the highest score was 80. There are 1 numbers of lowest score and 2 numbers of highest score. Then the mean was 71,39 the median was 73,26 and the standard deviation was 6,816.

Andrusyk et al. (2003: 22), state that the student was held responsible by teammates for contributing his or her fair share to the group success. Individuals who needed more assistance, support, encouragement, and other accommodation to complete the assignment were acknowledged. Individual accountability occurs when each student was assessed individually with the result reported back to the

group. Individual accountability let student worked up to their capabilities or avoiding the free-rider problem.

Based on the table categorization, pre-test was fair because 25% of students got fair score only 75% of students got good score. Now, based on the research result and from the theories above, the researcher concludes that the students reading narrative text without treatment by using PQRST method was bad.

## **2. The Discussion on Students Reading Narrative Text after being Taught by Using PQRST method**

From the presentation and the students analysis of reading narrative text after being taught by using PQRST method in the previous chapter page, the researcher had found the result of students ability in narrative text. The researcher gave the opening, explanation the material, applying reading narrative text by using PQRST method. The researcher analyzed the data by using SPSS 23.0 version that could be seen that test shows that there were 7 kinds of scores arise here from the lowest until the highest. The lowest score of post-test was 80 and the highest score was 100. There were 1 numbers of highest score. Then the mean was 86,37 the median was 86,58 and the standard deviation was 6,657.

Ghait (2002: 7) views the collaborative skills receive emphasis because to work successfully with others, students need developed collaborative skills, such as asking for help, making suggestion, and disagreeing politely. Social skills involve efforts to encourage all group members to participate to a roughly equal degree. Means of doing this include providing each member with a turn to speak or to add particular information that they need to contribute to the group.

Based on the table categorization, the result of post-test was very good because 59% of students got very good score and 0% of students got fair score. Now, based on the research result and from the theories above, the researcher concluded that the students reading narrative text by giving treatment was very good. From score of the post-test, it was known that the students reading ability was improved by using PQRST method.

## **3. The Significant Difference between Students Reading Narrative Text before and after being Taught by Using PQRST method**

After finding the result of pre-test and post-test and calculating the mean pre-test and post-test, would like to calculate the mean of pre-test was 71,39, while the mean of post-test was 86,37. So, it was significant difference between students' reading narrative text on pre-test and post-test was 14,98. To analyze the data, it was used SPSS 23,0 program.

Table of Paired Sample Statistic  
Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRETEST	61,81	32	11,990	2,120
	POSTTEST	86,37	32	6,657	1,177

From the table above, it is shown that the result of number (N) students pre-test was 32, then the mean of pre-test was 61,81, standard deviation was 11,990 and the standard error mean was 2,120. Beside that, the researcher got the data of post-test about number (N) of students post-test was 32, then the mean of post-test was 86,37, standard deviation was 6,657 and the standard error mean was 1,77. For further calculating using SPSS 23.0 program it was also gotten one sample test from pre-test and post-test. As shown from the table 23.0 below:

Table of Paired Sample Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair1	PRE POST	-24,559	12,821	2,266	-29,181	-19,936	-10,836	31	,000

From the table above, it was known that t value of post-test was 10,836, degree of freedom was 31 and mean difference of the variable was -24,559 and the 95% confidence interval of the difference from the lower value was -29,181 and the upper value was -19,936. For the next result, the computation t-test result. The computation t-test was 10,836. This result then was drawn to "t" table through the degree of freedom (df) which was proper. To find df, the pattern was  $df=N-1$ . In this research N contained of 32 students. After getting the result that was 31, it was then in "t" table high had  $df = 31$  in significant level; 1% of this degree of freedom was 2,71 while 5% was 2,03. From those it was known that  $2,27 < 17,881 > 2,03$ . It meant that there was significance between students reading narrative text before and after being taught using PQRST method. From the calculation and explanation, it could be concluded that there was significance difference between students reading narrative text before and after being taught using PQRST method.

#### 4. The Effectiveness of Teaching Reading Narrative Text by Using PQRST method

The statistical of analysis showed that the result of t-test was 8,129. The degree of freedom was 31, while the critical value on the degree of freedom 31 with 1% significant level was 2,71 and 5% significant level was 2,03. So from the explanation above, there was a significant improvement in teaching reading narrative text by using PQRST method at the eight graders of SMPN 2 Purwoasri with the degree freedom 1% and 5%. So the effectiveness of teaching reading narrative text by using PQRST method is affective in simple conclusion. The null hypothesis ( $h_0$ ) was rejected and the alternative hypothesis ( $h_a$ ) was accepted.

#### Conclusion

From the result of the research, it could be concluded that:

1. The students; reading narrative text before being taught by using PQRST method for the eight grade students of SMPN 2 Purwoasri was in fair category
2. The students; reading narrative text after being taught by using PQRST method for the eight grade students of SMPN 2 Purwoasri was in fair category. It is average category and average score of post-test is was because 86,37. The highest score was 100 and the lowest score was 80 while the range was 20.
3. There is significant difference between students reading narrative text before and after being taught by using PQRST method for the eight grade students of SMPN 2 Purwoasri.
4. Teaching reading narrative text by using PQRST method was effective.

## REFERENCE

- Departemen Pendidikan Nasional (2006). *Kurikulum Satuan Pendidikan : Standar Kompetensi Mata Pelajaran Bahasa Inggris. Sekolah Menengah Pertama*. Jakarta: Departemen Pendidikan nasional.
- Nunan, David. (2003). *Practical Language Teaching First Edition*. New York: Grew- Hill Companies
- Snow, C. E. (2002). *Reading for Understanding: Toward an R & D Program in Reading Comprehension*. Santa Monica, CA: Rand Corporation.
- Stiggins,R.J.& N. F. Conklin. 1992. Teacher eparations and Students Reading Motivation. *Journal of Education Psychology*.
- Suharto, G. (2008). *Statistika*. Yogyakarta: Yogyakarta State University.
- Turkington, C. A. (2003). *Memory: A self teaching guide*. New Jersey: John Wiley & Sons, Inc
- Weaver, C. (1994). *Reading Process and Practice from Socio-Psycholinguistics to Whole Language*.