DISCOVERY
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THE EFFECT OF PQRST METHOD TOWARDS STUDENTS’ READING COMPREHENSION OF THE SECOND YEAR AT SMP TRI BHAKTI PEKANBARU

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Abstract: This research was an experimental research. It is consist of one group pre-test and post-test design without class control. The population of this research is the second year students at SMP Tri Bhakti Pekanbaru. The samples are 30 students. In this research, the writer takes only one class as experimental class. The instrument of this research is reading comprehension test by using objective test consist of 20 questions. Each question used indicators orientation, complication and resolution. After analyzing the data, it can be found that there is significant effect of students’ reading comprehension after using PQRST method. In other words, the use of PQRST method in learning English can improve the students’ reading comprehension.

A. Introduction

English is very important to learn because it is an international language. English is also foreign language that be taught in beginning of elementary school. There are many reasons why Indonesian students need to study English. First, they can communicate with foreign people. Second, mostly requirement job should have well in English. Third, they can be easier in learning science and technology around the world. So, Indonesian students should understand those. In the fact, most of students still do not know English words
meaning and difficult to apply in daily conversation. In university, English is needed to comprehend information. So, the students can apply their knowledge on their respective field.

According to school-based Curriculum KTSP (2006) for Junior High School, one of the texts should be taught to the second year students is narrative text. Narrative text is a story or an account of events. Narrative texts usually try to write a composition based on learners experience. Narrative text is to entertain or to amuse the reader or listener. There is some division of narrative text such as legend, fable, and fairy tale can make the readers think about an issue, teach a lesson, or excite their emoticon.

As we know reading is one of four language skills that should be mastered by students. And also for junior high school students like in SMP Tri Bhakti Pekanbaru that have studied reading since the first academic year of the school. Reading is also the main reason of why students should learn the language. Therefore, the main goal of teaching reading especially for junior high school students is to enable them to read book, articles or any other text written in English. Furthermore, the goal of reading is also to find the meaning of what they have read and answer the question based on the reading text. The ability to comprehend something from reading materials for students who learn foreign language need to be improved in order to enable them to get used reading process and give them enough time to develop their ability.

Based on the writer’s observation at SMP Tri Bhakti, some of students still get some problems in comprehending the text when reading an English text such as: they could not understand the text well, students still did not know how to determine the main character, setting, problem and solution. Then the teacher does not apply appropriate method in reading, so those students are not interested in learning reading. Second, there are some difficult words that the students found. They do not know the meaning of the words. In other words, students had limited vocabulary. Third they have lack of motivation to read that make their achievement in reading comprehension is not satisfied yet. The last, limited time that teachers had and students have to learn reading, so it becomes more complicated for the students to comprehend a reading text.

The success of teaching reading for junior high school are determined by many aspects, such as reading materials, facilities, teachers, students and the way of teaching. Some studies indicate that one of the crucial aspects in teaching reading is method used by teacher in teaching reading. Realizing the problems above, appropriate reading method in teaching reading should be developed in the classroom. In this part, the writer wants to apply PQRST Method.

PQRST method can improve reader’s understanding, and empower the ability to recall information. In other words, the reader has desire to learn and to learn more the material he/she is reading. If somebody uses this method, reading will not be a waste of the time. In this method, students follow five steps that are: Preview, Read, Self-recite and Test (PQRST). PQRST method is easy to perform because students may find that
many textbooks are compiled in a way which makes this method is easy to apply, using an introductory passage, and question at the end. In addition, this method will raise students’ participation through giving questions deals with the text given. It will be nice class because everybody takes part or active to do the steps during reading process. The writer only focuses comprehending in Narrative text.

Based on the phenomena above and remembering importance of reading skill, the writer is interesting in conducting the research entitled: “The Effect of PQRST Method toward Students Reading Comprehension of the Second Year at SMP Tri Bhakti Pekanbaru”.

B. Method
This research design was an experimental research. There are two variables on this research. They are independent variable and dependent variable. The independent variable that is identified as a causal variable is taught to cause the dependent variable. Meanwhile, the dependent variable is variable that is identified as an effort, the result variable is taught to be caused by the independent variable. In this case, the independent variable was PQRST method and dependent variable is improved students’ reading comprehension.

The research was conducted at the second year students of SMP Tri Bhakti Pekanbaru. It located in Jl. Tuanku Tambusai no.12. This research was conducted on May 2014 until finish.

The population of this research is the second year students of SMP Tri Bhakti Pekanbaru in 2014/2015 academic year. There are 230 students from 7 classes and the data collected them with number of students are 30 students. There is VIII5. The writer choose them as sample based because according to the teacher this class more cleaver and active than the other classes and the writer want to apply new method that make students easy in reading comprehension.

An instrument was very useful in this research. In usage the instrument we know the result of the research. In this study the instrument used reading test in SMP Tri Bhakti Pekanbaru. The test was made by the writer consist of 20 items of multiple choice from narrative text.

The students have been given pre-test before they get treatment. The primary objective of the pre-test was to know the average achievement of the sample reading comprehension of narrative text. The scores at the pre-test used to compare scores with their scores at the post-test. After giving pre-test, the writer did the treatment by using PQRST method for experimental group. Treatment was done in order to know there is any significant effect after using PQRST method on students’ reading comprehension. After finish treatment, the writer gave post-test to the students. The purpose to know there is effect on students’ reading comprehension after treatment by used PQRST method in teaching and learning process.

C. Findings and Discussion
Most of the important thing in a research is the presentation of data and research. In this chapter the writer is going to present the data which has been collected from experimental classroom to the second year at SMP TRI BHAKTI PEKANBARU.
After administrating pre-test, the writer carried out the post-test in order to get the data of the research. Subsequently, it will show the students’ score increase from pre-test in order to find out whether there is a significant differences between students’ achievement in pre-test and students’ achievement in post test.

### a. Data Presentation of Pre – test

Before giving treatments, the writer had given pre-test to the students. It was done to know the ability of students in reading comprehension especially in reading narrative text. After giving pre-test, the calculation of students’ score for pre-test of experimental class was 1865, the mean score of experimental class was 62.17, the variance was 87.37 and standard deviation is 9.34.

### a. Data Presentation of Post – test

Post-test was given after taught. The students was given special treatment that is PQRST method. After teaching four meetings, a post-test was administered to see if any progress in the students’ score.

The calculation of students’ score for pre-test of experimental class was 2485, the mean score of experimental class was 82.83, the variance was 78.75 and standard deviation is 8.87.

<table>
<thead>
<tr>
<th>Data Analysis</th>
<th>Pre-test</th>
<th>Post-test</th>
<th>Increasing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score</td>
<td>1865</td>
<td>2485</td>
<td>620</td>
</tr>
<tr>
<td>Mean</td>
<td>62.17</td>
<td>82.83</td>
<td>20.66</td>
</tr>
<tr>
<td>Variance</td>
<td>87.37</td>
<td>78.75</td>
<td>8.62</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>9.34</td>
<td>8.87</td>
<td>0.47</td>
</tr>
<tr>
<td>High</td>
<td>85</td>
<td>100</td>
<td>15</td>
</tr>
<tr>
<td>Low</td>
<td>50 50</td>
<td>70 70 20</td>
<td>20</td>
</tr>
</tbody>
</table>

The table show that the average score of pre – test is 62.17 and the average of post – test is 82.83. It can be seen that there was a significant increase of the students’ reading comprehension in narrative text. In the post-test become higher than pre-test after applied PQRST method. In other words, there was increase of the students’ reading comprehension after treatment by PQRST method in experimental class.

### Progress of Students’ Score in Aspects of Narrative Text.

#### Percentages of Students’ Reading Components

<table>
<thead>
<tr>
<th>Indicator of Narrative Text</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>N=30</td>
<td></td>
</tr>
<tr>
<td>O</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td></td>
</tr>
<tr>
<td>R</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of Point</th>
<th>O</th>
<th>C</th>
<th>R</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Test</td>
<td>6.82</td>
<td>3.81</td>
<td>1.71</td>
<td>62.17</td>
</tr>
<tr>
<td>Post-Test</td>
<td>7.37</td>
<td>6.1</td>
<td>3.1</td>
<td>82.83</td>
</tr>
<tr>
<td>Improvement</td>
<td>0.55</td>
<td>2.29</td>
<td>1.39</td>
<td>20.66</td>
</tr>
<tr>
<td>Total Improvement</td>
<td>13.64</td>
<td>7.62</td>
<td>3.42</td>
<td>24.68</td>
</tr>
</tbody>
</table>

Percentages

<table>
<thead>
<tr>
<th>Percentages</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>O</td>
<td>55%</td>
</tr>
<tr>
<td>C</td>
<td>31%</td>
</tr>
<tr>
<td>R</td>
<td>14%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>
Based on table 4.5 and figure above, we can see the students’ percentages score in each indicator from the lowest to the highest. First, from the table, we can see the lowest mean score was resolution, in pre-test the students only got 1.71 points and post-test improved become 3.1 points, the students resolution percentage was 14% . Second, in complication, students’ got 3.81 points in pre-test and it was increase become 6.1 points in post-test, the students complication percentage was 31% . And the last was orientation, students got 6.82 points in pre-test and it was increase become 7.37 points in post-test, the students’ orientation percentages was 55%

From the table and figure were show that the average score of the pre-test was 62.17 and post-test was 82.83. it means there was increase of the students’ reading comprehension in narrative text after being taught by using PQRST method.

The degree of freedom of this sample is 29 (see appendix). $t_0$ ( T table ) on the level of significant 5 % is 2.04 and on the level significant 1 % is 2.75 so it can calculated a comparison $(2.04<8.82>2.75)$. Its mean that $t_0 > t_t$. Therefore, the null hypothesis rejected and the alternative hypothesis was accepted. So, there is significant effect of PQRST method toward students’ reading comprehension of the second year at SMP Tri Bhakti Pekanbaru.

**Meeting 1**

The implementation of PQRST Method in the first meeting, teacher gave pre-test to the students that were to know students’ reading comprehension before do the treatment. The test was multiple choice test which consists of 20 questions.
| Meeting 2 | The second meeting, teacher gave the concept of narrative text. The teacher gave a piece of paper an example of narrative text about “Takatuliang the Woodcarver” and explained generic structure of narrative text and students listen and pay attention to the teacher explanation. Then the teacher introduced PQRST method and explained it one by one and the students still pay attention to the teacher explanation. After that, the teacher asked the students to do every step of PQRST method and students do every step PQRST method with their partner. After that, teacher guided them to do this method and asked them to answer questions based on their comprehension about the text. The teacher gave conclusion about the lesson and students listen to the conclusion and asked to the teacher if they didn’t understand. |
| Meeting 3 | The third meeting, teacher gave the concept of narrative text. The teacher gave a piece of paper an example of narrative text about “Takatuliang, the Woodcarver” and explained generic structure of narrative text and students listen and pay attention to the teacher explanation. After that, the teacher asked the students do every step of PQRST method and the students do every step PQRST method with their partner. After that, teacher guided them to do this method and asked them to answer questions based on their comprehension about the text. The teacher gave conclusion about the lesson and students listen to the conclusion and asked to the teacher if they didn’t understand. |
| Meeting 4 | The fourth meeting, teacher gave a piece of paper an example of narrative text about “Pinocchio” and explained generic structure of the text. The students pay attention to the teacher explanation. The |
teacher asked the students to do every step of PQRST method and the students do every step of PQRST method with their partner. The teacher guided the students do the step of PQRST method and asked them to answer question based on their comprehension about the text. The teacher gave conclusion about the lesson and the students listen to the conclusion and asked to the teacher if they didn’t understand.

The fifth meeting, teacher gave paper an example of narrative text about “The Legend of Nyi Roro Kidul” and explained generic structure of the text. The students pay attention to the teacher explanation. The teacher re-explained PQRST method and explained every step of PQRST method. The students still pay attention to the teacher explanation. The teacher asked the students to do every step of PQRST method and the students do every step of PQRST method with their partner. The teacher guided the students do the step of PQRST method and asked them to answer question based on their comprehension about the text. The teacher gave conclusion about the lesson and the students listen to the conclusion and asked to the teacher if they didn’t understand.

And the last meeting, the teacher gave post test to the students that were to know student’s reading comprehension after do the treatment. The test was multiple choice test form which consists of 20 questions. The students answer the question (do the post-test) individually.

Having analyzed the data presented in the previous chapter, There was significant different of students’ reading narrative text between the pre-test and post-test. Therefore, alternative hypothesis was accepted and null hypothesis was
rejected because the observed statistic ($t_{\text{observed}}$) was greater than critical statistic ($t_{\text{critical}}$) of 5% where $8, 82 > 2, 04$. Therefore, there was significant effect achieved in reading narrative text after application of PQRST Method during reading at SMP Tri Bhakti Pekanbaru.

As discussed in chapter II, PQRST method is reading comprehension method which has the step by step procedures. The procedure in applying the PQRST method has been clearly explained on chapter II. The students were easier to comprehend reading text by looking at the PQRST which they have been completed. Based on the presentation of the research in chapter IV, the writer describes the following conclusion:

The second year students at SMP Tri Bhakti were interested in learning reading text by using PQRST method because step by step in this method makes the students easier to understand and comprehending the reading text

PQRST method is a good alternative method for the students to improve reading comprehension.

PQRST method can be used for students in independent reading, pair, and also in group. It would helps the students and makes the time more effective if this method used in pair or group discussion, because the students with their friends (pair and group) can discuss together.

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