USING PQRST METHOD TO IMPROVE STUDENTS' READING COMPREHENSION

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ABSTRACT

This research aims to determine whether using the PQRST method can improve the reading comprehension of the tenth-grade students at SMA Negeri 1 Tolitoli. The researchers applied a quasi-experimental research design by using non-random sampling techniques to get the sample. The instruments of data collection were pre-test and post-test. The pre-test was used to measure the students' prior knowledge, and the post-test was used to measure the improvement in students' reading comprehension using the PQRST method after the treatment. The t-test was analyzed to compare the mean scores of the experimental group (93.95) and the control group (89.58). The significance level was 0.05 with 60 degrees of freedom (df=66). The result of data analysis indicates that the t-counted (2,92) is higher than the t-table (1.659). It means that the hypothesis is accepted. It was concluded that using the PQRST method can improve students' reading comprehension of the tenth-grade students at SMA Negeri 1 Tolitoli.

Keywords: Perception; English Vocabulary; Duolingo

INTRODUCTION

Reading is one stage of learning new things. Reading is an important activity that should become ingrained in our lives. Reading allows us to learn a lot about the world, and comprehending what the author is saying can help the writer and reader communicate more effectively. Reading is one of the main bases of learning. Someone's academic development can be seen from one's ability to understand reading, and then reading can act as it should. In certain situations, someone becomes very confused and faced with various choices in getting and developing information only by reading extremely hard someone find answers to the confusion about the information.

Based on preliminary observation conducted at SMA Negeri 1 Tolitoli, it was found that students are having problems dealing with their reading comprehension. The students lack vocabulary, they have difficulty comprehending English reading texts, and they also have difficulties determining the main idea and finding detailed information. One type of text learned by students at senior high school is the narrative text, as stated in the 2013 class X curriculum syllabus. The narrative text is commonly used to tell an imaginative story or personal experience that contains a message or moral value for the reader. The narrative is one of the most powerful ways of communicating with others because readers not only understand the event, but they can almost feel it. Based on the researchers' observation, even though the tenth-grade students can read the text, they do not understand the meaning because they lack vocabulary.

According to students' problems in reading comprehension, using appropriate methods in the English learning process can be a solution to improve student's reading comprehension skills; one method that can be used is the Preview, Question, Read, Summarize, and Test (PQRST) method. Through this method, students are allowed to become active readers and ask questions about what they read, and they also make conclusions based on their thoughts by making small notes about the information they get from the text. This method is proposed by Thomas dan Robinson (1982) that can help students take the information they got after reading from their memory. In short, readers will enjoy finding out more information about the reading material.

METHOD

In this study, the researchers implemented a quasi-experimental research design and non-equivalent control group design which consisted of experimental and control groups. Both groups were given pre-test and post-test. However, only the experimental group received the treatment using the PQRST method while the control group was taught using the conventional method. The researchers started the class by explaining narrative text and its components. Then, the students answered the question based on the text. The following is the design of the research as suggested by Cohen, Manion, and Marrison (2007:283):

Experimental	O_1	X	O_2	
Control	O_3		O_4	

A population is a group of elements or an object of the research. It can be things or people. Fraenkle and Wallen (2012) state that a population is a group of interest to the research and the group to whom the research would like to generalize the study results. The population of this research is all the tenth-grade students of SMA Negeri 1 Tolitoli. It consisted of 7 classes; X MIPA 1, X MIPA 2, X MIPA 3, X MIPA 4, X IPS 1, X IPS 2, and X IPS 3.

Table 1- Distribution of Population

No.	Class	Number of Students
1	X MIPA 1	36
2	X MIPA 2	36
3	X MIPA 3	36
4	X MIPA 4	36
5	X IPS 1	34
6	X IPS 2	34
7	X IPS 3	32
Total		**244**

The samples were taken from the population. In choosing the samples, the researchers used non-random sampling. The samples selected are tenth-grade students. The researchers chose class X IPS 1 as an experimental group and X IPS 2 as a control group. The instrument of the data collection is a paper test. The test is conducted to measure students' ability in reading skills. The test is the main instrument of this research for collecting data. The pre-test was conducted to measure the students' ability in reading comprehension. It was applied at the first meeting before the researchers applied the treatment. Both experimental and control classes were given a set of questions based on written text. In the last meeting, the researchers gave a post-test for the experimental and control groups. It is used to compare the results of the two groups. The post-test is in true or false and comprehension question form. There are 10 true or false and 5 comprehension question items. The treatment was conducted in the experimental group only. In an experimental group, the researchers applied the PQRST method. Students answered the question based on the written text in the practice section. In the control group, the researchers used the same method as the school English teacher. It is purposed to find out the student's prior knowledge in reading comprehension.

In analyzing the data, the researchers used simple statistical analysis. The researchers computed the students' scores both on the pre-test and post-test by using the formula by Arikunto (2006) as follows:

$$\Sigma = \frac{x}{n} \text{ X } 100$$

After getting the students' scores, the researchers calculated the students' means scores on the pre-test and post-test of experimental and control classes using the formula proposed by Arikunto (2006) as follows:

$$M = \frac{\Sigma x}{N}M$$

Next, the researchers needed to gain the group's mean score deviation on the pre-test and post-test of the experimental and control classes. In computing it, the researchers used the formula proposed by Arikunto (2006):

a. The formula for experimental class

$$Mx = \frac{\Sigma x}{N}$$

b. The formula for control class

$$My = \frac{\Sigma y}{N}$$

The next stage of analyzing the data is to compute the sum of squared deviation by employing the formula proposed by Arikunto (2006:312) as follows:

a. Sum of squares of experimental group

$$\Sigma x^2 = \Sigma x^2 - \frac{(\Sigma x)^2}{N}$$

b. Sum of squares of control group

$$\Sigma y^2 = \Sigma y^2 - \frac{(\Sigma y)^2}{N}$$

Finally, the researchers calculated the result of the means score and square deviation to find out whether there was a significant between the result of the experimental and control groups. The researchers used the t-counted formula as proposed by Arikunto (2014) as follows:

$$t = \frac{Mx - My}{\sqrt{\left(\frac{\Sigma x^2 + \Sigma y^2}{Nx + Ny - 2}\right)\left(\frac{1}{Nx}\right) + \left(\frac{1}{Ny}\right)}}$$

FINDINGS AND DISCUSSION

The researchers analyzed the data taken from the pre-test and post-test. This research has two kinds of tests, which are true or false tests and comprehension questions. The total number of questions is 15, which conclude true or false 10 questions while the comprehension test is 5 questions. In the comprehension test, there are 3 questions about literal comprehension and 2 questions about inferential comprehension. The pre-test was given by the researchers at the first meeting to determine the abilities of students' reading comprehension. After treatment, the researchers gave a post-test in the experimental and control classes in the last meeting.

Table 2-The Pre-test's Result of Experimental Group (XIPS1)

No	Students' Initials	Students' Scores		Raw Score (x)	Max. score (n)	Standard score ($\sum$)
		T/F	CT			
1	AM	7	16	23	35	65.71
2	AS	8	20	28	35	80.00
3	AK	6	15	21	35	60.00
4	CI	7	25	32	35	91.43
5	EH	7	21	28	35	80.00
6	FF	7	13	20	35	57.14
7	FA	7	18	25	35	71.43
8	IA	6	14	20	35	57.14
9	IN	7	17	24	35	68.57
10	JA	9	21	30	35	85.71
11	KB	7	18	25	35	71.43
12	KR	7	17	24	35	68.57
13	MR	5	5	10	35	28.57
14	M	7	15	22	35	62.86
15	MA	9	24	33	35	94.29
16	MF	7	18	25	35	71.43
17	MW	6	17	23	35	65.71
18	MOA	8	20	28	35	80.00
19	MU	6	12	18	35	51.43
20	MT	7	20	27	35	77.14
21	MF	9	17	26	35	74.29
22	MRM	10	20	30	35	85.71
23	Z	6	15	21	35	60.00
24	MUT	7	20	27	35	77.14
25	NS	6	19	25	35	71.43
26	RA	7	13	20	35	57.14
27	SA	8	19	27	35	77.14
28	SE	7	18	25	35.	71.43
29	SES	5	12	17	35	48.57
30	TAU	7	19	26	35	74.29
31	TS	7	21	28	35	80.00
32	TM	7	19	26	35	74.29
33	WU	7	16	23	35	65.71
34	S	6	15	21	35	60.00
	TOTAL					**2365.70**

Furthermore, after analyzing each of the students' standard scores, the researchers computed the means score of the experimental group pre-test by applying Arikunto (2006) and it was found that the mean value of the data in the table above is **69.58**, The result of the means scores shows that the students' reading comprehension is relatively low.

Table 3 - The Pre-test's Result of Control Group (XIPS2)

No	Students' Initials	Students' Scores		Raw Score (x)	Max. score (n)	Standard score ($\sum$)
		T/F	CT			
1	AAN	6	20	26	35	74.29
2	AG	6	20	26	35	74.29
3	AA	5	16	21	35	60.00
4	AK	7	22	29	35	82.86
5	AM	7	20	27	35	77.14
6	CA	8	20	28	35	80.00
7	CMB	7	20	27	35	77.14
8	CM	6	17	23	35	65.71
9	CAR	5	15	20	35	57.14
10	DH	6	16	22	35	62.86
11	DU	8	21	29	35	82.86
12	EIK	8	12	20	35	57.14
13	GJP	7	23	30	35	85.71
14	GZ	7	21	28	35	80.00
15	GIT	8	21	29	35	82.86
16	IK	8	17	25	35	71.43
17	JAS	6	20	26	35	74.29
18	K	8	17	25	35	71.43
19	KRH	6	20	26	35	74.29
20	LSP	8	25	33	35	94.29
21	MFP	7	13	20	35	57.14
22	MIR	6	17	23	35	65.71
23	RA	8	21	29	35	82.86
24	RCI	5	19	24	35	68.57
25	RJA	7	23	30	35	85.71
26	SN	6	19	25	35	71.43
27	SDS	7	12	19	35	54.29
28	SAM	8	24	32	35	91.43
29	SR	8	17	25	35	71.43
30	YJM	6	19	25	35	71.43
31	Z	6	17	23	35	65.71
32	ZT	8	13	21	35	60.00
33	KS	7	20	27	35	77.14
34	NAM	8	21	29	35	82.86
	TOTAL					**2491.44**

After analyzing each of the students' standard scores, the researchers computed the means score of the group pre-test by using Arikunto's (2006) and it was found that the mean value of the data in the table above is **73.28**. Based on the result of the pre-test of the two groups, it can be stated that the experimental group had a lower means score than the control group.

Table 4 - The Post-test's Result of Experimental Group (XIPS1)

No	Students' Initials	Students' Scores		Raw Score (x)	Max. score (n)	Standard score ($\sum$)
		T/F	CT			
1	AM	9	25	34	35	97.14
2	AS	10	25	35	35	100.00
3	AK	10	25	35	35	100.00
4	CI	10	25	35	35	100.00
5	EH	10	25	35	35	100.00
6	FF	6	25	31	35	88.57
7	FA	9	25	34	35	97.14
8	IA	8	23	31	35	88.57
9	IN	8	25	33	35	94.29
10	JA	10	25	35	35	100.00
11	KB	9	25	34	35	97.14
12	KR	8	25	33	35	94.29
13	MR	10	25	35	35	100.00
14	M	9	21	30	35	85.71
15	MA	9	25	34	35	97.14
16	MF	8	25	33	35	94.29
17	MW	8	25	33	35	94.29
18	MOA	10	24	34	35	97.14
19	MU	6	25	31	35	88.57
20	MT	10	24	34	35	97.14
21	MF	9	21	30	35	85.71
22	MRM	9	25	34	35	97.14
23	Z	6	25	31	35	88.57
24	MUT	9	25	34	35	97.14
25	NS	9	25	34	35	97.14
26	RA	9	25	34	35	97.14
27	SA	10	24	34	35	97.14
28	SE	9	23	32	35	91.43
29	SES	7	18	25	35	71.43
30	TAU	10	24	34	35	97.14
31	TS	8	25	33	35	94.29
32	TM	8	21	29	35	82.86
33	WU	10	25	35	35	100.00
34	S	9	21	30	35	85.71
		TOTAL				3194.26

From the test result, all of the students in the experimental group passed the test. The researchers computed the means score of the experimental group post-test by applying Arikunto's (2006) and it was found that the mean value of the data in the table above is **93.95.** The calculation above means that the score of the experimental group in the post-test is increased compared to their pre-test mean score.

Table 5 - The Post-test's Result of Control Group (XIPS2)

No.	Students' Initials	Students' T/F	Students' CT	Raw Score (x)	Max. score (n)	Standard score ($\sum$)
1	AAN	8	22	30	35	85.71
2	AG	8	20	28	35	80.00
3	AA	8	24	32	35	91.43
4	AK	9	25	34	35	97.14
5	AM	9	25	34	35	97.14
6	CA	9	25	34	35	97.14
7	CMB	9	25	34	35	97.14
8	CM	7	18	25	35	71.43
9	CAR	9	22	31	35	88.57
10	DH	9	25	34	35	97.14
11	DU	9	25	34	35	97.14
12	EIK	7	19	26	35	74.29
13	GJP	8	22	30	35	85.71
14	GZ	9	25	34	35	97.14
15	GIT	9	23	32	35	91.43
16	IK	9	23	32	35	91.43
17	JAS	8	22	30	35	85.71
18	K	9	22	31	35	88.57
19	KRH	8	21	29	35	82.86
20	LSP	9	25	34	35	97.14
21	MFP	9	25	34	35	97.14
22	MIR	7	20	27	35	77.14
23	RA	9	25	34	35	97.14
24	RCI	7	20	27	35	77.14
25	RJA	9	24	33	35	94.29
26	SN	8	22	30	35	85.71
27	SDS	8	25	33	35	94.29
28	SAM	8	25	33	35	94.29
29	SR	8	25	34	35	97.14
30	YJM	9	21	28	35	80.00
31	Z	7	20	27	35	77.14
32	ZT	7	25	33	35	94.29
33	KS	8	25	33	35	94.29
34	NAM	8	23	32	35	91.43
		TOTAL				3045.69

The table above shows that the highest scores are 97.14 and the lowest is 71.43. in which 32 students have exceeded the minimum standard score, no one has achieved the minimum standard score, and 2 have not reached the minimum standard score. It was indicated that the score of the control group on the post-test also increased. The researchers calculated the means score of the control group by applying Arikunto's (2006) and it was found that the mean value of the data in the table above is **89.58**. Based on the result of pre-test and post-test in both of experimental group and control group, the researchers concluded that the students could improve their means score. It proved that the student's comprehension in the experimental group advanced after getting the treatment.

After computing the means score of the students both pre-test and post-tests, the researchers continued computing the students' score deviation and square deviation on the pre-test and post-test Based on the researchers' analysis, the highest deviation scores are 71.43 while the lowest are 2.85. The highest square deviations are 5102.24 while the lowest are 8.12.

The total deviation is 828.56. The researchers also computed the individual deviation between the pre-test and post-test of the control group's standard scores. Related to the researchers' analysis, the highest deviation scores are 40.00 while the lowest are 0.00. The highest square deviations are 1600.00 while the lowest is 0.00. The total deviation is 554.25 and the total square deviation is 12717.14.

After calculating the deviation, the researchers also calculated the control group's pre-test and post-test mean deviation score using the formula suggested by Arikunto (2006), and it was found that the mean value was **24.37**. Related to the researchers' analysis, the highest deviation scores are 40.00 while the lowest are 0.00. The highest square deviations are 1600.00 while the lowest are 0.00. The total deviation is 554.25 and the total square deviation is 12717.14. After calculating the deviation, the researchers also calculated the control group's pre-test and post-test mean deviation score using the formula suggested by Arikunto (2006) and it was found that the mean value of the data is **16.30**.

After computing the deviation score on both groups, the researchers computed the sum of square deviation using the formula by Arikunto (2006). The formula is as follows:

1. Experimental Group

   Sum of square deviation of the experimental group is **4837.16.**

2. Control Group

   Sum of square deviation of the control group is **3682.33.**

After analyzing the t-counted and t-table, the t-counted value is 2.92 while the t-table value is 1.659. It indicates that the t-counted is higher than the t-table. Based on this, the hypothesis of the research is accepted. The researchers concluded that using PQRST as a teaching method can improve reading comprehension of the tenth-grade students of SMA Negeri 1 Tolitoli.

From the research conducted in class, it can be found that from the 5 stages of the PQRST method, the most challenging stage for students is the third stage, which is the read stage, because the students have problems dealing with findings or identifying main idea, after giving activities dealing with main ideas, slowly but surely the students making progress. The stage that plays an important role in determining the success of students' comprehension in reading is the summarize stage because if students can summarize what they have read, it means that they have succeeded in understanding a text.

Based on the mean pre-test score in the experimental group, students got 69.58 while the standard score minimum at SMA Negeri 1 Tolitoli is 76. That means that students still need to achieve the standard score minimum while the mean posttest score in the experimental group is 93.95, meaning that students have exceeded the standard score minimum.

CONCLUSION

After the researchers conducted the treatment, the students improved their reading comprehension. It is indicated by the improvement in the mean post-test score in the experimental group (93.95) relative to the mean score of the control group (89.58). The t-counted (2.92) is also higher than the t-table (1.659). So, the researchers concluded that using the PQRST method can improve reading comprehension for the tenth-grade students at SMA Negeri 1 Tolitoli. Finally, based on the research result, using the PQRST method can improve reading comprehension of the tenth-grade students at SMA Negeri 1 Tolitoli, and it can be concluded that the alternative hypothesis is accepted and the hypothesis null is rejected.

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