

THE EFFECT OF PQRST METHOD ON STUDENTS' READING COMPREHENSION OF DESCRIPTIVE TEXT

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ABSTRACT

This study was aimed to find out the effect of PQRST Method on students' reading comprehension. There were sixty students, then they divided into two groups namely experimental and control group. The control was taught by conventional method while experimental group was taught by PQRST Method. The researcher used Kuder-Richardson (KR-21) formula to obtain the reliability of the test.. The calculation showed the reliability was 0.91 (high). The data were analyzed by using t-test. The calculation showed t-observed (2.80) is higher than t-table (2.000) at the level of significance (∞) 0.05 with the degree of freedom (df) 58. Therefore, null hypothesis (h_0) is accepted. It means that PQRST Method has significantly affects students' reading comprehension of descriptive text.

Key words: PQRST Method, Reading Comprehension.

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INTRODUCTION

The Background of the Study

Language is the main means in communication. Many languages are in the world. English is one of languages used internationally in the world. International means that brings one people to others. Almost all nations use English as their means of communication, including Indonesia. Even, from kindergarten, English has been taught to enable people use it.

The language users hope that they are able to master four language skills in learning process at school, namely listening, speaking, reading and writing. Reading is one of the processes of learning to master English. In reading, the language users get much information, because reading is window of the world. Moreover many books published in English edition.

Learning to read well is a long-term developmental process. At the end, the proficient adult reader can read variety of materials easily and comprehensively for various purposes (RAND 2002:viii)

In fact, students will get spirit in learning process (in this case is reading) if they have an effective school activities and good teachers. A good school must not have good infrastructure or complete school tools. Research on effective schools relevant to reading achievement, much of which were conducted in the 1970s and early 1980s, were documented in a review entitled "Teacher and School Effects in Learning to Read" by Hoffman (1991) in the *Handbook of Reading Research, Volume II*. Hoffman described eight attributes of effective schools which frequently summarized in the literature (e.g., Shavelson & Berliner, 1988), including:

- 1) a clear school mission,
- 2) effective instructional leadership and practices,
- 3) high expectations,
- 4) a safe, orderly, and positive environment,
- 5) ongoing curriculum improvement,
- 6) maximum use of instructional time,
- 7) frequent monitoring of student progress, and
- 8) Positive home-school relationships

New perception in teaching reading for teachers was given according to effective school based on the research. But, during conducting Teacher Training Practice in Senior High School, the writer found that it is difficult to understand the reading text, descriptive text particularly. Though, the text was explained several times, the students still confused in mastering the content and showing uninteresting feeling. According to syllabus in standard competence, the students have to be able to understand the text and simple essay (descriptive text).

In fact, when the writer read the books of strategies in teaching, the writer found some good methods in teaching reading. One of alternatives method was PQRST (Pre Read, Question, Read, Summary, and Test) method. With this method the students was forced focusing to the text and read the text again.

According to Staton (1982) PQRST method has been shown to improve a readers understanding, and his/her ability to recall information. In other words, the readers is more likely to learn, and to learn more, of the material he/she has reading. This method prioritizes the information in a way that relates directly to how they were asked to use that information on the text.

There are five steps in PQRST such the following:

- 1) Preview: They only read in a few second (skimming).
- 2) Question: The students will arrange the question in which they want to know about the text.
- 3) Read: The students will read through all the text that the writer had been has given.
- 4) Summary: In this step, students will make summary.
- 5) Test: The students will answer the question in which the teacher has made.

Based on explanations above, the writer concludes that by using the PQRST (Pre Read, Question, Read, Summary, and Test) might be suitable on the students reading comprehension in descriptive. Moreover, description text should be read in full of concentration. And it had been found that the method is appropriate for the students, senior high school students, particularly.

The Problem of the Study

The problem of the study is formulated as follows:

“Does PQRST (Pre Read, Question, Read, Summary, and Test) method significantly affect students’ reading comprehension of descriptive text?”

Conceptual Framework

Reading is one of the communication processes that should be mastered by students. By reading, the language users will get more information, knowledge, and science. Students should be motivated to read book as much as possible because reading is the window of the world. They can feel as if in Rome, even though they only read the text about Rome.

Reading text can be divided into several kinds of text genre. They are narrative, expository, persuasive, descriptive, and argumentative texts which each of them has different generic structure. Most students are successful in reading narrative but when they are reading the Descriptive text, they are not successful. Because they find that Descriptive text has the complex structure, which is affecting students’ comprehension, so the students do not enjoy reading Descriptive text and make them become bored. So to solve these problems, the teacher must apply a new method which can make them more interested in studying reading.

PQRST method is believed as one of the helpful methods because it helps engage students actively and meaningfully in their reading. The choice is up to the teacher on when he/she best feels it would be appropriate and in applying this method the teachers have to make sure the first model how to use the strategy to her/his students and explain how and why the teacher chooses the PQRST method.

RESEARCH METHODOLOGY

Research Design

The type of research in this study was experimental one, which was conducted with two randomized group, pre test and post test design was applied in order to investigate the effect of PQRST Method on reading comprehension. Clearly, the research designed can figure as following.

Table 3.1 Two Groups in research

Randomly Assigned	Pre Test	Treatment	Post Test
Experimental Group	T ₁ E	√	T ₂ E
Control Group	T ₁ C	-	T ₂ C

This experiment was undergone the treatment (X); the experimental group was taught by using PQRST Method. The treatment was expected to affect reading comprehension skill. Meanwhile, the control one using another method, the student in control group was taught in conventional where the researcher teaches the students with the same way the teacher taught in advance. Before the treatment conducted, pre-test was administrated into the groups to ensure the quality or homogeneity. After the treatment had been done, a post-test was administrated.

The Population and Sample

The subject of this research were the students grade X of SMA MARKUS Medan. The sampling was taken in to two groups, the control class and the experimental class. Since each class conveys 30 students. So, there are 60 students were taken as the sample.

Instrument and Technique for Collecting the Data

The instrument for collecting the data in this research was reading comprehension test. The data was collected by dividing students into experimental and control group. The students were asked to answer reading comprehension test

which consist of 20 items. All items were constructed in the form of multiple choices test.

Reason for choosing the objective test was based on Groundlund (1979; 152) that clarifies the advantages of carrying out the objectives test as; “Multiple choice test format has two major advantages for course such as test is designed to measure the recall understanding and applying of specific concepts, or principle; because the students can answer a large number of such questions in a short time, a large sample of items can be incorporated into the test”.

Scoring the test

In the scoring of this reading comprehension test was used score ranging from 0-100 by counting the correct answer and applying this formula:

$$S = \frac{R}{N} \times 100 \%$$

In which: S= Score of the reading comprehension text
 R= Number of correct answer
 N= Number of question

The Procedure of Research

Pre-Test

Pre-test was given to both classes (control group and experimental group) before the treatment or teaching presentation. The students were given Description text and the test was multiple choices. It means to find out the homogeneity of the sample.

Treatment

PQRST method is applied in experiment class. Conventional method is applied in control class.

Post-Test

After conducting the treatment, a post test was given to the students, the test's form was multiple choice tests in reading text and in description text, of course. The post-test was functioned to get the mean scores of experimental and control group. It was applied to know the effect of teaching presentation in both classes.

Validation of the Test

The test of this reading comprehension must be valid. Valid is state of condition that describes either the level of related instrument or what is measured. The researcher measured the goal of the materials with treatment that was given. The researcher oriented to the curriculum and indicators. The Test validation consists of the establishment of reliability and validity. These two factors should be fulfilled by a test before it can be used to derive valid data in a research. The establishment and procedure of each aspect was discussed in the following parts:

Reliability

The reliability of the reading comprehension test concerns in its precision as a measuring instruments or it can be said that reliability refers to the consistency of the measurement. David P.Harris (1969:14) states that reliability is meant the stab stability of test scores. Further, John W Best (1981:154) adds that reliability is the quality of consistency that the instruments or procedure demonstrated over a period of time. To obtain the reliability of the test, this research use Kuder-Richardson formulas (KR21) as following:

$$r = \frac{K}{K-1} \left[1 - \frac{M(K-M)}{KS^2} \right]$$

Where:

- R = Coefficient reliability
- K = The number of items in the test
- M = The meant of the test scores
- S² = The standard deviation of the score

Arikunto (2003:73) states that:

- 0.0 - 0.20 : The reliability is very low
- 0.20 - 0.40 : The reliability is low
- 0.40 - 0.60 : The reliability is significant
- 0.60 - 0.80 : The reliability is high
- 0.80 - 1.00 : The reliability is very high

Validity

To ensure that the reading comprehension test administered in the study, a content validity was used. Content validity is a procedure in which the items of the reading comprehension test are representative both to the content of the curriculum and behavioral objectives. Behavioral objectives in reading comprehension are not classified into knowledge, comprehension, application, etc, as what Bloom proposed but into in Literal, Referential, and critical comprehension. Therefore the establishment of the validity is based on the latter concept of behavioral objectives.

The Technique of the Test

There were two groups of the data, those of the experimental and the control group. The procedures of analyzing data were done as the following:

- 1) Scoring the pre-test of control group and experimental group
- 2) Scoring the post-test of control group and experimental group.
- 3) Comparing the scores of the two groups
- 4) Analyzing the data by applying t-test.

$$t = \frac{Ma - Mb}{\sqrt{\left[\frac{da^2 + db^2}{(Na + Nb) - 2} \right] \left[\frac{1}{Na} + \frac{1}{Nb} \right]}}$$

In which:

- Ma = the mean of control group
- Mb = the mean of experimental group
- Da² = the standard deviation of the control group
- Db² = the standard deviation of the experimental group
- Na = the number of students of the control group
- Nb = the number of students of experimental group

RESULT AND DISCUSSION

Reliability of the test

Before the data were collected, the reliability of the test had established in order to examine the hypothesis as the effort to answer the research problem. In order to find out the reliability test, the researcher used Richard Kuderson 21.

The calculation showed that the coefficient reliability of the test was 0.91 (for detailed calculation see Appendix 3). As Best Arikunto (2003:73) states that the reliability confidences for classroom test typically range between 0.8 – 1.00 the reliability of test is very high. It means that the test is reliable.

Data Analysis

The data to be analyzed was obtained by giving the multiple choice test to the students in order to know their ability in reading comprehension. It was calculated by using the scores of reading test in both the experimental group and control group (the complete data can be seen on appendix 1). The analysis was intended to get the significant differences between taught by using PQRST Method and taught those without using PQRST Method. The analyzing of the data through pre-test and post-test in both group, experimental and control group were computed by applying t-test formula to prove the hypothesis in this study (see the evidence on appendix 2).

Analyzing the Data by using t-test formula

To find out whether the use of PQRST Method has significant effect on the students' reading comprehension, the result of the test is calculated by using t-test formula (for the complete data can be seen on appendix 2), as following:

Where:

$$\begin{array}{llll} M_a = 21.7 & D_a = 1717 & N_a & = 30 \\ M_b = 26.16 & D_b = 734 & N_b & = 30 \end{array}$$

Thus,

$$t = \frac{Mb - Ma}{\sqrt{\left(\frac{db + da}{Nb + Na - 2}\right)\left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

$$t = \frac{26.16 - 21.7}{\sqrt{\left(\frac{734 + 1717}{30 + 30 - 2}\right)\left(\frac{1}{30} + \frac{1}{30}\right)}}$$

$$t = \frac{4.46}{\sqrt{\left(\frac{2451}{58}\right)\left(\frac{2}{30}\right)}}$$

$$t = \frac{4.46}{\sqrt{(42.25)(0.06)}}$$

$$t = \frac{4.46}{\sqrt{(2.53)}}$$

$$t = \frac{4.46}{1.58}$$

$$t = 2.80$$

(The calculation of t-test can be seen in the Appendix 1)

The calculation showed that the statistic data of both experimental and control group pre-test. The result of calculation showed that t-observed is higher than the t-table ($2.80 > 2.000, p = 0.05$), this means that the H_a is accepted and calculation is showed that deviation scores and means of control group and experimental group of pre-test and post-test.

Testing Hypothesis

The basis of the testing hypothesis is as follows. H_a is accepted if the t -observed $>$ the t -table. In this study the calculation of the score by using t -test for degree of freedom (df) 60 at level value is 2.000. The result of computing the t -test showed that the t -observed (t -obs) is higher than t -table. It can be seen as follow:

t -obs $>$ t -table ($P= 0.05$) with df 60

$2.80 > 2.000$ ($P= 0.05$) with df 60

It indicates that “there is a significant effect of teaching by using PQRST Method on the students’ reading comprehension” at level of significance (0.05), df (60). So, it means that the hypothesis alternative (H_a) is accepted.

Research Finding

As stated before, the objective of this study is to find out whether or not PQRST Method significantly affects on students’ reading comprehension.

Based on the calculation, the result of the research showed that the mean score of the experimental group was higher than control group. The difference was tested by using t -test formula. The result of the test calculation shows that the t -obs value (2.80) is higher than t -table value (2.000).

It can be seen as follow:

t -obs $>$ t -table ($P= 0.05$) with df 60

$2.80 > 2.000$ ($P= 0.05$) with df 60

It means that the hypothesis (H_a) was accepted. In other word, PQRST Method significantly affect on students’ reading comprehension.

CONCLUSION AND SUGGESTION

Conclusion

Having analyzed the data, it was found that the PQRST Method significantly affects on students' reading comprehension descriptive text. There was a significant difference of mean score obtained from experimental group (26,16) and control group (21.7).The result of the t-test showed t-obs is higher than t-table (2,80 >2,000) at the level of significance 0,05. It means that Ho was rejected and Ha was accepted.

Suggestions

1. It was suggested that the English teacher can try to use PQRST Method as one of the teaching strategies applied in their class to their students to get better understanding of the reading text. So, students can comprehend the text easily.
2. And it is also suggested for other researcher that the result of the study will be very useful for them in conducting a research related to the same study.

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APPENDIXES

Appendix 1

The calculation of t-test

(Experiment group)

NO	Students' name	Pre-test (B1)	Post-test (B2)	Deviation (B2-B1)	Squared deviation (d ²)
1	Andreas	45	85	40	1600
2	Anita	55	85	30	900
3	Azarih TB	40	60	20	400
4	Daniel A	35	60	25	625
5	Daniel S	40	65	25	625
6	Desire	35	60	25	625
7	Dyan	30	60	30	900
8	Esterlita	50	75	25	625
9	Erwin	55	85	30	900
10	Faisal	45	65	20	400
11	Firman	55	70	15	225
12	Grace	50	75	25	625
13	Juni	45	70	25	625
14	Lambok	40	60	20	400
15	Laura	50	85	35	1225
16	Martupa	35	60	25	625
17	Naomi	40	65	25	625
18	Nelly	50	75	25	625
19	Posman	50	75	25	625
20	Raja	55	85	30	900
21	Ricky	40	70	30	900
22	Rizka	30	60	30	900
23	Rolanika	55	85	30	900
24	Ronald	30	60	30	900
25	Sandry	55	80	25	625
26	Tuty	50	70	20	400
27	Tina	40	65	25	625
28	Tio	55	80	25	625
29	Tri one	60	80	20	400
30	Yerika	50	80	30	900
Total		1365	2150	785	21275
Mean		45.5	72	26.16	685

$$M_b = \frac{\sum db}{N} = \frac{785}{30} = 26.16$$

$$db = \sum d_b^2 - \frac{(\sum d_b)^2}{N}$$

$$d_b = 21275 - \frac{(785)^2}{30}$$

$$d_b = 21275 - 20541$$

$$d_b = 734$$

The calculation of t-test in Control group

NO	Students' name	Pre-test (A1)	Post-test (A2)	Deviation (A2-A1)	Squared deviation (d ²)
1	Amosi	40	60	20	400
2	Amry paihot	55	80	25	625
3	Ayu wulandasari	45	50	5	25
4	Berto Kristopher	35	60	25	625
5	Brisko jeriko	55	80	25	625
6	Christoper L.	35	70	35	1225
7	Debby melany	25	50	25	625
8	Debora novita	45	60	15	225
9	Elihu sixtu	50	70	20	400
10	Ester dayanti	40	70	30	900
11	Ferdinand rico	40	60	20	400
12	Irwansyah putra	55	75	20	400
13	Jimmy	45	65	20	400
14	Julika	55	80	25	625
15	Lisda	40	60	20	400
16	Lukas	55	70	15	225
17	Mesti mawaty	45	80	35	1225
18	Monika	40	65	25	625
19	Nikita apriyeni	45	70	25	625
20	Rena lestari	55	65	10	100
21	Richard	60	70	10	100
22	Ridwan petrus	35	75	40	1600
23	Rikardo	45	60	15	225
24	Rita julianty	30	55	25	625
25	Setia pesta	45	60	15	225
26	Tri wahyuni	45	65	20	400
27	Had beeniam	40	70	30	900
28	Wira	50	70	20	400
29	Yusman	55	70	15	225
30	Zakaria	40	60	20	400
Total		1365	1995	650	15800
Mean		45.5	66.5	21.7	469

$$Ma = \frac{\sum da}{N} = \frac{650}{30} = 21.7$$

$$d_x = \sum da^2 - \frac{(\sum da)^2}{N}$$

$$da = 15800 - \frac{(650)^2}{30}$$

$$da = 15800 - 14083$$

$$da = 1717$$

From the data above, it is obtained that:

$$M_a = 21.7 \quad D_a = 1717 \quad N_a = 30$$

$$M_b = 26.16 \quad D_b = 734 \quad N_b = 30$$

Therefore, the calculation of t-observed is:

$$t = \frac{Mb - Ma}{\sqrt{\left(\frac{db + da}{Nb + Na - 2}\right)\left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

$$t = \frac{26.16 - 21.7}{\sqrt{\left(\frac{734 + 1717}{30 + 30 - 2}\right)\left(\frac{1}{30} + \frac{1}{30}\right)}}$$

$$t = \frac{4.46}{\sqrt{\left(\frac{2451}{58}\right)\left(\frac{2}{30}\right)}}$$

$$t = \frac{4.46}{\sqrt{(42.25)(0.06)}}$$

$$t = \frac{4.46}{\sqrt{(2.53)}}$$

$$t = \frac{4.46}{1.58}$$

$$t = 2.80$$

Appendix 2

No	Name	X	X ²
1	Apriris	18	324
2	Ardy	18	324
3	Bintara	15	225
4	Coco	17	289
5	Delinar	4	16
6	Ervina	10	100
7	Esron	19	381
8	Handayani	19	381
9	Hertati	19	381
10	Irando	18	324
11	Jipson	19	324
12	Jonsemon	17	289
13	Kristina	6	36
14	Leonardo	0	0
15	Listra	7	49
16	Lukman	7	49
17	Lusi	3	9
18	Mei	8	64
19	Nurlela	7	49
20	Nurmi	4	16
21	Parasian	5	25
22	Rimhot	8	64
23	Rinja	13	169
24	Rosa	13	169
25	Siska	15	225
26	Tommy	16	256
27	Ucok	16	256
28	Vitria	16	256
29	Yohana	17	289
30	Zetro	17	289
Total		371	5606
Mean		12.36	

*The scores of
Reliability of the
test*

Appendix 3

The Calculation of the Reliability of the Test

The formula to obtain the standard deviation is as follow:

Formula 21 (KR21) as follows:

$$M = 12.36$$

$$S = 33.83$$

$$K = 20$$

$$(KR21)r = \frac{K}{K-1} \left[1 - \frac{M(K-M)}{K.S^2} \right]$$

$$(KR21)r = \frac{20}{20-1} \left[1 - \frac{12.36(20-12.36)}{20(33.83)} \right]$$

$$(KR21)r = \frac{20}{19} \left[1 - \frac{12.36(7.64)}{676.6} \right]$$

$$(KR21)r = 1.05[1 - 0.13]$$

$$(KR21)r = 1.05[1 - 0.13]$$

$$(KR21)r = 1.05(0.87)$$

$$(KR21)r = 0.91$$