THE EFFECT OF USING PREVIEW QUESTION READ SUMMARIZE AND TEST (PQRST METHOD) TOWARDS STUDENT'S READING COMPREHENSION AT THE ELEVENTH GRADE STUDENT'S OF SMAN 4 KOTABUMI ACADEMIC YEAR 2018/2019

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Abstract

This research was conducted because there was an assumption that many students in class XI of SMA 4 Kotabumi had low ability in reading comprehension. The final goal of this research paper is to find out whether there is an effect of using Preview, Question, Read, Summarize, and Test (PQRST) method towards students reading comprehension at the eleventh grade students' of SMA Negeri 4 Kotabumi Academic year 2018/2019. The method used in this research was quasi experimental design. The population in this research was all students of class XI of SMA Negeri 4 Kotabumi. The sampling technique used was purposive sampling technique. The sample in this research was class XI IPS 1 and XI IPS 4. The experimental class was treated using the PQRST method while the control class was not treated. The instrument used in this research was a multiple choice question test which consisted of 30 items for the pretest and posttest. The research instrument was given before and after the treatment. Meanwhile validity and reliability of the instrument had been calculated before it was tested. Based on the results of the t test by calculating the data obtained from the data post test student test results, then the results obtained t_{count} = 2.830. By using a significant level of 5% known t_{table} = 2,0003 so H_0 is rejected, it is resulting that Ha accepted. This shows that there is an effect on the application of Preview, Question, Read, Summarize, and Test (PQRST) Method towards student's reading comprehension at the eleventh grade student's SMA Negeri 4 Kotabumi Academic Year 2018/2019.

Keywords: PQRST method, Reading comprehension

INTRODUCTION

Reading is one of the activities which is crucial to enrich knowledge and increasing someone's language skill. According to Johnson (2008:3), reading is practice of using text to create meaning. It means that reading is the activity that involves text and someone reading ability in comprehending the text to get the core information. Reading is an essential thing that should be mastered by students in order to achieve a successful process of learning. It means in reading class students have to understand about what they read. Mastering reading comprehension is important to students, in which they have to understand about the content, main idea and the others that related to the text. Therefore, teacher should consider some influencing factors in teaching learning process. In fact there are some difficulties that student's face The first problem some students have difficulty to achieve good ability in reading comprehension, The second problem is the students have low motivation. The third problem is they have the difficulties in comprehending the text because lack of vocabulary, they often confused in facing some difficult words finally it can distract their comprehending of whole context of the text. The fourth problem is teacher still using ineffective method in teaching reading. There are some methods that can overcome the problems of teaching reading comprehension. Based on the problem above, the researcher will choose alternative to teach reading which is assumed to have good effect on student's reading comprehension. This method is *Preview, Question, Read, Summarize, and Test* (PQRST). According to Fazel cited in Syafitri (2017:18) one technique used by structured students to keep them on track is the PQRST technique.

RESEARCH METHOD

The method which is used in this research was quasi experimental design. The population in this research was all students of class XI of SMA Negeri 4 Kotabumi. purposive sampling technique was used as The sampling technique . The sample in this research was class XI IPS 1 as the experiment class and XI IPS 4 control class. The experimental class was treated using the PQRST method while the control class was not treated. Before gave the treatment to experiment class, the researcher give pre-test for both experiment and control class to know the basic knowledge of students. Then, the researcher gave the treatment by using PQRST method during four meeting. After that, the researcher

gave post-test for students in experiment and control class to know the ability students in reading comprehension after the researcher applied PQRST method. The PQRST strategy stands for Preview, Question, Read, State/Summarize, and Test. Five Steps to the PQRST Literacy Strategy according to Wormerly cited in Susanti (2013:27). Teaching Procedure Using PQRST Method include Students are made into several groups. Students are given the title of the text by writing on the board then brainstorming related to the title (Preview). Predict together what the content of the text (arguments and suggestions relating to the topic, can use WH Questions (Questions). Students are asked to read the text, students are asked to look for / underline difficult words in the text, students (can be pair) are asked to work on task A students (can be pair) are asked to work on task B (Read). Students and teachers discuss difficult words in the text and practice reciting them correctly (task A) Students and teachers discuss the contents of the text (task B) (Summarize). Students are asked to work on the task individually, Students are asked to collect their work (Test). The instrument used in this research was a multiple choice question test which consisted of 30 items for the pretest and posttest. The research instrument was given before and after the treatment. Meanwhile validity and reliability of the instrument had been calculated before it was tested.

RESULT

The result of the research is begun from validity and reliability test, validity was done by expert judgment and also by validity process empirically. The reliability test was done by using the Alpha formula by calculating $_{count} \geq r_{table}$. Based on the results of the calculation of the reliability of the questions obtained $r_{11} = 0.86$ with a score $r_{table} \geq 0,70$. Thus, the question is declared reliable, because the value of $r_{11} \geq r_{table}$. Based on the result of validity and reliability test the instrument is valid and it can be used to collect the data. Then the researcher do a pre-test to know the first ability of the students, the result of pre-test are shown by the table :

TABLE 1
RESULT OF *POSTTEST* DATA

Interval Score	Class XI IPS 4 (Control Class)	Interval Score	Class XI IPS 1 (Experimental Class)
	Frequency		Frequency
13 – 22	6	13 – 23	5
23 – 32	5	24 – 34	8
33 – 42	9	35 – 45	6

43 – 52	2	46 – 56	4
53 – 62	5	57 – 67	5
63 – 72	4	68 – 78	3
Total	31	Total	31
Average	36,32	Average	40,22
Lowest Score	13,33	Lowest Score	13,33
Highest Score	70	Highest Score	73,33

The table shows the percentage of students in the experimental class and the percentage of students in the control class, indicating that the average experimental class is 40.22 and the control class average is 36.32. then, the data was done by the normality and homogeneity test and the data was normal and homogeny. Furthermore after that, the researchers gave a treatment to the students, and finally do a post-test. The results of the post-test are shown by the table:

TABLE 2

RESULT OF *POSTTEST* DATA

Interval Score	Class XI IPS 4 (Control Class)	Interval Score	Class XI IPS 1 (Experiment class)
	Frequency		Frequency
20 – 31	3	23 – 35	3
32 – 43	7	36 – 48	7
44 – 55	7	49 – 61	1
56 – 67	4	62 – 74	5
68 – 79	7	75 – 87	11
80 – 91	3	88 – 100	4
Total	31	Total	31
Average	51,26	Average	64,78
Lowest Score	20	Lowest Score	23,33
Highest Score	83,33	Highest Score	96,67

The table shows the percentage of students in the experimental class and the percentage of students in the control class, indicating the average experimental class is 96.67 and the control class average is 83.33. By the normality and homogeneity test the data was said normal and homogeny.

The results of statistical tests with a significant level of 0.05 were obtained $t_{count} >$ t_{table} or $t_{count} = 2,830 > t_{(0,05)(60)} = 2,0003$ so that H_0 is rejected and Ha is accepted, which means there is an effect of the PQRST method on class students' reading comprehension at the eleventh grade students of SMAN 4 Kotabumi Academic Year 2018/2019.

CONCLUSION

The results of the calculation of the final test hypothesis (post-test). The results of statistical tests with a significant level of 0.05 were obtained $t_{count} > t_{table}$ or $t_{count} = 2,830 > t_{(0,05)\ (60)} = 2,0003$ so that H_0 is rejected and Ha is accepted, which means there is an effect of the PQRST method on class students' reading comprehension at the eleventh grade students of SMAN 4 Kotabumi Academic Year 2018/2019.

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