

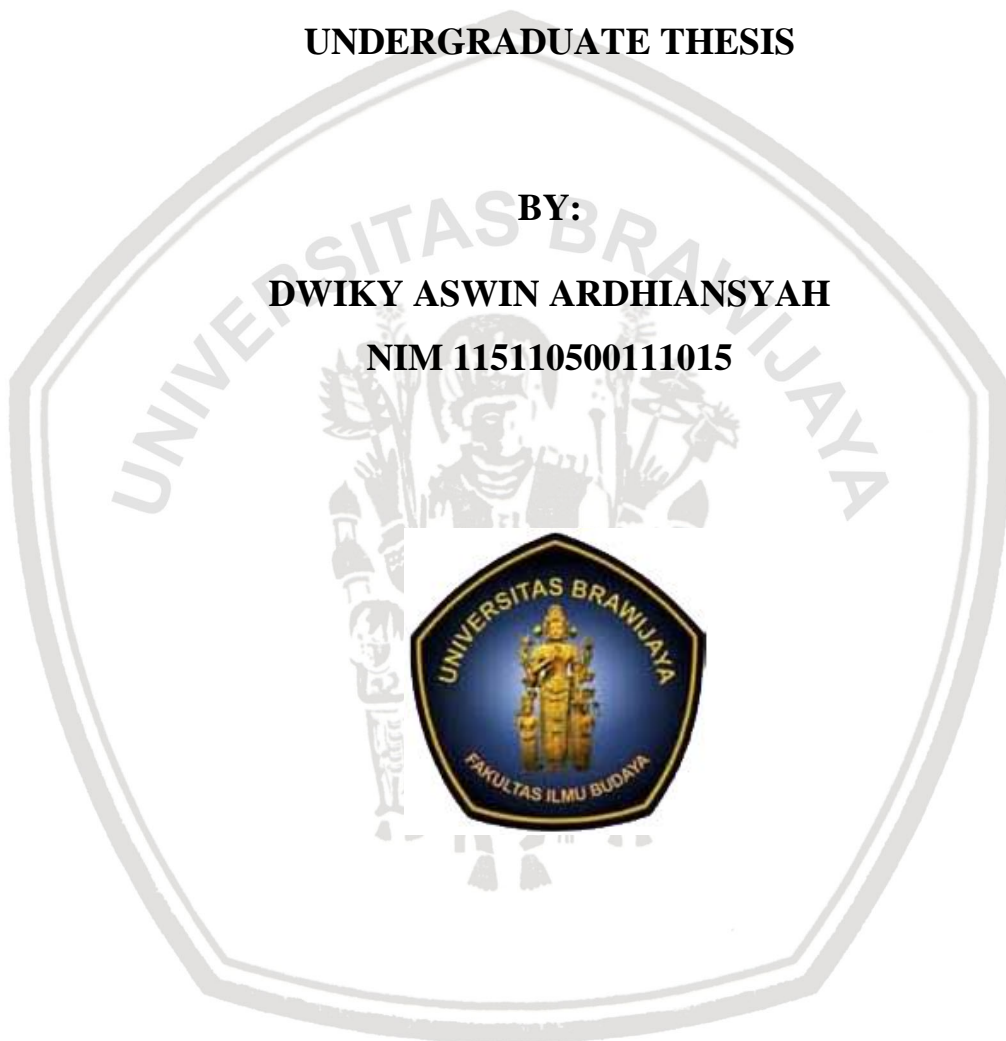
**IMPROVING THE READING COMPREHENSION SKILL OF
TENTH GRADE STUDENTS OF SMK PGRI 6 MALANG
THROUGH PQRSST STRATEGY**

UNDERGRADUATE THESIS

BY:

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**ENGLISH LANGUAGE EDUCATION PROGRAM
FACULTY OF CULTURAL STUDIES
UNIVERSITAS BRAWIJAYA
2018**

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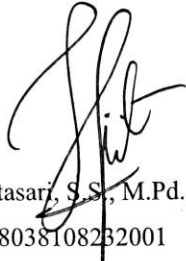
**Presented to
Universitas Brawijaya
in partial fulfillment of the requirements
for the degree of *Sarjana Pendidikan***

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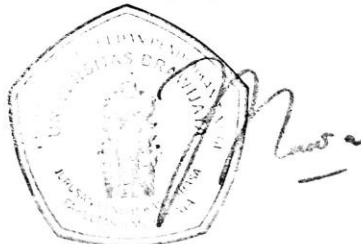
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The Researcher

ABSTRACT

Ardhiansyah, Dwiky Aswin. 2018. **Improving the Reading Comprehension Skill of Tenth Grade Students of SMK PGRI 6 Malang Through PQRST Strategy**. Thesis, English Language Education Program, Faculty of Cultural Studies, Universitas Brawijaya. Supervisor: Widya Caterine Perdhani, M.Pd.

Keywords: Reading Comprehension, PQRST strategy.

Based on the interview with the English teacher of SMK PGRI 6 Malang, the tenth grade of students have difficulty in reading comprehension activity in the class. Students were hard to concentrate when facing a long text. The objective of this research is to improve the students' reading comprehension in the teaching and learning process at the tenth grader students of SMK PGRI 6 Malang through PQRST strategy in academic year 2017/2018.

This study is an action research. The data were qualitative and quantitative in nature. The qualitative data were obtained through field notes and interview with the English Teacher. The data were in the forms of field notes and interview transcripts. Meanwhile, the quantitative data were obtained from the pre – test and the post – test. The actions implemented in this research was guessing the content of the text and finding the main idea of the long text, also applying group/individual work.

Therefore, to achieve the objective, the researcher conducted a classroom action research. This research was conducted in one cycle where the cycle had 4 meetings. The researcher used 3 instruments in this research. There were interview guideline, field note, and test. The data were analyzed by calculating the result of pre-test and post-test.

The finding in first cycle showed the significant improvement from the pre-test to post-test. In pre-test, it was 6 students or (24%) from 25 total students who achieved the minimum passing grade. In post – test, there were 18 students or (72%) students who pass the criteria of success. The result of the research also showed the increase of the students' motivation, classroom interaction, and students' enthusiastic in the learning reading process. They also could get involved actively in the reading learning process. The students could interact well with other students, the teacher and the materials during the teaching and learning process of reading. In conclusion, the use of PQRST strategy with its accompanying actions was effective to improve the teaching and learning process of reading comprehension.

ABSTRAK

Ardhiansyah, Dwiky Aswin. 2018. **Meningkatkan Ketrampilan Pemahaman Membaca Siswa Kelas X SMK PGRI 6 Malang Melalui Strategi PQRST**. Skripsi, Program Pendidikan Bahasa Inggris, Fakultas Ilmu Budaya, Universitas Brawijaya. Pembimbing: Widya Caterine Perdhani, M.Pd.

Kata kunci: Pemahaman membaca, Strategi PQRST.

Berdasarkan hasil wawancara dengan guru bahasa Inggris SMK PGRI 6 Malang, siswa kelas X mengalami kesulitan dalam pemahaman membaca di kelas. Siswa sulit berkonsentrasi ketika menghadapi teks panjang. Tujuan dari penelitian ini adalah untuk meningkatkan pemahaman membaca siswa dalam proses belajar mengajar pada siswa kelas X SMK PGRI 6 Malang melalui strategi PQRST pada tahun akademik 2017/2018.

Penelitian ini merupakan penelitian tindakan. Data bersifat kualitatif dan kuantitatif. Data kualitatif diperoleh melalui catatan lapangan dan wawancara dengan Guru Bahasa Inggris. Data tersebut berupa catatan lapangan dan transkrip wawancara. Sementara itu, data kuantitatif diperoleh dari pre - test dan post - test. Tindakan yang dilaksanakan dalam penelitian ini adalah menebak isi teks dan menemukan ide utama dari teks panjang, juga menerapkannya dalam tugas kelompok / individu.

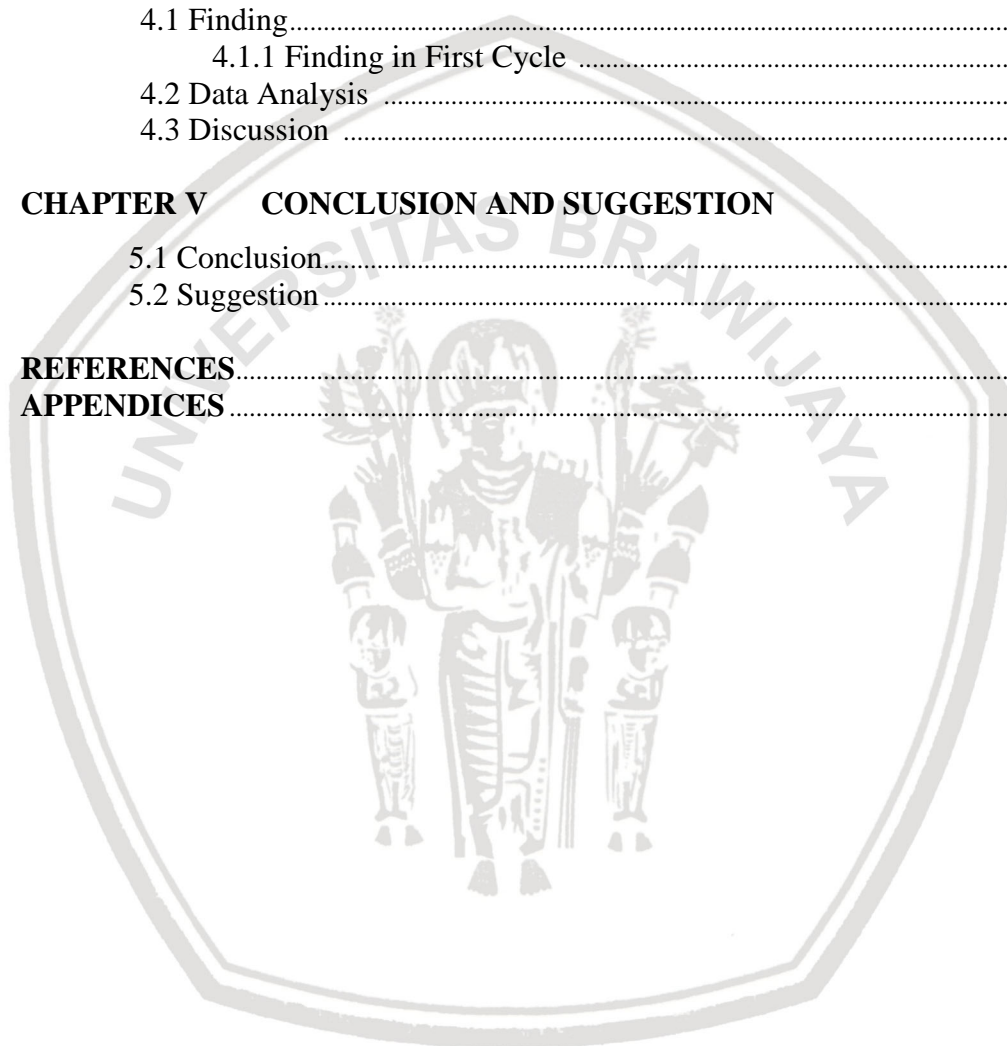
Oleh karena itu, untuk mencapai tujuan tersebut, peneliti melakukan penelitian tindakan kelas. Penelitian ini dilakukan dalam satu siklus di mana siklus tersebut memiliki 4 pertemuan. Peneliti menggunakan 3 instrumen dalam penelitian ini. Ada pedoman wawancara, catatan lapangan, dan tes. Data dianalisis dengan menghitung hasil pre - test dan post - test.

Temuan dalam siklus pertama menunjukkan peningkatan yang signifikan dari pre-test ke post-test. Dalam pre-test, hasil yang diperoleh adalah 6 siswa atau (24%) dari total 25 siswa yang mencapai nilai minimal kelulusan. Dalam post-test, 18 siswa atau (72%) siswa yang memenuhi kriteria. Hasil penelitian juga menunjukkan peningkatan motivasi siswa, interaksi kelas, dan antusias siswa dalam proses membaca pembelajaran. Mereka juga bisa terlibat aktif dalam proses pembelajaran. Para siswa dapat berinteraksi dengan baik dengan siswa yang lain, guru dan materi selama proses belajar mengajar. Kesimpulannya, penggunaan strategi PQRST sangat efektif untuk meningkatkan proses belajar mengajar dalam pemahaman membaca.

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CHAPTER 1

INTRODUCTION

This chapter discusses background of the study, problem of the study, objective of the study and definition of the key terms.

1.1 Background of the Study

Reading is crucial and important for the students because the success of their study depends on their ability to read. Most of the materials given by the English teacher are presented in the written form, for example in form of handbooks or modules. It means that to understand the materials, the students must have the ability to comprehend the text. For this reason, the reading comprehension skill is needed.

As one of the receptive skills, reading comprehension is very important for students to get much information from a text. Reading comprehension is one of the important skills in mastering English. In national final exam, reading comprehension is one of the skills tested. This indicates that reading comprehension has to be taught well.

Alyousef (2005) defined that the most important of all, specific attention is given to interactive approaches to reading, which argue that reading comprehension is a combination of identification and interpretation skills. In order to be successful in teaching reading, the teacher needs to consider some factors which are possible to affect the reading learning process. The factors are classified into internal and external factors. First, the internal factor is related to word

recognizing and comprehension. Second, the external factor is related to some components that are crucial to support the reading learning process such as the motivation to learn, the facility to learn and the class interaction. In fact, not all teachers are aware of those factors.

The problem occurs in students at SMK PGRI 6 Malang. The researcher found out when conducted interview with the English teacher, the students who got an exercise about reading comprehension would get troubles in understanding a text, especially if they got a long text. In addition, the result of preliminary test did not achieve the minimum passing grade, that the minimum score is greater than 75 of the range that lies from 0 - 100 (based on the minimum passing grade). Only 6 out of 25 students or (24%) of total students of tenth class pass the minimum score. Here, the reading processes would be more effective if the students make a note or summarize what they have read to help them memorize in finding the main idea and supporting ideas in a text.

Therefore, teaching English especially reading skill should be done by using many creative techniques. Through that way, the students will be interested in studying English.

One of the student - centered strategies that can be applied is PQIRST (Preview, Question, Review, Summarize, and Test). Robinson (1982) refers PQIRST strategy to preview, question, read, summarize, and test. He points out that there are some advantages of the strategy. It can help students link their prior knowledge with the material and it can help define the students' purpose of reading.

According to the concept, this strategy is proposed as the treatment to improve the students' reading comprehension since it has a well-organized stage. This strategy can create an enjoyable learning condition by helping the students to activate their background knowledge before reading and evaluating their comprehension after reading. PQRSST strategy can also be easily implemented in the classroom. By creating enjoyable learning condition, it is expected that the previous problems can be solved and the teaching-learning process can run effectively.

1.2 Problem of the Study

The problem of this research is how PQRSST strategy can improve the reading comprehension skill of tenth grade students of SMK PGRI 6 Malang by implementing PQRSST strategy.

1.3 Objective of the Study

Based on statement of the problems above, the objective of the study is to know how PQRSST strategy can improve Students' reading comprehension for the tenth grade of students of SMK PGRI 6 Malang.

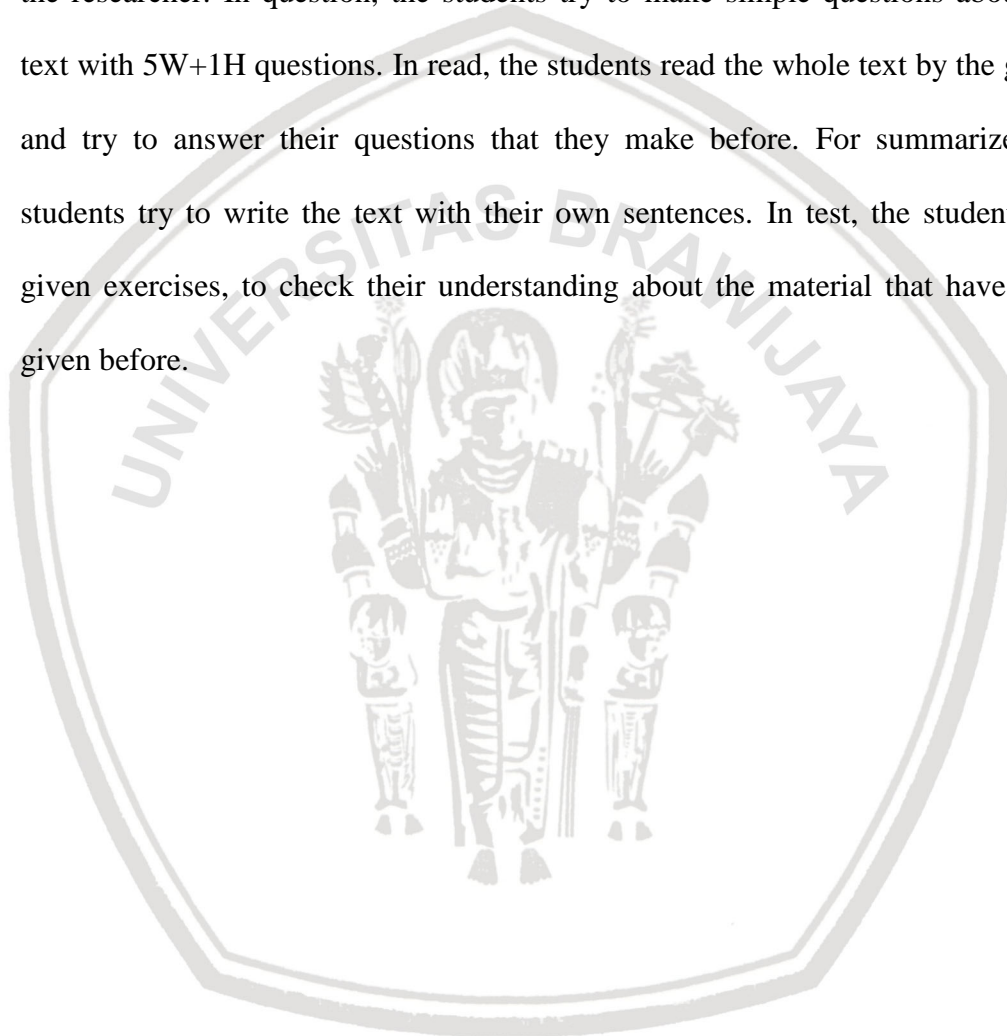
1.4 Definition of The Key Terms

1. *Reading Comprehension*

The process of constructing meaning by coordinating a number of complex processes that include word reading, word and word knowledge, and fluency.

2. *PQRST Strategy*

PQRST Strategy is a step by step procedure used for reading through a text. It shows students how to deal with text through a procedure of preview which means the students try to find out the clue of some of the picture about the topic given by the researcher. In question, the students try to make simple questions about the text with 5W+1H questions. In read, the students read the whole text by the group and try to answer their questions that they make before. For summarize, the students try to write the text with their own sentences. In test, the students are given exercises, to check their understanding about the material that have been given before.



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter gives the relevant theories related to that concern of the study. The relevant theories consist of definition of reading, reading comprehension, PQRS Strategy, and previous studies.

2.1 Definition of Reading

There are many definitions of reading. Spratt, Pulverness and Williams (2003) say that, in very simple way, reading involves making sense of texts. According to Heilman, Blair, Rupley (1981), reading is interacting with language that has been coded into print. The product of interacting with printed language should be comprehension.

Reading is when someone looks into a written text and starts to absorb the information from the written linguistic message. In Longman Dictionary of Applied Linguistic, reading is said as: "Perceiving a written text in order to understand its contents. This can be done silently (silent reading). The understanding that result is called reading comprehension. Saying a written text aloud (oral reading). This can be done with or without understanding of the content. "Furthermore, reading is an interactive process between the reader and the writer. Brunan W.K (1989) for instance defines reading as a two-way interaction in which exchange the information is between the reader and the author". Smith (1973) also shares the same attitude. This is proved by his line that says: "Reading is an act of

communication in which information is transferred from a transmitter to a receiver.”

In summary, reading is an activity of receiving information through some stages of the thinking process such as decoding, interpreting and understanding written texts in order to achieve a certain purpose. Because it is the process of receiving information, reading is considered as a receptive skill. The receptive skill in reading is an active and ongoing process that is affected directly by individual's interaction with the text. The end result of reading is comprehension of what has been read.

2.1.1 Reading Skill

Reading is a receptive skill as stated before. As the receptive skill, reading seems to be a passive activity in which the teachers will explain the materials and the students will only listen to their explanation. Actually, it does not mean that the readers are passive in teaching and learning reading activity. From this explanation, it is clear that reading is an active activity rather than a passive activity. In teaching reading, the teacher also helps students to learn components of reading comprehension based on micro-skills and macro-skills of reading comprehension. Brown (2004) proposes fourteen micro-skills and macro-skills of reading. These skills are required to become an effective reader. The micro-skills that are suggested by Brown include seven items which are presented as follows:

1. Discriminate among the distinctive graphemes and orthographic patterns of English.

2. Retain chunks of language of different lengths in short-term memory.
3. Process writing at an efficient rate of speed to suit the purpose.
4. Recognize a core of words, and order patterns and their significance.
5. Recognize grammatical word classes (noun, verb), systems (e.g. tense, agreement, pluralization), patterns, rules, and elliptical forms.
6. Recognize that a particular meaning may be expressed in different grammatical forms.
7. Recognize cohesive devices in the written discourse and their role in signaling the relationship between and among clauses.

2.1.2 Reading Process

According to Alderson (2000), there are two common models of the reading process. They are bottom-up approach and top-down approach. Bottom-up approach begins when the readers start by knowing the letters or symbols, then recognizing the sound, interpreting the words, and the last is cracking the meaning of the words.

On the other hand, top-down approach requires readers' knowledge contribution in the process of receiving the incoming information from the text. By using top-down approach, the readers can comprehend the text through guessing or predicting or maximizing the use of their existing knowledge.

Besides, Richards and Schmidt (2002) also propose a model of the reading process. It is called interactive reading or interactive processing approach. It is a model of reading comprehension conducted through both

bottom-up and top-down models. Based on this reading model, the readers get good understanding through identifying words meaning or sentences accurately and relating the text with the readers' experiences or background knowledge.

2.1.3 Types of reading

According to Brown (2004), there are 4 types of reading. The explanation below:

1. Perceptive

Perceptive reading tasks involve attending to the components of larger stretches of discourse: letters, words, punctuation, and other graphemic symbols. Bottom-up processing is implied.

2. Selective

This category is largely an artifact of assessment formats. In order to ascertain one's reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language, certain typical tasks are used: picture-cued tasks, matching, true/false, and multiple choice. Stimuli include sentences, brief paragraphs, and simple charts and graphs. Brief responses are intended as well. A combination of bottom-up and top-down processing may be used.

3. Interactive

Typical genres that lend themselves to interactive reading are anecdotes, short narratives and descriptions, excerpts from longer texts, questionnaires, memos, announcements, directions, and recipes. The focus of an interactive

task is to identify relevant features (lexical, symbolic, grammatical, and discourse) within texts of moderately short length with the objective of retaining the information that is processed. Top-down processing is typical of such tasks, although some instances of bottom-up performance may be necessary.

4. Extensive

Extensive reading applies to texts of more than a page, up to and including professional articles, essays, technical reports, short stories, and books.

2.1.4 Factors Influencing Reading

Reading is a complex activity. It is influenced by some factors. Based on Alderson (2000), there are two main constellations of variables that influence reading. They were reader variables and text variables.

1. Reader variables

Alderson (2000) states that research has looked at the way readers themselves affect the reading process and product. The reader variables including several points.

When readers read a text, they integrate the new information from the text into their pre-existing schemata. Schemata can be seen as interlocking mental structures representing reader's knowledge. The knowledge is included readers' abilities. These abilities are not only about to learn new knowledge, but also abilities to process information.

Motivation is an important role in the teaching and learning process. Alderson (2000) says that readers who have lack of motivation to read or to

spend time improving their ability to read was one of the reason of poor readers. Of course, the problem is how to improve readers' motivation to train the students to be the good readers, not poor readers.

Reasons are closely related to the motivation. The reader's motivation to read is always influenced by the reasons why the readers read a certain part of a text. For example, if the readers want to get understanding of a general idea, they will pay less attention to the details of the text. It means the readers only have motivation or interest to know the general idea and ignore the details of the text.

The strategies that readers use when processing the text attempts to establish what skills are required by good readers in order to process the text efficiently. Another reader variables also include the stable characteristics of readers, like sex, age and personality, and physical characteristics, like eye movements, speed of word recognition, and automaticity of processing.

2. Text variables

Alderson (2000) states that the other variable of the reader-text interaction is the text itself. Many aspects of the text might facilitate or make difficulties the reading process. Those factors range from aspects of the text topic and content, text types or genres, text organization, sentences structure, layout, the relationship between verbal and non-verbal text and the medium in which the text is presented.

2.2 Reading Comprehension

Heilman, Blair, Rupley (1981) stated that reading comprehension is a process of making sense of written ideas through meaningful interpretation and interaction with language. Reading comprehension is best viewed as a multifaceted process affected by several thinking and language abilities.

According to Mikulecky, Beatrice, Jeffries, and Linda (2007), comprehending what students read is more than just recognizing and understanding words. True comprehension means making sense of what the student read and connecting the ideas in the text to what the students already know. It also means remembering what the students have been read. In other words, comprehending means thinking while the reading process by the students.

According to Grellet (2001) reading is a constant process of guessing, and what one brings to the text is often more important than what one finds in it. Reading comprehension should not be separated from the other skill. Grellet (2001) explained it is therefore important, to link the different skills through the reading activities chosen:

Reading and writing (summarizing, mentioning what you have read in a letter, note-taking, etc). Reading and listening (comparing an article and a news-bulletin, using recorded information to solve a written problem, matching opinions and texts, etc). Reading a speaking (discussions, debates, appreciation, etc).

2.3 PQRST Strategy

PQRST strategy is a method of reading for study purposes that consist of five stages, namely preview, question, read, summarize, and test (Robinson, 1982). The explanation of five steps are as follows:

- *P – Preview*

In previewing, the teachers will lead the students to identify main parts of the text. The reader can get a sense of where they are going with their reading. This is usually done by reading the title or headline.

- *Q – questioning*

The teacher develops questions to which the students want to find answers. In this step of the process, researchers generate questions to help the student's reading and find the key points in each section. The steps are re – read the heading and predict questions based on that heading. Include questions based on who; what; when; where; why; and how or by giving lead-questions before the teachers give the whole text.

- *R – Read*

The next step is read the material. The teachers will give the text to the students. It can be in group reading or individual reading activity when it applies by a game. The students also can find difficult or new vocabulary in the text while reading the text. If it is possible, the students may read the text twice.

- *S – Summarize*

After the students finish reading a section of text, the teacher may ask or summarize by recalling the important ideas from the section reader just read. In this step, the students will state the central idea or theme.

- *T – Test*

In this step, the researchers try to measure the understanding of the readers by giving a test. The teachers can design the test in form of answering questions or ask the students to teach the reading materials to another student.

2.4 Previous Studies

The researcher is going to present some previous studies that deal with teaching reading comprehension. The first researcher is Aprida Nur Riya Susanti (2013), who wrote *“Improving Students’ Reading Comprehension Through PQRSST Technique at Grade XI of SMA PIRI 1 Yogyakarta”*, the result showed in the mean score of the students’ reading comprehension test improved from 36.89 in the pre-test to 44.23 in the post-test. It means that there was an improvement from the students’ reading comprehension ability by 7.34. The similarities between the researcher’s research with Aprida’s research are the focuses on improving students’ reading comprehension by using PQRSST strategy, while the differences between the researcher’s research and Aprida’s research is the objective of

the study. The researcher conducts at tenth grade students, and Aprida conduct on eleventh grade students.

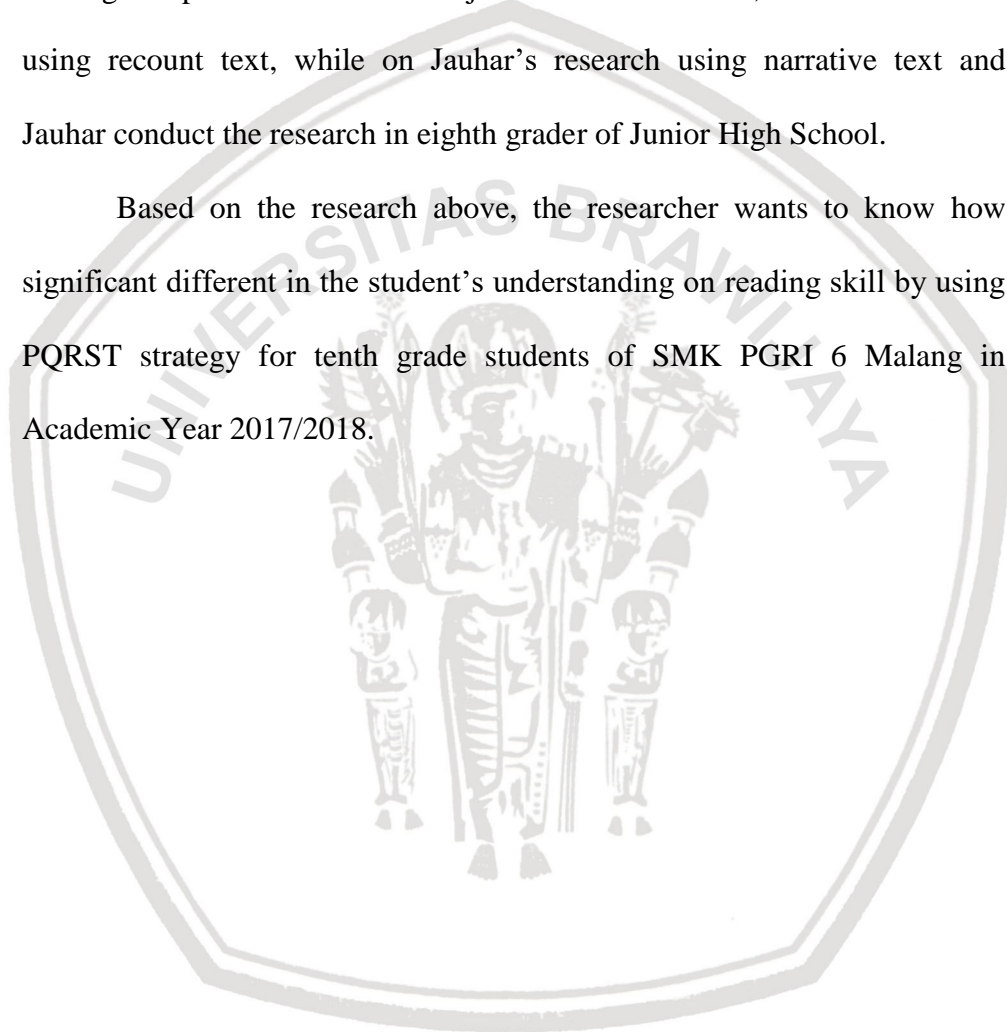
Second, the research from Lilis Nur Megawati (2013), who wrote *“The Use of PQRSST Strategy to Improve Eighth Grader’s Reading Comprehension of Recount Text at SMP Muhammadiyah 7 Cerme”*. The result of this research showed that implementing PQRSST strategy could improve the student’s reading comprehension skills. After applying PQRSST strategy, the score improved in the post test. The students’ average score in post-test was 75, while the average score of the student in pre-test was 59.

The similarities between the researcher’s research and Lilis’s research are focuses on improving students’ reading comprehension by using PQRSST strategy, while the differences between the researcher’s research and Lilis’s research is the objective of the study. The researcher conducts the research on tenth grade students, while Lilis conduct on eighth grade students.

Third, according a research conducted by Jauhar (2016) entitled *“Improving Reading Comprehension Skill of the Eighth Grade Students of SMPN 2 Batu Through P-Q-R-S-T Strategy.”* The post-test in first cycle showed the significant improvement from the pre-test to post-test. In pre-test, 11 or (34.37 %) students who achieved the minimum passing grade. In the post test of this study had been achieved the criteria of success, there were 28 students or (87.5 %) had fulfilled the minimum passing grade.

The similarities between the researcher's research with Jauhar's research are focuses on improving students' reading comprehension by using PQRSST strategy, while the differences between the researcher's research and Jauhar's research are the using of material to improve students' reading comprehension and the objective of the research, and the researcher using recount text, while on Jauhar's research using narrative text and Jauhar conduct the research in eighth grader of Junior High School.

Based on the research above, the researcher wants to know how significant different in the student's understanding on reading skill by using PQRSST strategy for tenth grade students of SMK PGRI 6 Malang in Academic Year 2017/2018.



CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the research design, the subject of the research, technique of data collecting, and techniques of data analysis. The explanation of each aspect is as follows.

3.1 Research Design

This research on improving students' reading comprehension through PQRST strategy at grade tenth of SMK PGRI 6 Malang is action research, which focuses on the efforts to improve the real condition of the English teaching and learning process. This study tried to solve the problem through some actions based on planning, acting, observing and reflecting which would be discussed below. The researcher collaborated with the English teacher of tenth grade of SMK PGRI 6 Malang, and the subject of the research consists of 25 students of tenth grade of SMK PGRI 6 Malang in academic year 2017/2018.

The method was Classroom Action Research (CAR). According to Gay, Classroom Action Research (CAR) was concerned with a local problem and conducted in a local setting. According to Kemmis and McTaggart (1988), Action Research consists of four major steps. They are planning, action, observation and reflection. Each cycle consists of those four steps. After one cycle, there would be a reflection of the action.

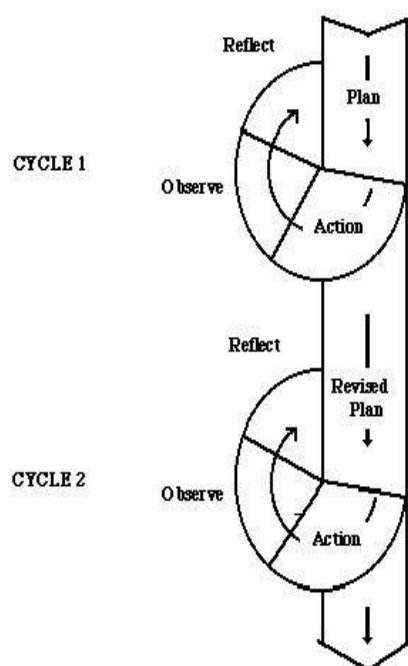


Figure 3.1 Classroom Action Research Cycle

In this section, the researcher would conduct the study by following the procedure of the action research, which starts from the preliminary study, planning the action, implementing, observing, and reflecting.

3.1.1 Preliminary Study

Preliminary study was conducted on Monday, February, 26th 2018. Preliminary study has been done through the interview with English teacher and the researcher gave pre-test to the students. The result of the interview showed that the student's ability in reading was under the average, the result was proven by pre-test and the English teacher has given reading achievement in score.

There are 25 students of tenth class of accounting who took the test. The purpose of the test was to know how far the students could understand a reading text without PQRSST strategy and also to set the criteria of success. In this meeting, the researcher explained the material used in the test. The genre of the

text used in the test was recount text. As the brainstorming, the researcher gave a little explanation about the recount text, because this genre has been explained or analyzed by the English teacher of SMK PGRI 6 Malang. After the explanation about the recount text, the researcher gave the test. The test consisted of 20 multiple choices questions.

3.1.2 Planning the Action

To improve the students' reading comprehension skill, the researcher worked together with the English teachers. The aim of the action is to improve the students' reading comprehension skill through PQIRST strategy. At this stage, the researcher designed lesson plan, prepared teaching media and instruments, and setting the criteria of success.

3.1.2.1 Design of the Lesson Plan

The researcher and the English teacher designed the lesson plan to make the teaching and learning process gone well. The lesson plan covered the standard of competence and basic competence, which had been set by the government with syllabus of curriculum 2013. For the teaching scenario, the researcher and the English teacher designed 4 meetings in 1 cycle, in each meeting included around 80 minutes. The researcher provided the media model of recount text and the example of PQIRST strategy. For the student's achievement, the researcher gave 20 multiple choices exercise.

3.1.2.2 Setting the Criteria of Success

In the pre-test result, the researcher found only 6 out of 25 students or (24%) who achieved score 75 or above based minimum passing grade. After

discussed with the English teacher about the student's English skill and the result of the test (pre – test and post – test), the researcher agreed the criteria of success would be the product - oriented criterion which was 70 % of 25 students should reached minimum passing grade of score 75 or above in the range score between 0 - 100.

Based on the standard of minimum passing grade that determined by SMK PGRI 6 Malang, the minimum score was 75 or above for the English subject. The researcher and the English teacher adjusted the criteria of success. The criteria of success determined by 70% of 25 students should reach minimum passing grade of score 75 or above to preventing the absence of the students, and the criteria of success made in order to appropriate the school's term. So, there should be 18 students that reached minimum score 75 or above.

3.1.3 Implementing the Action

The researcher implemented some action plans in the classroom in one cycle and was done in four meetings. The action plans planned are follows:

1. Implementing PQRSST technique in teaching reading.
2. Reviewing the material and technique.
3. Testing the students' reading comprehension skill.

Besides implementing some action plans, the researcher and the collaborator observed and recorded the teaching and learning process. The result of the discussion was an important data to serve as an evaluation for the implementation of the action plans to improve the next actions.

3.1.4 Observation

During the process of conducting the actions, the researcher and the collaborator observed everything that happens in the classroom. It was the time to observe all the data collected both main data and supporting data. The following step was monitoring the students in the class on how the effect of the action. The observation was conducted while the researcher applied the method of PQRST to the class. Observation and action occurred simultaneously. The researcher and collaborator did not only observe the learning progress, but also the behavior of the students during each meeting.

3.1.5 Reflecting

After the action and observation stage, the researcher and the collaborator evaluated the problems during the actions and tried to find the solution. The researcher and the collaborator evaluated the process, problems, effects, and measures whether the action is successful or not. From the result of the reflection, the researcher could prepare a plan for the next cycle if this research failed.

3.2 Research Subject

The research was conducted at SMK PGRI 6 Malang located on Jl. Janti Selatan 1 Bandungrejosari, Sukun, Malang City, East Java. The research subject of this research was tenth grade students of SMK PGRI 6 Malang in academic year of 2017/2018. There are 3 English teachers in SMK PGRI 6 Malang and the headmaster suggested Mrs Latifah Hanim as the collaborator.

The researcher choose the tenth grade of SMK PGRI 6 Malang because most of the students had a low skill in English, especially in reading

comprehension. Because of their skill in English was low, the students in tenth grade of SMK PGRI 6 Malang had low average score in reading, especially when the students faced a long text.

3.3 Techniques of Data Collection

Data collection is a process of collecting information related to the research to support the process of the research itself. Data collection was processed from major data which is a comparison between the result from pre-test and post-test and minor data which is data gained from interview, field note and observation checklist when conducting the action in every cycle. The researcher used 3 instruments to obtain the result of the action as follows:

3.3.1 Interview

Interview used to gain information which cannot be gained through observations. The researcher had prepared interview guidelines before conducting the research and the interview guidelines adopted from Iman (2015). The interview involved the English teacher. The researcher gave 5 questions about the problem in reading comprehension in tenth grade of accounting and the researcher tried to find an appropriate method which is PQRSST strategy to improve student's ability in reading comprehension. Through the interview, the researcher would know how to face the students during the implementation of the research.

3.3.2 Field Note

Field note was created by the researcher to record the behaviors, activities, events and other features of the students in the class while in the teaching and learning process. Field notes should be done while the observation is in progress.

All field notes should contain the date, time, location and details of the main informants. The research question and study design should provide some theoretical criteria to decide what to record, and when, where and how to record field notes.

3.3.3 Test

This test designed to monitoring the progress of the students reading comprehension skill. There are two kinds of test that designed by the researcher and the English teacher has been adjusted for the student's ability. Both pre-test and post-test are consisted by 20 different questions of multiple choices with the same weight of difficulties about reading comprehension.

3.3.4 Types of Data

The types of data in this research are qualitative data and quantitative data. The qualitative data collected from the interview through the English teacher and from field note. The qualitative data gathered to observe the activity of students during the research and support of quantitative data. While the quantitative data, the researcher analyzed and calculated the data from the score of the pre-test and the post-test. The researcher compared the quantitative data before and after conducting the research to see the differences.

3.4 Technique of Data Analysis

The qualitative data gathered from the field note and the interview through the English teacher, while quantitative data gathered from the result of pre – test and post - test. The result of the interview through the English teacher explained the students' problem in the class (see appendix 1-2). While the result of field note showed the activity of students during the class. The qualitative data was used to support the result of quantitative data.

In this research, there are two test, pre-test and post-test consist of 20 multiple choices in each test about reading comprehension. The test designed by the researcher and the English teacher by giving reading test to the students and then the researcher analyzed the score. In giving score to the students, the researcher and the English teacher has created the formula. The formula could be seen in the figure below:

$$\underline{N = B \times 5}$$

N: the final score

B: the total of the correct answer

Figure 3.4 scoring rubric for the students' reading comprehension achievement

The researcher used formula above after getting recommendation from the English teacher. The pre – test and post – test consist of 20 exercises, while if all answer was correct, would be get score 100 ($20 \times 5 = 100$).

The researcher used another formula to compared the result of pre – test and post – test in percent form (%). The formula made after discussed with the English teacher. The formula could present the improvement of the student's reading comprehension skill. The formula could seen below:

$$\frac{\text{total students pass the test}}{\text{total students}} \times 100$$

Figure 3.4.1 formula used to compare the result between pre – test and post – test

From the pre – test, the result was 6 out 25 students that passed the minimum passing grade of score 75. It mean, only 24% or ((6 : 25) x 100) students pass the minimum passing grade of score 75. The result (24%) from pre – test compared with the result of post – test to saw the improvement of student's reading comprehension skill before and after implementing PQRST strategy.

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the findings of the research, data implementation and the result of this research. In this chapter the researcher explains about process of the research, the result in cycle and the comparison between the result before and after the implementation PQRST strategy on the first cycle.

4.1 Finding

The researcher did some steps in conducting the research. First, the researcher did the preliminary study. In this step, the researcher observed and identified the problems in the teaching and learning process. Second, the step was called planning. After the problems had been observed and identified, the researcher and the English teacher designed a feasible action to be implemented in the teaching and learning process. The research design in this research was classroom action research, and the strategy was PQRST strategy in the teaching and learning process. The objective of this present study was to figure out whether or not the reading comprehension of the tenth grader students of SMK PGRI 6 Malang in academic year 2017/2018 could be improved by using PQRST strategy. The subjects of the study were 25 students of tenth accounting class. The data gathered from the result of pre-test and post-test in first cycle. The third step was action and observation. In this step the researcher

implemented the action that already designed. After that, the researcher observed and evaluated the data.

In this research implementation, the researcher arranged pre-test and post-test. The pre-test was equal with the test of post-test in first cycle. It meant that the material and the goal of both of the test must be in the same line. The materials and the test were about recount text that aimed to measure the student's achievement in reading.

4.1.1 Finding in First Cycle

In this research, the first cycle was started on March, 5th, 12th, 19th, and 26th of March 2018. The time allocation for each meeting was 2 x 45 minutes. In this stage, the researcher implemented the research based on the research procedures. There were planning, action, observation, and reflection.

1. Planning

After analyzing the causes, the researcher planned for the solution. At this stage, the researcher prepared lesson plan and instructional media. The lesson plans based on the syllabus used by the school. Then the researcher and the English teacher discussed the materials used in this implementation. The teaching material was about the recount text. The researcher also created the test instruments and worksheet were done in this cycle.

2. Acting

There were 4 meetings in this cycle. The implementation in this cycle was started on, 5th, 12th, 19th, and 26th of March 2018. The first meeting (5th of March 2018), the researcher started by giving the students a picture about the family's holiday. Then the researcher asked the students about the picture in order to stimulated their background knowledge. In the whilst-activities, the researcher begun with material lesson about recount text. The researcher explained the generic structure of recount text and tenses that used in recount text. In this step, the researcher divided the students into groups consist 5 students each group. However, the researcher gave them free test in their textbook to measure students reading comprehension. In post activity, the researcher guided students to reflect the class activity.

In the second meeting, (12th of March 2018) the researcher gave them the implementation of PQIRST strategy as a method and the steps of implementation PQIRST strategy in teaching and learning process. First step was preview, the researcher gave a picture about the family's holiday. The students were expected to stimulate their curiosity. So, in this step, the students were expected to arrange some questions. Next, question, researcher asked the students to write their questions with 5W+1H questions based on the topic. The researcher divided the students into groups consists 5 of students each group. Next step was review, the researcher gave the recount text on the textbook and asked the students to read whole text with skimming

and scanning. In this step, the students answered the questions that they made before. Next step was summarize. In this step, the researcher gave the students direction to summarize the whole paragraph with their own word. Test was the last step and the researcher gave exercises to remind the students about the recount text that have been taught.

In the third meeting (19th of March 2018), the researcher repeated PQRS strategy to remind the students about the material that have been taught before. The researcher divided the students into groups consists 5 students each group. But the researcher divided the students who did not pass in pre - test into specific group. In this meeting, the researcher gave the special treatment to the students who did not pass the pre - test. The researcher gave extra attention to helped them learn the material. Same with previous meeting, the researcher gave the material on their textbook and applied PQRS strategy. In the last section, the researcher gave exercises to remind how to applied PQRS strategy.

In the fourth meeting (26th of March 2018), same with the previous meeting, the researcher repeated PQRS strategy to remind the students about the material that have been taught before. The researcher divided the students into groups consists 5 students each group and gave the material from textbook. In the last session, the researcher conduct post-test with the aim to measure the development of the students reading comprehension by using the PQRS strategy with the hope that all of the students able to achieve the minimum passing grade that has been determined by

English teachers and the researcher. Time allocation was 2 x 45 followed by 25 students. The post - test was multiple choice test, consists of 20 number. In addition, post - test was used to know the students progress after they were taught by the researcher.

3. Observing

In this stage, the researcher observed students' attitude and student's feeling that occurred during teaching and learning process by monitoring the students' activity and students' attention during the action. The students' attitude during and learning process were cooperate and enthusiastic. It proved from the questions asked by the students. They were very excited in using PQRS strategy. During the teaching and learning process, almost all of the students gave their participation in the class. Some of them asked to the teacher about the difficulties they faced, especially from the groups of the students who did not pass the minimum passing grade in pre-test and the students tried to answer the questions about the material in the teaching and learning process guided by the researcher.

4. Reflecting

After conducting the actions in Cycle 1, the researcher and the collaborator conducted a discussion. The researcher and the collaborator discussed the collected data and evaluate them to make some reflections for the implementation of the actions. The reflections were conducted to find out whether the actions were

successful or not, so that the researcher could decided whether the actions should be sustained or modified.

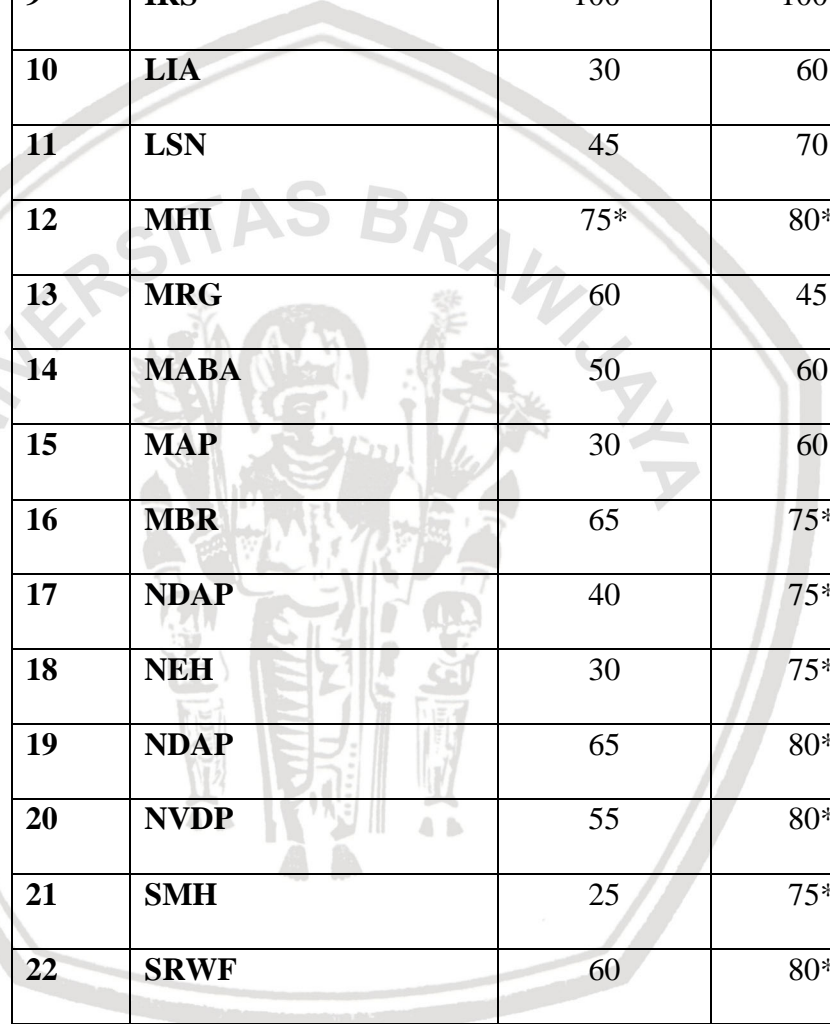
The activities in this phase was the researcher analyzed the data from result of the pre – test and post – test to finds the improvement of the student’s reading skill in using PQRSST strategy. After analyzing the data and evaluating the result of the test in cycle 1, the researcher concluded that the researcher should give more attention to some students who did not pay attention to the researcher.

4.2 Data Analysis

There was improvement of students’ reading achievement, it could be seen from the result of pre – test and post – test in table 4.2.

Table 4.2
Tabulation of Data Showing the Students’ Progressing Score of Reading Comprehension

No.	Name	Cycle 1	
		Pre – Test	Post – Test
1	AF	60	70*
2	ASD	60	60
3	AHR	100*	80*
4	DA	100*	85*



5	DN	65	70
6	DW	100*	100*
7	EK	60	75*
8	F	80*	100*
9	IRS	100*	100*
10	LIA	30	60
11	LSN	45	70
12	MHI	75*	80*
13	MRG	60	45
14	MABA	50	60
15	MAP	30	60
16	MBR	65	75*
17	NDAP	40	75*
18	NEH	30	75*
19	NDAP	65	80*
20	NVDP	55	80*
21	SMH	25	75*
22	SRWF	60	80*
23	TO	60	90*
24	UF	55	75*
25	VAS	40	80*

TOTAL STUDENTS	6*	18*
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(*) The students who passed the criteria of success

In giving score to the students, the researcher and the English teacher has created the formula. The formula could be seen below:

$$\mathbf{N = B \times 5}$$

N: the final score

B: the total of the correct answer

The pre – test and post – test consist of 20 exercises, while if all the answers were correct, the students would get score 100 ($20 \times 5 = 100$). Another formula created by the English teacher below was used by the researcher to see the improvement of students by compare the result of pre-test and post-test in (%). The formula could seen below:

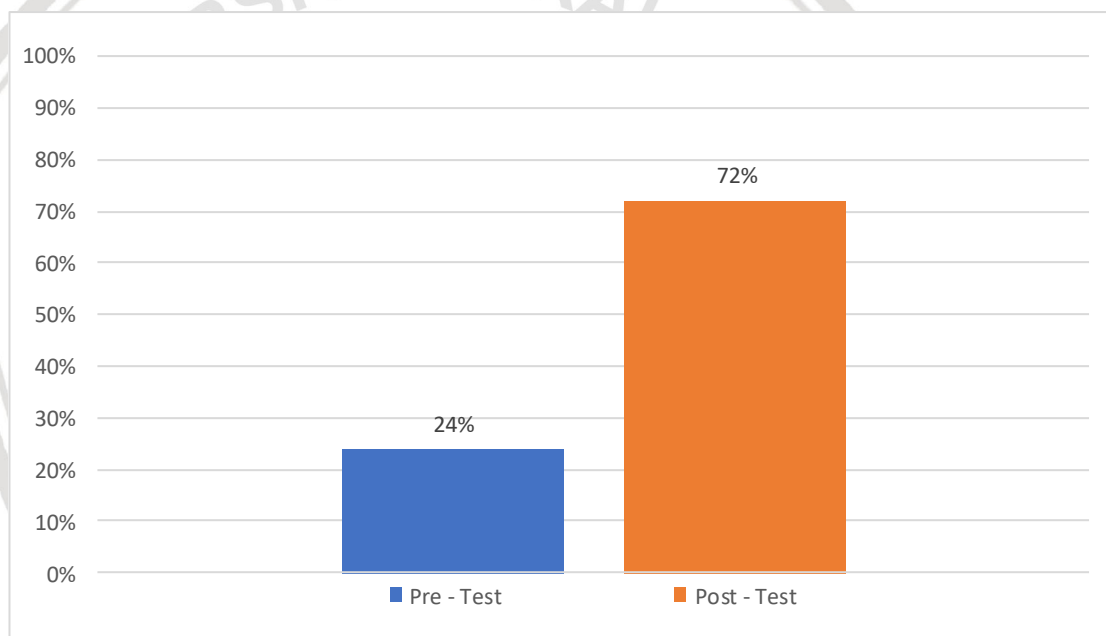
$$\frac{\text{total students pass the test}}{\text{total students}} \times 100$$

From the pre – test, the result was 6 out of 25 students passed the minimum passing grade of score 75. It means, only 24% ($((6 : 25) \times 100)$) of the students passed the minimum passing grade of score 75. Meanwhile, the result of post – test was 18 students from total of 25 students passed the minimum passing grade of score 75. It mean 72 % or $((18 : 25) \times 100)$ students passed the minimum passing grade of score 75. The result (24%) from pre – test and (72%) from post – test could be the proof that there was an improvement of student's achievement in reading comprehension skill.

The table above is displayed the result of pre – test and post - test in the first cycle. The researcher did not need to conduct the next cycle, because the criteria of success of 70% from 25 students passed the minimum passing grade of score 75 or above had been achieved. The improvement of the students' reading comprehension skill could be seen in figure 4.2 below.

Figure 4.2

The diagram of the students who pass the Minimum Passing Grade in Pre – Test to Post – Test



The diagram above showing that there was comparison between before implementation of PQRST strategy and after the implementation of PQRST strategy. The improvement in the result of the test from the pre – test until post – test was clear enough.

4.3 Discussion

This research was done in the first cycle since the criteria of success was achieved in cycle I. The researcher found out that the tenth grade of students of SMK PGRI 6 Malang would get trouble in understanding a text, especially when the students facing a long text. Based on the problem, the researcher helped the students to improve their reading comprehension skill by implementing PQRST strategy. So, this research focused on how PQRST strategy can improve the reading comprehension skill of tenth grade students of SMK PGRI 6 Malang. The researcher used PQRST strategy, because PQRST strategy has complex steps and focused on reading comprehension skill as Robinson (1982) stated that PQRST strategy has a well – organized stage and helping the students to activate their background knowledge before reading and evaluating their comprehension after reading. The procedures of PQRST strategy started from preview, question, review, summarize, and test.

Based on the findings above, this research had proven that PQRST strategy was successful and accepted by the subjects. The students' ability in reading comprehension was improved. It related with Robinson (1982) that stated PQRST strategy is proposed as the treatment to improve the student's reading comprehension skill. It matches with the findings of a study conducted by Jauhar (2016) who conducted a classroom action research (CAR) in teaching reading comprehension for secondary school students using PQRST strategy, the result found that PQRST

strategy was effectively improve the student's reading comprehension skill. It means, PQRST strategy was appropriate strategy in terms of improving the student's reading comprehension skill.

During in the learning process students were cooperative and enthusiastic. It proved from many questions asked by the students during teaching and learning process. Some of them asked to the teacher about the difficulties they met, especially from the groups of the students who did not pass in pre-test. The students very excited in using PQRST strategy during the teaching and learning process. It related with Robinson (1982) that stated as the treatment, PQRST strategy can be implemented in the classroom easily and create an enjoyable learning condition. Almost all of the students gave their participation in the class.

The researcher concluded that PQRST strategy could significantly improve the reading comprehension of the tenth grade students of SMK PGRI 6 Malang in finding the general information of text and specific information of the text.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents a general conclusion and suggestion for the English Teacher and also for the next researcher.

5.1 Conclusion

After conducting the research, there were some points as the conclusion of the actions. The implementation of PQRS strategy was effective. PQRS strategy could help the students in dealing with their difficulties when they were faced a long text.

The research made the students more motivated in reading activity. They could use PQRS strategy when they wanted to read an English text. Based on the improvement of the students' scores, the result of the pre - test to the post - test show the significant improvement.

5.2 Suggestion

The researcher had limitations related to the time, facilities and academic schedule. In addition, the researcher realized that her knowledge in doing the research and conducting the teaching and learning process is still limited. In other case, timing influenced the research because the schedule of holidays and examinations took place simultaneously when the research was on progress.

Based on the conclusion and implications that have been explained above, some suggestions will be directed toward the English teacher and other researcher.

After conducting this research, the researcher offers several recommendations for English teachers and other researchers as presented below:

1. To the English teacher

It is necessary for the teacher to improve the quality of the teaching reading comprehension by employing various reading activities which are enjoyable and motivating to improve the students' reading comprehension ability. The teacher can use PQRS strategy to improve various reading activities in the teaching and learning process related to the reading skill.

2. To the other researcher

This research is focused on improving the students' reading comprehension using PQRS strategy. For the other researcher, it is necessary to look for and try out other activities so that the learning activities will be more various. Furthermore, in doing similar research, the reading materials and the reading tasks could be modified based on the students' learning ability and interest.

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