



**THE EFFECT OF USING PREVIEW, QUESTION, READ, SUMMARIZE,  
TEST (PQRST) METHOD ON STUDENTS READING  
COMPREHENSION IN SENIOR HIGH SCHOOL AN NIZAM MEDAN**

**A THESIS**

*Submitted to Faculty of Tarbiyah and Teacher Training UIN-SU Medan as  
Partial Fulfillment of the Requirements for Degree of Sarjana Pendidikan*

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FACULTY OF TARBIYAH SCIENCE AND TEACHER TRAINING  
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English Education*

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## ABSTRACT

**Zulhijjah Damai Yanti Harahp: The Effect Of Using Preview, Question, Read, Summarize, Test (PQRST) Method on Students Reading Comprehension in Senior High School AN NIZAM MEDAN**

***Keywords: Preview, Question, Read, Summarize, Test in Reading Descriptive Text.***

This study was conducted to find out PQRST method in reading descriptive text for students in the first grade of senior high school. The sample of the study was 25 students taken from X-MIA and X-IIS of the first grade with the saturation or census sampling as a sampling technique. The method used in this study was quantitative method and research in the form of experimental research. In collecting the data, the Reading Comprehension test were used. Data analysis technique that was used in this study was *product moment formula* and *SPSS 23.0 for windows*.

Product moment analysis found that there was a better PQRST method in reading descriptive text for students in the first grade of senior high school. It was proved by the level of significance of methods that refers to post-test of PQRST method is 0.000. Since the level of significance value is less than 0.05, i.e.  $0.000 < 0.05$  and  $N = 25$ . In conclusion, it was considered that the alternative hypothesis ( $H_a$ ) was accepted and the null hypothesis ( $H_o$ ) was rejected.

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**Zulhijjah Damai Yanti Hrp**

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## CHAPTER I

### INTRODUCTION

#### **A. The Background of the Problem**

Education has a very important role to improve the quality of human resources (HR) in ensuring the sustainability of a nation's development. In Law Number 20 of 2003 concerning the National Education System, it is explained that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their own potential to have religious spiritual power, self-control, personality, intelligence, morals noble, and the skills needed by him, society, nation and country.<sup>1</sup> The term education originated from Greek, namely "Paedagogie" which means guidance given to children. This term is then translated as "Tarbiyah" which means education.<sup>2</sup>

Reading is an important way to get the information. As a Moslem, Allah has commanded us to read as the first thing to do. Al Quran at Al Alaq<sup>3</sup> said *iqra* means read. It means as learners we have to read a lot to get information and islam has already asked us to read a lot to get the knowledge in the world. It means that reading is the basic skill that we have to be mastered.

According to Education Unit Level Curriculum (Kurikulum Tingkat Satuan Pendidikan, KTSP 2006) teaching reading in senior high school aims to develop the students' ability to comprehend and create kinds of short functional text monologue essay formed procedure, descriptive, recount, report, narrative, and

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<sup>1</sup>Rosdiana A. Bakar, (2015), *Dasar-Dasar Kependidikan*, Medan: Gema Ihsani, p.12.

<sup>2</sup>Salminawati,(2016),*Filsafat Pendidikan Islam*,Bandung:Cipta Pustaka Media Perintis,p.15

<sup>3</sup>Yayasan PentelengaraPenerjemah Al Quran,(2002) *Al Quran dan Terjemahannya*. Jakarta Pusat : Pena Pundi Aksara, p.598.

other genre that related to surrounding environment. It also hopes that the students can read the texts which have meaning of words, phrases and sentences with the utterance stress and motivation related with the near area. The target of achievement in English competence is hoped more than 70.<sup>4</sup>

According to Naf'anTarihoran and MiftahulRachmat in their book (Reading Basic Reading Skills), reading is defined as an individuals total inter-relationship with symbolic information.<sup>5</sup>Reading is a skill that is often used by students to understand the meaning of some texts.By reading, the students may get more knowledge as they are able to comprehend and construct the meaning of the text. During reading, the students are processing the text with regard to the purpose. According to Brown (1998), reading is a process to understand a written text which means extracting the acquired information from it as efficiently as possible.<sup>6</sup>

According to Doyle (2004),comprehension progressive skill in attaching meaning beginning at the same level and proceeding to attaching meaning to an entire reading selection. In teaching reading, most of teachers emphasize on explanation and definition of text, then they ask students to do the exercises by answering questions based on the text given.<sup>7</sup> There is a lack of guidance to comprehension the text, while the idea of reading comprehension is getting the idea of the reading text. Therefore, the crucial thing of teaching reading is leading

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<sup>4</sup> Omar Hamalik, Dasar- Dasar Pengembangan Kurikulum, (2007)( Bandung: Remaja Rosdakarya, p. 4

<sup>5</sup>Naf'anTarihoran and MiftahulRachmat, (2010) Reading1: Intermediate Reading Skill, Serang: Loquen Press, p.3.

<sup>6</sup>Brown H.D. *Teaching by principles: an interactive approach to language pedagogy*. English cliffs, New jersey: Prentice Hall Regents. *Asian Journal of English Language Teaching* 8(1), p.117

<sup>7</sup>Doyle,B.S. (2004). *Main Idea and Topic Sentence*. London: Ward Lock Educational, p.274

the students to engage their mind in the text. Then by comprehending, the text well the students can get new information. In other words, they learn new knowledge that is studying. Based on the researcher's pre-observation in SMA AN-NIZAM, it was found that most of the students had some problems in reading descriptive text. First, the students tended to be passive when they read the text. Sometimes, they got difficulty on how to analyze the text and state the important ideas. When the teacher asked some questions about the text, they did not have any idea related to it. Second, the students were lack of vocabulary. They did not understand the meaning of the text if they did not consult their dictionary. Third, the students' motivation was very low in learning English. English lesson was seen terrifying. They were not interested to learn English, because they usually used Indonesian language in a daily. The last, the teacher teaching strategy was not suitable for the condition of the students. It could be seen that the class was boring and not alive. So that, the researcher should find the appropriate strategies or techniques in order to help the students successful in learning reading comprehension. To solve those problems, the teacher should have accurate plans to get an effective way in the teaching learning process. There are some strategies of teaching reading which are interesting and can improve students' reading skills, but not all strategies can fit with the text and students' needs. It means the teacher has a great responsibility in considering the strategy that she wants to apply in order to improve her students' reading Comprehension.

One of the strategies may be appropriate is PQRST strategy. PQRST (Preview, Question, Read, Summarize, and Test) is one of strategies that can lead

the students reading comprehension(Thomas & Robinson: 1982).<sup>8</sup> According to Sulisty, reference conceptually the PQRST strategy is one the teaching strategies which comprise of five stages/schemes: Preview, Question, Read, Summarize, and Test.<sup>9</sup> It provides a step-by step guidance to students before, during, and after their reading process. Each stage gives benefits to students in facilitating their learning. As an instructional strategy, PQRST strategy helps students to cope their problem in reading comprehension by using five steps. They are previewing, questioning, reading, summarizing, and testing. Each step of PQRST strategy improves the teaching and learning process which is also aimed to improve the students' reading. Briefly, PQRST strategy may able to make students become active in reading process, make them focus on the text, attract their motivation have a long-term memory in comprehending the text and increase their score on the test.

In improving the reading we need method to increase it. Rick said that PQRST method is the method to increase the. PQRST stands for Preview to identify the main parts, Question, develop question to which you want to find, Read the material, State or summarize the central idea or theme, Test yourself by answering the question<sup>10</sup>.The writer chooses this PQRST method because the writer wants to increase students ability to understand descriptive text at first class students' at Senior High School An Nizam Medan.

Senior High School An Nizam Medan is one of school that also uses (KTSP) or school based curriculum as its guidance in teaching learning process. In this school, the basic competence stated in the syllabus is that students are able to

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<sup>8</sup>Thomas, E.L, and Robinson H.A. (1982) *Improving Reading in Every Class*. Boston: Allyn & Bacon Press. <https://www.amazon.com/> (Accessed on: April 4<sup>th</sup> 2019)

<sup>9</sup>Sulisty, G.H. 2011. *Reading for meaning*. Malang: Pustaka Kaiswaran. p.94.

<sup>10</sup>Rick Wormeli, (2005) *Summarization in Every Subject*. Virginia: Association of Supervision Development Curriculum, p.131

get the information from recount, narrative, procedure, news item and descriptive text. Based on preliminary observation that was done during teaching practice, reading has been taught, and the method that used by the teacher was the teacher pointed one of the students to read a whole paragraph and followed by the others after finished, the teacher asked the students to translate the reading text and the last they answer the question given. However, in reality, the results of their reading are still far from expectation of standard given. The standard is 75. At this school, the basic competence stated in the syllabus is that students are able to get the information from recount, narrative, procedure, news item and descriptive text. Based on preliminary observation that was done during teaching practice, reading has been taught, and the method that used by the teacher was the teacher pointed one of the students to read a whole paragraph and followed by the others after finished, the teacher asked the students to translate the reading text and the last they answer the question given. However, in reality, the results of their reading are still far from expectation of standard given. The standard is 75. Actually, lots of the students that learn English are interested in reading text, but some of them cannot understand and express what they have read. As a result, the students in reading is still far from the curriculum standard. It can be seen from the phenomena above:

Actually, lots of the students that learn English are interested in reading text, but some of them cannot understand and express what they have read. As a result, the students in reading is still far from the curriculum standard. It can be seen from the phenomena above:

- a. Some of the students have difficulties in finding the background

information.

- b. Some of the text in descriptive text.
- c. Some of the students still have difficulties in analyzing the thesis statement in descriptive text. Students have difficulties to identify the main ideas of the text.
- d. The students lack of motivation in studying reading text.

Based on the phenomena above the writer is interested in conducting the research paper entitled **“THE EFFECT OF USING PREVIEW, QUESTION, READ, SUMMARIZE, TEST (PQRST) METHOD ON STUDENTS READING COMPREHENSION IN SENIOR HIGH SCHOOL AN NIZAM MEDAN”**.

#### B. The Identification

Based on the background explanation and the phenomena of reading comprehension that happen at first class of Senior High School An Nizam Medan, the identification are as follows:

- a. Does PQRST method influence students' reading comprehension at First Year Islamic Senior High School AN NIZAM?
- b. How is students' reading comprehension after being taught by using PQRST method?

#### C. The Limitation of the Problem

The writer does not study about all the problems above, the study of this research only focuses on the effect of PQRST method students' reading comprehension. The text is descriptive text. It is applied at the first class of Senior High School An Nizam Medan.

D. The Formulation of the Problem

The problem of this research is formulated in the following questions: Is there a significant effect on students' reading comprehension after being taught using the PQRST method?

E. The Significance of the Research

The research activity is significantly carried out to the following needs, as follows:

1. To give some information to the teacher and the school about the effect of PQRST method on students' reading comprehension.
2. To give some contributions to the students in order to improve students' ability in reading comprehension.
3. To enhance the writer's knowledge about teaching reading comprehension by using PQRST method.



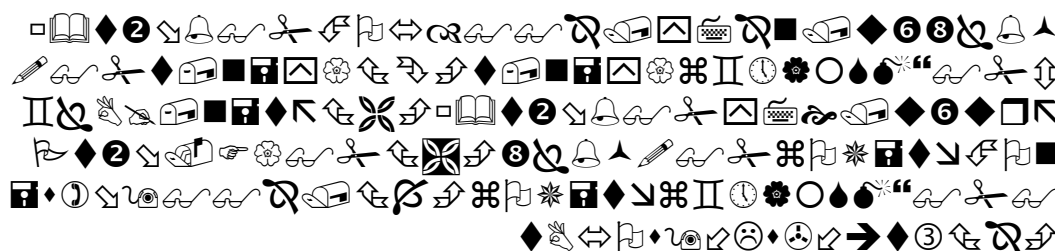
## CHAPTER II THEORITICAL FRAMEWORK

### A. Review of Related Literature

Reading is very important to do and it is very crucial in the field of English especially when we study about language. By reading we can get information and knowledge. There is much knowledge about language that we can get from reading. Harmer said that reading provide opportunities to study language: vocabulary, grammar, punctuation, the way we construct sentences, paragraphs and texts<sup>11</sup>. It means that by reading we concern in many aspects of language and we also can find out the knowledge about language and its rules.

The command to read is also written in the word of Allah

SWT surah Al Alaq:



*Read: In the name of thy Lord Who createth, Createth man from a clot, Read:  
And thy Lord is the Most Bounteous, Who teacheth by the pen, Teacheth man that  
which he knew not<sup>12</sup>.*

It is known that in the letter al-‘Alaq verses 1-5 which first came down to the prophet Muhammad is basically a form of command to pay attention to

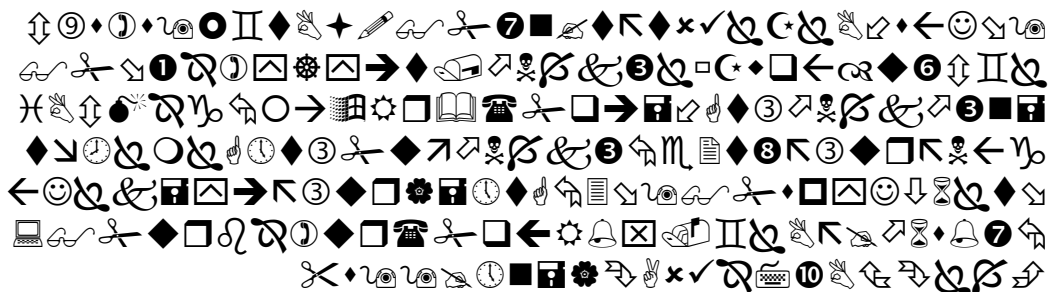
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<sup>11</sup> Jeremy Harmer, (1998)*How to Teach English*, England: Longman, p. 68

<sup>12</sup><http://www.ahadees.com/Arabic-surah-96-19.html>.Accesses on March 22, 2019 8p.m

knowledge. This is because knowledge is very important for humans, so Surat al--Alaq uses the words iqra 'and al-qalam more. Recognized or not, both of them are very important role in the learning process, especially in learning science and technology. In learning science and technology, reading is not just a note. But further than that is to read the asthma and glory of God, read genetic technology, read communication technology, and read everything that has not been read, so that by reading this a change occurs, both changes in knowledge from not knowing to knowing or even to changes in behavior and attitudes that are characteristic of successful learning activities<sup>13</sup>

The command to read is also written in the word of Allah SWT surah Ali Imran(164):



*Undoubtedly, Allah did a great favour to the Muslims that in them from among themselves sent a Messenger who recites unto them His signs and purifies them and teaches them the Book and wisdom, and necessarily before that they were certainly in apparent error.*<sup>14</sup>

Indeed Allah has given gifts to those who believe when Allah sent among

<sup>13</sup><http://ifanwineers.wordpress.com/surat-al-alaq-ayat-1-5-penjelasan-tafsirnya>.Accesses on march 22, 2019 8p.m

<sup>14</sup><http://www.ahadees.com/Arabic-surah-96-19.html>.Accesses on April 22, 2019 9 p.m

them an apostle from their own group, who read to them the verses of Allah, cleansed (their souls), and taught them Al Kitab and Al Hikma. And verily before (the coming of the Prophet) they were truly in a real error. from the sura above there has been an order from Allah to read the verses of Allah and by reading we can cleanse the soul and get knowledge.

As a learner we have to mastered in reading according to Nunan, reading is an essential skill for learners of English as a second language. For most of the learners it is the most important to master in order to ensure success not only in learning English but also in learning any content class where reading in English is required<sup>15</sup>. In addition, we as the second language learners have to know that reading is the basic skill that we have to master because reading influence as much aspect in language.

According to Kalayo, reading is an activity with a purpose. A person may read in order to gain information, for enjoyment, to enhance knowledge of the language being read. The purpose of the reading also determines appropriate approach to reading<sup>16</sup>. It means that reading needs to be conducted in order to enrich the information and knowledge and also it can decrease stress because when we read, it can pleasure the reader and make them enjoy.

Reading can be easier to do if we do it as a pleasure activity. It is supported by Betarcice who argued that reading for pleasure can improve vocabulary, increase reading speed, improve reading, give us a chance to gain

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<sup>15</sup>David Nunan,(2003)*Praktical English Language Teaching*, Singapore: McGraw Hill, p.69

<sup>16</sup>KalayoHasibuan and Muhammad FauzanAnsyari, *Teaching English as the Foreign*

more knowledge<sup>17</sup>.

According to Nunan, teaching reading usually has at least two aspects. First, it can be referred to teaching learners who are learning to read for the first time. The second aspect of teaching reading refers to teaching learners who already have reading skills in their first language<sup>18</sup>.

According to Harmer, he said that there are five principles behind teaching reading, they are as follows<sup>19</sup>:

1. Reading is not passive skills

It means that reading is an active process. To do it successfully we have to understand what the words mean, see the pictures the words are painting, understand the arguments, and work out if we agree with them. If we do not do the things, and if the students do not do these things then we only just scratch the surface of the text and we quickly forget it. It means that in reading the text we need to pay attention in many aspects and we have to try to understand them all to make us understand well about the reading itself and make us remember. Students need to be engaged with what they are reading. Students who are not engaged for the reading texts, are not actively interested in what they are doing, are less likely to benefit from it when they are really fired up by the topic or the tasks; they get much more from what is in front of them. It means that if the students have no interest in the topic given in reading they will get nothing from it, but if they get

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<sup>17</sup>Betrice S Mikulecky, (1996) *More Reading Power*. USA: Wesley Publishing Company, pp.7

<sup>18</sup>David Nunan, *Op. Cit.*, p. 68

<sup>19</sup>Jeremy Harmer, *Op. Cit.*, p.70

something interesting in a topic given, they will get more than what we expect.

2. Students should be encouraged to respond to the content of a reading text not just to the language.

It is important to study reading text for the way they use language, the number of paragraphs they contain and how many times they use relative clauses. But, the meaning, the message of the text is just important and we must give students a chance to respond to that message in some ways. It means that as a teacher; have to give a chance to our students to express their idea after reading the text according to their understanding about the text given. Try to invite them to respond about the topic.

3. Prediction is a major factor in reading

When we read text in our language, we frequently have a good idea of the content before we actually read. Book cover gives us a hint about the content of the book. In this case our brain starts predicting what we are going to read. Expectation is set up and the active process for reading is ready to begin. Teachers should give students to hint so that they can predict what the content of the topic. Here, as a teacher we have to give the warming up first before going to the lesson discussed and it is better for us to give them the text that familiar for them so that the students can predict the text content. Here we have to note that prediction is important in reading.

4. Match the Task to the Topic

Once a decision has been taken about what reading text the students are going to read, we need to choose a right reading task, the right kind of question,

engaging the useful puzzle. The most interesting text can be undermined by asking boring and inappropriate question. The most commonplace passage can be made really exciting with imaginative and challenging task.

According to Carrel 1983, Carrel and Connor 1991 in Nunan said that there are three principles in teaching reading they are<sup>20</sup>:

1. Exploit the Reader's Background Knowledge

A reader's background knowledge can influence reading. Background knowledge includes all of the experiences that a reader brings to the text: life experiences, knowledge of how text can be organized rhetorically, knowledge of how language first work, knowledge of how the second language works, and cultural background and knowledge.

2. Build a Strong Vocabulary Base

He said that basic vocabulary should be effectively taught to effectively guess the meaning of less frequent vocabulary.

## **B. Preview, Question, Read, State, Test (PQRST) Method**

According to Petterson<sup>21</sup>one of the best known method is PQRST , for improving memory from reading is called PQRST method (Preview, Question, Read, Self-recitation, and Test). The method is intended to improve the student's ability and remember materials presented in the textbooks. In the first step the students preview the chapter in hand to get an idea of its topic and section,

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<sup>20</sup>David Nunan,*Op.Cit*,p.74

<sup>21</sup>Rune Petterson,(2002)*Information Design An Introduction* ,Netherlands: Jhon Benjamin Publishing Co,p.242

reading the chapter outlines, the section headings and the summary. The second third and fourth stages apply to each section. The PQRS method relies on the three basic principles in improving memory they are:

- a Organizing the materials
- b Elaborating the materials
- c Practicing retrieval

Wormeli also stated that PQRS method is for reading comprehension. He said that PQRS stands for:

P- *Preview* the main parts

Q- Develop *question* to which you want to answer

R- *Read* the material, twice if possible

S- *Summarize* to give a short version of something.

T- *Test* yourself by answering the question.

The P and Q portion creates the anticipation guide and prime the brain for what is to come. Although reading the materials twice is increasing, it's not always possible to our busy work.

The central idea usually has two parts: the topic and the authors claim about the topic<sup>22</sup>. In another book Wormeli also said that methods such as these are motivating because they give the students an identifiable structure to follow the reading and interacting with the materials. PQRS method provides security

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<sup>22</sup>Rick Wormeli,(2005) *Summaryization in Any Subject* ,Virginia USA: Association for Supervision and Curriculum Development, p. 131

and specific directions<sup>23</sup>.

In addition based on the explanation above, the writer concludes that PQRST method stands for Preview, Question, Read, Self-recitation and Test. PQRST method also helps the students to motivate their ability in reading.

**Preview.** First of all, preview the entire chapter - skim through it all so you know what you're going to be covering. One way to do this to read the chapter introduction, look at the headings, read the section introductions and check out the figures. Then read the summary at the end of the chapter (it usually tells you what you have learnt in that chapter).

**Question.** As you read through each section, start by asking yourself "what am I supposed to learn in this section". This helps to get your brain in to sync with the topic being discussed.

**Read.** At last, you can actually read that section. Do it carefully, think about the meaning and relate this to other things you know about this and similar topics. Do some underlining or highlighting of key words. Don't overdo it! If you want to take notes, read the whole section first, and then summarize it later.

**Summary.** After the students finish reading a section of text, the teacher may ask the students to summarize by recalling the important ideas from the section reader just read. In this step, the students will state the central idea or theme. Once you have finished reading, think back about what were the main ideas you learnt. Try and recite some of this information aloud. Check back against the text, and note the things you missed out. Ensure that you didn't miss them out

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<sup>23</sup>Rick Womeli,(2001) *Meet Me in the Middle* ,Portland: Stenhouse Publishers, p.16



because you haven't learnt them. Only then go on to the next section.

**T**est. So now you have finished the chapter (or a major section if the chapter contains large dissimilar sections). Test yourself and review all the material. If you made notes, read through these. Think about the relevance of what you learnt and how it all fits together. Reread any chapter summaries. Even though you have only just read the chapter, now is the **best** time to test yourself.

### **C. The Indicators of PQRST Method**

Wormeli said that the indicators of PQRST method are as follows<sup>24</sup>:

1. Preview, before reading the text, previewing must be done as the first activity
2. Question, before reading the text, questioning is the second activity that must be done.
3. The third step is reading the text to find the complete information
4. After reading actively, the reader has to state the idea to ensure the understanding of the reader after reading the text.
5. And the last section is testing the comprehension itself.

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<sup>24</sup>Rick Wormeli, *Op. Cit*, p.131

## D. Descriptive Text

### The Definition of Descriptive Text

Description or descriptive etymologically is derived from the word describe. Describe means to draw, to illustrate or to picture object, place, person in order to have visual appearance of the object described.<sup>25</sup> Descriptive text is a text which says what a person or thing is like. According to Mukarto in his book that written by Kusdianto Kusuma Rahman in his website, that descriptive text is a kind of text to describe something, someone or place. Descriptive text has two main parts, they are identification and description. The structure of a text is called the generic structure. Descriptive text is like describe white house, animals, fruits, etc.<sup>26</sup> From Mukarto's statement, we can conclude that descriptive text is a text to describe something, someone or place and descriptive text have two main parts such as identification and description that's call generic structure. Descriptive text has a function to describe something in detail in order to enable the readers to see, hear, feel and touch it directly involve themselves in the event. The context of this kind of text is the description of particular thing, animal, person, or others, for instance: our pets or person we know well. A good descriptive text includes many vivid sensory details that paint a picture and appeals to all of the reader's senses of sight, hearing, touch, smell and taste when appropriate.

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<sup>25</sup>Wy Dirgeyasa(2014), *College Academic Writing : A Genre-Based Perspective* Medan : Unimed press, p.3

<sup>26</sup>Kusdianto Kusuma Rahman (Post on April 28, 2015) . *Definition and Characteristic Descriptive Text*. Retrived February 27,2017 at 09:30 PM. From:<http://idwrite.com/2015/04/defenition-and-Characteristic-of.html?m=1>

#### d The Generic Structure of Descriptive Text

Descriptive text has structures as below:

1. Identification In this generic structure introduces to the subject of description.
2. Description in this part give details of the characteristic features of the subject. Such as : qualities, characteristics, describing the phenomenon in parts, qualities, or/and characteristic, size, physical appearance, ability, habit, daily live, etc.

The Language Feature of Descriptive Text significant Grammatical feature of descriptive text are:

- a. Focus on specific participant (my English teacher, Andini's cat, my favorite place).
- b. Verb of being and having 'Relational Processes' (my mum is really cool, she has long black hair).
- c. Use descriptive adjectives (strong legs, white fangs).
- d. Use of detailed noun phrase to give information about the subject ( a very beautiful scenery, a sweet young lady, very thick fur).
- e. Use of action verb 'material processes' (it eats grass, it runs fast)
- f. Use of adverbial to give additional information about behavior (fast, at tree house). Use of figurative language (Jhon is as white as chalk).

#### e. Types of Description

Following are a few types of depend heavily on descriptive language:<sup>27</sup>

Descriptions of a person, place or thing contain sensory details that bring to life actual people, places, and things.

- a. Observations describe an event the writer has witnessed. Often, the event takes places over an extended period of time.
- b. Travel Brochures contain factual information as well as persuasive language to encourage tourism.
- .c. Character sketches describe fictional characters-their appearances, personalities, hopes and dreams.

According to Alice and Patricia there are two parts of descriptive texts, they are<sup>28</sup>:

#### 1. Introduction

In introduction there are topic, hook, background information, and thesis statement. There are some important points which we have to remember they are:

- a. The hook introduces the object or even of the description
- b. The middle sentences provide the background
- c. The thesis statement tells why object or event of description is important to the writer.

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<sup>27</sup>Joyce Armstrong Carrel(2001), *Writing and Grammar Commucation and Action*,America : Prentice Hall, p.101

<sup>28</sup>Alice Hosimq Savage and PatriciaMayer(2005), *Effective Academic Writing 2*, New York:Oxford. p.35

## 2. Body Paragraphs

It is in the middle of the text. It includes details. There are some important points which we have to remember:

- a. Most of description is in the body paragraphs
- b. Adjectives and adverbs make the experience
- c. The scene is often described with prepositions and prepositional phrases that specify location or position in space.
- d. Conclusion explains final opinion which is given by the writer about the description.

### **E. Relevant Research**

Prof. Dr. Carlos Blanco Vázquez, at his journal research entitled *the application of the PQRST method to the teaching in English of difficult or complex technological subject* concluded that

1. During the academic year 2003-2004 the course was taught using the traditional method of lecture classes and final exams. 60% of the students who took the final exam passed and the average grade was 3.8 on a scale of 1-10.
2. During the academic year 2004-2005 the PQRST method was used for the first time but in Spanish. As can be seen there was a marked improvement in both the number of students passing the final exams and the average grade earned, proof of the effectiveness of the PQRST method.
3. And finally during the current academic year 2005-2006 the course was

taught entirely in English applying the PQRST method in English, naturally. As can be seen from the table the percentage of those students who took the final exam and passed is similar to the previous year; nevertheless, the average grade rose by four tenths of the points. The table is as follows<sup>29</sup>.

Lamhot Simatupang and Lince Sihombing journal research entitled *The effect of PQRST Method on Students Reading Comprehension of Descriptive Text* concluded that.

1. 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.
2. 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 significantly affects students' reading comprehension of descriptive text.
3. The results show that the students' 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

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<sup>29</sup>Prof .Dr. Carlos Blanco Vázquez et al, *the application of the PQRST method to the teaching in English of difficult or complex technological subject*. Universidad Europea de Madrid pp. 10, retrieved at February<sup>th</sup> 2019

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.<sup>30</sup>

A. K. Priyanti, N. N. Padmadewi, I. N. P. H at journal research entitled The Effect of PQRST Method on Reading Achievement in Sevent Grade Students at SMPN 3 SAWAN concluded that:

1. This study design was an experimental research which aimed to investigate whether or not there was any significant effect of PQRST method on reading achievement in seventh grade students at SMPN 3 Sawan which used Post-test Only Control Group Design
2. The data was collected by reading test which consist of 20 questions analyzed descriptively and inferentially used independent t-test. The Null hypothesis in this study was rejected because the significant value was 0.000 and lower than the significant value of alpha level (0.05). In addition, the result was also proved by the mean score of both groups. The mean score of experimental group was 76.85 while mean score of control group was 60.93. It means the result showed that there was significant effect of PQRST Method on reading achievement in seventh grade students at SMPN 3 Sawan
3. The results of the research that have been achieved, suggestions may be given by the researcher. For the teacher, PQRST Method is recommended to be used in

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<sup>30</sup>Lamhot Simatupang and Lince Sihombing. *The effect of PQRST Method on Students Reading Comprehension of Descriptive Text* Retrived February 28,2019 at 09:27 PM. From <http://jurnal.unimed.ac.id/2012/index.php/eltu/article/view/399>

teaching English especially in teaching reading. For the students, they can enhance their reading achievement. For the other researchers who are interested in the area of teaching reading, this teaching method is an effective way to teach reading.<sup>31</sup>

## **F. Operational Concept**

A concept is an element that avoids misinterpreting and understanding in a scientific research, as a concept, it is still abstract forms. As mentioned by Syafi'i that all related theoretical frameworks can be operated in the operational concept<sup>32</sup>. In a research plan, the concept has to be interpreted into particular words in order to be easy to measure. It means that operational concept is needed to avoid misinterpreting to the paper content.

In this research, the writer concludes several factors to be operated that describe the operational concept, as follows (Variable X):

### **Preview**

1. The teacher helps the students to determine what the whole reading assignment is about by skimming through the pages.
2. The teacher helps the students to get the BIG PICTURE
  - a. Look at the chapter headings and subheadings
  - b. Notice graphs, pictures, diagrams
  - c. Read the introduction and summary

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<sup>31</sup>A. K. Priyanti, N. N. Padmadewi, I.NPH., *The Effect of PQRS Method on Reading Achievement in Seventh Grade Students at SMPN 3 SAWAN* concluded that Retrieved February 28, 2019 at 09:55 PM

<sup>32</sup>M. Syafi'i, (2007) *From Paragraph to a Research Report: A Writing of English for Academic Purposes*. Pekanbaru: LBSI .p. 122



d. Notice the organizational structure of the text

### **Question**

1. The teacher helps the students to determine exactly what they will be looking for while reading
  - a. Check for the author's questions at the end of the chapter
  - b. Turn headings and subheadings into questions
  - c. Be specific look for details

### **Read**

1. The teacher asks the students to Read Actively use their mind
  - a. What is your reaction to the text?
  - b. How do ideas relate to each other?
2. Read Actively
  - a. Highlight, Mark, Take Notes

### **Summarize**

1. The students try to recite the information and they should know how much they can recall the information they get from the text and state it by their own words.
2. The students could take notes from the passage they have read.
3. Be specific explain it to students verbally

### **Test**

1. The teacher asks the students to check their knowledge after they have completed their reading assignment
2. Review the information not only for facts, but also by reflectively Thinking

about it.

3. Test the student's memory avoid looking back at what they have Highlighted or at the notes you have taken.<sup>33</sup>

Then according to Irwin, the indicators for students' reading Descriptive Text (Variable Y) are as follows:<sup>34</sup>

1. Students are able to find factual information.
2. Students are able to identify main idea.
3. Students are able to locate the meaning of vocabulary in context.
4. Students are able to make inference from the reading texts

## **G. Assumption and Hypothesis**

### **Assumption**

Before formulating hypothesis as a temporary answer to the problem, the writer would like to present some assumptions as follows:

- a. PQRST method can help the students ability to understand descriptive text.
- b. The students who are treated by using PQRST method achieve better ability to understand descriptive text than those who are not treated without using PQRST method.

### **The Hypotheses**

Based on assumption above, the hypothesis of this study can be forwarded as follows:

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<sup>33</sup>Thomas S Staton,(2011),<http://www.uccs.umn.edu/oldsite/lasc/handouts/PQRST.html>.  
retrieved at march 28th

<sup>34</sup>Judith Westphal Irwin,(1986),*Teaching Reading Process*. California: Prentice-Hall, p.4

**The Null hypothesis ( $H_0$ )**

There is no significant difference in ability to understand descriptive text between students who are treated with PQRST method and those who are treated without PQRST method of the first year students' at Senior High School An Nizam Medan.

**The alternative hypothesis ( $H_a$ )**

There is a significant difference in ability to understand descriptive text between students who are treated with PQRST method and those who are treated without PQRST method of the First year students' at Senior High School An Nizam Medan.

## **CHAPTER III**

### **THE RESEARCH METHODOLOGY**

#### **A. The Location and the Time of the Research**

The research was conducted at the First Year Students' of Senior High School An Nizam Medan.

#### **B. The Subject and the Object of the Research**

The subject of this research is the first year students of Senior High School An Nizam Medan and the object of this research is the effect of PQRST method toward the first year students' at Senior High School An Nizam Medan.

#### **C. The Population and Sample of the Research**

Population is the whole object that will / want to be studied. This population is often also called the universe. Members of the population can be either living or dead objects, and humans, and the properties that are in them can be measured or observed. Populations that are never known with certainty are called "infinite populations" or not, and populations whose numbers are known with certainty are called "finite populations" (certain / limited).<sup>35</sup> According to Sugiyono population is a generalization area consisting of objects or subjects that have certain qualities and characteristics determined by the researcher to be

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<sup>35</sup>Syahrum dan Salim, (2016), *Metodologi Penelitian Kuantitatif*, Bandung: Citapustaka Media, p.113

collected and then conclusions taken<sup>36</sup>. According to Husaini Usman population is all the value of the calculation of results, both quantitative and qualitative, from a particular characteristic of a complete and clear collection of objects.<sup>37</sup>The population of this research is all students of the first year Senior High School An Nizam Medan which consist of three classes they are X. 1 (25 students), X. 2 (25 students), X. 3 (20 students). Based on the data above, the population was 72 students.

According to Prof. Dr. Suharsimi Arikunto, the sample is a representative part of the participants<sup>38</sup>. According to Soeharto the sample is part of the population that will be taken and considered. The sampling technique used in this study is quota sampling, namely sampling techniques by receiving sample members. Any population members to be taken are not a problem, the important thing is the determined quota number can be considered<sup>39</sup>. Since the number of total population was quite large, the writer uses random cluster sampling to take the sample of this research. Arikunto stated that in determining the cluster, it must be considered about the characteristics<sup>40</sup>. The homogenous characteristics are the consideration. It means that the samples are in the same level, these classes have the same teacher and the last has the same subject material. Because there are 3 classes the writer chooses the class randomly. The writer chose X.IIS as the control group and X.MIA as experimental group, Specification of the sample can

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<sup>36</sup>Sugiyono. (2005). *Metode Penelitian Administrasi*. Bandung : Alfabeta.p.90

<sup>37</sup>Husaini Usman. (2006). *Pengantar Statistika*. Jakarta : PT Bumi Aksara.p.181

<sup>38</sup>Suharsimi Arikunto. (2002). *Prosedur Penelitian Suatu Pendekatan Praktek Edisi Revisi V*. Jakarta : Rineka Cipta.p.109

<sup>39</sup>Soekidjo Notoatmodjo. 2003. *Metodologi Penelitian Kesehatan*. Jakarta : Rineka Cipta

<sup>40</sup>Suharsimi Arikunto, (2006) *Prosedur Penelitian*. Jakarta: PT Rineka Cipta, p. 142

be seen on the table below:

**Tabel 3.1**  
**The Sample of the Research at the First Year Students of Senior High School**  
**An Nizam Medan**

No	Class	Students	Sample
1	X.IIS	25	Control Class
2	X.MIA	25	Experimental Class
	Total	50	

#### **D. Research Method**

This research is a quantitative research in the form of experimental research with the type of research is Quasi Experimental Design. Quasi Experimental Design is a design that has a control group but cannot function fully to control external variables that affect the conduct of experiments.<sup>41</sup> The design of this research was an experimental research design using quantitative approach with Post test only design. According to Aryet at all an experimental design is the general plan for carrying out a study with an active independent variable.<sup>42</sup> Experimental design may also be classified according to how well they provide control of the threats to internal validity they are; pre experimental design, true experimental design and quasi experimental design.

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<sup>41</sup>Salim, (2018), *Metodologi Penelitian Kuantitatif*, Bandung: Citapustaka Media. p.98

<sup>42</sup> Donald Ary. (2010). *Introduction to Research in Education*. (USA : Wadsworth). p.301

The experimental research is the way to find out a causal relationship between two factors that are intentionally made by the researcher by setting aside other factors that influence. Quasy-experimental research design looks the same as true experimental research design, but it lacks the key ingredient random assignment.<sup>43</sup> It is the design which does not provide full control. As stated by Ary that full experimental research is not always possible to conduct a random selection of subjects in education research especially learning. This is because the subjects that have been formed are naturally in groups. Those are group of students in one class.

In addition, it seems to be impossible for the researcher to manage all the students based on her desire. There were two groups in this research; experimental and control group. Kothari stated that control group is the group which is exposed to usual condition while experimental group is a group which is exposed to special condition.<sup>44</sup> In this design, the subject could not be randomly assigned to either the experimental or the control group.

**Table 3.2 Research Method**

<b>Group</b>	<b>Treatment</b>	<b>Pre-test and Post-Test</b>	<b>Class</b>
Experimental Group	Using PQRST Method	✓	X-MIA
Control Group	Without PQRST Method	✓	X-IIS

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<sup>43</sup>William M. K. Trochim. (2003). *The Research Methods Base, 2<sup>nd</sup> Edition*. (Ithaca : N.Y. Cornell Custom Publishing). p. 215

<sup>44</sup>C.R.Kothari. (2004). *Research Methodology: Methods and Techniques, 2nd rev ed*, New Delhi : New Age International, p.30

## **E. The Procedure of the Study**

In order to meet the criteria of a good evaluation tool, which is able to reflect the true ability of the test being evaluated, the evaluation tool must meet the following criteria:

### **a. Reliability of Instrument**

Reliability refers to the consistency of a measure. A test is considered reliable if it provides the same result repeatedly. For example, if a test is designed to measure a thing then each time the test is administered to a subject, the results should be approximately the same. The reliability of the writing test can be known by its reliability coefficient. In order to know the categorization of the reliability coefficient, the researcher used the categorization based on Suharto offers. The value of reliability coefficient he suggests is presented in table E.2<sup>45</sup>.

**Table 3.3**

**The Value of Reliability Coefficient**

<b>No.</b>	<b>Reliability Coefficient</b>	<b>Category</b>
1	0,800 – 1,000	Very High
2	0,600 – 0,799	High
3	0,400 – 0,599	Fair
4	0,200 – 0,399	Low
5	0,00 – 0,199	Very Low

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<sup>45</sup> Suharto, Responsiveness, Customer Relationship Management, Confidence and Customer Loyalty, *Social and Economic Sciences*, Vol.3 (2), 2016, p. 61.



### **b. Test of Normality**

The normality test was used to see whether the distribution of responses to the instrument is normal or not. Therefore, the Kolmogorov-Smirnov test is used in this study. Theoretically, if the values of p is greater than 0.05, the data is normal. If it is below 0.05, the data significantly deviate from a normal distribution.

### **c. Test of Homogeneity**

A homogeneity test was used to analyze whether or not the sample variance is homogeneous. In this study, the Levene's test is used. It is a formal statistical test of the assumption of homogeneity of variances.

### **d. Technique**

In this study, the researcher uses the techniques to analyze the data through using KR 21 Formula. According to Sri Wahyuna, the procedure in T-test are as in the following:

1. Mean of sample 1 (experimental group)

$$M1 = \frac{\Sigma X1}{n1}$$

2. Mean of sample 2 (control group)

$$M2 = \frac{\Sigma X2}{n2}$$

3. Standard deviation of sample 1 (experimental group)

$$SD_1 = \sqrt{\frac{\sum x_{1^2}}{n^1}}$$

4. Standard deviation<sup>46</sup> of sample 2 (control group)

$$SD_2 = \sqrt{\frac{\sum x_{2^2}}{n^2}}$$

5. Cronbach-Alpha Formula

$$r_{11} = \frac{n}{(n-1)} \left[ \frac{\sum_{i=1}^n s_i^2}{s_t^2} \right]$$

Note:

$r_{11}$  = reliability coefficient

$N$  = total of questions

$s_i^2$  = total of variances' scores to-i

$s_t^2$  = total of variances' scores

## Treatment

The treatment was given in class X-1 and class X-2. The experimental group in X-1 and the control group in X-2 are taught by using the same materials but different teaching learning approach. In experimental group, the researcher used PQRST method on students ability to understand descriptive text, and control group was taught without using PQRST in teaching reading descriptive text.

The procedures treatment in experimental group were : The researcher

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<sup>46</sup> Sri Wahyuna, *Statistik Pendidikan* (Medan: University Islamic Studies, 2016), p. 82-83.

gives a descriptive text to students and students are directed to follow the steps in the PQRST method

1. Preview (P). students are expected to conduct a review of all descriptive texts to get ideas on the main topic. Do it by reading in outline, no need to be detailed, then skimming (gliding) by paying special attention to the title of the main section and sub-section and studying the images and illustrations. The most important aspect in this preview step is careful reading of descriptive text. Think of each point in the summary of the descriptive text, so that several questions arise, which must be answered later, when reading the entire text (later in step R).
2. Question (Q). students are directed to Change the topic of the topic that is previewed to formulate one or several questions that students can answer later when reading for the descriptive text (step R). Ask yourself: "what are the main ideas the author wants to convey in this section"? This is the essence of the Question step. Make a small note for these questions.
3. Read (R): students are directed to read each part carefully to find its meaning. While reading, try to answer the questions that appeared in step Q. While reflecting on what students are reading and try to make connections with other things students know (associational thinking, while fantasizing). Make a small note or a sign to mark the points that you consider important in the reading, but not too many that can obscure the overall meaning of the text when read again.
4. Summarize (S) At this stage, students are asked to make conclusions by

remembering important words and not reading again implanting material into the memory of students. The trick, remember again or take notes again that the students made in sections P, Q and R, then remember the main idea, and tell the information (speaking by yourself, in their own language). Retell (in your own language).

5. Test (T). After completing applying P, Q, R, S in descriptive text, then students are asked to review all the ingredients. Look back at the student notes in steps P, Q, R, and S earlier and 'test' or test students' memories of important things. In this step, try to understand how various facts relate to each other and how they are arranged and arranged in one text, and how the ideas in one text are interwoven with the ideas in the other texts, and how this series is made. This test step might cause you to repeat a descriptive text at a glance to see important facts and ideas.

The procedures treatment in control class :

1. The teacher explained to the students about descriptive text and explained about the descriptive text along with its parts and characteristics such as generic structure and language features.
2. The students listened and paid attention the explanation and shared ideas about descriptive text.
3. The teacher gave one example of descriptive text and explained its part.
4. The teacher asked the students to mention the generic structure and language features of descriptive text.
5. The students mentioned the generic structure and language feature of

example text.

6. The teacher gave the evaluation.
7. The teacher did evaluated the students' exercises.
8. The students listened and paid attention the teacher instruction and did the exercises.

## **F. Instruments of Collecting Data**

This study uses test as the instruments of collecting data. Test is a tool or procedure used to determine or measure something in the atmosphere, in the manner and the rules that have been determined.<sup>47</sup>

In this research, the test is done in form of multiple choice to measure students' ability at SMA An Nizam Medan in descriptive text. The ability test is constructed by the researches and understand test about descriptive text.

## **G. Statistical Hypothesis**

The statistical hypothesis in this research is:

$$H_0 : \mu A = \mu B$$

$$H_a : \mu A > \mu B$$

In which:

A : PQRST Method

B : Demonstration Method

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<sup>47</sup> SuharsimiArikunto. 1987. *Dasar-dasar Evaluasi Pendidikan*.(Jakarta: PT Bumi Aksara). p.51

## **H. Technique of Analyzing the Data**

The researcher used the data from students' tests to find out the result of students' ability to understand descriptive text by using PQRST Method which is applied in the experimental class, then without using PQRST Method in the control class. After all students' scores were obtained, next the researcher conducted prerequisite data analysis: normality and homogeneity. The normality test and homogeneity test were tested by using Demonstration Method. After analyzed normality test and homogeneity test, the researcher used T-test to find out the differences between students' score that are taken from post-test in experimental class and control class.

### **1. Prerequisite for Data Analysis**

Before doing hypothesis test, there are two requirements that have to be done. They are normality and homogeneity test.

#### **a. Normality Test**

Normality test is to determine whether the data normally or not. The data were considered normal if score of the test is more than 0.05. To count the normality test, the writer used SPSS, with steps as follows:<sup>48</sup>

- (1). Open SPSS program. Input all the data.
- (2). Click Analyze from the top menu, choose descriptive statistics and click explore.
- (3). Move the data from the left box into the box in Dependent List.

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<sup>48</sup>Andrew Garth. 2008. *Analysis Data Using SPSS (A Practical Guide for those Unfortunate Enough to Have to Actually Do It)*. Sheffield: Sheffield Hallam University. p. 73

(4). Click plot and make sure that under the boxplots choose none, remove any checklists under Descriptive, and tick in Normality plots with tests, and remove any ticks under Spread vs Level with Levene Test.

(5). Click Continue and OK

### **b. Homogeneity Test**

Homogeneity test is to determine the similarity between two groups. To get the homogenous data, the significant level of the test is more than 0.05.

Homogeneity test used in this study were SPSS, with steps as follows:<sup>49</sup>

- 1) Open SPSS program.
- 2) Input the data in the data view.
- 3) Click Analyze in the top of the menu, choose compare means and click oneway ANOVA.
- 4) Move the data of experimental into Dependent List, meanwhile, move the data of controlled group into Factor.
- 5) Click the Options tab to open the options dialogue box.
- 6) Give a tick in Homogeneity of variance tests
- 7) Click continue, and then OK

### **c. t-test**

Pre-test and post-test were done in order to see the difference of writing ability before and after the students were taught by using folktale movie. After the data were collected from the tests, they were analyzed by using SPSS 20. Hypothesis test could be done if the data of the tests showed that they were both

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<sup>49</sup>Andrew Garth. *Opcit.* p. 71-72

homogeneous and normal. The t-test is used to see whether there is a difference between two variables in this research. In SPSS 20, T-test was done through Independent-Samples t-test. Here are the steps to analyze the data: <sup>50</sup>

- 1) Open SPSS program and click Variable View, type the name such as class and score, and in the Values, the name of the class is differentiated into two kinds; experimental is 1 and controlled is 2.
- 2) Click Data View, insert the data and then, click Analyze, choose Compare Means and click Independent-Samples T-test.
- 3) Move the score into the column of Test Variable(s), and move the class into Grouping Variable. Define group as the number exactly like the number that has been typed in Values. Click continue and OK.

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<sup>50</sup>Andrew Garth. *Opcit.* p. 45-46



## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

This chapter presents the descriptive analysis, inferential analysis, and discussion. The descriptive analysis describes the reading comprehension ability of the students. The inferential analysis explains pre-testing and post-testing analysis, and then the discussion describes the result of the hypothesis testing, while discussion describes the result of the hypothesis testing.

#### **A. Descriptive Analysis**

The data description explains the result of the student's reading comprehension tests. As mentioned earlier, there were two kinds of tests in this research, pre-test and post-test. In this research, the researcher used multiple choice tests to examine the students' reading comprehension test. The tests were given to the control class consisting of 25 students and experimental classes consisting of 25 of students before and after the treatment were given. Before implementing the instrument to the sample of the research, the validity and reliability of the test were calculated from the result of the test given to the class outside the sample. The results of those tests are described below.

##### **1. Pre-Test**

The pre-test was given to the control and experimental classes before the different treatment were given. The experimental class was taught using PQRST method while the control class was taught using conventional teaching. The instrument of the pre-test in the control class was the same as the instrument of pre-test in the

experimental class. The pre-test scores of the control class were compared with the pre-test scores of the experimental class.

**a. The Description of Reading Comprehension Test of the Experimental Class**

The control class is the class taught by using PQRST (Preview, Question, Read, Summary and Test) method which consists of 25 students. The calculation of descriptive analysis results in the data in the following table. The data of the pre-test score and post-test score of the experimental class in Table 4.1 and it is explained as follow:

**Table 4.1  
The Score of Pre-Test and Post-Test of Experimental Class (X.MIA)**

NO.	Initial	Pre-test	Post-test
1.	A H	30	80
2.	A N S	50	80
3.	A P S	60	80
4.	A P H	70	90
5.	A N S	60	90
6.	E M	60	90
7.	E M	60	90
8.	G F	50	80
9.	I S	70	90
10.	J N	60	80
11.	H A	60	90
12.	K R B	60	90
13.	K G	60	80
14.	L P Y	60	90
15.	M A N	60	90
16.	M A R	60	90
17.	M S	60	90
18.	M F	60	70
19.	M F A	60	80
20.	N N J	60	90
21.	N A	70	90

22.	P M S	60	90
23.	S N H	60	90
24	T A	70	90
25	Z A	20	80

**b. The Data of Pre-test Scores of the Experimental Class**

Based on the result of statistical calculation by using calculator, accounting manually and calculating in Microsoft Excel 2013, the mean score was 58 with the standard deviation of 11,1. The maximum score was 70 and the minimum score was 30. The statistical data can be seen in Table 4.2 while the complete data analysis in Appendix.

For accounting mean ( $\bar{x}$ ):

$$\bar{x} = \frac{\sum f_i x_i}{\sum f_i}$$

$$\bar{x} = \frac{1450}{25}$$

$$\bar{x} = 58$$

For accounting standard deviation (SD) and varians:

$$SD = \sqrt{\frac{\sum x^2}{n^2}}$$

$$= \sqrt{\frac{25.87100 - 2102500}{25.24}}$$

$$= \sqrt{\frac{2177500 - 2102500}{600}}$$

$$= \sqrt{\frac{75000}{600}}$$

$$= \sqrt{125}$$

$$S = \sqrt{125}$$

$$= 11,1$$

**Table 4.2**  
**Descriptive Analysis of the Experimental Class in the Pre-Test**

	N	Mean	Std. Deviation	Min. Score	Max. Score
Pre-Test	25	58	11.1	30	70

Meanwhile, the frequency distribution of the pre-test score on the experimental group is presented in Table 4.3.

**Table 4.3**  
**Frequency Distribution of the Pre-Test Score on Students' Reading Comprehension of the Experimental Class**

No	interval	F	Percent	Cumulative Percent	Categorization
1	11-20	1	4%	4%	Very Poor
2	21-30	1	4%	8%	Poor
3	31-40	0	0%	8%	Fair
4	41-50	2	8%	16%	Good
5	51-60	17	68%	84%	Very Good
6	61-70	4	16%	100%	Excellent

Table 4.2 shows that there is four student (16%) classified into excellent Category, seventeen students (68%) are classified into very good category, eight students (8%) are classified into good category. And one students (4%) in category poor and very poor.

**c. The Data of Post-Test Scores of the Experimental Class**

Based on the result of statistical calculation by using accounting manual and using calculator and Microsoft Excel 2013, the mean score was 63.1 with the standard deviation 15.0. The maximum score for the post-test of the experimental

class was 89 and the minimum score was 33. The statistical data can be seen in Table 4.4.

For accounting mean ( $\bar{x}$ ):

$$\begin{aligned}\bar{x} &= \frac{\sum f_{ixi}}{\sum f_i} \\ \bar{x} &= \frac{2150}{25} \\ \bar{x} &= 86\end{aligned}$$

For accounting standard deviation (SD) and variance:

$$\begin{aligned}SD &= \sqrt{\frac{\sum x^2}{n^2}} \\ &= \sqrt{\frac{25.185700 - 4622500}{25.24}} \\ &= \sqrt{\frac{34642500 - 4622500}{600}} \\ &= \sqrt{\frac{20000}{600}} \\ &= \sqrt{33.3} \\ S &= \sqrt{33.3} \\ &= 5,77\end{aligned}$$

**Table 4.4**  
**Descriptive Analysis of the Post-Test of the Experimental Class**

	N	Mean	Std. Deviation	Min. Score	Max. Score
Post-Test	25	86	5.77	20	90

Meanwhile, the frequency distribution of the post-test score on the experimental group is presented in Table 4.5.

**Table 4.5.**  
**Frequency Distribution of the Post-Test Score on Students' Reading of the Experimental Class**

No	Interval	F	Percent	Cumulative Percent	Categorization
1	61-70	1	4%	4%	Good
2	71-80	8	32%	36%	Very good
3	81-90	16	64%	100%	Excellent

Table 4.5 shows that there were some students classified into excellent. There was 1 students (4%) in good category, 8students (32%) in very good category, and 16 students (64%) in excellent category on the post-test or after they were given treatment using PQRST method. It means that most students belong to good category after the treatment given.

**d. The Description of Reading Comprehension Test of the Control Class**

The control class is the class taught not by using PQRST (Preview, Question, Read, Summary and Test) method which consists of 25 students. The calculation of descriptive analysis results in the data in the following table.

**Table 4.6**  
**The Score of Pre-Test and Post-Test of Control Class (X.IIS)**

NO.	Initial	Pre-test	Post-test
1.	A K	50	30
2.	A S	60	60
3.	A D	50	40
4.	A A P	50	60
5.	A W H	70	50
6.	B S	60	70
7.	C A	60	70
8.	C A A	70	70

9.	DM	70	50
10.	DU	70	70
11.	DJZ	50	60
12.	FLH	50	40
13.	HMA	60	60
14.	MDM	60	70
15.	MZR	60	70
16.	MLF	70	60
17.	NKH	60	80
18.	RL	30	50
19.	REK	50	60
20.	RDD	50	50
21.	RK	70	60
22.	RTL	70	80
23.	SW	50	50
24.	QAS	60	80
25.	ZMZ	40	30

**a. The Data of the Pre-Test Scores of the Control Class**

Based on the result of statistical calculation by using calculator, accounting manually and calculating in Microsoft Excel 2013, the mean score was 57.6 with the standard deviation of 10.5. The maximum score was 70 and the minimum score was 30. The statistical data can be seen in Table 4.8 while the complete data analysis in Appendix.

For accounting mean ( $\bar{x}$ ):

$$\bar{x} = \frac{\sum f_i x_i}{\sum f_i}$$

$$\bar{x} = \frac{1440}{25}$$

$$\bar{x} = 57,6$$

For accounting standard deviation (SD) and varians:

$$SD = \sqrt{\frac{\sum x^2}{n^2}}$$

$$= \sqrt{\frac{25.85600 - 2073600}{25.24}}$$

$$= \sqrt{\frac{2140000 - 2073600}{600}}$$

$$= \sqrt{\frac{66400}{600}}$$

$$= \sqrt{110,7}$$

$$S = \sqrt{110,7}$$

$$= 10,5$$

**Table 4.7**  
**Descriptive Analysis of the Control Class in the Pre-Test**

	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>Min. Score</b>	<b>Max. Score</b>
Pre-Test	25	57,6	10,5	30	70

Meanwhile, the frequency distribution of the pre-test score on the experimental group is presented in Table 4.9.

**Table 4.8**  
**Frequency Distribution of the Pre-Test Score on Students' Writing Ability of the Control Class**

<b>No</b>	<b>Interval</b>	<b>F</b>	<b>Percent</b>	<b>Cumulative Percent</b>	<b>Categorization</b>
1	21-30	1	4%	4%	Very Poor
2	31-40	1	4%	8%	Poor
3	41-50	8	32%	40%	Good
4	51-60	8	32%	72%	Very Good
5	61-70	7	28%	100%	Excellent

Table 4.9 shows that there was no students classified into very poor category and excellent category. There was 1 students (4%) in very poor category,



1 students (4%) in poor category and 8 students (32%) in good category and 8 students in very good category the last excellent category 7 students (28%) . It can be concluded that most students belong good and very good category on the pre-test or before they were given the treatment by using PQRST method.

**b. The Data of the Post-Test Scores of the Control Class**

Based on the result of statistical calculation by using calculator, accounting manually and calculating in Microsoft Excel 2013, the mean score was 58,8 with the standard deviation of 14.3. The maximum score was 80 and the minimum score was 30. The statistical data can be seen in Table 4.1.1 while the complete data analysis in Appendix.

For accounting mean ( $\bar{x}$ ):

$$\bar{x} = \frac{\sum f_i x_i}{\sum f_i}$$

$$\bar{x} = \frac{1470}{25}$$

$$\bar{x} = 58,8$$

For accounting standard deviation (SD) and varians:

$$SD = \sqrt{\frac{\sum x^2}{n^2}}$$

$$= \sqrt{\frac{25.91300 - 2160900}{25.24}}$$

$$= \sqrt{\frac{2282500 - 2160900}{600}}$$

$$= \sqrt{\frac{121600}{600}}$$

$$= \sqrt{202.7}$$

$$S = \sqrt{202.7}$$

$$= 14.3$$

**Table 4.9**  
**Descriptive Analysis of the Control Class in the Post-Test**

	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>Min. Score</b>	<b>Max. Score</b>
Post-Test	25	58.8	14.3	30	80

Meanwhile, the frequency distribution of the post-test score on the control class is presented in Table 4.1.2.

**Table 4.1.1**  
**Frequency Distribution of the Post-Test Score on Students' Reading Comprehension of the Control Class**

<b>No</b>	<b>Interval</b>	<b>f</b>	<b>Percent</b>	<b>Cumulative Percent</b>	<b>Categorization</b>
1	21-30	2	8%	8%	Very Poor
2	31-40	2	8%	16%	Poor
3	41-50	5	20%	36%	Fair
4	51-60	7	28%	64%	Good
5	61-70	6	24%	88%	Very Good
6	71-80	3	12%	100%	Excellent

Table 4.1.2 shows that 2 student (8%) in very poor category, 5 students (28%) in fair category, 7 students (28%) in good category, 6 students (24%) in very good category, and 3 students in excellent category on the post-test or after they were given the treatment by PQRST method.

## **B. Inferential Analysis**

The inferential analysis describes pre-testing analysis and hypothesis testing as presented below:

### **C. Pre-Testing Analysis**

Before the hypothesis testing was applied, pre-test analysis was done first. Pre-testing analysis consisted of three tests, including the normality, homogeneity and reliability tests. The normality test was employed to test whether the data of the scores show the normal distribution, and the homogeneity test was used to test whether the sample's variance is homogeneous or not. The results are presented as follows:

#### **a. Normality Test**

The test of Normality was aimed at finding out whether the data of the scores show a normal distribution. In this case, the Kolmogorov-Smirnov test was employed. Theoretically, the value of  $p$  is greater than 0.05, the data are said to be normal. If it below 0.05, the data significantly deviate from a normal distribution. Table 4.1.4 presents the result of the normality test of students' pre-test and post-test. Meanwhile, the complete computation is enclosed in Appendix.

**Table 4.1.2**  
**The Normality Test of the Students' Reading Test in the Pre-Test and Post-Test for both Experimental and Control Class**

<b>Variables</b>	<b>P value</b>	<b><math>\alpha</math></b>	<b>Statement</b>
Pre-Test of Experimental Class	0.58	0.05	Test distribution is normal
Post-Test of Experimental Class	0.86	0.05	Test distribution is normal
Pre-Test of Control Class	0.57	0.05	Test distribution is normal
Post-Test of Control Class	0.58	0.05	Test distribution is normal

Based on the Table 4.1.4, the results are presented as follows:

1. The p value or the pre-test for the experimental group (0.58) was greater than  $\alpha$  (0.05). It means that the data of the pre-test of the experimental group had a normal distribution.
2. The p value or the post-test for the experimental group (0.86) was greater than  $\alpha$  (0.05). It means that the data of the post-test of the experimental group had a normal distribution.
3. The p value or the pre-test for the control group (0.57) was greater than  $\alpha$  (0.05). It means that the data of the pre-test of the control group had a normal distribution.
4. The p value or the post-test for the control group (0.58) was greater than  $\alpha$  (0.05). It means that the data of the post-test of the control group had a normal distribution.

Briefly, p values of pre-test and post-test in experimental and control class was greater than the significant level of 0.05. It means that the data distribution of students' reading comprehension had a normal distribution.

#### **b. Reliability Test**

- c. Reliability refers to the consistency of a measure. The test of reliability was aimed to find out the data is good quality or not and it accounts the test that must be accounted. In this case, the Cronbach-Alpha test was employed. In the chapter III there is coefficient of reliability test according

to Suharto. There are two methods in this research. The reliability score for PQRST Method in SPSS version 23.0 is in Table 4.1.3:

### Reliability Statistics of PQRST Method

Reliability Statistics	
Cronbach's Alpha <sup>a</sup>	N of Items
0.278	10

(The result of reliability test is from SPSS v. 23.0)

Based on the result that, the reliability test for PQRST method in Experiment Class is 0.278, actually according to Suharto for coefficient of reliability test is  $0,200 > 0,399$  is low. From Table 4.1.3, the reliability score is 0.278 is greater than 0,200 and it is in the low level position. It means that the reliability test for PQRST method in experimental class is sufficient reliability and all of the items are reliable.

#### d. Homogeneity Test

The homogeneity test was used to find out whether the sample variance is homogeneous or not. In this case, the *Lavene-Test* of ONE WAY ANOVA was employed on the data of pre-test and post-test. The relationship can be considered homogeneous if the significant value is higher than level of significance of 0.05.

The homogeneity test was done in writing ability before and after the treatment (pre-test and post-test). It is used SPSS 23.00 computer program for

windows, the results are shown in Table 4.1.4. The complete computation is enclosed in Appendix.

**The Result of Homogeneity Test**

The Reading's Scores

Levene Statistic	df1	df2	Sig.
3.464	3	96	.019

Table 4.1.5 shows that the value of  $p(Sig.)$  of the result (0.19) is greater than 0.05. It means that the sample variance is homogeneous.

**D. Hypothesis Test**

The hypothesis testing between the experimental and control classes could be seen from Null Hypothesis ( $H_0$ ) and Alternative Hypothesis ( $H_a$ ). The hypothesis testing could be seen from the following explanation:

- a. Null hypothesis ( $H_0$ ): The students who are taught using PQRST method in their reading class have no significant difference in reading comprehension ability with the students who are not.
- b. Alternative Hypothesis ( $H_a$ ): The students who are taught using PQRST method in their reading class will have significant difference in reading comprehension ability with the students who are not. Theoretically, the hypothesis was accepted if the value is lower than 0.05.

**Table 4.1.5**

**ANOVA**

Reading Scores

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	9248.000	1	9248.000	78.373	.000
Within Groups	5664.000	48	118.000		
Total	14912.000	49			

From the table, it is evident that the means of the post-test in the control and experimental classes were different. In the post-test, the mean of the experimental class was higher than the mean of the control class ( $86 > 58,8$ ). There was a significant effect of reading comprehension ability in the post-test. The value of sign (2-tailed) was lower than 0.05 ( $0.00 < 0.05$ ), then was accepted and was rejected. It meant that the use of PQRST method that showed a significant difference on the students' reading comprehension ability could be seen from the result of the post-test. It was concluded that the use of PQRST method had an 50 influence on students' reading comprehension ability. At last, the result implied that the hypothesis "There is a significant difference between reading comprehension ability of the students who were taught using PQRST method and those who were taught without using it is accepted.

**E. Discussions**

In this part, the discussion of the findings was presented. The discussion was concerned with the descriptive and inferential discussions.

Based on the research in SMA AN NIZAM MEDAN class X MIA and class x X IIS, each of which consisted of 25 and 25 students, it was found that

there was a significant difference between the reading comprehension ability of the students who were taught using PQRST (Preview, Question, Read, Summary and Test) method and those who were taught without it. In class X MIA, as the experimental class taught by using PQRST (Preview, Question, Read, Summary and Test) the mean of the pre-test is 58, while in class A, as the control class, the mean is 57,6. In post-test, after the treatments in the experimental class were applied, the mean of the experiment class is 86, and the mean of the control class is 58,8. It shows that in experimental class, the reading comprehension's grades are getting increased from 58 to 86, so it increases for 28 points, while in the control class; the mean is getting increased from 57,6 to 58,6 , so it increases for 1 points.

In addition, the result of post-test on the both classes shows that the mean score of the experimental class is higher than that of the control one (i.e.  $86 > 58,6$ ). Moreover, the value of sign (2-tailed) was lower than 0.05 ( $0,00 < 0,05$ ). It means that there is a significant difference between reading comprehension ability of the students who are taught using the PQRST (Preview, Question, Read, Summary and Test) method and those who are taught without it. Finally, the hypothesis which says, "There is a significant difference between reading comprehension ability of the students who are taught using the PQRST (Preview, Question, Read, Summary and Test) and those who are taught without it" is accepted. The hypothesis is approved as PQRST (Preview, Question, Read, Summary and Test) method is such an alternative technique which encourages the students to active in reading



process, so the learning is occurred efficiently and effectively, and the students' achievement is getting improved. The activities are good in effort to improve the students' reading comprehension ability, while in the control class the method used is the conventional method in which the students work passively, so there is no motivation, and support. So the achievement is not maximum.

## **CHAPTER V**

### **CLOSING**

This chapter is divided into three main sections: conclusion, implication and suggestion from the research finding. Those sections are presented as follows:

#### **A. Conclusions**

Based on the research findings and the discussion of the data in the previous chapter, the researcher proposes some conclusions in this chapter. Firstly, the reading comprehension ability of the two groups of the students (who are taught using the PQRST (Preview, Question, Read, Summary and Test) method before the treatment is not significantly different. Before the treatment (pre-test), the mean score of the control group was lower than the experimental class (i.e.  $57,76 < 58$ ). Nevertheless, after the treatment was given to the experimental group there was a difference in the mean score. The mean score of the experimental group after the treatment was higher than the control class (i.e.  $86 > 58,8$ ). It means that the treatment given had a positive influence on students' reading ability in the experimental class. Secondly, the effect of PQRST (Preview, Question, Read, Summary and Test) method on the reading comprehension ability in this research can also be seen from the result of the mean of the gain score in the two groups. It proves that the PQRST (Preview, Question, Read, Summary and Test) method is more effective than those who are taught without using it. Thirdly, there is a significant difference between

the reading comprehension ability of the students who were taught using the PQRST (Preview, Question, Read, Summary and Test) method and those who were taught without it. It is proved from the result of the value of sign. (2-tailed) was lower than 0.05 ( $0.00 < 0.05$ ). It means that there is a significant difference between reading comprehension ability of the students who are taught using the PQRST (Preview, Question, Read, Summary and Test) method and those who are taught without it. In other words, the hypothesis statement, “there is a significant difference between reading comprehension ability of the students who are taught using the PQRST (Preview, Question, Read, Summary and Test) method and those who are taught without it” is accepted.

## **B. Implication**

Implications are concluded from the research finding. The research found that there was a significant difference between the reading comprehension ability of the students who were taught using the PQRST (Preview, Question, Read, Summary and Test) method and those who are taught without it. Moreover, this implied that the English teachers use should apply PQRST (Preview, Question, Read, Summary and Test) as one of the methods in teaching reading. With regard to the conclusions, the research findings imply that the use of PQRST (Preview, Question, Read, Summary and Test) method can improve the 50 students’ reading comprehension ability, so this method can be one of the alternative methods used by the teacher in teaching English, especially in teaching reading. This method motivates and encourages the

students to read in another way with easy method. This method is very easy for someone who has a low ability to understand the content of the text that has read. Regarding this, it can be such a good alternative method to be implemented in the teaching and learning process in the class based on the teacher's creativity.

### **C. Suggestions**

With regard to the above conclusion, the researcher proposes the following suggestions.

#### **1. To the Students**

The use of the PQRST (Preview, Question, Read, Summary and Test) method as an interesting method is expected to be a solution for the students to improve their reading comprehension ability in the English teaching and learning process. In other words it is suggested for the students to try new strategies while reading. By using appropriate strategies, reading will become easier and interesting.

#### **2. To the Teachers**

Teachers need to find appropriate learning method to be applied to the students. The PQRST (Preview, Question, Read, Summary and Test) method can be one of the alternative methods used in teaching English, especially in teaching reading, so it will create the new atmosphere in English teaching and learning process. In implementing this method in the class, the teachers can also combine it with the other variations of methods, so it will vary the teaching methods.

### 3. To Other Researchers

The researcher realizes that this research is far from being perfect. Therefore, the researcher suggests that other researchers who conduct the similar research can develop and apply some method in the English teaching and learning process.

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## **APPENDIX I**

### **LESSON PLAN 1 (CONTROL CLASS)**

Nama Sekolah : SMA AN NIZAM MEDAN

Mata Pelajaran : Bahasa Inggris

Kelas : X- IIS

Jenis Teks : Descriptive

Aspek/Skill : Reading

Alokasi Waktu : 2 x 40 menit

#### **A. Standar Kompetensi Membaca**

11. Memahami makna dalam teks tulis fungsional pendek sangat sederhana yang berkaitan dengan lingkungan terdekat

#### **B. Kompetensi Dasar Membaca**

11.2 Merespon makna dan langkah retorika secara akurat, lancar dan berterima dalam esai sangat sederhana yang berkaitan dengan lingkungan terdekat dalam teks berbentuk descriptive

#### **C. Indikator**

- Mengidentifikasi informasi detail dari teks descriptive
- Mengidentifikasi fungsi komunikatif teks descriptive

#### **D. Tujuan Pembelajaran Pada akhir kegiatan pembelajaran siswa dapat :**

Menemukan berbagai macam informasi (tersirat dan tersurat) dalam teks descriptive dengan benar.

#### **E. Materi Pembelajaran**

Materi yang disampaikan dari buku English in Focus Grade X

#### **F. Metode/teknik**

PPP (Presentation, Practice, Production)

#### **G. Langkah-Langkah Kegiatan**

## **1. Kegiatan Pendahuluan**

- a. Guru menyapa siswa dan siswa memberikan respon.
- b. Guru mengajak siswa berdoa sebelum memulai pelajaran.
- c. Guru mengecek kehadiran siswa menggunakan presensi.
- d. Guru memulai pembelajaran dengan memberikan pengetahuan (leading to the topic) dalam kehidupan sehari-hari.
- e. Guru menyampaikan kegiatan-kegiatan yang akan diajarkan pada proses pembelajaran hari ini.

## **2. Kegiatan Inti**

- Presentation
  - a. Guru menunjukkan beberapa gambar yang ada di buku pelajaran.
  - b. Guru memberikan penjelasan tentang gambar kegiatan/aktivitas yang ada di buku.
  - c. Guru menjelaskan tentang deskriptif teks.
  - d. Guru memberikan contoh deskriptif teks yang ada di buku pelajaran.
- Practice
  - a. Guru memberikan latihan kepada siswa untuk menjawab pertanyaan berdasarkan teks (soal terlampir)
  - b. Siswa mengerjakan latihan dan mendiskusikan hasil pekerjaannya bersama-sama.
- Production
  - a. Siswa mengerjakan lembar kerja terkait teks deskriptif secara individu.
  - b. Siswa mengumpulkan hasil pekerjaan kepada guru.

## **3. Kegiatan Penutup**

- a. Guru menanyakan kesulitan-kesulitan yang ditemui siswa selama pembelajaran.
- b. Siswa menyimpulkan materi yang telah dipelajari.
- c. Guru memberikan feedback kepada siswa.
- d. Guru menutup pembelajaran dengan doa
- f. Guru mengucapkan salam

## **H. Sumber Belajar**

English in focus 1: for grade X Senior High School

### **1. Penilaian: Tes tertulis**

#### **My Timmy**

I have some pets. However, my favourite pet is Timmy. Timmy is a male tabby cat. He is very adorable with his soft stripes fur. He has innocent round eyes and feeble sweet voice. He always meows when I come home, he usually give me a kiss. Timmy is a nice playmate. I'm so happy to spend my time with him. Most of the time, he's a good cat. It's almost impossible for me to be angry at him. In the morning, he always wakes up early. When he wakes up earlier, he waits quality by my bedside until I wake up.

1. When does Timmy usually give a kiss to the writer? When the writer....
2. Why is the writer almost impossible to be angry at his cat? Because ....
3. The second paragraph tell about....

**Mengetahui**  
**Kepala Sekolah,**

**(Drs. Sularno, M.P)**

**Medan, Oktober2019**  
**Peneliti**

**(ZulhijjahDamaiYanti Hrp)**

## LESSON PLAN II (CONTROL CLASS)

Nama Sekolah : SMA AN NIZAM MEDAN

Mata Pelajaran : Bahasa Inggris

Kelas : X- IIS

Jenis Teks : Descriptive

Aspek/Skill : Reading

Alokasi Waktu : 2 x 40 menit

### **A. Standar Kompetensi Membaca**

11. Memahami makna dalam teks tulis fungsional pendek sangat sederhana yang berkaitan dengan lingkungan terdekat

### **B. Kompetensi Dasar Membaca**

11.2 Merespon makna dan langkah retorika secara akurat, lancar dan berterima dalam esai sangat sederhana yang berkaitan dengan lingkungan terdekat dalam teks berbentuk descriptive

### **C. Indikator**

- Mengidentifikasi informasi detail dari teks descriptive
- Mengidentifikasi fungsi komunikatif teks descriptive

### **D. Tujuan Pembelajaran Pada akhir kegiatan pembelajaran siswa dapat :**

Menemukan berbagai macam informasi (tersirat dan tersurat) dalam teks descriptive dengan benar.

### **E. Materi Pembelajaran**

Materi yang disampaikan dari buku English in Focus Grade X

### **F. Metode/teknik**

PPP (Presentation, Practice, Production)

### **G. Langkah-Langkah Kegiatan**

#### **1. Kegiatan Pendahuluan**

- a. Guru menyapa siswa dan siswa memberikan respon.
- b. Guru mengajak siswa berdoa sebelum memulai pelajaran.

- c. Guru mengecek kehadiran siswa menggunakan presensi.
- d. Guru memulai pembelajaran dengan memberikan pengetahuan (leading to the topic) dalam kehidupan sehari-hari.
- e. Guru menyampaikan kegiatan-kegiatan yang akan diajarkan pada proses pembelajaran hari ini.

## **2. Kegiatan Inti**

- Presentation
  - a. Guru menunjukkan beberapa gambar yang ada di buku pelajaran.
  - b. Guru memberikan penjelasan tentang gambar kegiatan/aktivitas yang ada di buku.
  - c. Guru menjelaskan tentang descriptive texts.
  - d. Guru memberikan contoh descriptive text yang ada di buku pelajaran.
- Practice
  - a. Guru memberikan latihan kepada siswa untuk menjawab pertanyaan berdasarkan teks (soal terlampir)
  - b. Siswa mengerjakan latihan dan mendiskusikan hasil pekerjaannya bersama-sama.
- Production
  - a. Siswa mengerjakan lembar kerja terkait teks descriptive secara individu.
  - b. Siswa mengumpulkan hasil pekerjaan kepada guru.

## **3. Kegiatan Penutup**

- a. Guru menanyakan kesulitan-kesulitan yang ditemui siswa selama pembelajaran.
- b. Siswa menyimpulkan materi yang telah dipelajari.
- c. Guru memberikan feedback kepada siswa.
- d. Guru menutup pembelajaran dengan doa
- f. Guru mengucapkan salam

## **H. Sumber Belajar**

English in focus 1: for grade X Senior High School

### **2. Penilaian: Tes tertulis**

## DORAEMON

Doraemon is one of the characters in a Japanese manga series created by Fujiko Fujio. Doraemon is a robotic cat. He has small body and white hands and feet. Although he can hear perfectly well, Doraemon has no ears. Doraemon possesses a large pocket that can produce many gadgets from the future. The pocket is called *yojigen-pocket*, or fourth- dimensional pocket. Doraemon's favorite food is *dorayaki*, a Japanese treat filled with red bean paste. This robotic cat has the tendency to panic during emergencies. In an emergency situation, he will frantically pull out every unnecessary gadget from his pocket. Nevertheless, Doraemon is a good cat. He always helps Nobita.

1. What does the text mainly talk about?
  - a. Doraemon
  - b. Fujiko Fujio
  - c. Robotic cats
  - d. Nobita
2. "... he will frantically pull out every unnecessary ... " (paragraph 3).  
The underline word can be best replaced by ...
  - a. Happily
  - b. Calmly
  - c. Worriedly
  - d. Diligently
3. What is the weakness of Doraemon?
  - a. He has a magic pocket
  - b. He gets panic easily
  - c. He is only a robotic cat
  - e. He likes eating *Dorayaki*

**Mengetahui**  
**Kepala Sekolah,**

**(Drs. Sularno, M.P)**

**Medan, Oktober2019**  
**Peneliti**

**(ZulhijjahDamaiYanti Hrp)**

## **APPENDIX II**

### **LESSON PLAN 1 (EXPERIMENTAL CLASS)**

Nama Sekolah : SMA AN NIZAM MEDAN

Mata Pelajaran : Bahasa Inggris

Kelas : X- MIA

Jenis Teks : Descriptive

Aspek/Skill : Reading

Alokasi Waktu : 2 x 40 menit

#### **A. Standar Kompetensi Membaca**

11. Memahami makna dalam teks tulis fungsional pendek sangat sederhana yang berkaitan dengan lingkungan terdekat

#### **B. Kompetensi Dasar Membaca**

11.2 Merespon makna dan langkah retorika secara akurat, lancar dan berterima dalam esai sangat sederhana yang berkaitan dengan lingkungan terdekat dalam teks berbentuk descriptive

#### **C. Indikator**

- Mengidentifikasi informasi detail dari teks descriptive
- Mengidentifikasi fungsi komunikatif teks descriptive

#### **D. Tujuan Pembelajaran Pada akhir kegiatan pembelajaran siswa dapat :**

Menemukan berbagai macam informasi (tersirat dan tersurat) dalam teks descriptive dengan benar

#### **E. Materi Pembelajaran**

##### **1. Teks Descriptive Text**

- A description is a text that describes a particular person, place, or thing.
- A description usually uses simple present tense and adjectives.
- A description consists of:
  - ✓ Identification

This part identifies the thing/person being described.



✓ Description

This part describes parts, qualities, and characteristics.

a. Identification

I live with my dad

b. Description

My Dad is big. He has spiky black hair and moustache. My Dad has big dark eyes. His hobby is playing football. My dad is a great football player. He runs very fast. I love my Dad.

## 2. Linguistic Features

- Simple present sentences
  - I live with my dad.
  - He runs very fast
- Adjectives
  - Fat - Dirty - Round - Clean - Old - Green - Curly - Happy – Small

## F. Metode/teknik

PPP (Presentation, Practice, Production)

PQRST (Preview, Question, Read, Summarize, Test)

## G. Langkah-Langkah Kegiatan

### 1. Kegiatan Pendahuluan

- a. Guru menyapa siswa dan siswa memberikan respon.
- b. Guru mengajak siswa berdoa sebelum memulai pelajaran.
- c. Guru mengecek kehadiran siswa menggunakan presensi.
- d. Guru memulai pembelajaran dengan memberikan pengetahuan (leading to the topic) dalam kehidupan sehari-hari.
- e. Guru menyampaikan kegiatan-kegiatan yang akan diajarkan pada proses pembelajaran hari ini.

### 2. Kegiatan Inti

#### ▪ Presentation

- a. Guru menunjukkan beberapa gambar kepada siswa terkait materi dengan media powerpoint.

- b. Guru menyebutkan bagian-bagian sebuah descriptive text dengan media powerpoint.
- c. Guru menjelaskan tujuan dan fungsi dari descriptive text dengan media powerpoint.
- d. Guru membacakan contoh teks descriptive pada powerpoint kepada siswa.
  - e. Guru memberikan kesempatan kepada siswa untuk bertanya terkait materi.

▪ **Practice**

**(Preview)**

- a. Guru memberikan contoh teks descriptive kepada siswa
- b. Guru memandu siswa untuk melakukan “brainstorming”

**(Question)**

- a. Guru meminta siswa untuk membuat pertanyaan terkait teks.
- b. Guru membantu siswa jika ada kesulitan

**(Read)**

- a. Guru meminta siswa membaca teks yang diberikan.
- b. Siswa membaca teks yang diberikan guru sambil mencari jawaban dari pertanyaan yang dibuat sebelumnya.

**(Summarize)**

- a. Siswa diminta membuat ringkasan singkat tentang teks yang sudah dibaca.
- b. Guru membantu siswa jika ada yang kesulitan.

**(Test)**

- a. Guru meminta siswa menjawab soal tentang teks descriptive.
- b. Siswa membacakan hasil pekerjaan dan mendiskusikan hasil pekerjaannya bersama-sama.

▪ **Production**

- a. Siswa mengerjakan lembar kerja terkait teks descriptive secara individu.
- b. Siswa mengumpulkan hasil pekerjaan kepada guru.

**3. Kegiatan Penutup**

- a. Guru menanyakan kesulitan-kesulitan yang ditemui siswa selama

- b. Siswa menyimpulkan materi yang telah dipelajari.
- c. Guru memberikan feedback kepada siswa.
- d. Guru menutup pembelajaran dengan doa bersama.
- e. Guru mengucapkan salam perpisahan

### 1. Penilaian

No.	Indikator Pencapaian Kompetensi	Teknik	Bentuk	Contoh Instrumen
1	- Mengidentifikasi informasi detail dari teks descriptive - Mengidentifikasi fungsi teks Descriptive	Tes tulis	uraian	<i>Answer the questions based on the text</i>

### Lampiran

#### Task 1 (Presentation)

##### a. Read and answer question based on the text.

##### My Best Friend

I have a best friend. His name is Arkan. Arkan is my classmate in SMP 7 Yogyakarta. He is tall and a bit fat. He has round face and curly hair. He has big eyes and a flat nose. He is wearing a pair of glasses. His hobby is reading and playing Play Station. When we have spare time, we always play PS together. We usually play it in the afternoon from three to four. Arkan is the same age as I am. He is thirteen years old. Most of my friends like Arkan because he is a nice boy. He is polite and helpful. Sometimes he helps me when I find difficulties in doing my homework.

1. What does Arkan look like?
2. Where is the school writer?
3. When does the writer usually play "Play Station"?
4. How old is the writer?
5. Why most of the writer's friends like Arkan?

## **Task 2 (Practice)**

**A. Read the following text and answer the questions based on the text.**

### **My Favorite Diva**

Agnes Monica is a famous pop singer in Indonesia. Most people in Indonesia know her as a Diva. She certainly looks like an angel. She is tall, slim and beautiful. Her hair is black. She always wears fashionable clothes in every performance. Her personality is as good as her voice. She is confident and smart. She is also generous. Sometimes, she gives a lot of money to charity event. Her hobby is unique; she keeps a dog as a pet in her house. But she does not like cooking anymore.

1. Who is Agnes Monica?
2. What is her hobby?
3. How does she look?
4. What event she gives a lot of money?
5. Do most Indonesian people know her?

## **Task 3 (Production)**

**A. Read and answer question based on the text.**

### **My house**

My house is on Jl. Kartini. It is big and nice. It has two floors. It has a living room, a small kitchen, and bathroom on the first floor. On the second floor there are three bedrooms and a bathroom. My parents' bedroom is big. My brother's room is next to my room. My room is small but I like it. It has light green wall. There is a desk with a computer on it. i do homework there. There is also a nice garden in front of my house and I often play in the garden. We love our house.

1. How many floors has Risa's house got?
2. What are the rooms on the first floor?
3. What are the rooms on the second floor?
4. What is in front of the house?

5. Who often plays in the garden?

**Mengetahui**  
**Kepala Sekolah,**

**(Drs. Sularno, M.P)**

**Medan, Oktober2019**  
**Peneliti**

**(ZulhijjahDamaiYanti Hrp)**

LESSON PLAN II  
(EXPERIMENTAL CLASS)

Nama Sekolah : SMA AN NIZAM MEDAN

Mata Pelajaran : Bahasa Inggris

Kelas : X- MIA

Jenis Teks : Descriptive

Aspek/Skill : Reading

Alokasi Waktu : 2 x 40 menit

**A. Standar Kompetensi Membaca**

11. Memahami makna dalam teks tulis fungsional pendek sangat sederhana yang berkaitan dengan lingkungan terdekat

**B. Kompetensi Dasar Membaca**

11.2 Merespon makna dan langkah retorika secara akurat, lancar dan berterima dalam esai sangat sederhana yang berkaitan dengan lingkungan terdekat dalam teks berbentuk descriptive

**C. Indikator**

- Mengidentifikasi informasi detail dari teks descriptive
- Mengidentifikasi fungsi komunikatif teks descriptive

**D. Tujuan Pembelajaran Pada akhir kegiatan pembelajaran siswa dapat :**

Menemukan berbagai macam informasi (tersirat dan tersurat) dalam teks descriptive dengan benar

**E. Materi Pembelajaran**

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- A description usually uses simple present tense and adjectives.
- A description consists of:
  - ✓ Identification  
This part identifies the thing/person being described.
  - ✓ Description  
This part describes parts, qualities, and characteristics.

c. Identification

I live with my dad

d. Description

My Dad is big. He has spiky black hair and moustache. My Dad has big dark eyes. His hobby is playing football. My dad is a great football player. He runs very fast. I love my Dad.

## **2. Linguistic Features**

- Simple present sentences
  - I live with my dad.
  - He runs very fast
- Adjectives
  - Fat - Dirty - Round - Clean - Old - Green - Curly - Happy – Small

## **F. Metode/teknik**

PPP (Presentation, Practice, Production)

PQRST (Preview, Question, Read, Summarize, Test)

## **G. Langkah-Langkah Kegiatan**

### **1. Kegiatan Pendahuluan**

- a. Guru menyapa siswa dan siswa memberikan respon.
- b. Guru mengajak siswa berdoa sebelum memulai pelajaran.
- c. Guru mengecek kehadiran siswa menggunakan presensi.
- d. Guru memulai pembelajaran dengan memberikan pengetahuan (leading to the topic) dalam kehidupan sehari-hari.
- e. Guru menyampaikan kegiatan-kegiatan yang akan diajarkan pada proses pembelajaran hari ini.

### **2. Kegiatan Inti**

#### **▪ Presentation**

- a. Guru menunjukkan beberapa gambar kepada siswa terkait materi dengan media powerpoint.
- b. Guru menyebutkan bagian-bagian sebuah descriptive text dengan media powerpoint.

- c. Guru menjelaskan tujuan dan fungsi dari descriptive text dengan media powerpoint.
- d. Guru membacakan contoh teks descriptive pada powerpoint kepada siswa.
- e. Guru memberikan kesempatan kepada siswa untuk bertanya terkait materi.

▪ **Practice**

**(Preview)**

- a. Guru memberikan contoh teks descriptive kepada siswa
- b. Guru memandu siswa untuk melakukan “brainstorming”

**(Question)**

- a. Guru meminta siswa untuk membuat pertanyaan terkait teks.
- b. Guru membantu siswa jika ada kesulitan

**(Read)**

- a. Guru meminta siswa membaca teks yang diberikan.
- b. Siswa membaca teks yang diberikan guru sambil mencari jawaban dari pertanyaan yang dibuat sebelumnya.

**(Summarize)**

- a. Siswa diminta membuat ringkasan singkat tentang teks yang sudah dibaca.
- b. Guru membantu siswa jika ada yang kesulitan.

**(Test)**

- a. Guru meminta siswa menjawab soal tentang teks descriptive.
- b. Siswa membacakan hasil pekerjaan dan mendiskusikan hasil pekerjaannya bersama-sama.

▪ **Production**

- a. Siswa mengerjakan lembar kerja terkait teks descriptive secara individu.
- b. Siswa mengumpulkan hasil pekerjaan kepada guru.

**3. Kegiatan Penutup**

- a. Guru menanyakan kesulitan-kesulitan yang ditemui siswa selama pembelajaran.
- b. Siswa menyimpulkan materi yang telah dipelajari.
- c. Guru memberikan feedback kepada siswa.



d. Guru menutup pembelajaran dengan doa bersama.

e. Guru mengucapkan salam perpisahan

### 1. Penilaian

No.	Indikator Pencapaian Kompetensi	Teknik	Bentuk	Contoh Instrumen
1	- Mengidentifikasi informasi detail dari teks descriptive - Mengidentifikasi fungsi teks Descriptive	Tes tulis	uraian	<i>Choose the correct answer</i>

#### Lampiran Task 1

Read the text and choose the correct answer

It was my birthday yesterday. I got a special present from my Mother. It was an electric guitar. The body of the guitar is red, while the handle is light brown. The guitar is a bit heavy, but that's okay. The guitar is made of wood. The surface is so smooth and shiny. The strings are also very nice and strong. I'm so proud of my new guitar.

1. What is the topic of the text above?
  - a. The guitar's material
  - b. The writer's favorite guitar
  - c. The descriptions of the guitar
  - d. The writer's birthday
2. Who gives the writer present?
  - a. Mother
  - b. Brother
  - c. Father
  - d. Friends
3. What kind of the writer's guitar?
  - a. An old guitar
  - b. A strong guitar
  - c. An electric guitar

d. A nice guitar

4. It was an electric guitar. (sentence 1) The underlined word refers to . . . .

a. Guitar b. Mother c. Birthday d. Present

5. What is the guitar surface look like?

a. Smooth and shiny b. Smooth and nice c. Bright and shiny d. Shiny and

Strong

**Mengetahui**  
**Kepala Sekolah,**

**(Drs. Sularno, M.P)**

**Medan, Oktober2019**  
**Peneliti**

**(ZulhijjahDamaiYanti Hrp)**

## APPENDIX III

### PRETEST

Name :

Class :

### PETER

Peter is the youngest in our family. He is fourteen years old and four years younger than me. He has long, straight hair, bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do. Peter is interested in sports very much, and at school, he plays football and tennis. He is the best badminton player in our family.

1. **“Peter is interested in sports very much, and at school he plays football and tennis.”**

**The underlined phrase can be replaced by ....**

- A. Dislike sport
- B. Really likes sport**
- C. Hates sport very much
- D. Finds sport not really entertaining

2. **“He is fourteen years old . . . Than me.” The underlined word refers to ....**

- A. Peter
- B. The writer**
- C. The writer’s brother
- D. the writer’s family

3. **“But he usually does what he is asked to do.”**

**The underlined phrase means ...**

- A. He does anything he wants.
- B. He always asks.
- C. He is lazy.
- D. He is diligent.**

4. **What is the text mostly about?**

- A. Peter
- B. Peter's hobby
- C. Peter's family
- D. Peter's elder brother

**5. From the text, we may conclude that....**

- A. Many people do not like Peter.
- B. Peter is older than the writer.
- C. Peter is a welcoming person.
- D. Peter is not diligent at all.

**6. It is implied in the passage that ....**

- A. Peter is naughty.
- B. Peter is lazy.
- C. Peter is unfriendly.
- D. Peter is diligent.

**7. According to the passage, we know that Peter is ....**

- A. The writer's youngest brother
- B. The writer's elder brother
- C. A naughty boy
- D. A friendly boy

**8. Which of the following statements is not true about Peter?**

- A. He has long and straight hair.
- B. He has bright eyes.
- C. He is interested in sports.
- D. He plays football and tennis.

**9. The writer is ... years old.**

- A. Fourteen
- B. Sixteen
- C. Eighteen
- D. Nineteen

**10. How old is Peter? He is ... years old.**

- A. Four
- B. Fourteen
- C. Forty
- D. Ten

## **APPENDIX IV**

### **POST TEST**

**Name** :

**Class** :

### **Orchard Road**

Orchard Road is a Boulevard which becomes business and entertainment center in Singapore. Orchard Road is surrounded by a lush tropical and flower gardens which are beautiful. At first, Orchard Road is just a suburban street lined with orchards, plantations nutmeg, and pepper farming. However, in the 1970s, it turned into a shopping center in Singapore. In 1960 and 1970 entertainment industries began to enter this road. Shopping centers such as mall and Plaza was built in 1974.

Orchard Road runs along about 2.2 km. This road is one-way street flanked by a variety of shopping malls, hotels and restaurants. The shopping area which is nearly 800,000 square meters provides a wide range of Things, food, and entertainment. In this area there are many options that can satisfy visitors from all walks of life starting from the luxury branded things to the Popular branded, from exclusive restaurants to fast food.

There are so many ways that can be accessed to get to Orchard road such as: by taxi, bus or drive your own car. For those who are driving to Orchard Road can be entered from the west through the Napier Road. Vehicles from Dunearn Road can turn to left at the intersection of the Marriott Hotel junction. Vehicles that come from Paterson can turn right onto Orchard Road. Orchard is always crowded so you have to be careful in order not to get lost.

1. The text mainly focuses on
  - a. Singapore
  - b. Orchard Plantation
  - c. Plaza and Mall
  - d. Orchard road as business and entertainment center
  
2. Which statement is TRUE?
  - a. At first Orchard Road is a crowded settlement
  - b. Orchard road became business and entertainment center since 1974
  - c. Vehicles from Dunrean road turn to the left at intersection of the Marriott Hotel junction
  - d. Orchard road is infamous place at Singapore
  
3. In the third paragraph the writer describes about?
  - a. The location of Orchard Road
  - b. The things that we can see at orchard road
  - c. The direction to get to Orchard Road
  - d. The history of Orchard Road
  
4. Words “it” in line 4 refers to?
  - a. The plantation
  - b. Luxury branded things
  - c. The plaza
  - d. Suburban street
  
5. The word “satisfy” in line eighth has the closet meaning with?
  - a. Pleased
  - b. Free
  - c. Frighten
  - d. Threat

This text is for no. 6–10

## Petruk Cave

Petruk cave is one of the leading tourist attractions in Kebumen, Central Java. The cave is located in the dukuh Mandayana Candirenggo Village, Ayah District, Kebumen regency. In the petruk cave there is no lighting that illuminates the cave. It is still very natural cave so that petruk cave is very dark to be entered. Petruk cave's name is taken from the punokawan of puppet characters that is Petruk. The cave Named Petruk cave because the length of cave is as long as petruk's nose.

In the cave there are 3 floors that are the first is a basic cave, Hindu caves and Petruk cave. The base cave is a short cave which is just 100 meters away. The cave is used for tourist attractions. Hindu cave is part of the cave that is usually used to put offerings to the ancestor. Inside Petruk cave there are so many stalactites and stalagmites which are really awesome. If you want to explore this cave, you must be led by guides who are ready to take you through the cave. After arriving at the end of the cave, you can see the beach or waterfall located near at the end of the cave.

6. What is the text purpose?
  - a. To inform readers about tourism in Kebumen
  - b. To entertain reader about Petruk Cave
  - c. To explain the reader about floors in Petruk Cave
  - d. To describe Petruk Cave
7. Why did Petruk cave named as one of character in Punokawan puppet?
  - a. Because the cave is belong to Petruk
  - b. Because Petruk is the first explorer of the cave
  - c. Because Petruk is buried at the cave
  - d. Because the cave's length is as long as Petruk's nose
8. Which part of Petruk Cave which used for place to put foods for ancestor?
  - a. In the basic cave

- b. In petruk cave
  - c. In Hindu cave
  - d. In front of the cave
9. What is stalactites means?
- a. A type of formation that hangs from the ceiling of caves
  - b. Types of formation that lay on the floor of caves
  - c. Types of food given to ancestor
  - d. Someone who guide the visitor in the cave
10. What is “lead” means in paragraph 2?
- a. Guide
  - b. Take
  - c. Bring
  - d. Put
  - e. Place



## APPENDIX V

### Normality Test

<b>Variables</b>	<b>P value</b>	<b><math>\alpha</math></b>	<b>Statement</b>
Pre-Test of Experimental Class	0.58	0.05	Test distribution is normal
Post-Test of Experimental Class	0.86	0.05	Test distribution is normal
Pre-Test of Control Class	0.57	0.05	Test distribution is normal
Post-Test of Control Class	0.58	0.05	Test distribution is normal

## APPENDIX VI

### Reliability Test

From : SPSS v. 23.00 for windows

**Case Processing Summary**

		N	%
Cases	Valid	25	100.0
	Excluded <sup>a</sup>	0	.0
	Total	25	100.0

- a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

Cronbach'sAlph a <sup>a</sup>	N of Items
0,278	10

## APPENDIX VII

### THE HOMOGENEITY TEST

From : SPSS v. 23.00 for windows

#### Descriptives

The Reading's Scores

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum
					Lower Bound	Upper Bound	
Pre Test Experimental Class (X.MIA)	25	58.00	11.180	2.236	53.38	62.62	20
Post Test Experimental Class (X.MIA)	25	86.00	5.774	1.155	83.62	88.38	70
Pre Test Control Class (X.IIS)	25	57.60	10.520	2.104	53.26	61.94	30
Post Test Control Class (X.IIS)	25	58.80	14.236	2.847	52.92	64.68	30
Total	100	65.10	16.174	1.617	61.89	68.31	20

#### The Result of Homogeneity Test

The Reading's Scores

Levene Statistic	df1	df2	Sig.
3.464	3	96	.019

## APPENDIX VIII

### THE HYPOTHESIS TEST

From : SPSS v. 23.00 for windows

Reading Scores

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	9248.000	1	9248.000	78.373	.000
Within Groups	5664.000	48	118.000		
Total	14912.000	49			