

## **CHAPTER IV**

### **RESERACH FINDINGS AND DISCUSSION**

This chapter presents the research findings and discussion including the data description and discussion of the implementation of PQRST technique to improve students' reading comprehension of narrative text.

#### **A. Findings**

##### **1. Data Description**

The researcher collected the qualitative and quantitative data of this research. The qualitative data were taken from the form of observation sheet, interviews, diary notes, and documentation. Meanwhile the quantitative data were taken from the mean of the students' scores in reading comprehension text. The test as the pre-test was given in the first meeting and the post-test was given in last meeting of each cycle.

Before the researcher conducted the research, the researcher found out the preliminary data to identify the situation and the problem that happened during the teaching and learning process. After that, the researcher continued to the first cycle. The findings of the preliminary data explained as below:

##### **a. Preliminary Data**

The preliminary study was conducted before the researcher did cycle I on 22<sup>th</sup> of Februari 2021. In the preliminary study, the researcher collected the qualitative and quantitative data. The qualitative data were taken from interview and observation of the students. Meanwhile, the quantitative data were collected

by pre-test that has given to the students in order to know the students' reading comprehension of narrative text before the implementation of PQRS technique

Based on the result of qualitative data, there were several problems faced by the students, namely the teacher used the learning strategy which the students did not feel familiar with it. It made the students were not enthusiastic in learning reading comprehension of narrative text. Thus, it can also be said that the use of strategy in learning process made the students had a lack of interest in learning narrative text. After doing the observation, the researcher also did the interview with students and English teacher.

The observation was conducted before the cycle I. From the results of observations, it showed that the students were not enthusiastic in learning process. As a result, the students still did not understand the generic structure in narrative text and students had difficulty expressing their ideas. It can be seen in the statement below:

*Researcher* : What are your difficulties in reading comprehension of narrative text?

*(Apa kesulitan kamu dalam memahami teks narrative?)*

*Students I* : I don't know the generic structure in narrative text miss

*(Saya tidak tau susunan generic structure di teks narrative miss)*

*Students II* : I don't know where to start if I read a narrative text miss

*(saya tidak tahu harus memulai dari mana kalau membaca teks narrative miss)*

*Students III* : I find it difficult to express my ideas in reading comprehension of narrative text miss

*(saya sulit untuk mengekspresikan ide saya dalam memahami teks narrative miss)*

From the above data, it can be seen that most students did not understand the generic structure of narrative text and they found out the difficulties to

express their ideas. Furthermore, the researcher had also conducted interview with the English teacher, as shown below:

*Research* : According to you mam, what are the most frequent mistakes students make in reading comprehension of narrative text?

*(Menurut mam, apa kesalahan siswa yang paling sering dilakukan dalam memahami teks narrative ?)*

*Teacher* : In reading comprehension of narrative text, there are still many students who don't understand what they have read, they confused dan feel difficulty to express their idea.

*(dalam memahami teks narrative masih banyak siswa yang tidak mengerti apa yang sudah mereka baca, mereka bingung dan kesulitan mengekspresikan ide nya).*

From the above information, it showed that students did not understand reading comprehension of narrative text and students had difficulty expressing their ideas. Furthermore, the quantitative data were taken from the pre-test activity followed by 17 students. The pre-test results showed that only 3 students achieved the KKM

1score. The Diagram can be seen below:

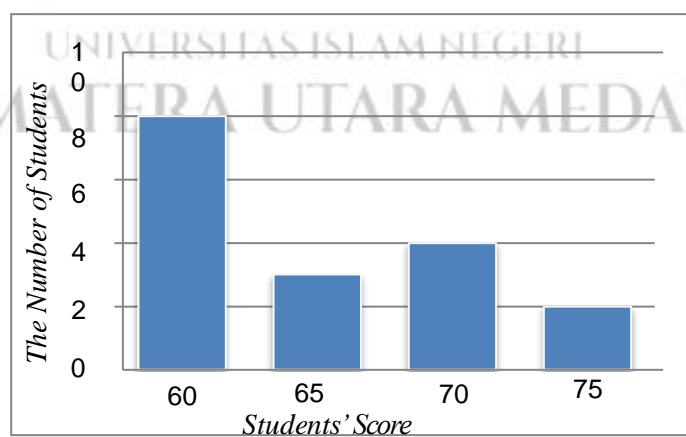


Diagram 4.1, The diagram of Student's Score

Based on the chart above, it shows that, there is fluctuation range of score

found in students' re-test score. The lowest score is 60 and the highest score is 75. There are eight students who get 60, three students get 65, four people get 70 and only two students get 75. While the percentage of students who get success call as

(P1) is 2 and get unsuccessful (P2) is 15 students. The percentage of students who get success and unsuccessful in reading comprehension of narrative text test is calculated by applying the following formula:

$$P = \frac{P}{R} \times 100\%$$

$$P1 = \frac{2}{17} \times 100\% = 11,6\% \text{ and}$$

$$P2 = \frac{15}{17} \times 100\% = 87,2\%$$

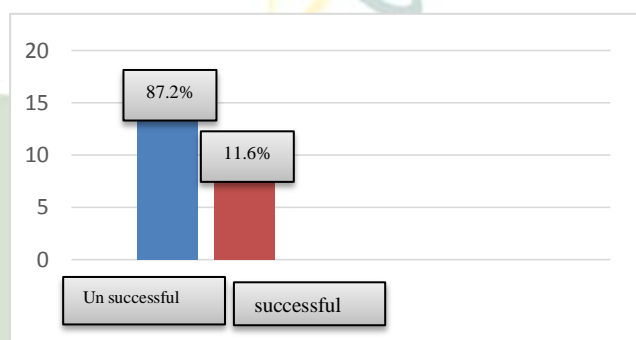


Diagram 4.2, The Percentage of the student's work

From the above data, it can be concluded that the students' reading comprehension performance in narrative text is still low. The percentage of the students who get success score is 11,6% and the percentage of the students who get unsuccessful score is 87,2%. It can be concluded that the students' reading comprehension of narrative text in pre-test is unsuccessful.

As a conclusion of both data findings, the students' reading comprehension of narrative text was low because the value is below KKM. Furthermore, it was supported by the results of interview and observation that students found, they had the difficulties to express their ideas and only a few students were enthusiast in learning

process. Thus, the researcher continued to do the cycle I in terms of implementing the PQRST technique to improve students' reading comprehension of narrative text.

#### b. **Report of Cycle I**

After collecting preliminary data, the researcher continued to the first cycle. In the first cycle, the research was conducted in 4 phases; planning, action, observation and reflection. During the research, there were two kinds of data that the researcher had collected which were divided into qualitative data and quantitative data. The qualitative data were taken from observation sheet, interview and diary notes and the quantitative data were taken from test that the researcher has given in the last meeting of cycle I. The results of qualitative and quantitative data of this cycle are explained below:

##### 1) **Qualitative Data**

The implementation of PQRST technique was carried out during the teaching learning process of reading comprehension of narrative text.

There were five meetings in the cycle I. The meetings were conducted on 22<sup>th</sup> of March 2021, 24<sup>rd</sup> of March 2021, 26<sup>th</sup> of March 2021, 29<sup>th</sup> of March 2021, 31<sup>th</sup> of March 2021. Before the implementation of PQRST technique, the researcher conducted some activities, they were: (1) the researcher entered to the class and gave greeting to the students so there was English environment since the first meeting, (2) the teacher checked the attendance list of students, (3) the class started by saying *Bismillah*, (4) the teacher gave the purpose of the study.

The implementation of PQRST technique was effective to use in reading comprehension of narrative text because it can make students easiest to

understand the narrative text. This was evidenced from the results of the interview that can be seen as follows:

*Researcher* : What do you think of the application of PQRST technique in reading comprehension of narrative text ?

*(Apa pendapat Anda tentang penerapan teknik PQRST teknik untuk memahami teks narrative?)*

*Students I* : PQRST technique is very good to use because it makes easier for me to understand narrative text.

*(Teknik PQRST sangat baik digunakan karena memudahkan saya dalam memahami teks narrative)*

*Students II* : Really like it, because we like to read the stories and easy to understand the narrative text.

*(Sangat menyukainya, karena kami jadi suka membaca cerita dan mudah untuk memahami teks narrative)*

*Students III* : So like it. I didn't get bored learning narrative text

*(Sangat suka. Saya jadi tidak bosan belajar teks narrative)*

Based on the results of the interviews, the researcher found that applying PQRST technique could help in improving students' reading comprehension of narrative text and make students enthusiastic in learning process. Moreover, it was also approved by the teacher statements about learning technique in English teaching, which can be as follows.

*Researcher* : What do you think about PQRST technique in narrative text?

*(Apa pendapat Anda tentang teknik PQRST dalam teks narrative?)*

*Teacher* : PQRST technique is a technique that is suitable for improving students' reading comprehension in narrative text, because with the implementation of this technique makes it easier for students to express their ideas in reading comprehension of narrative text.

*(PQRST technique merupakan teknik yang cocok untuk meningkatkan kemampuan siswa dalam memahami teks narrative karena dengan penerapan teknik ini memudahkan siswa dalam memahami suatu bacaan )*

From the above qualitative data, it shows that the teachers and the students agreed that the implementation of PQRST technique could help students improve their reading comprehension skill performance in narrative text and made students enthusiast to learn narrative text.

## 2) **Quantitative Data**

The researcher took the quantitative data from the results of the reading comprehension of narrative test that had been distributed to the students. The test was given to evaluate students' reading comprehension skill performance after implementing the PQRST technique. It was in the last meeting of this cycle and has been followed by 17 students. As the results, the students' score of post-test I improved compared to the students' pre-test score as can be seen in detail below:

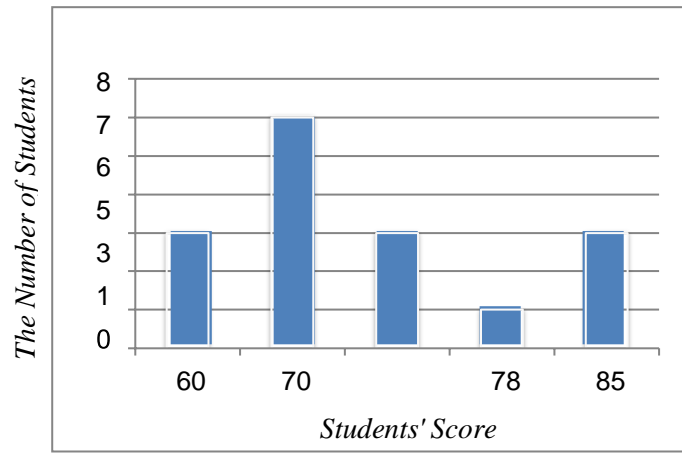


Diagram 4.3 The Students score in Post test I

The researcher took the quantitative data from the results of the reading comprehension of narrative test that had been distributed to the students. The test was given to evaluate students' reading comprehension skill performance after implementing the PQRST technique. It was in the last meeting of this cycle and has been followed by 17 students. As the results, the students' score of post-test I improved compared to the students' pre-test score as can be seen in detail below:

$$P = \frac{P}{R} \times 100\%$$

$$P1 = \frac{7}{17} \times 100\% = 41,1\% \text{ and}$$

$$P2 = \frac{10}{17} \times 100\% = 58,8\%$$



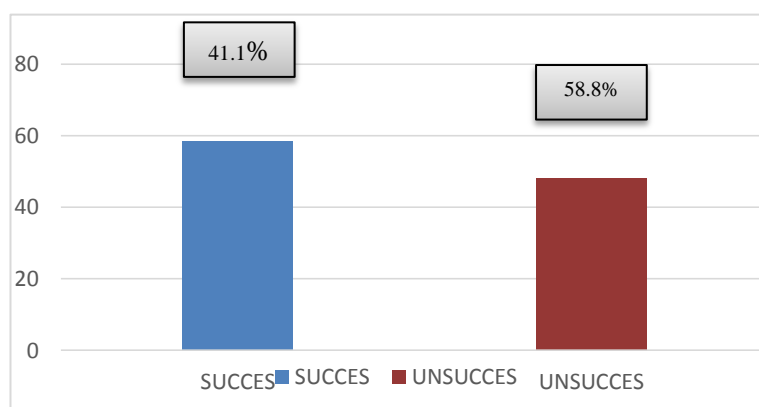


Diagram 4.4 , The Percentage of the student's work in post test I

Based on the data above, only 41,1% was success and 58,8% were unsuccess. There was a significant percentage increase in cycle I compared to pre-cycle. However, many students have not reached the KKM score yet. It can be concluded that the students' ability in reading comprehension of narrative text in cycle 1 was unsuccessful.

### 3) **Reflection**

In this step, the researcher provided feedback on the ability of reading comprehension of narrative text and learning process from the result of the observation sheet, interview, diary notes in every single meeting and documentation after saw the situation and the motivation the students in the learning process in cycle I.

In the learning process in the first cycle, the researcher faced several problems obtained from student test results and class observations, as follows: There were still many students didn't focus in teaching learning process, students did not know the generic structure of narrative text and how many students were still not enthusiastic in the learning process.

Furthermore, the researcher found that there was an improvement of the

students' between pre-cycle and cycle I, although the result of the students' score was not significant. From the information above, the researcher decided to continue in cycle II. However, the implementation of next cycle needed the assessment. Based on the problems faced by researcher in cycle I, the researcher tried to find the solution to solve the problems, as follows:

- 1) The researcher told the students that in reading of the narrative text, they should to focus to read.
- 2) The researcher explain about the generic structure of narrative text so that students don't forget and use the arrangement appropriately
- 3) Giving the motivation to students not to be self-conscious to ask questions to the teacher: This reflection can be seen in the lesson plan.

#### c. **Report of Cycle II**

This cycle II was purposed to solve the problem that occurred in cycle I. It was the reason why the researcher decided to continue the research to the cycle II. The focus of the cycle II was same as the cycle I. The researcher still used the PQRST technique as the technique to improve students' reading comprehension of narrative text. There were two kinds of data, they are: qualitative data and quantitative data. The qualitative data were taken from the observation sheet, interview, diary notes and documentation. While the quantitative data were taken from test that hafrs given in last meeting of cycle II.

##### 1) **Qualitative Data**

The implementation of PQRST technique was carried out after the researcher explained the material about narrative text. The material presented was based on the topic "The Legend of Malin Kundang". The students were asked to

read and understand the text and then they read what is the the story in front of the class.

The implementation of the cycle II was held on in three meetings. They were on 2<sup>th</sup> of April 2021, 5<sup>th</sup> of April 2021, 9<sup>th</sup> of April 2021. The researcher was as a teacher in this action, while the English teacher as a collaborator research of the teaching learning process. This action also focused on improving the students' reading comprehension of narrative text.

Before implementing the cycle II, the researcher had discussed with the English teacher. The English teacher assumed this was a good action but the English teacher thought students have problem in time. The teacher felt that the students did not have much time to improve their reading comprehension ability in narrative text. Thus, the researcher and the English teacher decided to give more time to the students. Before that happened, the researcher did some activities, they were: (1) the researcher entered to the class and gave greeting to the students , (2) the teacher checked the attendance list of students, (3) the class start with say Bismillah, (4) the teacher gave the purpose of the study.

In addition, the implementation of PQRST technique was good to use in learning process, because it could improve the students' reading comprehension of narrative text. This was evidenced from the results of the interview after being carried out bythe researcher, which can be seen as follows:

*Researcher* :Can the implementation of PQRST technique help you improve the reading comprehension ability?  
(Dapatkah penerapan teknik PQRST membantu Anda meningkatkan kemampuan memahami bacaan?)

*Students I* :Yes Miss, with the implementation of PQRST technique can help me to improve reading comprehension ability in narrative text.

*(Iya miss, dengan penerapan teknik PQRST dapat membantu saya dalam meningkatkan kemampuan memahami teks narrative)*

*Students II* : Yes miss, very helpful

*(Iya miss, sangat membantu)*

*Students III* : Yes Miss, so helpful. Now I like reading class.

*(Iya miss, sangat membantu. Sekarang saya jadi suka pelajaran membaca)*

This was approved by the English teacher who said that with the implementation of PQRST technique, the students could improve their reading comprehension ability in narrative text. The English teacher also said that she wanted to apply PQRST technique in the teaching learning process. This can be seen from the interview results as follows:

Researcher : Do you think they improved their reading comprehension ability in narrative text by using PQRST technique?

*Apakah menurut Anda mereka meningkatkan kemampuan memahami teks narrative dengan menggunakan PQRST technique?*

Teacher : Yes, it can be seen from the score of students in teaching learning of narrative text which has increase. Because with the implementation of PQRST technique it make students easy to understand narrative text.

*Ya, terlihat dari nilai siswa dalam belajar mengajar teks narrative yang mengalami*

*peningkatan. Karena dengan penerapan teknik PQRST membuat siswa mudah memahami teks narrative.*

Based on qualitative data, it showed that the students and English teachers agreed that the PQRST technique could improve the students' reading comprehension of narrative text.

## 2) Quantitative Data

The quantitative data were taken from the result of the test that had given to the students. The test was given in the last meeting of this cycle and it was followed by 17 students. The result of post-test II in cycle II was higher than the pre-cycle and post-test I in cycle I.

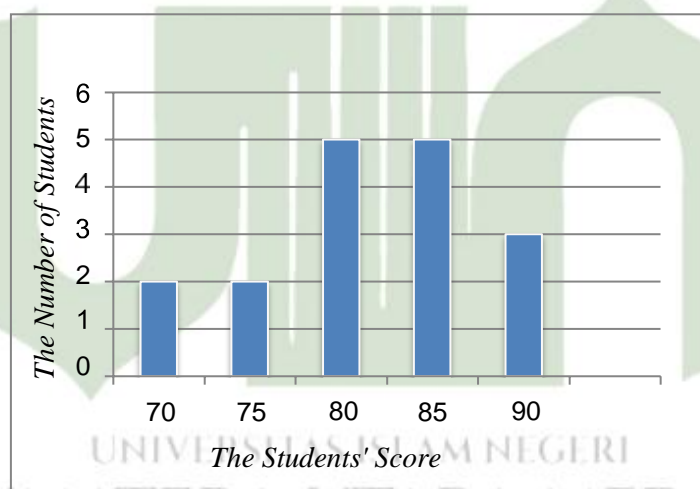


Diagram 4.5 , The Diagram of the student's score in post test II

Based on the chart above, it shows that, there is fluctuation range of score found in students' re-test score. The lowest score is 70 and the highest score is 90. There are two students who get 70, two students get 75, five students get 80, five students get 85, and three students get 90. While the percentage of students who get success (P1) is 15 and the students get unsuccessful (P2) is two. The percentage of students who get success and unsuccessful in the reading

comprehension test can be seen in diagram below which was calculated by applying the following formula:

$$P = \frac{P}{R} \times 100\%$$

$$P1 = \frac{15}{17} \times 100\% = 88,2\% \text{ and}$$

$$P2 = \frac{2}{17} \times 100\% = 11,7\%$$

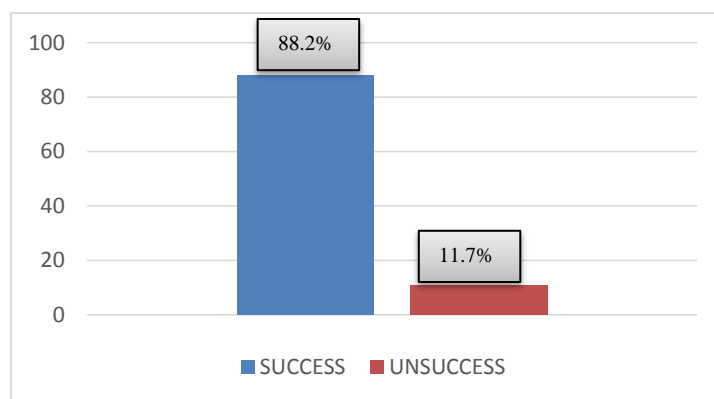


Diagram 4.6 Percentage of The student's work in post test II

Based on the data above, The percentage of success increased to 88,2% and those who were unsuccess 11,7%. It can be concluded that the students' reading comprehension of narrative text in cycle 2 was success.

### 3) Reflection

The implementation of PQRST technique could improve students' reading comprehension ability of narrative text in cycle II was not completed without obstruction. Therefore, the researcher reflected on the implementation of the action. The researcher agreed that there was an improvement in students' reading comprehension of narrative text, which can be proven by the observation sheet and the students' score. Based on the observation, it showed that the enthusiastic of the students during teaching and learning process by implementation of PQRST technique has increased. While based on the students' score, it showed that there

was significant increase in every cycle.

#### d. The Comparison Result of the Cycle

##### 1) Comparison of Qualitative

In this research, the researcher has done every cycle such as pre-cycle, post-cycle I and post-cycle II. Every cycle was followed by 17 students. The results of the data showed that there was an improvement of students' reading comprehension of narrative text of each cycle. The followed data below was the detail information related to the implementation of PQRST technique that could improve students' reading comprehension of narrative text:

Table 4.1 Comparison Results of Each Cycle

No.	Pre-Cycle	Cycle I	Cycle II
1	Students were not enthusiastic about learning narrative text	There were still some students who were not enthusiastic about the learning process narrative text	All students were enthusiastic in the learning process narrative text
2	Students did not know the generic structure of recount text	There were still some students who did not understand the generic structure of narrative text	Students understood the generic structure of narrative text
3	Learning strategies that applied by the teacher did not get close to students' lives	All students liked the application of PQRST technique.	All students liked the application of PQRST technique.

## 2) Comparison of Quantitative

While the comparison between every cycle related to the implementation of PQRST technique to improve students' reading comprehension of narrative text showed in the diagram below:

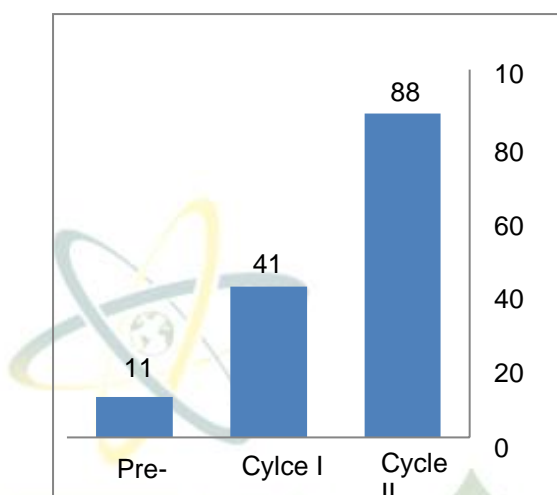


Diagram 4.7, The implementation of PQRST technique

The data above showed that there was an improvement from the pre-cycle, cycle I and cycle II. The comparison between every cycle were; in the pre-cycle there were two of 17 students could reach the KKM score (11%). While in the cycle I there were seven of 17 students who got score up to KKM (41%) and the last in cycle II, there were 15 of 17 students who were success in the test (88%). Based on this data, the researcher decided to stop doing the research because of the aims of this study had been achieved.

Based on all the data qualitative and quantitative that has been collected, it showed that there was significant improvement of students' reading comprehension of narrative text after the implementation of PQRST technique. Therefore, the implementation of PQRST technique could improve students' reading comprehension of narrative text.



## B. Discussion

Based on the results above, the implementation of PQRST technique in the classroom improves students' reading comprehension skill performance in narrative text. Hasnan also said this in his research that PQRST technique is effective to improve students reading comprehension of narative text.

The improvement is proven by the students' reading comprehension skill results based on the quantitative result, the data were taken from the students' test results where there was an improvement showed by the increase in mean scores, namely pre-cycle 65 to 71 in cycle 1 and increased again to 81 in cycle II.

Furthermore, based on the result of qualitative data, the implementation of PQRST technique makes students' enthusiast and more active in the teaching learning process because students easy to understand .

From the explanation above, the researcher concluded PQRST technique is suitable to use as a technique in teaching learning process. Based on the data which has been collected and analyzed, the researcher concluded the implementation of PQRST technique can improve students' reading comprehension ability of narrative text in ninth grade of SMP Muhammadiyah 56 Binjai.