

**USING PQNST STRATEGY TO IMPROVE STUDENTS'
READING COMPREHENSION OF HORTATORY
EXPOSITION TEXTS AT GRADE XI IPS OF
MA DINIYAH PUTERI PEKANBARU**

THESIS



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*This thesis is submitted to fulfill one of the requirements
for the Degree of Master of Education*

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LANGUAGE EDUCATION PROGRAM
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ABSTRAK

Nopri Malia. 2014. Penggunaan PQRST Strategi untuk Meningkatkan Pemahaman Membaca Teks *Hortatory Exposition* Siswa di Kelas XI IPS MA Diniyah Puteri Pekanbaru. Tesis. Program Pascasarjana Universitas Negeri Padang.

Penelitian ini adalah untuk menjelaskan sejauh mana *Preview, Question, Read, Summarize, and Test* (strategi PQRST) meningkatkan pemahaman membaca teks *hortatory exposition* mereka dan untuk menjelaskan faktor-faktor apa saja yang mempengaruhi perubahan pemahaman membaca mereka selama penggunaan strategi tersebut.

Penelitian ini dilaksanakan dengan desain penelitian tindakan kelas. Partisipan pada penelitian ini adalah seluruh siswa kelas XI IPS MA Diniyah Puteri, Pekanbaru yang berjumlah 20 siswa. Penelitian ini dilakukan dalam 2 siklus yang terdiri dari 5 pertemuan masing-masing siklus. Pada setiap siklus, seorang mitra mengajar membantu peneliti dalam mengumpulkan dua jenis data, yakni data kualitatif dan kuantitatif.

Hasil penelitian ini menunjukkan bahwa penerapan strategi PQRST dapat meningkatkan pemahaman membaca teks *hortatory exposition* siswa. Ini dapat diidentifikasi dari peningkatan nilai rata-rata siswa dari siklus 1 ke 2. Nilai rata-rata siswa pada siklus pertama adalah 69,83 dan pada siklus ke 2 adalah 75,83. Semua indikator pemahaman membaca meningkat dari siklus ke siklus. Disamping itu, ditemukan juga faktor-faktor yang memainkan peran penting dalam peningkatan pemahaman membaca siswa, yakni strategi manajemen kelas, aktivitas pembelajaran, strategi pengajaran, materi pengajaran, media mengajar dan pendekatan dalam pengajaran.

ABSTRACT

Nopri Malia. 2014. Using PQRST Strategy to Improve Students' Reading Comprehension of Hortatory Exposition Text at Grade XI IPS of MA Diniyah Puteri Pekanbaru. Thesis. Graduate Program of State University of Padang.

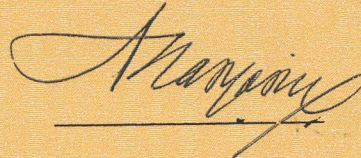
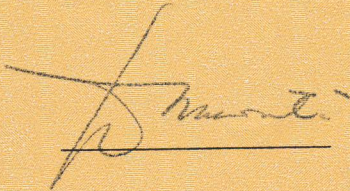
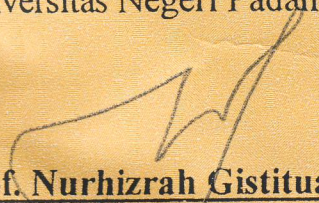
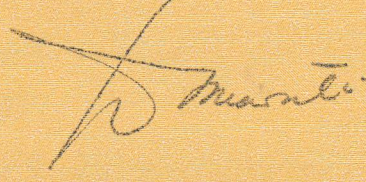
This research was carried out to improve the students' reading comprehension of hortatory texts at grade XI IPS Diniyah Puteri, Pekanbaru. The purposes of this research were to explain to what extent Preview, Question, Read, Summarize, and Test (PQRST) strategy improves their reading comprehension of hortatory exposition and to explain the factors that influence the changes of their reading comprehension of hortatory exposition text during the using of the strategy.

This research was carried out in the design of classroom action research. The participants of the research were the students of grade XI IPS of MA Diniyah Puteri, Pekanbaru; which consisted of 20 students. All of them are female. This research was conducted in two cycle which had five meeting each cycle. In every cycle, a collaborator helped the researcher to collect two types of data, namely qualitative and quantitative data.


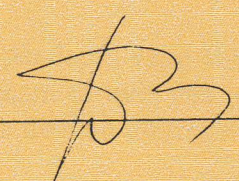

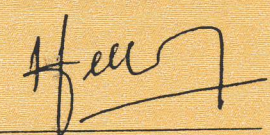
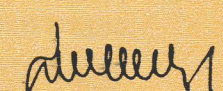
The findings of the research show that implementation of PQRST strategy improves the students' reading comprehension of hortatory exposition text. It can be Identified that the increasing average students score from cycle I to cycle II. The average score of students in cycle I was 69,83 and in cycle II was 75,83. All indicators of reading comprehension increase from cycle to cycle. Besides, the factors that play important role in improving the students' reading comprehension of hortatory exposition text are also founded, namely the The factors are the classroom management, classroom activities, teaching strategy, teaching materials, teaching media, and the teaching approach.

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SURAT PERNYATAAN

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1. Karya tulis saya, tesis dengan judul **“Using PQRSST Strategy to Improve Student s’ Reading Comprehension of Hortatory Exposition Texts at Grade XI IPS of MA Diniyah Puteri, Pekanbaru”** adalah asli dan belum pernah diajukan untuk mendapat kan gelar akademik baik di Universitas Negeri Padang maupun di perguruan tinggi lainnya.
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Padang, 6 Mei 2014

Saya yang menyatakan,

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading has become an important skill for senior high school students. Through reading they can get new ideas, obtain needed information, seek support for their ideas, complete their assignments and broaden their interest. At the same time, it is also one of the skills that is considered as success or failure of the students in the national final examination. Because of its importance, teaching reading in the national curriculum is targeted to make students comprehend various kinds of genres. Therefore, it should be well taught by the English teacher.

However, for many students, reading English as a foreign language is not an easy task. Problems are greater and comprehension failure is common. In reading comprehension, they do not only read the symbols but also be able to understand what they read.

According to school based curriculum 2006 (KTSP), teaching reading should be based on the genre. At the eleventh grade of SMA, there are five genres are taught, they are report, narrative, spoof, analytical exposition, and hortatory exposition which each of them has different generic structure. In the second semester, there are three kinds of texts that have to be mastered by the students, namely; narrative texts, spoof texts and hortatory exposition texts.

Hortatory exposition is a text which persuades the readers or audience by giving an argument about an issue in order for some action should be taken. Moreover, hortatory exposition has less explicit explanations. Readers who do

not already know the subject in general have a hard time understanding the text. To understand the message in the text, the students should identify it in the right way. Therefore, hortatory exposition text is the most difficult genre which is taught at XI grade of senior high school especially in the second semester. It happened during teaching reading at MA Diniyah Puteri for the XI grade students. Most of the students experienced difficulties in constructing meaning as they read from hortatory exposition. When the teacher asked them about some information from what they had read. They could not recall the information from the text. They become passive learners. They were lack of self-confident during teaching and learning process to answer and ask questions from the teacher and other students. Even the teacher asked them to do in group, only few students could stay focus to the text while others only chat with their friends. Then, the students' also failed to know the component of hortatory exposition text such as; the purpose of the text, generic structure, and also the language features. Therefore, they have poor understanding on hortatory exposition.

The evidences above were supported by the researcher's experience of the test results on reading comprehension of hortatory text that was held before the research. The researcher found that the students' ability to comprehend the text was not satisfied yet. Their average score on the test that the researcher gave was only 65.33. There were 14 (70%) students whose score were below 65.33. Only 6 (30%) students could reach up the average score. While the minimum criteria achievement (MCA) at grade XI is 70. In other word, their achievement is still

under the minimum standard of learning success. Thus, it was targeted that 70% of the students had reading score that reach the MCA.

The researcher assumed that the students' problems occur due to some factors. The first factor is low motivation to read. After interviewing some students. They argued that reading class was boring and uninteresting since they did not know how to comprehend the text. It might be caused by the difficult of vocabularies in the text so it made them fail to comprehend the text. The students' lack of vocabulary mastery was another factor for the students could not comprehend the text well. If the students didn't have enough vocabularies, it would be difficult for them to comprehend the reading text. The second factor was lack of background knowledge toward the topic so it hinders them to get the general view of the hortatory exposition text and it would make poor comprehension process. The next factor was the students' lack ability of recognizing the component of hortatory exposition. Then, it was about students' passiveness toward reading. It could be identified from their attitude toward the text they read, such as they are not curious to read and explore more details information from the text and also lack of self-confident during teaching and learning process. The students seem didnt know the purposes and benefits of what they have read.

Finally, the last problem was related to the teacher, such as the teacher's method of teaching reading (pedagogy) and the teaching materials (content). Usually teacher asked the students to read the entire page by reading it loudly. Then teacher explained the difficult words if there was any. If not, they asked the

students to answer certain questions which were related to the text, this way of teaching was not interesting to the students. They felt bored easily with reading because the strategies of teaching reading were not following such kind of interesting reading strategies. The teaching and learning process was still dominated by the teacher. The teacher were not only stimulating the students to learn, but also providing and explaining the whole materials. So the students became passive learner and their knowledge could not develop significantly. Then, teaching material, in this case is its text. The text also plays an important role in students' success with reading comprehension. The teacher only used the texts which were stated in one book without analyzing it first, whether it was appropriate to her students or not. The mistake in choosing reading texts could give difficulties for the students to understand the text which made them lazy to read. Those factors could give significant effect to students' reading comprehension of hortatory exposition texts.

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' ability. 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 to improve her students reading comprehension.

PQRST is one of strategies that can lead the students reading comprehension. It is suggested by Thomas and Robinson (1982). As an instructional strategy, PQRST strategy helps students to cope with their problem

in reading comprehension by using five steps. They are previewing, questioning, reading, summarizing, and testing. Each step of PQRST strategy helps the students to improve their reading comprehension. Previewing is the first step of the strategy. In previewing the students analyze the topic of the first paragraph, seeing the title, looking at the picture if any, and skimming the paragraph to get the general description of the text. So, previewing the text helps the students understand what issue addressed by the author and help them to activate their background knowledge. The second step is questioning. Through questioning the students can use 5W1H (what, who, where, when, why, and how) question words to help them understand hortatory exposition text. This step helps the students to focus and create the curiosity toward the text. This motivates the students to read. Reading is the third step. When the students read the text, they already have a purpose to read based on the question and this will make them to stay focus and increase their concentration. Through reading, the students can comprehend the language features of hortatory exposition text. Then, summarizing, this activity asks the students to recall all the specific information about the text. Through summarizing, students can improve their reading comprehension in understanding hortatory exposition text. The students summarized hortatory exposition text by pointing out the important information, analyzing the author thesis, arguments, and suggestion or solution of the issue presented in the text. And the last is test. It helps the students to put the text into long term memory.

Briefly, PQRSST strategy is 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.

Related to the description above, the researcher would apply PQRSST during teaching and learning to solve the students' reading comprehension problems in her class. For this purpose, researcher would do a classroom action research entitled "Using PQRSST Strategy to Improve Students' Reading Comprehension of Hortatory Exposition Texts at Grade XI IPS of MA Diniyah Puteri, Pekanbaru".

B. Identification of the Problem

Based on the background of the problem, it can be identified that there were many problems that students' faced during teaching and learning process in reading comprehension which made the students are unable to comprehend the text. First, the students could not comprehend the text so it affected their test score or learning achievement. This problem is caused by lack experience toward the topic and vocabularies. Second, the students could not recognize the component of hortatory exposition text. Third, students had low motivation in reading. The last, teacher's strategy and the choosing materials were not appropriate and uninteresting. So, the student felt bored during teaching and learning process.

C. Limitation of the Problem

In this research, the researcher limited her research. It focused on the use of PQRSST strategy for improving students' reading comprehension at grade XI at MA Diniyah Puteri, Pekanbaru. Actually, there are five genres that must be taught to the students at grade XI IPS of MA Diniyah Puteri, Pekanbaru, but the researcher only studies on hortatory exposition text due to the problems faced by students in this semester which lead to low achievement in reading comprehension. Hortatory exposition is one of text that can be implemented through PQRSST strategy and give the best result to the students' reading comprehension. Hereby, the researcher applied PQRSST strategy to improve the students' reading comprehension of hortatory exposition texts.

D. Research Questions

Regarding the limitation of the problem, the researcher formulated the following research questions.

1. To what extent can PQRSST strategy improve the students' reading comprehension of hortatory exposition at grade XI IPS of MA Diniyah Puteri, Pekanbaru?
2. What factors influence the changes of students' reading comprehension of hortatory exposition through PQRSST strategy at grade XI IPS of MA Diniyah Puteri, Pekanbaru?

E. Purpose of the Research

The purposes of this research were as follows:

- a. To find out whether PQRST strategy can improve the students' reading comprehension of hortatory exposition at grade XI IPS of MA Diniyah Puteri, Pekanbaru.
- b. To find out what the factors influence the changes of students' reading comprehension of hortatory exposition when the researcher applied PQRST strategy at grade XI IPS of MA Diniyah Puteri, Pekanbaru.

F. Significance of the Research

In conducting this classroom action research, it was expected that this research could give valuable contribution both theoretical and practical values. Theoretically, this research is to further develop the theory in teaching reading comprehension. As a practical value, the findings of this research can give great contribution to the process of teaching reading and learning to read. First, conducting this research is a process for the researcher to solve the problems in her own classroom and examine the ways of her teaching; so, this is a process of learning for her as the researcher. Second, the findings of the research may have implication for the students in the development of their reading skills that have the same problems with reading comprehension of hortatory text. Third, the research findings can serve as a database for further research about reading comprehension especially in using PQRST as a strategy that can improve students' reading comprehension.

G. Definition of the Key Terms

To avoid misunderstanding and misinterpretation about the topic of this research, it is necessary for the researcher to define the following terms:

- a. **Reading Comprehension** is ability of the students at grade XI IPS of MA Diniyah Puteri, Pekanbaru to interact with the text and interpret the text while using PQIRST strategy.
- b. **PQIRST** stands for preview, question, read, summarize and test. It is a strategy that the researcher would apply for this research in reading comprehension at grade XI IPS of MA Diniyah Puteri, Pekanbaru. This strategy consists of five steps. They are previewing, questioning, reading, summarizing and testing.
- c. **Hortatory Exposition** is a kind of argument text that tells the reader what should do and shouldn't. It is also one of the appropriate texts in applying PQIRST strategy to improve students' reading comprehension at grade XI IPS of MA Diniyah Puteri Pekanbaru.

CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

A. Conclusion

Based on the research findings during the two cycles, it can be concluded that:

1. After analyzing the data, the use of Preview, Question, Read, Summarize, and Test (PQRST) strategy improves the effectiveness of the students' reading comprehension of hortatory exposition text. It can be seen from the improvement of the students' mean score for test I in the first cycle (69.8) and test II in cycle II (75.83). The students' score continuously improved in each test. In addition the number of students who passes the minimum mastery criteria (KKM) also improved, from 9 to 16 students. Therefore, it can be concluded that PQRST strategy can improve students' achievement in reading comprehension.
2. Some factors that influence the changes of their reading comprehension of hortatory exposition text during the use of the strategy are also concluded. The factors are the classroom management, classroom activities, teaching strategy, teaching materials, teaching media, and the teaching approach. For that reason, these factors should be considered when using the strategy.

B. Implication

Regarding the research conclusions, it can be implied that PQRST strategy is one of the strategy that can be used by the teacher to help the senior high school

students in improving their reading comprehension of hortatory exposition because the activities can develop the students' positive attitudes and raise motivation for reading in English. Furthermore, the strategy can be implemented to make reading more enjoyable since the students are guided to read interesting and useful materials in order to improve their reading comprehension. Finally, the PQIRST strategy can be considered as the effective way to improve reading comprehension of hortatory exposition text.

C. Suggestion

Some suggestions that related to the results of this research can be proposed as follows:

1. It is recommended that PQIRST strategy should be a necessary part of the teacher's teaching strategy that has the same problems with the researcher during teaching and learning process of hortatory exposition text.
2. More research should be carried out to investigate the use of PQIRST strategy for improving reading comprehension at different level and text genre for senior high school students

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