

**THE EFFECT OF PQRT (PREVIEW-QUESTION-READ-STATE-TEST)
AND QAR (QUESTION-ANSWER RELATIONSHIP) TECHNIQUES ON
STUDENTS WITH DIFFERENT INTEREST ON THEIR READING
COMPREHENSION ON PROCEDURE TEXTS AT
GRADE VII OF SMP NEGERI 2 PADANG**

THESIS



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*This thesis is submitted to fulfill one of the requirements
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ABSTRAK

Prih Febtiningsih. 2012. Pengaruh Teknik PQRS (Preview, Question, Read, State, Test) and QAR (Question-Answer Relationship) pada Siswa dengan Minat yang Berbeda Terhadap Pemahaman Baca Teks Prosedur Siswa pada Kelas VII SMPN 2 Padang. Tesis. Program Pasca Sarjana Universitas Negeri Padang.

Penelitian ini bertujuan untuk mengetahui apakah: 1) Siswa yang diajar dengan teknik PQRS memiliki pemahaman baca teks prosedur yang lebih tinggi daripada siswa yang diajar dengan teknik QAR; 2) Siswa dengan minat tinggi yang diajar dengan teknik PQRS memiliki pemahaman baca teks prosedur yang lebih tinggi dari pada siswa dengan minat tinggi yang diajar dengan teknik QAR; 3) Siswa dengan minat rendah yang diajar dengan teknik PQRS memiliki pemahaman baca teks prosedur yang lebih tinggi daripada siswa dengan minat rendah yang diajar dengan teknik QAR. Penelitian ini dilatarbelakangi oleh beberapa fenomena yang terjadi dalam mengajar membaca. Pertama, siswa mengalami kesulitan dalam memahami teks. Mereka sulit menemukan informasi yang akurat dalam teks. Selain itu, mereka juga sulit mengingat kosa kata yang telah dipelajari. Fenomena ini disebabkan oleh rendahnya kemampuan siswa dalam menghafal kosa kata dan tidak cocoknya teknik mengajar membaca yang diterapkan guru sehingga membuat nilai dan minat siswa dalam pemahaman baca rendah. Dalam hal ini, teknik PQRS dan QAR dapat diterapkan untuk membantu siswa dalam memahami teks.

Penelitian ini adalah penelitian quasi-eksperimen dengan desain penelitian treatment by block. Populasi dalam penelitian ini adalah siswa kelas VII SMPN 2 Padang yang terdaftar pada tahun ajaran 2011/2012 yang terdiri dari 184 siswa yang tersebar di enam kelas. Sampel penelitian ini diambil dengan menggunakan teknik intact group sampling karena siswa telah dikelompokkan ke dalam kelas mereka dan diajarkan dengan kurikulum dan material yang sama sebanyak 30 siswa pada kelas eksperimen (kelas VII.4) dan 30 siswa pada kelas kontrol (kelas VII.1). Data penelitian dikumpulkan dengan menggunakan test (pretest dan posttest), dan angket yang kemudian dianalisis dengan uji Chi-Square untuk pengujian normalitas data, uji F (uji varians) untuk pengujian homogenitas data dan uji t untuk pengujian hipotesis.

Hasil analisis data menunjukkan bahwa: 1) Siswa yang diajar dengan teknik PQRS memiliki pemahaman baca teks prosedur yang lebih tinggi daripada siswa yang diajar dengan teknik QAR; 2) Siswa dengan minat tinggi yang diajar dengan teknik PQRS memiliki pemahaman baca teks prosedur yang lebih tinggi dari pada siswa dengan minat tinggi yang diajar dengan teknik QAR; 3) Siswa dengan minat rendah yang diajar dengan teknik PQRS memiliki pemahaman baca teks prosedur yang lebih tinggi daripada siswa dengan minat rendah yang diajar dengan teknik QAR. Pengujian hipotesis menghasilkan harga t_{hitung} secara signifikan lebih besar dibandingkan t_{tabel} . Ini berarti bahwa hipotesis nol (H_0) ditolak dan hipotesis alternatif (H_1) diterima.

ABSTRACT

Prih Febtiningsih. 2012. The Effect of PQRST (Preview, Question, Read, State, Test) and QAR (Question-Answer Relationship) Techniques on Students with Different Interest on Their Reading Comprehension on Procedure Texts at Grade VII of SMPN 2 Padang. Thesis. Graduate Program of State University of Padang.

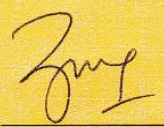

This research was aimed at knowing whether: 1) The students taught by PQRST technique have significantly higher reading comprehension on procedure text than those who are taught by QAR technique; 2) The students with high interest taught by PQRST technique have significantly higher reading comprehension on procedure text than those who are taught by QAR technique; 3) The students with low interest taught by PQRST technique have significantly higher reading comprehension on procedure text than those who are taught by QAR technique at grade VII of SMPN 2 Padang. The background of doing this research was that there were some phenomena happened in teaching reading. The students got difficulties in comprehending texts. They had problems in finding accurate information from the texts. Besides, they also had difficulty in remembering the vocabularies that have been learned to the mind. These phenomena were caused by the students' low capability in memorizing the vocabularies got from the text and the inappropriate teaching reading techniques applied by the teachers so that these made the students' score and interest on reading comprehension low. In this case, PQRST and QAR techniques could be applied in teaching to help the students comprehend the texts.

This research was quasi-experimental research using treatment by block. The population of this research was the students of grade VII of SMPN 2 Padang enrolled in 2011/2012 academic year consisting 184 students spreading in six classes. The sample of this research was taken by using intact group sampling because the students had been grouped into their classes together and taught with the same curriculum and materials, namely 30 students at experimental group (class VII.4) and 30 students as control group (class VII.1). The data of the research were collected through test (pretest and posttest), and questionnaire, and then analyzed using Chi-Square test for normality data testing, variance test for homogeneity data testing and t-test for hypothesis testing.

The result of this research showed that: 1) The students taught by PQRST technique have significantly higher reading comprehension on procedure text than those who are taught by QAR technique; 2) The students with high interest taught by PQRST technique have significantly higher reading comprehension on procedure text than those who are taught by QAR technique; 3) The students with low interest taught by PQRST technique have significantly higher reading comprehension on procedure text than those who are taught by QAR technique at grade VII of SMPN 2 Padang. The hypothesis testing indicated that the value of $t_{\text{calculated}}$ was significantly higher than t_{table} . It meant that null hypothesis (H_0) was rejected and alternative hypothesis (H_1) was accepted.

PERSETUJUAN AKHIR TESIS

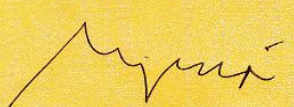
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Dengan ini saya menyatakan bahwa:

1. Karya tulis dengan judul **“The Effect of PQRS (Preview, Question, Read, State, Test) and QAR (Question-Answer Relationship) Techniques on Students with Different Interest on Their Reading Comprehension on Procedure Texts at Grade VII of SMPN 2 Padang”** adalah asli dan belum pernah diajukan untuk mendapatkan gelar akademik di Universitas Negeri Padang maupun perguruan tinggi lainnya.
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CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading is one of the main skills that must be mastered by students in the process of mastering a foreign language at school or at university. Comprehension is needed when doing reading besides listening. If students can read a text, but do not comprehend what they are reading, they are not really reading. How much and how easily readers comprehend depend on the variables involved. These key variables of reading comprehension include the reader, the activity of reading and the text, and these three intersect to affect how well comprehension occurs. For example, the reader's background knowledge and vocabulary (reader) interact with his or her purposes for reading such as scanning for information, studying for a test, or reading for pleasure (activity) and the types of text (Internet website, textbook, novel) contribute to his/ her comprehension. Because reading in today's world requires comprehension of a variety of types of texts for many different purposes, teachers must attend to these three variables in teaching.

Reading comprehension instruction is supported by integrating a variety of instructional practices into teaching routines, including the reading comprehension strategies and skills. Good instruction is the most powerful means of promoting the development of proficient readers. Good comprehension instruction includes demonstration, explanation, and guidance in how to read.

Instruction in comprehension can help students understand what they read, remember what they read, and communicate with others about what they read.

According to the school-based curriculum, one of the basic competencies of reading for grade VII students of junior high school at second semester is to be able to respond the meaning and the rhetorical of written text in the types of descriptive and procedure accurately, fluently and acceptable in daily context (Depdiknas, 2006). Responding the meaning and the rhetorical of written text accurately means that the students can get the sense of the text with the correct and exact message without some mistakes. Responding the meaning and the rhetorical of written text fluently means that the students are able to grasp the message contained in the text lasting only a short time without any difficulties. Responding the meaning and the rhetorical of written text that is acceptable in daily context means that the students can catch the content of the text satisfactorily and suitable with the daily situation. From the basic competency above, the students are expected to have capability in comprehending the texts and identify the social function, the schematic structures as well as the language features of each type of the texts.

Based on the researcher's interview to English teachers at SMPN 2 Padang, the researcher found some phenomena in teaching reading. The students got difficulties in comprehending texts. They had problems in finding accurate information from the texts. They could not retain the information appeared in the text. In many cases, the students could read the text, but they did not understand

what have been read. Besides, they also had difficulty in remembering the vocabularies that have been learned to the mind. Although they have been taught about the meaning of the words, the students still confused and did not remember the meaning of the words when the words reappeared in different reading texts.

These phenomena affected the students' score on reading comprehension test. When the teacher gave comprehension test on procedure texts, the result of the test showed that the students' score to comprehend the text was not satisfied. It could be seen from the students' marks of reading comprehension test of SMPN 2 Padang. The average score was 59,75. Beside the low of students' marks, the students' interest in reading was also low. It could be proved from the researcher's observation when they were assigned to read a text. 55% of them were reluctant to read it. They just did chatting with their friends without paying attention to the teacher's instruction and even they went out and entered the classroom with various reasons.

Based on the phenomena found above, it seems that the phenomena were caused by the lack of the students' ability in memorizing the vocabularies in the text. The other factor comes from the teachers' technique in teaching reading. Based on the researcher's observation, most of the teachers usually use conventional technique which does not really help the students to comprehend the text. In this case, the teachers often asked the students to read aloud and answered several questions related to the texts. This technique seems to be monotonous and makes the students feel bored.

Regarding the phenomena above, in order not to make the problems happen continually, the teacher should find an appropriate technique in teaching reading to help the students comprehend the text. There are many techniques of language teaching that can be selected for teaching reading comprehension. One of them is PQRST technique. This technique is proposed by Thomas and Robinson (1982) consisting of five stages: Preview, Question, Read, State and Test. PQRST technique helps students retrieve the information got after reading from their memory. Preview is the first step that can activate their background knowledge by skimming over the material to get a general understanding of what it is about. Question refers to asking a series of questions such as what the main points of the passage. This step can encourage watching for details when reading and increase the concentration by giving something to hunt for throughout studying. Read means reading the passage again, but this time the readers bear in mind the questions that have been asked. This action makes the readers get the information inferred in the text. State denotes repeating in mind the passage that has been read and stating the answers. This activity asks the students to recall all the specific information about the text. Test is meant to test the knowledge got from the passage by answering questions to see if the readers have retained the information. This step leads the students into long-term memory about what have been studied.

PQRST technique gives some benefits of PQRST technique suggested by Pauk (2005). This technique helps the students focus on studying and prioritizing the information in a way that relates directly to how they will be asked to use that

information in an exam. In addition, PQRST technique is used to obtain the greatest possible amount of long-term learning and memory from the study time and also to make better grades on tests.

Beside PQRST, QAR (Question-Answer Relationship) technique is also one of the reading techniques that can help the students comprehend the text. Raphael (1982) says that QAR provide a means of improving students' reading comprehension in an efficient and effective way which is divided "In The Book" into two QAR types (Right There and Think and Search); and "In My Head" into two QAR types (Author & You and On My Own). According to Conner (2006), QAR serves five primary purposes. They are to help students monitor their comprehension of the text, provide a purpose for reading the text, allow students to assess their comprehension of the text, encourages elaborative and critical thinking, and help refute the common misconception held by students that the text tells all.

From the explanation above, it is assumed that PQRST and QAR techniques are effective ways to be applied in teaching reading comprehension. Thus, the researcher wants to conduct a research to see whether PQRST and QAR techniques give significant effect on students with different interest on their reading comprehension on procedure texts. The title of this research is **“The Effect of PQRST (Preview, Question, Read, State, Test) and QAR (Question-Answer Relationship) Techniques on Students with Different Interest on Their Reading Comprehension on Procedure texts at Grade VII of SMPN 2 Padang”**.

B. Identification of the Problem

Based on the background of the problem, the researcher identifies some phenomena in reading class. First, the students got difficulties in comprehending the text. They couldn't retrieve the information after reading the text. Second, the students also had difficulty in remembering the vocabularies that have been learned to the mind so they could not comprehend the texts clearly. It seems that these phenomena are caused by the students' low capability in memorizing the vocabularies got from the text and the inappropriate teaching reading techniques applied by the teachers. From the problems above, the researcher believes that a teacher should be creative to help the students understand what they have read. A teacher must pay attention to the teaching techniques used during teaching and learning process. Actually, there are a lot of techniques that can be used such as jigsaw, collaborative strategic reading, STAD, TSI and PQRSST.

C. Limitation of the Problem

Related to the identification of the problem above, the researcher limits the problem on the technique used in teaching reading. This research is limited on the effect of PQRSST and QAR techniques on students with different interest on their reading comprehension on procedure texts at grade VII of SMPN 2 Padang.

D. Formulation of the Problem

Based on the limitation of the problem above, the problem of this research then is formulated as follows:

1. Do the students taught by PQRST technique have significantly higher reading comprehension on procedure texts than those who are taught by QAR technique at grade VII of SMPN 2 Padang?
2. Do the students with high interest taught by PQRST technique have significantly higher reading comprehension on procedure texts than those who are taught by QAR technique at grade VII of SMPN 2 Padang?
3. Do the students with low interest taught by PQRST technique have significantly higher reading comprehension on procedure texts than those who are taught by QAR technique at grade VII of SMPN 2 Padang?
4. Is there any interaction between PQRST and QAR techniques with students' interest toward reading comprehension of procedure texts?

E. Purpose of the Research

The purposes of this research are to find out whether:

1. The students taught by PQRST technique have significantly higher reading comprehension on procedure texts than those who are taught by QAR technique at grade VII of SMPN 2 Padang.
2. The students with high interest taught by PQRST technique have significantly higher reading comprehension on procedure texts than those who are taught by QAR technique at grade VII of SMPN 2 Padang.
3. The students with low interest taught by PQRST technique have significantly higher reading comprehension on procedure texts than those who are taught by QAR technique at grade VII of SMPN 2 Padang.

4. There is an interaction between PQRST and QAR techniques with students' interest toward reading comprehension of procedure texts.

F. Significance of the Problem

The result of this research is expected to give theoretical and practical valuable significance. Theoretically, it is expected that the result of this research can enrich the theories of language teaching technique in teaching reading. Then, practically, it is expected that this research can be a guideline or information for English teacher about the effect of PQRST and QAR techniques on students with different interest on their reading comprehension on procedure texts. Besides, it is expected for students that they can comprehend more and be interested in reading, and for the next researcher, it is useful as a reference in doing the relevant research.

G. Definition of the Key Terms

To avoid misunderstanding in comprehending the terms used in this research, the following terms are explained:

1. P-Q-R-S-T technique: A technique that is used to obtain the greatest possible amount of long-term learning and memory from the study time consisting of five activities: Preview, Question, Read, State and Test.
2. Reading comprehension: A process of grasping the meaning from a text that needs some skills.
3. Procedure texts: A text that tells the sequence of actions or steps about making or doing something.

4. Interest: The feeling of wanting to give attention to read procedure texts or of wanting to be involved in reading.
5. QAR technique: A Question Answer Relationship technique that is used to help the readers understand the core information.

CHAPTER V

CONCLUSION, IMPLICATION AND SUGGESTION

A. Conclusion

Based on the findings of this research, it can be concluded that:

1. The students taught by PQRST technique have significantly higher reading comprehension on procedure texts than those who are taught by QAR technique at grade VII of SMPN 2 Padang. This can be proved from the difference of reading comprehension scores obtained by the students after being applied PQRST technique with QAR technique. The mean score of the students taught by PQRST technique is 74.33, while the mean score of the students taught by QAR technique is 67.27. Thus, it is obvious that teaching using PQRST technique produces higher reading comprehension than QAR technique.
2. The students with high interest taught by PQRST technique have significantly higher reading comprehension on procedure texts than those who are taught by QAR technique at grade VII of SMPN 2 Padang. It shows that PQRST technique and the high students' interest affect the students' reading comprehension on procedure texts, that is, producing higher reading comprehension than QAR technique.
3. The students with low interest taught by PQRST technique have significantly higher reading comprehension on procedure texts than those who are taught by QAR technique at grade VII of SMPN 2 Padang. It

indicates that PQIRST technique and the low students' interest affect the students' reading comprehension on procedure texts, that is, producing higher reading comprehension than QAR technique.

4. There is an interaction between PQIRST technique and QAR technique with students' interest toward reading comprehension on procedure texts.

From the explanation above, it can be concluded that PQIRST technique gives significant effect on students' reading comprehension on procedure texts not only for the students with high interest but also the students with low interest.

B. Implication

Based on the conclusion stated above, it is implied that PQIRST technique can be selected as an alternative technique that the teachers can apply in teaching reading in the classroom because it was tested statistically that PQIRST technique gives better effect on reading comprehension of the students, not only the students with high interest but also the students with low interest. This technique is helpful in improving the students' reading comprehension and help the student comprehend and concentrate better that make them have thorough mastery of the content so that they can answer the questions well while they are in an exam.

C. Suggestions

Based on the conclusions and implications of this research, some suggestions are proposed as follow:

1. It is suggested for the English teachers to be able to apply PQRSST technique as an alternative technique in teaching difficult material for reading in the classroom.
2. It is suggested for the English teachers that they should consider the students' interest on reading comprehension. As interest is one of the factors affecting the students in reading, the students' reading comprehension may be influenced by the students' interest.
3. It is suggested for further researchers who want to do the similar research to try to apply different kinds of texts.

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