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**IMPROVING STUDENTS'
READING COMPREHENSION
THROUGH PQRSST TECHNIQUE
OF ELEVENTH GRADE AT SMA
NEGERI 1 KAPONTORI**

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Abstract

The problem statement of this research was whether there was any difference of reading comprehension of students who have taught using PQRSST technique and students who are not taught by this method. The research was quantitative research using quasi-experimental design with a non-equivalent control group. The population was all of students in eleventh grade of SMA Negeri 1 Kapontori that consist 136 students. The sample was taken by using cluster sampling technique consisting of IX Mathematics and Natural science 2, and IX Mathematics and Natural science 3 that contains 28 students in each class. The instrument used was a multiple choice test with 25 questions. Data collected by the result of pre-test and post-test from each class. Then analyzed by using descriptive analysis and inferential analysis. Based on the result of the research, the mean score of the experimental class was 59.14 in pre-test, and 71.14 in post-test. While the mean score in control class was 62.15 in pre-test and 66.78 in post-test. The outcome of the hypothesis testing by using independent sample T-Test, found that the sig. 2 tailed was 0.00 smaller than 0.05. In the other words, H₀ is rejected and H₁ is accepted, so that it can be conclude that there is significant difference between students who have taught by using PQRSST technique and students who have taught using conventional method of eleventh grade at SMA Negeri 1 Kapontori.

Keywords: improving, PQRST Technique, Reading comprehension.

Abstrak

Rumusan masalah dari penelitian ini adalah apakah ada perbedaan pemahaman bacaan siswa yang telah di ajar menggunakan teknik PQRST kelas XI di SMA Negeri 1 Kapontori. Penelitian ini bertujuan untuk mengetahui perbedaan pemahaman membaca yang signifikan antara siswa yang belajar menggunakan teknik PQRST dan siswa yang tidak di ajar dengan metode ini. Penelitian ini merupakan penelitian kuantitatif dengan menggunakan desain kuasi eksperimen dengan kelompok control non-ekuivalen. Populasinya adalah seluruh siswa kelas XI SMA Negeri 1 Kapontori yang berjumlah 136 siswa. Sampel di ambildengan menggunakan teknik cluster sampling yang terdiri dari siswa kelas XI MIPA 2 dan XI MIPA 3 yang masing-masing kelas berjumlah 28 siswa. Instrumen yang digunakan adalah tes pilihan ganda dengan 25 soal. Data di kumpulkan dari hasil pre-test dan post-test dari masing-masing kelas. Kemudian di analisis dengan menggunakan analisis deskriptif dan analisis inferensial. Berdasarkan hasil penelitian, nilai rata-rata kelas experiment adalah 59.14 pada pre-test dan 71.14 pada post-test. Sedangkan nilai rata-rata di kelas control adalah 62.15 pada pre-test dan 66.78 pada post-test. Hasil pengujian hipotesisdengan menggunakan independen sample T-Test, di dapatkan bahwa sig. 2 arah adalah 0.00 lebih kecil dari 0.05. Dengan kata lain, H₀ di tolak dan H₁ di terima, sehingga dapat di simpulkan bahwa terdapat perbedaan yang signifikan antara siswa yang di ajar dengan teknik PQRST dengan siswa yang di ajar dengan metode konvensional kelas XI SMA Negeri 1 Kapontori.

Kata kunci: Meningkatkan, Teknik PQRST, Pemahaman Membaca.

1. INRODUCTION

Education is an aspect that is very important and even becomes a necessity for humans. With education, humans can optimize all the abilities they have. [1] state that "Education is the entire process of teaching and learning techniques and methods in the context of understanding knowledge from one person to another in accordance with predetermined standard. The relationship between the educational process and the creation of human resources is a logical relationship that

cannot be separated. This is in accordance with the nation of education itself.

Reading is one of the most important skills in the context of education. According to [2], Reading divined as a skill to recognize understand writing in a sequence of graphic symbols and its transformation in meaningful speech in the form of silent understanding or speaking aloud. Students are able to read not because they are based on inspiration, but because they are taught. Reading is not a natural activity, but a set of components that are mastered personally and gradually, which are then integrated and become automatic. Reading also requires serious concentration when we read no-literary reading texts. Reading one of the activities that everyone can do at any time with different objects. The ability to read is obtained by learning it at school.

According to [3], Reading is one of four skills that are learned in school. Together with listening ability, reading ability is classified as an active receptive ability. But it is different from the medium of achievement. Listening ability is used to measure the ability to understand spoken language, while reading ability is for written language.

From the result of pre-observation that has been done by researchers at SMA Negeri 1 Kapontori, especially in eleventh grade, the researcher find many students still have difficulty understanding the contents of reading. Especially in English lessons. Then when the process of learning, the students become less of participating. Beside it, if a student showed to read the text, as the other students feel bored, passive and apathetic in the class.

Based on the results of the pre-observation that was conducting, the researcher concludes that there are problems in the reading learning process in the eleventh grade of SMA Negeri 1 Kapontori. This inspired the writer to using PQRST technique to solve students' reading comprehension learning problems. PQRST is one of the reading methods introduced by Thomas, Ellen Lamar, Robinson and H. Alan in their book entitled "Improving Reading In Every Class". The name PQRST is an

acronym for Preview, Question, Read, and Summarize.

Researchers think the PQRST technique will be useful for improving students' reading comprehension skills. This technique will be combined with reading lessons which are expected to give birth to an effective reading learning system that can improve students' understanding, and make them actively participate in the learning process.

2. RESEARCH METHOD

2.1. Design of the Research

This research used a quantitative approach by applying the quasi-experimental design with non-equivalent control group. There was two variables in this research. There was PQRST technique as independent variable, and students' reading comprehension as the dependent variable. The research was conducted for one month in July, on the academic year of 2021/2022 at eleventh grade students on SMA Negeri 1 Kapontori.

The population in this research included all of eleventh grade students of SMA Negeri 1 Kapontori in academic year 2021/2022 that consist of 136 students. The sample was taken by using cluster sampling technique. The sample was XI Mathematic and natural science 2 as the control class and with XI Mathematic and natural science 3 as the experimental class that contains 28 students each class.

2.2. Technique of Data Collection

The instrument that used in this research was the multiple choice test with 25 questions and must be answered by the students in 60 Minutes. The test conducted in two times in each class. The first test conducted in the first meeting to measure the extent of students understanding of the reading comprehension material before the researcher gave treatment. The second test conducted in the last meeting to measure the development of students understanding to the reading comprehension material after the researcher gave the treatment. The following was the Blueprint of reading comprehension test:

Table 1. Blueprint of reading comprehension test

No.	Variable	Indicator	Number of question	Total
1	Main Idea	Refers to essential detail information that tells more about the overall idea of a paragraph or section of a text.	7, 16, 17, 21	4
2	Supporting detail	Explains the topic sentence by giving reason, example, facts, an incidents, comparison, analog, cause effect and quotation.	1, 2, 3, 4, 5, 12, 20, 22	8
3	Word meaning	The way in which a word or phrase can interpreted	9, 10, 13, 23, 24	5
4	Reference	Determining the pronouns in the text	8, 19	2
5	Inference	an idea or conclusion that's drawn from evidence and reasoning	6, 11, 14, 15, 18, 25	6
	Total			25

In the process of the data collecting the researcher was conducting the pre-test to both of class. It aims to determine the students' understanding level about Reading comprehension material. Then the researcher gave the treatment to both of class. XI mathematic and nature science 2 as the control class taught by conventional method, and XI mathematic and nature science 3 as the experimental class taught by using PQRST method. In the last meeting, the researcher was conducting the

post-test to measure the development of students understanding about reading comprehension material after the researcher gave the treatment.

2.3. Technique of Data Analysis

The data analysis technique applied in this research were descriptive Statistic, Pre-requisite analysis, and inferential statistic. The researcher using SPSS 22 to analyze the data.

3. RESULT AND DISCUSSION

3.1. Result

3.1.1. Descriptive Statistic

a. Pre-test in the experimental class

Result of the pre-test that has given for the XI MIA 3 as experimental class can be seen in the following table.

Table 2. Result of pre-test in experimental class

	Statistic	
1	Mean	59.14
2	Median	60
3	Mode	60
4	Std. deviation	9.000
5	Variance	81.015
6	Range	36
7	Minimum	44
8	Maximum	80

Based on the table above, it can be seen that the mean was 59.14, the median was 60, the mode was 60, the standard deviation was 9.000, the variance was 81.015, the range was 36, the minimum was 44 and the maximum was 80.

The frequency of each category of students' pre-test result can be seen in the following table:

Table 3. The frequency of distribution in pre-test for experimental class

No.	Score	Frequency	Percent age	Category
1	86 - 100	0	0%	Excellent
2	71 - 85	2	7.2%	Good

3	56 - 70	18	75%	Medium
4	≤ 55	8	17.8%	Low

Based on the table above, it can be concluded that the majority of students' abilities in reading comprehension was in the medium category that were reached 18 students or 75% from the total sample. Then there were 8 students or 17.8% in the low category. There were only two students or 7.2% that reached good category. There was no one students in the excellent category. It can be concluded that the students' reading comprehension in experimental class before treatment was low category.

b. Post-test in the experimental class

Result of the post-test that have been given for the XI MIA 3 as experimental class can be seen in the following table.

Table 4. Result of post-test in experimental class

No.	Statistic	
1	Mean	71.14
2	Median	72
3	Mode	72
4	Std. deviation	11.067
5	Variance	122.497
6	Range	40
7	Minimum	56
8	Maximum	96

Based on the table above, it can be seen that the mean was 71.14, the median was 72, the mode was 72, the standard deviation was 11.067, the variance was 122.497, the range was 40, the minimum was 56 and the maximum was 96.

The frequency of each category of students' pre-test result can be seen in the following table:

Table 5. The frequency of distribution in post-test for experimental class

No.	Score	Frequency	Percent age	Category
1	86 - 100	2	7.2%	Exelent

2	71 – 85	15	53.5%	Good
3	56 – 70	11	39.3%	Medium
4	≤ 55	0	0%	Low

Based on the table above, it was found that in the post-test there was 0 student or 0 % in the low category. Most of students were in good category with a total 15 students or 53.5% from the total of sample. Then, 11 students or 39.3% in medium category. While in the excellent category, there were 2 students or 7.2% that reach it. It can be concluded that the reading comprehension in experimental class after treatment was good category.

c. Pre-test in the control class

Result of the pre-test that have been given for the XI MIA 2 as control class can be seen in the following table.

Table 6. Result of pre-test in control class

No.	Statistic	
1	Mean	62.15
2	Median	62
3	Mode	48
4	Std. deviation	10.982
5	Variance	120.615
6	Range	36
7	Minimum	44
8	Maximum	80

Based on the table above, it shown that the mean was 62.15, the median was 62, the mode was 48, the standard deviation was 10.982, the variance was 120.615, the range was 36, the minimum was 44 and the maximum was 80.

The frequency of each category of students' pre-test result can be seen in the following table:

Table 7. The frequency of distribution in pre-test for control class

No.	Score	Frequency	Percent age	Category
1	86 – 100	0	0%	Exelent

2	71 – 85	9	32.2%	Good
3	56 – 70	11	39.2%	Medium
4	≤ 55	8	28.6%	Low

Based on the table above, it is found that in the post-test, most of students were in medium category with a total 11 students or 39.2% from the total of sample. Then, 9 students or 32.2% in good category. While in the low category, there were 8 students or 28.6%. It can be concluded that the reading comprehension in control class before treatment was low category

d. Post-test in the control class

Result of the post-test that have been given for the XI MIA 2 as control class can be seen in the following table.

Table 8. Result of post-test in control class

No.	Statistic	
1	Mean	66.78
2	Median	64
3	Mode	60
4	Std. deviation	11.867
5	Variance	140.841
6	Range	46
7	Minimum	44
8	Maximum	88

Based on the table above, it shown that the mean was 66.78, the median was 64, the mode was 60, the standard deviation was 11.867, the variance was 140.841, the range was 46, the minimum was 44 and the maximum was 88

The frequency of each category of students' pre-test result can be seen in the following table:

Table 9. The frequency of distribution in post-test for control class

No.	Score	Frequency	Percent age	Category
1	86 – 100	1	4.6%	Excellent
2	71 – 85	11	39.9%	Good

3	56 – 70	12	40.2%	Medium
4	≤ 55	4	15.3%	Low

Based on the table above, it is found that in the post-test, most of students were in medium category with a total 12 students or 40.2% from the total of sample. Then, 11 students or 39.9% in good category. In the low category, there were 4 students or 15.3%. While in the excellent category just 1 students or just 4.6%. It can be concluded that the reading comprehension in control class after treatment was medium category.

3.1.2. Prerequisite Analysis

Prerequisite test was the basic concept for determining which test statistics are needed, whether the test uses parametric or non-parametric statistics.

a. Normality Testing

The normality testing is the first requirement that must be met before testing the hypothesis. This test aims to determine whether the data used is normally distributed or not. To be tested in this study were the result of the pre-test and post-test from the experimental class and the control class. The method used is Kolmogorov-smirnov in SPSS 22. The value of α was 0.05. Data was said normal if the Significant value greater than 0.05 ($P > \alpha$) and data was said abnormal if the significant value smaller than 0.05 ($P < \alpha$). The following was the result of normality testing:

Table 10. Result of Normality Testing

Result	Class	Kolmogorov-Smirnov		
		Statistic	Df	Sig.
	Pre-test experiment	0.145	28	0.137
	Post-test experiment	0.138	28	0.184
	Pre-test control	0.144	28	0.142
	Post-test control	0.129	28	0.200*

Based on the table above, it has been found that the significant value was greater than 0.05 ($P > \alpha$). It means that the data was normally distributed.

b. Homogeneity Testing

The second prerequisite is the homogeneity testing. The homogeneity testing is a statistical test procedure that aims to show that two or more groups of data samples taken from populations that have the same variance or not. This test was applied to the data of pre-test and post-test in experimental class and the control class. To measure the homogeneity of the variance, the researcher used the levene test method in SPSS 22 with the value of α is 0.05. The variance said homogeny if the significant value is greater than 0.05 ($P > \alpha$). However, if the significant value is smaller than 0.05 ($P < \alpha$) it means that the variance is not homogeneous. The result of the homogeneity test was as the following table:

Table 11. Result of Homogeneity Testing

Result	Levene Statistic	df 1	df 2	Sig
Based on mean	0.332	1	54	0.567
Based on median	0.264	1	54	0.610
Based on Median and with adjusted df	0.264	1	53.622	0.610
Based on trimmed mean	0.287	1	54	0.595

Based on the table above, it was found that the significant value was 0.567 Is greater than 0.05 ($P > \alpha$). It means that the variance is homogeneous.

3.1.3. Hypothesis Testing

Based on the prerequisite tests that have been carried out, it was found that the data were normally distributed and the variances were homogeneous. Therefore, in testing the hypothesis, the researcher used an independent sample T-test. Independent

sample T-test is a parametric test used to determine whether there is a difference in the mean between two independent groups or two unpaired groups with the intention that the two groups of data come from different subjects. In this research the researcher was done the T-test using SPSS 22 with the significant value (α) is 0.05. The result of independent sample T-test is as follow:

Table 12. Result of Independent Sample T-Test

RESULT			
		Equals variances assumed	Equal Variances Not Assumed
F		1.663	
Sig.		.203	
T		-4.451	-4.451
Df		54	51.846
Sig. (2-tailed)		.000	.000
Mean Difference		-12.000	-12.000
Std. Error Difference		2.696	2.696
95% Confidence interval of the Difference	Lower	-17.405	-17.410
	Upper	-6.595	-6.590

Based on the table above, the result of sig. (2 tailed) was 0.000. It is smaller than 0.05 which means that the value was significant. It means that H_0 is rejected and H_1 is accepted.

3.2. Discussion

This research was conducted at SMA Negeri 1 Kapontori. The study was conducted for six days from May 30 to June 30, 2022. The research sample was class IX MIA 3 as the experimental class and class XI MIA 2 as the control class. The purpose of this study was to determine how significant the difference in reading comprehension of students who were taught using the PQRST method and students who were taught using the conventional method.

After the whole process was completed, and the data had been collected, the researcher began to analyze the data using SPSS 22 application. The data used was the result of the pre-test and the post-test from the experimental class and the control class. First the researcher analyzed

the data with descriptive analysis. The result of descriptive analysis show, mean score of pre-test in experimental class was 59.14. It increased after treatment to 71.14. Then, the mean score of pre-test in control class was 62.15 increased to 66.78.

Then the researcher tested the hypothesis. Before carrying out the hypothesis testing, the researcher must conduct a prerequisite test so that the researcher can determine what tests can be used to test the hypothesis

The first prerequisite test was normality testing. Normality testing aims to determine whether the data used is normally distributed or not. In this research the researcher used Kolmogorov-smirnov method in SPSS 22 application. The result of the normality test show that the Sig. value greater than 0.05. It means that the data was normally distributed. Then the researcher conducted the homogeneity testing. The homogeneity testing is a statistical test procedure that aims to show that two or more groups of data samples taken from populations that have the same variance or not. The result of homogeneity testing show that the Sig. value greater than 0.05. It means that the data was homogeny.

After carrying out the Prerequisite test, the researcher decided to use Independent sample T-Test to test the Hypothesis. Independent sample T-test is a parametric test used to determine whether there is a difference in the mean between two independent groups or two unpaired groups with the intention that the two groups of data come from different subjects. The result of independent sample T-test show that Sig. value smaller than 0.05. If we look back at the hypothesis, then H_0 is rejected and H_1 is accepted, it means that there is significant difference of students reading comprehension between the students who are taught by using PQRST technique and who are taught by conventional method on eleventh grade students at SMA Negeri 1 Kapontori. So that the researcher conclude that the PQRST technique was a good method to improve the students' reading comprehension.

According to [11], PQRST technique is a method that has systematic and directed steps and in implementation has

an impact on learning outcomes. In this research, it had been proven that PQRST technique had an impact on students learning outcomes. Thus, this reading technique will be effective in improving students' reading comprehension skills.

4. CONCLUSION

Based on the findings above, it was obtained that in the experimental class, the mean score of pre-test was 59.14. It increased after treatment to 71.14. Then, the mean score of pre-test in control class was 62.15 increased to 66.78. Besides that, the result of hypothesis testing by using independent sample T-test show that the significant value was 0.00, where it was smaller than 0.05. If we look back at the hypothesis, then H_0 is rejected and H_1 is accepted, So that it can be conclude that there is significant difference between students who have taught by using PQRST technique and students who have taught using conventional method of eleventh grade at SMA Negeri 1 Kapontori.

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