The Effect of Preview, Question, Read, Summarize, Test (PQRST) Method on Student's Reading Comprehension in Narrative Text st Grade Tenth of SMA Negeri 4 Pematangsiantar

Lidya Christina Manurung[1], Hilman Pardede[2], David Togi Hutahaean[3]

[1,2,3]*Faculty of Teacher Training and Education, English Education Department*
Universitas HKBP Nommensen, Medan, Indonesia
lidyamanurung50@gmail.com[1], hilmanpardede@uhn.ac.id[2], david.hutahaean@uhn.ac.id[3]

Abstract: This research aims to find out the effect of Preview, Question, Read, Summarize, Test, Method on the students' reading comprehending in Narrative Text at grade tenth of SMA Negeri 4 Pematangsiantar. There are also several main theories used to support this research, namely; Wormeli (2010), Brown (2000:91), Ary, Jacob & Sorensen (2010), Harmer (2001), Hatch & Farhady (1982), Heilman (1981), Knapp & Watkins (2005),This research was designed as a quantitative method research design. The data that was took in X PMIA 2 as control class and X PMIA 3 as experimental class. The data were obtained through pre-test, treatment and post test. The pre-test was held to know the students' basic ability or score before treatment was given. Meanwhile, the post test was held to know the students' achievement and significant effect after the students were taught using PQRST Method. The difference or the improvement as the whole students got in post test from control to experimental group is 345 or 10,14 point in average.The score of that t-test (3,90) is higher than t-table (1,99) at level of significance 5% for two tailed test. so Null Hypothesis is rejected and Alternative Hypothesis is accepted.
Keywords: Effect, narrative, PQRST, reading comprehension

I. INTRODUCTION

As a tool of an international communication, we need English language and for people who live in country which use English as a foreign language should be learned that language. According to Herman (2014:2) define is language is purely human and not instinctive method of communicating ideas, emotions, and desire by means of a system of voluntarily produce symbol. It means language is owned by human only in which is acquired through learning, implemented in form of sounds produced by human. The importance of English are found on every continent, and English has become the lingua franca in many fields, including business, politics, science, technology, and entertainment, to name a few. English is the working language of many international organizations, like NATO and the European Union, and it's the language of global advertising. It is also the most-used language of the internet, accounting for more than half of all websites. For many people, learning English is a way to get access to a broader range of information, connections, and opportunities.

In English there are four skills that must comprehend, namely listening, reading, speaking and writing. In line with the status of English language in Indonesia as a foreign language, reading gets more proportion in teaching and learning process. According to Hinkel (2005:416),

many students of English as a foreign language (EFL), for example, rarely speak the language in their day-to-day lives but may need to read it in order to access the wealth information recorded exclusively in the language. Thus, language can be communicated in spoken language, written language and gestures. In line with this, language must be learnt to communicate with others well.

Reading is one of language skills that should be learned by the students in school. It is a kind of lesson to comprehend the writer's ideas or the way the writer communicates with the readers by the written or printed words. Reading is important for the students in order to find out the available information in a passage. English reading has always been regarded as one of main aims in English teaching in colleges and universities, because it can help students to gain new information in order to comprehend what they read to increase their knowledge. Reading means to learn various written symbols, simultaneous association of these symbols with existing knowledge and comprehension of the information. According to Woolley (2000:15) as quoted by Silalahi (2018:174), reading plays an important role in communicating with others because of reading had become a part of our daily life. Through reading we are able to gain a lot of knowledge, information, and pleasure and problem solution. Reading always comes along with comprehension.

According to Nunan (2005:69), reading is a set of skills that involves making sense reading needs comprehension. Comprehension skill is the recognition of the massages or information in a reading text. Sometimes students assume reading as an uninteresting activity. It is just a matter of wasting time. As a result, they get nothing in this process. Therefore, a teacher should be able to vary the method of teaching reading. One of the ways to vary the teaching of reading is by giving a step by step when teaching a reading skill. A teacher can apply some techniques of reading to the students. Some of those are skimming, scanning and cooperative learning. According to Boardman, Klinger. and Vaughn (2007), the difficulties in reading for student are students can't go beyond the literal meaning of the text because students difficult to comprehend kind of word, the students not appreciate what the researcher is try to say when student do not understand. According to Alexander (1989) as quoted by Kusnadi (2009:13) added that difficulties an individual may be said to comprehend a text completely when he/she can: (1) recognize the meaning of words and sentences of the text because the students difficult to catch the main point of the text; (2) associate meanings, both denotative and connotative, from personal experience with the printed text; (3) recognize how all these meanings and his perception of them fit together contextually; (4) make value judgment about and based on the reading experience because some student felt bored.

Based on the researcher's observation in SMA Negeri 4 Pematangsiantar, especially in grade X PMIA 2, the researchers found the difficulties in comprehending reading texts written in English. The difficulties are they could not take the visual information in text like the element of text. From that reality during the researcher do observed in the class it take the impact that the students be fail to take the information with accurate, quick, and precise. Felt bored and they have a lack of vocabulary. Not just found that problems in that class the researcher do the Pre-test to take the result of student's score. And the result was most of the students were fail and have the score still below of the standard minimum criteria (KKM) is 70 for English subject.

Based on the curriculum 2013, the minimum passing criterion (KKM) is 70 for grade X. but in reality, when the researcher did the observation in SMA Negeri 4 Pematangsiantar, most of the students were fail in reaching the minimum passing criterion. The mean score is 49. So,

most of the student's got 49 in test .only 15 students passed the KKM. Almost all students were unable to answered question based on the text. The researcher found problems faced by students which was the reason they failed to answer the question. Firstly they didn't know the main idea of the text. Secondly they were lack to understanding of meaning in the text. Thirdly they were lack of vocabulary like the synonym, antonym, and another words. If this condition keep happening, the researcher worried about the student's readiness to face the National Final Examination. Besides, the students need to be equipped with some important materials that helped them in comprehended the reading passages. The students should be able to answered the question in text in English questions with good comprehension in reading and the students need to be well-prepared with some skills or strategies about how to solve the reading comprehension questions.

To solve the test in reading problems, it is better if the teacher use some of technique in their teaching-learning process in the classroom to improve their reading comprehension. According to Budinuryanto (1997:11-14), PQRST is actually a method or strategy to read a book that is primarily intended for study, but the researchers were able to borrow the concept and steps of this method for the purpose of teaching reading to students at the school, especially students who are classified as advanced class

PQRST method in this research is a method of reading the text that consists of five activities there are preview, question, read, summarize, and test and some additional activities consist of discussing the questions, discussing the answers, determining the main sentence, descriptive sentences, main ideas or explanatory ideas. The strategy has proved as an effective method to improve student's ability in reading comprehension. That is the reason for the writer interested to conducting a research entitle "The Effect of PQRST Method on Student's Reading Comprehension in Narrative Text at Grade tenth of SMANegeri4Pematangsiantar.

II. THEORETICAL REVIEW

2.1 The Nature of Reading

Reading is an activity to achieve the information. It is receptive skills because it is the process of receiving information. The receptive skill in reading is an active and ongoing process that is affected directly by individual interaction with the text. Harmer (2007:68), Reading provides opportunities to study language: vocabulary, grammar, punctuation, the way to construct sentences, paragraph and text. It means that by reading we concern in many aspect of language and we also can find out the knowledge about language and its rule. According to Spratt et.al (2005:22) when people read there are some activities involved in the brain such as understanding the text at the text to the knowledge. Reading plays an important rule in all of areas of school by reading, the students may get more knowledge as they are able to comprehend and construct the meaning of the text. Reading is the window of world because with reading we can know everything about the world. Reading is a tool of learning, students need the reading ability to understand the textbook in school, get information from internet, magazine, newspaper, and soon. Spears (2006: 2), "the reading process begins with decoding words that is, deciphering the letters that make up individual words. But reading is more than merely processing letters and sounds. According to Cline, Johnstone & King(2006:2), states that reading is decoding and understanding written texts. Decoding requires translating the symbols of writing system

(including Braille) into the spoken words which they represent. Understanding is determined by the purposes for reading,, the context, the nature of the text, and the readers strategies and knowledge.

1. The Importance of Reading

Reading is very important and has main role in our life. Reading can enrich our experience and knowledge by reading. Therefore, reading also something crucial and indispensable. By reading, we can increase our knowledge about science, technology, and easy way to get much information that is useful for us.

Reading is main skill to reach a successful study. Students who only confine in what their teacher gives in the class without having an effort to read much reference will not pass in the time and success. More reading means more knowledge.

Moreover, reading as a target language to build vocabulary for English lesson. It is realized that reading skill or reading activity will open knowledge widely give more vocabularies and information.

2. Aims of Reading

The main purpose in reading is to seek and acquire the information involving the contents of reading and understanding the meaning of readingtext.

Tarigan (2008: 9) said that there are some important things about the aim, as follow:

a) The readers try to find or know the experience of someone what he has done or something that happens to him or the way how to solve his/her problems.

b) Reading for main idea
The readers try to know what the topic interest and the problem of the story

c) Reading for Sequence orOrganization
The reader try to know what happens in each part of stories, action, etc.

d) Reading for Inference
The readers try to find out the conclusion from the action or the idea in the text.

e) Reading to Classify
The readers try to classify some information or actions of the writer in the text or paragraph.

f) Reading to Evaluate
The reader try to evaluate what the writer has done or what he try to explain in his paragraph.

g) Reading to Compare orContrast
The reader compares the plot of story or content, whether have similarity with him or even contrast.

From the purpose above, reading have important role for the readers. It can be conclude that reading as organizing and study also for a general impression. Moreover, we can know that reading as learning content.

According to Harmer (1998) as quoted by Sihombing (2020:157) there are some purposes of reading:

a. Reading provides students understand any exposure to English.

b. Reading also provides good model for English writing skill. If you more read, you will easy to read.

    c. Reading provides opportunity to study language such as vocabulary, grammar, punctuation, and the way to construct sentences, paragraphs, and texts.

    The overall goal of reading comprehension is not only to remember most of specific detail, but to have good understanding of the main ideas and supporting ideas and to relate those main ideas to reader background knowledge as appropriate.

3. Assessing Reading

The primary purpose of assessment is to improve teaching and learning process especially for the students. According to Brown (2004: 187), there are some macro skills and micro skills representing the spectrum of possibilities for objective in the assessment of reading comprehension.

a) MacroSkills
1) Recognize the rhetorical forms of written discourse and their significance forinterpretation.
2) Recognize the communicative function of written texts, according to form andpurpose.
3) Infer the context that is not explicit by using background knowledge.
4) From describe events, ideas, etc., infer links and connection between events, deduce, causes and effect, detect such relation as main idea, supporting idea, new information, given information, generalization, andexemplification.
5) Distinguish between literal and impliedmeanings.
6) Detect cultural specific references and interpret them in a context of the appropriate culturalschemata.
7) Develop and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for interpretation oftexts.

b) MicroSkills
1) Discriminate among the distinctive graphemes and orthography of English.
2) Retain chunks of language of different lengths in short term memories.
3) Process writing at an efficient rate of speed to suit thepurpose.
4) Recognize a core of words, and interpret word order patterns and theirsignificance.
5) Recognize grammatical word classes (nouns, verbs, etc.), system (e.g., tenses, agreement), pattern, rules, and ellipticalforms.
6) Recognize that plural meaning may be expressed in different grammaticalforms.
7) Recognize cohesive devices in written discourse and their role in signaling the relationship between among clauses.

B. Some Method in Reading skills

There are several teaching methods that can be used to teach reading skills in students' Senior high school like: SQ3R, SQ4R, PQRST, RSVP (Meyers, 2005).
1. SQ3R that focus for students to analyze the text, Scientific article , and Research Report. SQ3R means survey, Question, Read, Recite, Review.
2. SQ4R is have same point to analyze the text, Scientific article , and Research Report. but here the SQ4R method adding one activity that is Reflect so it is gonna be Survey, Question, Read, Recite, Review and Reflect, ,

3. RSVP means Rapid Serial Visual Presentaion for bypassing eye movements during reading. In RSVP each word (or small group of words) appears in the same location, serially. It means RSVP focus for the way to read for studens. And the last is
4. PQRST that has five steps like: Preview, question, read, summarize, and test. That focus to teach students to answer the question based on the text with clearly and accurately. Based on reason in the background, From all the methods in reading skills the most suitable method to solve the problems that has found the researcher in reality is PQRST method.

C. Comprehension

Comprehension is a part of the communication process getting the thoughts that were in the author's mind into the reader's mind. Comprehension is the essence of reading because the goal of written language is communication of massage. In addition, comprehension also involves the recovery and interpretation of the abstract deep structural relations underlying sentences.

Comprehension is ability that can be differentiated into the level. Clymer in Brasswel and Rasinski (2008:16), described three levels of comprehension that are important and needed to be fostered, They are;

1) Literal Comprehension

The primary step in reading comprehension is identifying facts directly stated in the passage. It is seen as the first level of comprehension. It is the simplest form of locating information in texts because the information is stated directly in the text. Questions assessing literal comprehension skills examine how well students can identify and understand information that is directly stated in a text. This idea is supported by Clymer who stated that literal comprehension requires a reader to be able to retell or recall the facts or information presented in a text

2) Inferential Comprehension

Inferential comprehension is comprehension that involves using reasoning- drawing conclusions about the relationships between or among bits of information that are not explicitly stated. It requires relating background knowledge to what is read or applying knowledge about text structure to aid comprehension. It refers to the ability of a reader to take the information that is inferred or implied within the text.

3) Critical Comprehension

Critical comprehension requires readers to make judgments about what they are reading based on an evaluation of several text-grounded factors, the determination is fact not opinion, the objectivity of the author, and whether or not the text is believable. From statements above, it can be noted that in teaching reading comprehension the materials should be suitable for the level of students themselves. The teacher has to know students' ability in comprehending the text by considering this level the material of learning will be better if the aim of the learning is to improve students' level of comprehension.

1. Reading Comprehension

Brown states that "reading comprehension is primarily a matter or important skill to developing". It's very efficient used as strategy to understand a something that we read. It's

means that the purpose of reading comprehension is to efficiency of reading. Furthermore, in reading activities, students should have good reading comprehension to get information from the reading text.*Janette* states that, "reading comprehension is a process that involves a reader to response of the text". Its complex process because comprehending or understanding a text is very important to us when we read a text. According to Brasel (2008: 18) as quoted by Sihombing (2020) stated that reading comprehension is the ability to take information from written text and do something with in a way that demonstrates knowledge or understanding of that information. Comprehending a text involves many interaction between reader and what any our mind previous a read the text as well as variables related to the text itself.

There are three elements in reading comprehension:
a) The reader who is doing the comprehending

   To comprehend, the reader must have a wide range of capacities and abilities. These include cognitive capacities (e.g., attention, memory, critical analytic ability, inferencing, visualization ability), motivation (a purpose for reading, an interest in the content being read, self-efficacy as a reader), and various types of knowledge (vocabulary, domain and topic knowledge, linguistic and discourse knowledge, knowledge of specific comprehension strategies).

b) The text that is to be comprehended

   The features of the text have a large effect on comprehension. Comprehension does not occur by simply extracting meaning from text. During reading the reader constructs different representation of the text that are important for comprehension (Catherine, 2002:14).

c) The activity in which comprehension is a part

   A reading activity involves one or more purposes, some operations to process the text at hand, and the consequences of performing the activity, all which occur within some specific context. The initial purpose for t higher-level linguistic and semantic processing, and selfmonitoring for comprehension.

   These three dimension (reader, text, activity) define a phenomenon that occurs within a larger sociocultural context that shapes and is shaped by the reader and that interacts with each of the three elements

2. Students' Achievement in Reading Comprehension

Achievement is the result of what an individual has learned from some educational experiences. According to De Coco, John and Crawford (2000), states that achievement is the expectancy of finding satisfaction in mastering challenging and difficult performances. .

Reading is defined as understanding reading text. He said that reading is consist of two related process; word recognition and comprehension. From those opinions above it can be concluded that students' achievement is the result from learning process that shows the ability of the students in educational learning. Students' achievement in reading comprehension is about how good is the students in comprehending written text and it can be seen by conducting an evaluation or test to measure the comprehension.

3. Testing Reading

Reading is probably the most common of the four skills to be tested, and it may seem to be the easiest of the skills to test. However, testing reading does have difficulties, and there are

issues that anyone testing reading should be aware of (http://www.cis.doshisha.ac.jp/kitao/library).

Reading skill is a receptive skill. The task of language tester is, then, to set reading tasks which will result in behavior that will demonstrate their successful completion. The reading macro-skill are scanning text to locate specific information, skimming text to obtain general idea, identifying stages of argument, and identifying examples presented in support of an argument. The micro-skill underlying reading skills are identifying referents of pronouns, using context to guess meaning of unfamiliar words, and understanding relations between part of text. The reading texts can be taken from textbooks, novel, newspaper, magazine, academic journal, letter, timetable, etc. The texts can be in the forms of newspaper report, advertisement, editorial, etc. The techniques that might be used to test reading skills are multiple choice, true/false, completion, short answer, guided short answer, summary cloze, information transfer, identifying order of events, identifying referents, guessing the meaning of unfamiliar words from context.

a) Multiple choice
The test-takers provide evidence of successful reading by marking a mark against one out of a number of alternatives. Its strengths and weakness have been presented earlier.

b) True/false
The test-takers should respond to a statement by choosing one of the two choices, true or false.

c) Completion
The students are required to complete a sentence with a single word.

d) Short answer
It is in the form of questions and requires the students to answer briefly.

e) Guided short answer
This is the alternative of short answer in which students are guided to have the intended answer. They have to complete sentences presented to them.

f) Summary cloze
A reading passage is summarized by the tester, and then gaps are left in the summary for completion by the test-takers. This is really the extension of the guided short answer.

g) Information transfer
One way to minimize demands on writing by test-takers is to require them to show successful completion of a reading task by supplying simple information in a table, following a route on a map, labeling a picture, and so on.

h) Identifying order of events, topics or arguments
The test-takers can be required to number the events etc.

i) Identifying referents
One of the micro skills listed previously was the ability to identify referents.

j) Guessing the meaning of unfamiliar words from context.

D. PQRST Method

Method is very important for teaching and learning process. According to Wormeli (2010:131), PQRST method has shown the provement of the readers understanding and their ability to recall information. PQRST is expected to be effective because it can avoid the weakness of common method that be used in teaching. The teacher used the method to teach

students in learning process. The teacher must really consider what method which is proper to the objective of learning process.

Moreover, Brown (2000:91) said that the teacher should know how to choose the method in class because young adult "teens" and high school age students were in age range with terrible age of transition, confusion, self, consciousness growing and changing bodies and mind. PQRST is actually a method or strategy to read a book that is primarily intended for study, but the researchers were able to borrow the concept and steps of this method for the purpose of teaching reading to students at the school, especially students who are classified as advanced class. PQRST method in this research is a method of reading the text that consists of five activities there are preview, question, read, summarize, and test and some additional activities consist of discussing the questions, discussing the answers, determining the main sentence, descriptive sentences, main ideas or explanatory ideas. The benefits of using of PQRST Method in teaching reading:

a) Students get to learn in a systematic, effective and efficient method.
b) Students become more flexible in managing their reading speed ability.
c) In reading out of the learning process, students can determine whether the material suits their need or not. The Implementation of PQRST (Preview, Question, Read, Summary and Test) Method in Teaching Reading In Indonesia, English is a compulsory subject that has to be taught since the students in Elementary school until in University.

The students start to learn four language skills in junior high schools. Reading is one of four skills. Reading is very important to be learned in the school. Therefore, the English teacher must be able to create an interesting activity in the class in order the students can participate in the teaching and learning process actively.

Wormeli (2005), PQRST (Preview, Question, Read, Summary and Test) method is one way to make the teaching and learning process in the class interesting. PQRST (Preview, Question, Read, Summary and Test) is designed for overcoming the students' difficulties in learning individually. Because of that, the learning activities in the class are used for problem solving. The teacher must really consider what methods which are proper to the objectives of the learning process. As indicated by Brown (2000:16)., who defines a method as a generalized set of classroom specifications for accomplishing linguistic objectives. Furthermore, he states that methods primarily tend to be concerned with teachers and students roles and behaviors, and secondarily with features such as objective of learning grammar, sequencing, and materials.

E. Steps in Applying PQRST Method

To apply the method in classroom, teacher should know exactly what to do. Wormeli (2005:131) said that PQRST method stand for five steps:

1. Preview

The teacher will lead the students to identify main parts of the text. The students could stimulate the prior knowledge before they read the textby considering text title of the text given. This step is usually done by reading the title or headline.

2. Questioning

The students could construct their creative mind by make questions based on the text.

3. Reading

The teacher will give the material (a text) to students. The students can find difficult or new vocabulary in the text while reading by making a notes ormark.

4. Summarizing state

After that the teacher asks the students to summarize by getting or writing important point. They can summarize paragraph by paragraph.

5. Testing

The teacher can design the test in form of answering question or ask the students to teach the reading materials to other students. The students would be more motivated to learn and more focus to the material. There some advantages and disadvantages of using PQRST method strategy in teaching reading comprehension

F. The Advantages of PQRSTMethod

There some advantages and disadvantages of using PQRST method strategy in teaching reading comprehension. They are namely;

1. The PQRST strategy helps to enhance students comprehension of a text. It helped the students arrange the steps of reading. The students would have a good intention to the text because they had the preview before they analyze the whole of thetext

2. The benefits of questioning step led the students to formulate the questions they need to find. This step helped the students to focus and create the curiosity toward the text. This motivates the students to read. It made the students found the information details easily. It also made them to focus to the aspects that they should find in thetext

3. It helped engage students actively and meaning fully in their reading The students will actively involve in comprehending thetext.

4. This strategy made the students well planed in reading in the text. It made the reading process more effective in order to reach the goals. By knowing this ahead of time, the students able to look for and recognize the most important points when they do read for details. They did not waste time stumbling trough the book and finding a starting point.

G. The Disadvantages ofPQRSTMethod

1. This strategy was time consuming, because it had several stages that should be done by the students in reading. So, it would rather difficult for the students who have difficulties in reading. To solve the problem, the teacher used the simple or short text in order to make the effective time. The students also did the group work to discuss the text in some part of learningprocess.

2. In some stages, the students may get difficulties in doing the steps of PQRST strategy. For example, there are some students with low capability in summarizing, because they are weak to recognize the most important points to find the details. Only the students who have upper knowledge level are able to recall the important points. So, it was dominated by some students who can do this stage. To solve this problem, the teacher devided the class in some groups or pairing works to discuss the difficult terms. The teacher also asked the students to consult theirdictionary.

H. Narrative Text

Brown (2004:189), text is language that is functional. It means language that is doing job in some context. Text has several kinds of genres text, such as spoof, recount, report, analytical exposition, narrative, procedure. Descriptive Hortatory, Exposition text. Each of text above has different meaning and function based on purpose of the text. Narrative text is define as a text

which function is to amuse entertain and to deal with actual or various experience in different ways. Narrative text is a text which has kinds of story such as: fable, folktale, legend, short story, etc. Based on Meyers (2005:52) Narrative text consists of three parts: Generic structure, social function, and language feature.

a. Generic Structure of Narrative Text

According to Meyers (2005:52), there are several parts of the Generic Structure that must be considered and understood in Narrative Text:

1. Orientation : It is about the opening paragraph where the characters of the story are introduced. Orientation or commonly called reliminary,contains about who,when,where a story set. And it is usually will find in the first line of paragraph.
2. Complication : Complication tells the beginning of the problem that because the peak of the problem or commonly called the climax. This part usually involves the main character of the story.
3. Resolution : This section is the end of the story or in the form of a solution to the problem that occurred. Problems can be solved can be better or even worse which will later make the story happily end or vice versa. Sometimes, there are resolutions that are in the form of other problems to solve. This was intentionally created by the writer to add and maintain interest and tension for his readers. Usually this type of resolution is found in the mysteries and horror genres.
4. Coda / reorientation: (optional) – lesson from the story sometimes , the part is the closing of an optional story. Re- orientation can contain moral lessons,suggestion or teaching from the author.

b. Characteristics of Language Features of Narrative Text

A narrative text contains several grammatical aspects. According to Anderson (2003:50) there are some language features of a narrative text, namely :

1. Past tense
   Examples: 1)The family returned to United States in 1957.
                    2)We were so satisfied on the last holiday.
2. Adverb of time
   Examples: 1) Once upon a time there lived a beautiful girl namely Cinderella.
                 2) One day in the random place a kind hearted woman.
3. Time conjunction
   Examples: when, then, suddenly, all of the sudden, before, after, soon, etc.

4. Specific character. The character of the story is specific, not general. Examples: Cinderella, Servant of venice, Snow white, Alibaba, -+ etc

5. Action verbs. A verb that shows an action.
   Examples: killed, dug, walked, went, spent, played, run
                    kicked, ate, threw, walked, etc.

6. Direct speech. It is to make the story lively.

Examples: Snow White said, "My name is Snow White. The direct speech uses present tense.

Narrative text is standard competency in the first grade of senior high school especially on reading comprehension. Students in the senior high school have been taught about narrative. The students are expected can understand about the contents of narrative text like meaning, idea, message or moral, value and purpose. PQRST method is alternative to help students understand it. PQRST method will make students curious and increase the readingcomprehension.

III. RESEARCH METHODOLOGY

3.1 The Research Design

This research is a quantitative research design. A quantitative research is a mean for testing objective theories by examining the relationship among variables. These variables, in turn, can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures. The final written report has a set structures consisting of introduction, literature and theory, method, result, and discussion. According to Ary, Jacob & Sorensen (2010:420), a quantitative research strives for testable and confirmable theories that explain phenomena by showing how they are derived from theoretical assumptions. It seeks scientific explanation that includes the discovery of laws governing not only the behavior of the physical world but also human behavior.

Furthermore, the data are taken by using the experimental design. According to Ary, Jacob & Sorensen (2010:26), experimental research involves a study of the effect of the systematic manipulation of one variable(s) on another variable. The manipulated variable is called the experimental treatment or the independent variable. The observed and measured variable is called the dependent variable.

Table 3.1 Research Design

GROUP	PRE-TEST	TREATMENT	POST TEST
Experimental	X1	E	X2
Control	Y1	C	Y2

Notes:

X1 & X2	:	Pre and Post Test in experimental class
Y1 & Y2	:	Pre and Post Test in control class
E	:	Treatment using PQRST method.
C	:	Treatment using conventional method.

3.2 Population and Sample

Population and sample are two related terms in researches. They were needed as the step to do the research. Whereas the sample and population are used as a clue in doing research, sample was the small group that was observed, and population was the larger group about which the generalization is made.

1. Population

According to Ary, Jacob & Sorensen (2010:148), population is all members of well defined class of events or objects. In this research, the population is the grade ten students of SMA Negeri 4 Pematangsiantar consisting of 7 classes. From the X PMIA 1 (35), X PMIA 2 (34), X PMIA 3 (34), X PMIA 4 (36), X PMIA 5 (35), X PMIA 6 (36), X PMIA 7 (36). where the population is 246 students.

Table 3.2 Total Population of Grade Ten

Class	X-PMIA 1	X-PMIA 2	X-PMIA 3	X-PMIA 4	X-PMIA 5	X-PMIA 6	X-PMIA 7	Total
Students	35	34	34	36	35	36	36	246

2. Sample

According to Ary, Jacob & Sorensen (2010:148), sample is a portion of population. The sample of this research is 72. In addition, the sample is taken by using the purposive sampling. In purposive sampling, researchers handpick the cases to be included in the sample on the basis of their judgement of their typicality. In this way, they build up a sample that is satisfactory to their specific needs. So, the sample are tabulated into the experimental and control classes of the grade tenth students of SMA Negeri 4 Pematangsiantar. The sample is in table as follows :

Table 3.3 Sample

EXPERIMENTAL CLASS X PMIA 3 (X)	CONTROL CLASS X PMIA 2 (Y)
34	34

3.3 Instrument of the Research

1. Test

The instument of this research is a test. According to Ary, Jacob & Sorensen (2010:201), a testis a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned. For specifically, this research uses the multiple choices test to this research tries to see the effect of PQRST method on the students' reading comprehension ability especially in the level of literal and interpretive comprehension. The test is taken from students' handbook entitle "Bahasa Inggris untuk SMA/MA Semester 1 from Penerbit Surya Barda".

2. Validity of the Test

Brown (2004) stated that validity refers to how accurately a method, technique or test measure. what it is intended to measure. If research has high validity, that means it produces results that correspond to real properties, characteristics, and variations in the physical or social world.

The instrument is regarded as valid, if it measures what it is supposed to measure. It is said valid because the test represents the indicator in school syllabus and lesson plan from the school. If there is/are invalid ones, then it should be revised or removed. To support the validity of the test,the researcher also adjusted the test with the Standard Competence - Basic Competence (*Standar Kompetensi - Kompetensi Dasar*) that should be achieved by the students based on the curriculum.

3. Reliability of the Test

Brown (2004) also stated reliability is about the consistency of a measure or have the function to measure how consistently a method, technique and test. If the same result can be conistently by using the same methods under the same circumtances, the measure is considered reliable. After having tested the validity of the instrument, the next step is to examine the reliability. A test is considered reliable if the same test is given to the same subject or matched subjects in two different occasions, the test should yield. Wiersma and Jurs (2009;255) added that reliability is the consistency of the instrument in easuring whatever it measures. It means that if the instrument has a consistent results in the second chances or more, the instrument is reliable.

3.4 Technique of Data Collection

This research provides three procedures in collecting the data. They are namely:

1. Pre – Test

Pre-test is needed as a mean to know how far the students' ability about the subject and conducted to find out the result and the students' scores of the test. Both experimental and control classes are provided the pre-test. In the pre-test activity, the researcher tests the students using the multiple choices test given to them and collect it after the time is over.

2. Treatment

Both experimental and control classes are provided the treatment but with different strategy. After the researher finds out the problems in the results of the students' tests, the researcher applies the PQRST method strategy to the experimental class. While in the control class, the researcher does not apply the PQRST method but only the conventional one.

3. Post Test

The post-test is given to both experimental and control class. Post-test has the similar questions as in the pre-test. This is used to determine the effect of teaching presentation using PQRST method in the experimental class.

3.5 Technique of Data Analysis

This is an important part in the research method. The data of the pre and post test are analyzed using statistical analysis to find out whether the students' reading comprehension ability that are taught using PQRST method is effective or not. After the researcher collects the data, and then the researchers analyzed the data by following steps:

1. Finding mean score of each group

$$\bar{X} = \frac{\sum fxN}{}$$

$\bar{X}$	= the average score
$\sum fx$	= sum of the raw score
N	= number of students

(Hatch & Farhady, 1982: 59)

2. Finding standard deviation of each group

$$S = \frac{\sqrt{\sum d^2}}{N-1}$$

S	= standard deviation
$\sum d^2$	= sum of mean deviation
N	= number of students
1	= constant number

(Hatch & Farhady, 1982: 59)

3. Finding standard error of difference of mean

$$SE\,(\chi e - \chi c) = \sqrt{\left(\frac{se}{\sqrt{N1}}\right)^2 + \left(\frac{sc}{\sqrt{N2}}\right)^2}$$

$SE\,(\chi e - \chi c)$	= standard error
se	= standard deviation of experimental
sc	= standard deviation of control
N1	= number of students of experimental
N2	= number of students of control

(Hatch & Farhady, 1982: 112)

4. Testing Hypothesis

$$t_{test} = \frac{\bar{X}e - \bar{X}c}{SE\,(\chi e - \chi c)}$$

$\bar{X}e$	= Mean of Post Test in Experimental
$\bar{X}c$	= Mean of Post Test in Control
$SE\,(\chi e - \chi c)$	= standard error

(Hatch & Farhady, 1982: 111)

IV. RESEARCH FINDING AND DISCUSSION

4.1 Research Finding

After analyzing the data, the research findings are obtained as follow: there is a significant effect of using PQRST Method on the grade ten students' reading comprehension ability at SMA Negeri 4 Pematangsiantar. The difference or the improvement as the whole students got in post test from control to experimental group is 345 or 10,14 point in average. The total sum squares of the respondents at the time of administering the post test in experimental group is 2306,6 points where its standard deviation is 8,36. Meanwhile, the total sum squares of the respondents at the time of administering the post test in control group is 688,2376points where its standard deviation is 4,56Testing hypothesis showed that t-test (3,90) is higher than t-table (1,99) at level of significance 5% for two tailed test.

4.2 Discussion

Several previous related researcher done firstly by Simatupang with title "The Effect of PQRST Method on Students' Reading Comprehension of Descriptive Text" This study was aimed to find out the effect of PQRST Method on students' reading comprehension. 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 Kude-Richardson (KR-21) formula to obtain the reliability of the test.. The calculation showed the reliability was 0.91 (high). The data were analyzed by using t-test. The calculation showed t-observed (2.80) is higher than t-table (2.000) at the level of significance (∝) 0.05 with the degree of freedom (df)58. Therefore, null hypothesis (ha) is accepted. It means that PQRST Method has significantly affects students' reading comprehension of descriptive text..

The last is by Malia in her research entitled "Using PQRST Strategy to Improve Students' Reading Comprehension of Hortatory Exposition Texts at Grade XI IPS of Ma Diniyah Puteri, Pekanbaru" The purpose of this study was to explain the extent to which Preview, Question, Read, Summarize, and Test (the PQRST method strategy) improve teaching and the learning process can increase admonish understanding of reading their exposition text and also to explain what factors influence change in understanding read them during the use of the strategy. This study was carried out with the design of classroom action research in which the cyclical process included planning, giving action, observing, and reflecting for two cycles. Qualitative data is collected using observation sheets for teachers and students. In addition, field notes and interviews are also used to collect qualitative. Then data, quantitative data are collected by giving understanding tests to read text narrative. Quantitative data is analyzed by giving scores on the results of reading comprehension tests. then the results of the scoring are calculated to find the average mean value (average) to explain the increase in each indicator of reading comprehension in each cycle. The results of the quantitative analysis are related to the results of qualitative analysis to explain the factors affecting qualitative improvement. During the two cycles, this study yielded results which showed that the application of the PQRST method strategy could improve the teaching and learning process of students' understanding of reading the exposition text to reprimand.

After conducting a research in SMA Negeri 4 Pematangsiantar, it is found that there is a significant difference in students' reading comprehension ability between the students who were taught using PQRST Method and the students who were taught using non-PQRST Method. The finding of the research indicates that the students taught using PQRST Method have better achievement on their reading comprehension ability especially in Narrative Text than those who taught using non-PQRST Method. PQRST Method is a suitable method applied in the classroom in teaching reading comprehension at grade tenth of SMA Negeri 4 Pematangsiantar. The result of this research showed that this method have influence on students' reading comprehensionability in reading. PQRST method is a method that designed for giving student a skill to overcome the problems in a text. So that, they become addicted to learn more and increased students' reading and have the good impact for their score.

The better achievement gained by the students through learning process in reading, the better comprehension they have upon the texts. By having good reading comprehension ability, the students will have the capability to associate with texts and its components. As Heilman (1981:312) said that reading comprehension includes the correct assosiation of meanings with

word symbols, the selection of the correct meaning suggested by the context, the organization and retention of meanings, the ability to reason one's way through smaller idea segments, and the ability to grasp the meaning of a larger unitary idea.

In applying the steps of PQRST Method, there were several problems and circumstances faced in each steps like, there were only few students who asked about the text provided in the observing step, students got easily noisy in the collecting data and so was in the associating steps because when they worked in groups they also talked much. In communicating step, they didn't talk really much but still got noisy especially when their group representation presented the discussion results.

In addition to the problems and circumstances above, the teachers need to control, check and watch over the students more in order to avoid the noise in the class especially in the collecting data, associating and communicating steps and encourage students to asks various questions about the material being discussed in the questioning step.

Finally, it can be concluded that PQRST Method is appropriate to be applied in teaching and learning process of reading comprehension. It is effective to improve the students' reading comprehension ability because it helps students to construct and attain meaning and build comprehension on texts as well as its components.

V. CONCLUSION

The conclusions of the research are made based on the research findings. Based on the research formulation of problems in Chapter I and the discussions in Chapter IV, then general conclusions can be drawn as follow. The average scores (mean) of the pre-test in experimental class shows a good result. It is 51,91. The average scores of the post test changes to a very good result. It is 85,73. As a result, the average scores are improved 33,82 points. Then, it can be drawn a conclusion that the students' reading comprehension ability of the experimental class is increased after treatment. The average scores (mean) of the pre-test in control class shows a good result. It is 69,41. The average scores of the post test also shows a good result. It is 75,58. As a result, the average scores are improved 6,17 point. Then, it can be drawn a conclusion that the students' reading comprehension ability of the control class is increased a bit after treatment. The average score of the post test in the experimental class is higher than the post test in the control class. It is 85,73 in the experimental class and it is 75,58. Then, the difference or the improvement as the whole students got from both of the experimental and control clsses is 345 or 10,14 point in average. It proves that the hypothesis alternative (Ha), "there is a significant effect in using PQRST Method on the reading comprehension ability at grade tenth students' of SMA Negeri 4 Pematangsiantar" is accepted.

REFERENCES

[1]   Anderson, B. (2003). *Streching Revised Edition*. Californis: Shelter Publications.
[2]   Ary, D., Jacob, L., Sorensen, C. (2010). *Introduction to Research in Education*. 8[th.] Edition. USA: WARDSWORTH Cengage Learning.

[3]   Boardman, A., Klinger. J. K., Vaughn. S. (2007). *Teaching Reading Comprehension to Students with Learning Difficulties*. New York: The Guilford Press

[4]   Brasswell, D. and Rasinski, T. (2008). *Comprhension that Works Taking Students beyond Ordinary Understanding to Deep Comprhension*. Shell education.

[5]   Brown, H. D. (2000). *Principle of Language Learning and Teaching*. New Jersey: Englewood Cliffs Inc.

[6]   Brown, H. D. (2004). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New York: Pearson Education Inc.

[7]   Budinuryanto. (1997). *Pengajaran Keterampilan Berbahasa.* Jakarta: Universitas Terbuka

[8]   Catherine, S. (2002). *Reading for Understanding*. RAND. Pittsburgh.

[9]   Cline, F., Johnstone, C., & King, T. (2006). *Focus Group Reaction to Three Definition of Reading (as Originally Developed in Support NARAP Goal 1).* Minneapolis, M.N.: National Accessible Reading Assesment Project.

[10]   De Cecco, J. P. and Crawford, W. R.   (2000). *The Psychology of Learning and Instruction*. Educational Psychology. New Jersey: Prentice Hall, Inc., Englewood Cliffs.

[11]   Harmer, J. (2007). *How to Teach English.* Kuala Lumpur: Pearson Education Limited.

[12]   Hatch, E.M and Farhady, H. (1982). *Research Design and Statistic for Applied Linguistics*. Rowley, Massachusetts: Newbury House, Heaton.

[13]   Herman. (2014). *An experiental function on students' genre of writing.* Jakarta: Halaman Moeka Publishing . ISBN: 978-602-269-088-7.

[14]   Hinkel, E. (2005). *TOEFL Test Strategis*. New York: Barron's

[15]   Kusnadi dkk. (2009). *Teaching Foreign Language Skill*.

[16]   Meyers. (2005). *TeachingReading: Reading Classes*. 3[rd.] Edition. USA, London, Hongkong.

[17]   Nunan, D. (2005). *Task-Based Language Teaching.* London: Cambridge University Press.

[18]   Sihombing, P. R. S. (2020). male and female strategy in reading comprehension of narrative text at SMA Kampus FKIP Universitas HKBP Nommensen Pematangsiantar. *International Journal of English Literature and Social Sciences (IJELS)*, *5*(1). Retrieved from http://journal-repository.com/index.php/ijels/article/view/1562

[19]   Silalahi, D. (2018). *Tree- Two-One (TTO) Summarizing Strategy on Reading Comprehension of Second Year Students at SMA Negeri 1 Bandar.*

[20]   Spears, D. (2006). *Developing Critical Reading Skill*. New York: McGraw-Hill, Inc.

[21]   Spratt, et al. (2005). *The TKT Course*. London : Cambridge University Press.

[22]   Tarigan, H. G. (2008). *Membaca sebagai Suatu keterampilan Berbahasa*. Bandung: Angkasa

[23]   Wormeli, R. (2005). *Summarization in Any Subject: 50 Techniques to Improve Student Learning.* New York: Associationfor Supervision andCurriculum Development (ASCD).

[24]   Wormeli, R. (2010). *Defenition of PQRST Method.* New York.