

ABSTRACT

Sholikah, Siti Maratus. Student Registered Number. 17203153084. 2019. *The Effectiveness of Using PQRST (Preview, Question, Read, State, Test) Strategy on The Student's Reading Comprehension Ability of The First Grade at MA Darul Huda Wonodadi Blitar.* Thesis. English Education Program. Faculty of Tarbiyah and Teacher Training. State Islamic Institute (IAIN) of Tulungagung. Advisor. Dr. Sukarsono. M.Pd.

Key Word: Effectiveness, PQRST (Preview, Question, Read, State, Test) Strategy, Reading Comprehension, Descriptive text.

Reading comprehension is a capability of someone to get the meaning from what they read. Most of students usually feel difficult and get bored doing reading comprehension activity in exploring descriptive text. Therefore, to help students interested in comprehending the whole content of descriptive text easily like looking for main idea, message and the important informations, strategy is needed to improve student's reading comprehension. It is PQRST (Preview, Question, Read, State, Test) Strategy that was proposed by Rune Peterson. PQRST (Preview, Question, Read, State, Test) Strategy can be one of the ways in developing students' reading comprehension. And The main goal of PQRST Strategy is to help students to advance their reading comprehension.

The formulation of research problem: is there significant difference in the student's reading comprehension scores before and after being taught by using PQRST (Preview, Question, Read, State, Test) Strategy? The objective of research is to identify the significant difference on the student's reading comprehension ability before and after being taught by using PQRST (Preview, Question, Read, State, Test) Strategy.

The researcher determines this study as quantitative in the form of pre-experimental design that involves one only group pre-test and post-test. The population is all of the students which consist of 64 students. For the sample is class of X MIA A that consists of 20 students selected by purposive sampling. Then, the instrument in this research is reading comprehension test by using objective test that consists of twenty five multiple choices about descriptive text. To compare the result of pre-test and post-test used Paired sample t-test in SPSS 16.0. Whether effective or not.

The result shows that difference between the mean scores of pre-test and post-test. The mean score of post-test (18.90) is higher than the mean score of pre-test (15.05). The significance value is smaller than the significance level ($0.000 < 0.05$). It means that null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. There is a significant difference of student's ability in reading comprehension before and after being taught using PQRST (Preview, Question, Read, State, Test) Strategy. So, it can be concluded that PQRST (Preview, Question, Read, State, Test) Strategy is effective on the first grade students reading comprehension ability in exploring descriptive text at MA Darul Huda Wonodadi Blitar.

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Pemahaman membaca adalah kesanggupan dari seseorang untuk dapat memahami apa yang mereka baca. Sebagian besar siswa kadang-kadang merasa kesulitan dan bosan selama kegiatan pemahaman membaca di dalam teks descriptif. Untuk itu, untuk membantu siswa tertarik di dalam pemahaman seluruh isi dari teks deskriptif dengan mudah seperti mencari ide pokok, pesan dan informasi penting, strategi diperlukan untuk meningkatkan pemahaman membaca siswa. Inilah strategi PQRST yang dikemukakan oleh Rune Peterson. Strategi PQRST bisa menjadi salah satu cara untuk mengembangkan pemahaman membaca para siswa. Dan, tujuan utama dari strategi PQRST adalah untuk membantu para siswa untuk meningkatkan pemahaman membaca mereka.

Rumusan masalah dalam penelitian ini adalah apakah ada perbedaan signifikasi pada nilai pemahaman membaca para murid sebelum dan sesudah di ajar menggunakan strategi PQRST? Tujuan penelitian ini adalah untuk mengidentifikasi perbedaan signifikasi pada kemampuan pemahaman membaca para murid sebelum dan sesudah di ajar menggunakan strategi PQRST.

Peneliti menentukan penelitian ini sebagai pendekatan kuantitatif dalam bentuk desain pre-experimental yang termasuk hanya satu group pre-test dan post test. Populasinya adalah semua siswa yang terdiri 64 siswa. Untuk sampelnya adalah kelas X MIA A terdiri dari 20 siswa yang diseleksi melalui purposive sampling. Lalu, instrumen dipenelitian ini adalah tes pemahaman membaca menggunakan tes objektif yang terdiri dari 25 pilihan ganda tentang teks deskriptif. Untuk mengukur hasil pre-tes dan post-test menggunakan Paired sample T-test di SPSS 16.0. apakah efektif atau tidak.

Hasil menunjukkan adanya perbedaan antara nilai pre-test dan post-test. Rata-rata nilai dari post-test (18.90) lebih tinggi dari rata-rata nilai pre-test (15.05). Nilai signifikan lebih kecil daripada tingkat signifikan ($0.000 < 0.05$). Itu berarti null hipotesis ditolak dan alternatif hipotesis diterima. Jadi, ada perbedaan signifikan kemampuan siswa di pemahaman membaca sebelum dan sesudah diajarkan menggunakan strategi PQRST. Jadi, dapat disimpulkan bahwa strategi PQRST efektif pada kemampuan siswa kelas satu pemahaman membaca dalam teks descriptif di MA Darul Huda Wonodadi Blitar.