CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter describe about the finding that include the students' achievement before and after treatment, normality and homogeneity testing, data analysis and discussion.

A. The Students' Achievement Before and After Treatment

In this research, the data was obtained by giving test (pre-test and post-test) to the experimental class. The researcher gave pre-test and post-test in order to know whether there is different score of the student before and after being taught by using PQRST Method. The pre-test done before the researcher conduct the treatments and the post-test given after the treatments finished. The pre-test and post-test was given to the X MIA class of MA Darul Huda Wonodadi which consist 20 students as subject of this research. The test between pre-test and post-test is different but both of them have same level of difficulties. The test were given to the students are 25 items in the form of multiple choices about descriptive text. The data of students' pre-test and post-test result can be seen in table 4.1.

To describe data, the researcher makes criteria students' reading comprehension score (pre-test and post-test) will be divide into three criteria. They are excellent, everage and poor. The categories can be seen in the table bellow:

Table 4.1 Students Score of Pre-test and Post-test

Name	Score of Pre-Test	Score of Post-Test
Dea	14	17
Nurul	16	18
St Maskurotin	14	18
Una Qoidatul	17	19
Husna	18	20
M. Zidan	18	19
Atina	17	20
Fitriana	17	20
Asna	17	21
Devy	16	22
Dewi	16	20
St akmalia	13	20
Fatkur	16	19
Vika	17	22
M. yoga	15	19
M. sendy	10	17
Ahmad choirun	12	19
Zuhria	14	18
M. iqbal	11	16
Amanda	13	14

There were 20 students are respondents of this research. Based on the table 4.1 can be seen, the categories of score pre-test are 18 (execellent), 16 (everage), and 10 (poor). While, the catagories of score post-test are 22 (execellent), 20 (everage) and 14 (poor).

1. **Students' reading comprehension score before being taught by using PQRST Method (Pre-test score)**

   This pre-test was intended to know students' reading comprehension score before students got treatment. The result of statistics and frequencies of score in pre-test can be seen bellow:

Table 4.2 The Result of Statistics

Statistics

		Pretest	Posttest
N	Valid	20	20
	Missing	0	0

Table 4.3 Frequency of Score in Pre-test

Pretest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	10	1	5.0	5.0	5.0
	11	1	5.0	5.0	10.0
	12	1	5.0	5.0	15.0
	13	2	10.0	10.0	25.0
	14	3	15.0	15.0	40.0
	15	1	5.0	5.0	45.0

16	4	20.0	20.0	65.0
17	5	25.0	25.0	90.0
18	2	10.0	10.0	100.0
Total	20	100.0	100.0	

From the table above can be seen 1 of 20 students which schale 5,0 % students got poor score. It indicate that the students need more improvement in their reading. While, 4 of 20 students or the schale was 65.0 % it indicate that students was have clear content so, they have everage score, and 2 of 20 students which schale 0% got execellent score.

2. **Students' reading comprehension score after being taught by using PQRST Method (Post-test score)**

After got treatment, the students were given post test. The result of statistics and frequencies of score in post-test can be seen bellow:

Table 4.4 The Result of Statistics

Statistics

		Pretest	Posttest
N	Valid	20	20
	Missing	0	0

Table 4.5 Frequency of Score in Post-test

Posttest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	14	1	5.0	5.0	5.0
	16	1	5.0	5.0	10.0
	17	2	10.0	10.0	20.0
	18	3	15.0	15.0	35.0
	19	5	25.0	25.0	60.0
	20	5	25.0	25.0	85.0
	21	1	5.0	5.0	90.0
	22	2	10.0	10.0	100.0
	Total	20	100.0	100.0	

From the table above can be seen 2 of 20 students which the schale 0% students got execellent score, while 5 of 20 students which schale 85.0% students got everage score, and 1 of 20 which schale 5.0 % of the students got poor score.

Comparing to the result of pre-test and post-test score has shown a significant progress. It means the using PQRST (Preview, question, read, state, and test) Strategy is effective in increasing the students reading score.

B. Normality and Homogeneity Testing

1. Normality testing

Normality testing is a test to measure whether the data has a normal distribution or not. It means the sample of data come from a normally distributed population. Normality and T-tes has relation that is, normality as the prerequisite in the T-test. The researcher used One-Sample Kolmogorov-Smirnov Test with SPSS 16.0 to know the normality. The hypotheses of testing normality are: a) H0: Data is in normal distribution. b) Ha: Data is not in normal distribution. Critic area is in which H0 is rejected when the significance value is lower than 0.05 (a=5%). The analysis is as follows:

One-Sample Kolmogorov-Smirnov Test

		Pretest	Posttest
N		20	20
Normal Parameters[a]	Mean	15.05	18.90
	Std. Deviation	2.328	1.944
Most Extreme Differences	Absolute	.208	.171
	Positive	.103	.136
	Negative	-.208	-.171
Kolmogorov-Smirnov Z		.932	.763
Asymp. Sig. (2-tailed)		.350	.606
a. Test distribution is Normal.			

Based on the output One-Sample Kolmogorov-Smirnov Test with SPSS 16.0 is known that the significance value from pre-test (0.350) and post-test (0.606). Both from value pre-test and post-test are bigger than

0.05. The sig/p value on pre-test is 0.350 and it's bigger than 0.05 (0.350>0.05). It means that H0 is accepted and Ha is rejected and the data is in normal distribution. For post-test, the value of sig/p is 0.606 and it's bigger than 0.05 (0.606>0.05). It also shows that H0 is accepted and Ha is rejected and the data is in normal distribution and the data is in normal distribution. So, it can be interpreted if both of data (pre-test and post-test score) are in normal distribution.

2. Homogeneity testing

Homogeneity testing is aimed to know whether the samples are homogeneous or not. It means the test to show that the data samples come from populations having the name variance. Homogeneity and T-test has the relation that is, homegeneity as the prerequisite in the T-test. The researcher used *One Way Anova* with SPSS 16.0 to know the normality. The result can be seen in table bellows:

Test of Homogeneity of Variances

Hasil

Levene Statistic	df1	df2	Sig.
1.732	1	38	.196

ANOVA

Hasil

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	148.225	1	148.225	32.232	.000

Within Groups	174.750	38	4.599		
Total	322.975	39			

From the output data above, it is found that the significance score is 0.196. In the calculation of homogeneity, If the significance score bigger than 0.05, it means the data are homogenous. In this case, the significance score (0.196>0.05). So the sample variance of test is having homogeneity or homogenous.

C. Data analysis

To invesigate the PQRST Strategy effective in improving students' reading skill, the researcher measured the result of pre-test and post-test by using SPSS Statistics 16.0. The result from the calculation of the organizing of the mean, median, standard deviation, variances, minimum and maximum of reading pre-test and post-test can be seen at the table bellow:

Table 4.6 Descriptive Statistics for Pre-test and Post-test

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
Pretest	20	8	10	18	301	15.05	2.328	5.418
Posttest	20	8	14	22	378	18.90	1.944	3.779
Valid N (listwise)	20							

From the table above can be seen that the mean of post-test score 18.90 was larger than the mean of pre-test score 15.05. It mean that the use of PQRST Strategy has caused in improving students reading score. As the previously mentioned that there are two hypothesis in this study: (1)Null Hypothesis (Ho) There is no significant difference in the student's reading comprehension ability that are taught before using PQRST (Preview, Question, Read, State, Test) Strategy and after using PQRST (Preview, Question, Read, State, Test) Strategy. (2) Alternative Hypothesis (Ha) There is significant difference in the student's reading comprehension ability that are taught before using PQRST (Preview, Question, Read, State, Test) Strategy and after using PQRST (Preview, Question, Read, State, Test) Strategy. The testing was done in the table bellow:

Table 4.7 Paired Samples Statistics

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	15.05	20	2.328	.521
	posttest	18.90	20	1.944	.435

Based on the table above, ouput paired samples statistics shows that mean of pre-test is 15.05 and mean of post-test is 18.90. So, the mean score of post-test is higher than pre-test. While N for each other are 20. Meanwhile, the standard deviation of pre-test is 2.328 and standard deviation of post test is 1.944. The standard error mean of pre-test is 0.521, while the standard error mean of post-test is 0.435.

Table 4.8 Paired Samples Correlation

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	pretest & posttest	20	.629	.003

Based on the table 4.8, output paired sample correlation shows the large correlation between samples, where can be seen numeral both correlation is 0.629 and numeral significance is 0.003. For interpretation of decision based on the result of probability achievement, that is:

a. If the probability >0.05, so the null hypothesis (H0) accepted

b. If the probability <0.05, so the null hypothesis (H0) rejected

The numeral significant is 0.003 smaller than 0.05 (0.003<0.05)and the null hypothesis (H0) is rejected. It means there is no significance different score using PQRST Strategy on the first grade students' reading comprehension ability at MA Darul Huda Wonodadi is rejected. In other word, using PQRST Strategy is effective to improve students' reading comprehension ability.

Table 4.9 Paired Sample Test

Paired Samples Test

		Paired Differences							Sig. (2-tailed)
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	Df	
Pair 1	pretest – posttest	-3.850	1.872	.418	-4.726	-2.974	-9.200	19	.000

Based on the table above, it can be seen that the mean of pre-test and post-test is -3.850, standard deviation 1.872 standard mean error 0.418, the lower different -4.726, the upper different -2.974, the resul of T test is -9.200 with df 19 and the sig.(2 tailed) is 0.000. The significance value is 0.000 and the significance level is 0.05. It means that the significance value is smaller than significance level (0.000 < 0.05). So, the alternative hypothesis (Ha) is accepted and null hypothesis (Ho) is rejected

The table 4.9 shows that the P value was less than 0.05 (0.000<0.05). Based on the result of analysis above, the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. It means that there is significant different on the students' reading comprehension scores in reading comprehension before and after being taught using PQRST Strategy.

D. Discussion

As stated previously, the objective of this research is to know the effectiveness of using PQRST Strategy on the first grade of students' reading comprehension at MA Darul Huda Wonodadi Blitar in exploring descriptive text. To achieve the objective of the research, the researcher did three steps to collects the data.

The first step was giving pre-test for students to know the students reading comprehension before being taught by using PQRST Strategy. The form of pre-test is multiple choices which consist 25 items. The second was giving treatment to the students by teaching English in reading comprehension using PQRST Strategy. The first treatment was opening. The researcher as the teacher introduced or explained about the definition, the purpose and steps of PQRST Strategy before asking the students to use it independently. The researcher also gave the example of how to use PQRST Strategy. The second treatment was main activity where the researcher taught about PQRST Strategy in more detailed. In order the students more understand in each steps, the researcher explained the PQRST Strategy to be two meeting. The first was P, Q steps. The researcher gave material of descriptive text to the students and give explanation. Then the researcher explained how to find

topic, title, structure and the purpose of text in P step. In Q step, the researcher asked to students to students to make questions from the text that was given with using 5W+H (what, when, where, why, who and how). The last was R, S, T steps. The researcher asked to the students to read actively and respond or answer the question that was arranged before in R step, stated the main idea in a text or each paragraph and content of text in their own mind in S step, and gave the test in T step. The third step was giving post-test for the students to know the students' achievement in reading comprehension after being taught by using PQRST Strategy. The post-test is different with pre-test but both of them have same level of difficulties.

The result of data analysis, it showed that there is significant difference of students' achievement in reading comprehension before and after being taught by using PQRST Strategy at the first grade of MA Darul Huda Wonodadi. It's strengthened by Staton (1982: 15-27) stated PQRST Strategy has shown the improvement of the readers' understanding, and their ability to recall information.

It can be seen the mean score of reading comprehension before being taught using PQRST Strategy is bad because the mean score is 15.05. After getting treatment, the mean score is 18.90. It is improved and the mean score of post-test is higher than the mean score of pre-test.

In Paired T-test analysis that is used by the researcher. The significance value is smaller than significance level (0.000<0.05). So, the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. It means that there is significant different of students achievement in reading

comprehension before and after being taught by using PQRST Strategy. The null hypothesis (Ho) states that there is no significant different score of students' achievement in reading before and after being taught by using PQRST Strategy is rejected.

Based on the finding of this research, PQRST Strategy is effective to improve student's reading comprehension in exploring descriptive text. It is strengthened by Peterson (2002:242) that PQRST Strategy is one of the best methods for improving memory for reading. It means this strategy can be alternative to solve the problem in understanding the content of the descriptive text. The theory above is accepted by the researcher, especially in understanding the reading comprehension at Senior High School.

The statement above is also strengthened the previous study as stated that PQRST Strategy is effective for students reading comprehension. The first previous study from Widiya (2012) the research design is quantitative in form of quasi experimental design which used observation with pretest posttest design control group. The study was focused on the students' ability to comprehend descriptive text. The second previous study from Yashinta (2013) is an experimental research using quasi experimental research design that divided student into two group, an experimental and control group. In this study used descriptive and procedure text. The result of both research showed that PQRST Method is effective to improve students reading comprehension.

Moreover, Ade (2015) in her journal has proved that PQRST method in learning process affect positively to their reading skill. It is shown by the

increasing score that the students have from reading comprehension test, the score become higher than before. The motivation to read the English text is also improved as well as their vocabulary building also enhanced. It helps the students to comprehend and grasp the content of English text. So it indicates that PQRST is effective.

From some previous studies above can be conclude that the reseacher same in using PQRST Strategy, and it proved that PQRST Strategy is effective to improve students reading comprehension. But, in this research is different in term of research design, kind of reading text and location. It means, the researcher use pre experimental wih one group pre-test that focus on descriptive text of the first grade students' reading comprehension ability at MA Darul Huda.

For teaching reading comprehension in Senior high School, PQRST Strategy makes students will be more interested to comprehend the whole content of descriptive text. Through step by step in this method the student also can easier understand title, main idea, the important information, the difficult vocabulary, structure and purpose of text in exploring descriptive text. They are also will remember the material because the process of understanding of text occurs repeatedly. For teacher, this strategy can be the one way to support the teaching and learning process because this strategy is simple not waste the time. Beside that this strategy will makes students more active to do the steps during reading comprehension process through giving question deal with the text given. Therefore, PQRST Strategy is applicable in reading comprehension class.

From the analysis, it can be concluded that PQRST Strategy can improve the students' achievement in reading comprehension. According to Wormeli (2010:131) states that PQRST Strategy is for reading comprehension. Using PQRST Strategy is suitable strategy especially in descriptive text where this strategy can make the student more understand the whole content of text. So, it proved that PQRTS Strategy is effective on the first grade students' reading comprehension ability at MA Darul Huda Wonodadi Blitar.