CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the data and the research findings. The data presented in this study were obtained from preliminary study and the implementation *PQRST (Priview, Question, Read, Summary,Test) technique* in the reading comprehension ability in narrative text

A. Findings

The classroom action research carried out in 2 cycles, and the procedures in this study cover four stages: planning, implementing, observing, and reflecting. Before presenting the procedures, it is imitated by presenting the preliminary study. Preliminary study was done before the action research was conducted. It was done to know the students' problems in the process of teaching and learning reading in the English subject.

1. Finding of preliminary study

The preliminary study was conducted on Friday, 29, April, 2016 (8.35 – 9.55). Based on interviewing the English teacher, she explains about the difficulties in teaching reading of the eight grade students at MTsN Jambewangi Eight Grade. The first was about the limitation of students' vocabularies. The impact of this condition was that they depended too much on their dictionary and then, when the students attempt to look up the meaning of difficulties word, usually it will have.

different meaning when it is applied, and then, they feel bored to read the text and they often forget some materials that the teacher has explained, because they don't understand the language content used in teaching and learning process. Then it was about the classroom situation. The large number of students made the teacher feels difficult to control and give attention to each student.

Most of the students reading without understand the meaning of the text. It is known when the researcher give the students a text and ask them to answer the questions in the pre-test, most of them can't answer the questions that given by the researcher. The data of the students' score in the pre-test showed that only 2 students who passed the test and 34 students others were failed. For detail score in pre-test see in table 4.1

Table 4.1. Students' Reading Comprehension Score in Pre-Test

NO	NAME	SEX	SCORE	RESULT	
				PASSING	FAILED
1	A B	M	76	√	
2	A R R	M	68		√
3	A M R	M	36		√
4	A S A	F	52		√
5	A F F	M	56		√
6	A K N	F	52		√
7	A H L	F	52		√
8	A K	F	68		√
9	A R	F	52		√
10	B V U	F	52		√
11	E D S	F	64		√
12	F A P	M	64		√
13	K K	F	64		√
14	L H H	M	56		√
15	L R	F	64		√
16	M I F F	M	56		√

17	M Z	M	64		√
18	M R A H	M	76	√	
19	M F R	M	60		√
20	M N D P	M	72		√
21	M A N Q	M	56		√
22	M I M	M	56		√
23	M IZ M	M	44		√
24	N D F	F	48		√
25	N H W	M	56		√
26	P R	F	48		√
27	P A S	M	56		√
28	R M T	M	72		√
29	S R N	F	-		√
30	S H P	F	60		√
31	S	F	56		√
32	T R	M	68		√
33	V F W	F	68		√
34	Y N	F	56		√
35	Z S P	F	68		√
36	Z S R	F	56		√
TOTAL SCORE			2,072	2	34
PERSENTAGE				$\dfrac{2}{100} \times 36$ = 5 %	$\dfrac{34}{36} \times 100$ = 94%
Means` score				57	

The percentage was calculated using the following formula:

Total of all passed students

—————————————— **x 100%**

Number of students

Thus, it obtained that the students who passed the pre-test were less than 94%, it is only 5% (2 students) students were pass in the pre-test and the other 94% (34 students) who failed. The result of means score in pre-test that was still 57. It is still far from the passing score minimum which is 75.

Therefore, from the students' score in reading test above, it can be concluded that the criteria of success had not been achieved yet. According to the students, it was quite difficult to comprehend the reading of narrative text. Most of them were confused to answer the question of the text. Besides, they seemed not interested to do it.

2. Finding of Cycle 1

The data presented in this study are data collected from planning, implementing, observing, and reflecting. In this phase, the researcher conducted three meetings. The meeting was conducted on Friday 29 April 2016, Saturday 30 April 2016 and Wednesday 04 May 2016.

The first meeting was conducted on Friday, 29, April, 2016 in third and fourth period (8.35 – 9.55). The researcher greeted the students and checked the attendance list by calling each student's name. All students were present that day. In the first day The researcher explain about the technique Than the researcher give some question (pre test) for student and until The time was at 09.55 A.M, the bell rang so the time was over for the first meeting in cycle 1. Finally, she closed the class by praying and saying goodbye to the students. The time allotment in this meeting was 2 x 45 minutes.

The second meeting was conducted on Saturday , 30 April, 2016 in third and fourth period (08.35-09.55) .The researcher greeted the students and checked the attendance list by calling each student's name. from 36 students just 1 student were absent in this day. After that, the researcher prepared all the narrative text.

In a pre reading activity The researcher explain about narrative text example explain about what is the narrative text and kind of narrative etc. then ask student to make some group consist of 4 or 5 student. After that divide of narrative text to student, then the researcher ask student to read (just 5 minutes) after that make four question. After that ask group to make summarize or write the moral value about the text and give one question to another group.

The researcher asked the students to convey their difficulties in the process of learning reading that they have to learn that day. The bell rang. It was 09.55 A.M. Finally, she closed the class by praying and saying goodbye to the students. The time allotment in this meeting was 2 x 45 minutes.

The third meeting was conducted on Wednesday.04,May2016 in third and fourth period (8.35 – 9.55). The researcher greeted the students and checked the attendance list by calling each student's name. All students were present that day. In the third meeting the researcher give some question (post test 1) for student and until The time was at 09.55 A.M, the bell rang so the time was over for the first meeting in cycle 1. Finally, she closed the class by praying and saying goodbye to the students. The time allotment in this meeting was 2 x 45 minutes. the results the detail score in post test cycle 1 can see table 4.2.

Table 4.2. Students' Reading Comprehension Score in Post-Test Cycle 1

NO	NAME	SCORE	RESULT	
			PASSING	FAILED
1	A B	76	√	
2	A R R	68		√

Lanjutan tabel 4.2

3	A M R	60		√
4	A S A	76	√	
5	A F F	72		√
6	A K N	76	√	
7	A H L	56		√
8	A K	76	√	
9	A R	80	√	
10	B V U	64		√
11	E D S	76	√	
12	F A P	64		√
13	K K	64		√
14	L H H	56		√
15	L R	76	√	
16	M I F F	68		√
17	M Z	64		√
18	M R A H	68		√
19	M F R	68		√
20	M N D P	80	√	
21	M A N Q	60		√
22	M I M	72		√
23	M IZ M	56		√
24	N D F	60		√
25	N H W	76	√	
26	P R	76	√	
27	P A S	56		√
28	R M T	72		√
29	S R N	72		√
30	S H P	80	√	
31	S	64		√
32	T R	76	√	
33	V F W	72		√
34	Y N L	72		√
35	Z S P	68		√
36	Z S R	56		√
	TOTAL	2416	13	24
	PRESENTAGE		$\dfrac{13}{36}$ X 100 = 46%	$\dfrac{24}{36}$ X 100 = 66%
	MEANS SCORE		67	

The result of the students' scores in the pre-test the means of score that was still 57. It is still far from the passing score minimum which is 75. The students who passed the pre-test were less than 75%, it is only 5% (2 students) students were pass in the pre-test and the other 94% (34 students) who failed.

And in the post-test cycle 1 the means of score also that was still 67. It is still far from the passing score minimum which is 75. The students who passed in the post-test cycle 1 were less than 75%. It is only 46% (13 students) were pass in the post test of cycle 1 and the other 66% (24students) who failed. So, the researcher needs to conduct the next. Therefore, the researcher and the collaborator decided to revise the planning in the cycle 1 and the implementation strategy in the cycle 1 to conduct the next cycle or the cycle 2.

From all of the process from meeting 1 until meeting 3, it can be concluded that there were 13 students or 46 % of the total students in post test who could get the score $\geq$ 75. It did not yet meet with the predetermined criteria of success that was 75% who get score $\geq$ 75 for reading comprehension test. It could be concluded that the action in the first cycle did not run unsuccessfully. Although the result was not too good, it was still better than the result of reading comprehension in post-test that conducted before. It means *PQRST (Priview,Question,Read,Summary,Test) technique* can improve students' reading comprehension although it was not maximally. By analyzing the results of observation checklist, interviewed and the reading comprehension test, the researcher and the English teacher found some problems that caused

the failure. The first, the students were difficult to comprehend the text given. The second, most of the students not understand the difficult words . Also, after the researcher gave students to do the work individually, each student needed different time to finish their individual work. They also thought that the time allotment is not enough. It was because each student had difference ability in English.

The implementation in cycle 1 had not given a significant change to the reading skill of the students at MTsN Jambewangi. The result of test in cycle the researcher was not satisfying yet. So, some revisions on the planning were made. The planning of the implementing in cycle 2 was similar with cycle 1. But the researcher applied new strategy in *PQRST (Priview,Question,Read,Summary,Test) technique* . The differences strategy can be seen in the table below:

Table 4.3 The differences strategy between cycle 1 and cycle 2

Cycle 1	Cycle 2
The first activity students straight previous the text and make question.	the student previous the text the students must write the difficult word to easy understand the content of the text, and the next students can start make questions
One group consist of 4-5 students	One groups consist of 2 students

3. **Finding Of Cycle 2**

The implementing of cycle 2 was done on Saturday, 7 May,2016 and Friday , 13 May, 2016The implementation on the second cycle covers two meetings:

The first meeting was conducted on Saturday , 7 May,2016 in third and fourth period (08.35- 09.55). The researcher greeted the students and checked the attendance list by calling each student's name. All 36 students were presents that day. After that, the researcher prepared the text for students.

The researcher give some text for every group and ask student to search difficult word than write in column difficult words. after write difficult words the student make question and answer based on the text in column number two and the last the student write summary or write the moral value to know that the student understand the content of the text.

The researcher asked the students to convey their difficulties in the process of learning reading that they have to learn that day. The bell rang. It was 09.55 A.M. Finally, she closed the class by praying and saying goodbye to the students. The time allotment in this meeting was 2 x 45 minutes.

The second meeting was conducted on Friday ,13 May,2016 in third and fourth period (08.35 – 09.55). The researcher greeted the students and checked the attendance list by calling each student's name. All 35 students were presents that day. one students were absent that day they are *Susanti* . After that, the researcher prepared some test (post test) for student.

The bell rang. It was 10.00 A.M. Finally, she closed the class by praying and saying goodbye to the students. The time allotment in this meeting was 2 x 45 minutes.

The result of observations in the cycle 1 showed that the teacher followed the step completely, and the students learned enthusiastically. The

students' attention and interest had improved and it caused positive effect to the students in the instructional process. In addition, the observer found that the students' attitude toward the teacher explanation and instructions was good. Then, from the questionnaire the researcher knew that the students' like and enjoy learning by using *PQRST (Priview,Question,Read,Summary,Test) technique*. And then, for the result of test it showed that the students' reading comprehension mastery significant improvement. For detail score in post test cycle 2 can see table 4.3.

Table 4.4. Students' Reading Comprehension Score in Post-Test Cycle 2

NO	NAME	SCORE	RESULT	
			PASSING	FAILED
1	A B	82	√	
2	A R R	72		√
3	A M R	76	√	
4	A S A	84	√	
5	A F F	80	√	
6	A K N	80	√	
7	A H L	68		√
8	A K	72		√
9	A R	80	√	
10	B V U	76	√	
11	E D S	80	√	
12	F A P	76	√	
13	K K	76	√	
14	L H H	76	√	
15	L R	80	√	
16	M I F F	76	√	
17	M Z	76	√	
18	M R A H	84	√	
19	M F R	80	√	
20	M N D P	80	√	
21	M A N Q	72		√
22	M I M	76	√	
23	M IZ M	-		√
24	N D F	76	√	

Lanjutan Tabel 4.4

25	N H W	80	√	
26	P R	80	√	
27	P A S	72		
28	R M T	76	√	
29	S R N	76	√	
30	S H P	84	√	
31	S	76	√	
32	T R	80	√	
33	V F W	76	√	
34	Y N L	80	√	
35	Z S P	76	√	
36	Z S R	68		√
TOTAL		2702	29	7
PERSENTAGE			$\dfrac{29}{36}$ X 100 = 80 %	$\dfrac{7}{36}$ X 100 = 19 %
MEANS SCORE			75	

The results of the students' score in the Post-test of cycle 2 the means score that were 80. It can be concluded that students' reading comprehension mastery has improved. In addition, the students who passed in the Post-test of cycle 2 were 80% (29 students) and the other 19% (7 students) who failed. So, the criteria of success were achieved because the percentage of the students' score was more than 75%.

Based on the analysis of the students' score in cycle 2, the mean score of test in cycle 2 was 85. It is higher than in pre-test and the post-test of cycle 1. In addition, the criteria of success which was 75% could be achieved by students in cycle 2 because there were 80% of students (29 students) who passed the test in cycle 2. It means that the implementation of *PQRST*

(Priview, Question, Read, Summary,Test) technique was successful in this research and this technique is good to improve the students' reading comprehension mastery in narrative text. As a result, the action research was successful so that the researcher stopped the research in this cycle.

4. Finding of Questionnaire in Cycle 2

The questionnaire was conduct on the cycle 2 after meeting 2. There were 9 items that should be answered by the students according their feeling about the implementation of *PQRST (Priview,Question,Read,Summary,Test) technique.* Total of the students who like to learn reading by using *PQRST (Priview,Question,Read,Summary,Test) technique* is 31 students. It means that most of the students feel fun and happy joining reading class by using *PQRST (Priview,Question,Read,Summary,Test) technique* And only 5 students who dislike to learned reading by using *PQRST (Priview, Question, Read, Summary, Test) technique.*Total of the students who felt easier to understand and find the detail information the text is 29 students. It means that almost all of the students are easier and understand for find the detail information in the text by using *PQRST (Priview,Question,Read,Summary,Test) technique.*

Total of the students who discussed with their friends to answer the questions correctly is 4 *students.* It means just little of the students who answer the question with discuss with their friend most them or 32 students answer the question by their own self.

Total of the students who enjoyed the teaching and learning process by using *PQRST (Priview,Question,Read,Summary,Test) technique* is 32

students. It means most of the *students* very enjoying when teaching and learning process by using *PQRST (Priview,Question,Read,Summary,Test) technique* Only 4 students who didn't enjoy when the teaching and learning process by using *PQRST (Priview,Question,Read,Summary,Test) technique*.

Total of the *students* who improved their interest to studying English after using *PQRST (Priview,Question,Read,Summary,Test) technique* is 32 students. It means that most of the students want to learn more the English after they are studying by using *PQRST (Priview, Question,Read,Summary,Test) technique* And only 4 students who didn't improved their interest to studying English after using *PQRST (Priview,Question,Read,Summary,Test) technique*.

From the description above, it was conclude that the treatment given in the second cycle had fulfilled the criteria success *used* in the study. There fore, the action research should not continued to the next cycle. so study was stopped.

B. Discussions

The objective of this study was to know how *PQRST (Priview, Question, Read, Summary, Test) technique* can improved the students' reading comprehension in narrative text Eight grade students of MTsN Jambewangi in the academic year 2015/2016.

PQRST (Priview, Question, Read, Summary, Test) technique will be successful to improve the students' mastery in reading comprehension in narrative text Eight grade year students, if the scores of the students have achieved the criteria of success which is 75% among the whole member of the

students in the class. Then the standard value is 75. Thus students who get

score at 75 or more classified into passing the test, and the students who get

score less than 75 are considered failed See on the table 4.4. For detail

differences score in Pre-test, Post-test Cycle 1 and Post-test Cycle 2.

Table 4.4. Students' Students' Reading Comprehension Score in Post-Test Cycle 2

NO	Criteria	SCORE		
		Pre – test	Post-test cycle 1	Post-test cycle 2
1.	Total score	2072	2416	2702
2.	Mean score	57	67	75
3.	Passing	5% (2 students)	46% (13 students)	80% (29 students)
4.	Failed	94 %(34 students)	66% (24 students)	19% (7 students)

From the data above, in the preliminary study, the students' mean

score of the pre-test was 57. In addition, there were 5% of the students (2

students) who passed in the test and 94% (34 students) of the students who

failed in the test. It showed that the students' reading comprehension in

narrative text is still low.

In the cycle 1, the students' mean score of reading comprehension in

narrative test was 67. Then there were 46 % of the students (13 students) of the

students who passed in the test and 66% of the students (24 students) of the

students who failed in the test. The criteria of success had not been achieved

because there were only 44% of the students who passed in the test and it was

less than 75% of criteria of success. Therefore, the researcher needed to

conduct in the cycle 2. However, the number of students who passed the test in

cycle 1 was greater than the number of students who passed the test (5% > 46%). It means that the *PQRST (Priview, Question, Read, Summary,Test) technique* could improve the students' reading comprehension in narrative text although it was not maximally.

In the cycle 2, the students' means score was 75. In addition, the criteria of success which was 75% could be achieved by students in cycle 2 because there were 80% of the students (29 students) who passed the test in cycle 2, and there were only 19% of students (7 students) who failed. It means that the action research was successful so that the researcher stopped the research.

Based on the data which were gathered from observation, interview, and questionnaire, the result of them could be inferred that the students were interested in learning reading comprehension in narrative text by using *PQRST (Priview,* Question*, Read, Summary,Test)* technique and the problems of learning reading comprehension could be decreased as much as possible. In addition, the students 'reading comprehension mastery has improved well.

When the researcher conducted the research using the *PQRST (Priview, Question, Read, Summary,Test) technique* she found the students seem enjoyable in learning reading comprehension especially in narrative text, and also they seemed easy to understand the content of the text. In addition, their reading comprehension mastery improved well. Therefore, it can be said that the students received the advantages of   PQRST Technique.

From the discussion above, it could be inferred that the implementation *PQRST (Priview, Question, Read, Summary,Test) technique* was successful in this research, and the technique was good to improve the students' reading comprehension in narrative text.

B. The Suggestions of the Study

PQRST (Priview, Question, Read, Summary,Test) technique is a good technique that can be used to improve the students' comprehending a reading narrative text. As a result, it can be known that the students enjoy in teaching and learning reading by using *PQRST (Priview, Question, Read, Summary,Test) technique.*