

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, 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 PQRS 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 VIII B class of SMPN 1 Sumbergempol which consist 37 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 narrative text. The data of students' pre-test and post-test result can be seen in appendix.

To describe data, the researcher makes criteria students' reading comprehension score (pre-test and post-test) will be divide into five criteria. They are excellent, very good, good, average, poor and very poor. The categories can be seen in the table follows (see appendix). Then, the presentation of data is as follows:

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 data students' reading comprehension score in pre-test can be seen in appendix. The descriptive statistic of pre-test which consist mean, median and mode (table), the frequency of pre-test (table) and the frequency distribution of pre-test (table) can be seen in below:

Table 4.1 Descriptive Statistic of Pre-Test Score

Statistics		
VAR00001		
N	Valid	37
	Missing	0
Mean		50.8108
Median		52.0000
Mode		52.00
Std. Deviation		8.31945

Based on table above 4.1, we can be seen that there 37 students as a subject or participant. The mean of students score in pre-test was 50.8108. It means that the average of 37 students' score was 50.8 as the pre-test score. According to the criteria of students' achievement in table 4.1 above, the students' mean 50.8 was belong to poor categories. Then, the result of median was 52.0000. It means that the middle score of students' score of pre-test was 52 from total of 37 students. The mode of pre-test was 52 and

there was 8 students who get score 52. The last, the value of standard deviation of the pre-test was 8.31945.

Table 4.2 Frequency of Pre-test

Pre-test				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 24	1	2.7	2.7	2.7
40	3	8.1	8.1	10.8
44	6	16.2	16.2	27.0
48	6	16.2	16.2	43.2
52	9	24.3	24.3	67.6
56	5	13.5	13.5	81.1
60	3	8.1	8.1	89.2
64	4	10.8	10.8	100.0
Total	37	100.0	100.0	

Table 4.3 Frequency distribution of Pre-test

Pre-test				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 21-30	1	2.7	2.7	2.7
31-40	3	8.1	8.1	10.8
41-50	12	32.4	32.4	43.2
51-60	17	45.9	45.9	89.2
61-70	4	10.8	10.8	100.0
Total	37	100.0	100.0	

From the table 4.3, the frequency of pretest after distributed there are 1 student (2.7%) getting score between 21-30, it means that on the students' reading comprehension is very poor, 3 students (8.1%) getting score between 31-40 it also means that on the students' reading comprehension is very poor, 12 students (32.4%) getting score between 41-50, it also means that on the students' reading comprehension is very poor, 17 students' (45,9%) getting score between 51-60 it means that on the students' reading comprehension is poor, and there are 4 students (10.8%) getting score between 61-70. it means that on the students' reading comprehension is average.

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 data students' reading comprehension score in post-test can be seen in appendix. The descriptive statistic of post-test which consist mean, median and mode (table), the frequency of post-test (table) and the frequency distribution of post-test (table) can be seen in below

Table 4.4 Descriptive Statistic of Post-Test Score

Statistics		
Post-test		
N	Valid	37
	Missing	0
Mean		70.4865
Median		68.0000
Mode		68.00
Std. Deviation		9.01117

Base of the table 4.4, we can be seen that there are 37 students as the subject or participant of this study. The mean of students' score in post-test was 70.4865. It means that the average of 37 students' score was 70.4 as the post-test score. According to the criteria of students' achievement the students' mean 70.4 was belong to good categories. Then, the result of median was 68.0000. It means that the middle score of students' score of post-test was 68 from total of 37 students. The mode of post-test was 68 and there was 10 students who get score 68. The last, the value of standard deviation of the post-test was 9.01117.

Table 4.5 Frequency of Post-test

		Post-test			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	1	2.7	2.7	2.7
	60	3	8.1	8.1	10.8
	64	6	16.2	16.2	27.0
	68	10	27.0	27.0	54.1
	72	4	10.8	10.8	64.9
	76	7	18.9	18.9	83.8
	80	1	2.7	2.7	86.5
	84	4	10.8	10.8	97.3
	88	1	2.7	2.7	100.0
	Total	37	100.0	100.0	

Table 4.6 Frequency distribution of post-test

		Post-test			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	31-40	1	2.7	2.7	2.7
	51-60	3	8.1	8.1	10.8
	61-70	16	43.2	43.2	54.1
	71-80	12	32.4	32.4	86.5
	81-90	5	13.5	13.5	100.0
	Total	37	100.0	100.0	

From the table 4.6, the frequency of pre-test after distributed there are 1 student (2.7%) getting score between 31-40, it means that on the

students' reading comprehension is very poor, 3 students (8.1%) getting score between 51-60 it also means that on the students' reading comprehension is poor, 16 students (32.4%) getting score between 61-70, it also means that on the students' reading comprehension is average, 12 students' (32.4%) getting score between 71-80 it means that on the students' reading comprehension is good, and there are 5 students (13.5%) getting score between 81-90 it means that on the students' reading comprehension is very good.

a. **The effectiveness of using PQRST Method in reading comprehension of narrative text.**

To know the effectiveness of using PQRST Method in reading comprehension, the researcher used statistical test using paired sample t-test by SPSS 16.0. The result of analyze is as follows:

Table 4.7 Paired Samples Statistics

		Paired Samples Statistics			
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Post-test	70.4865	37	9.01117	1.48143
	Pre-test	50.8108	37	8.31945	1.36771

Based on the table 4.7, output paired sample statistic shows that there are mean scores differences between pre-test and post-test. The mean score of pre-test is 50.8108 and the mean score of post-test is 70.4865. So the mean score of post-test is higher than pre-test. Then the number of

subject or respondents of each sample (N) is 37. Meanwhile, standard deviation of pre-test is 8.31945 and standard deviation of post-test is 9.01117. Mean standard error for pre-test is 1.36771, while mean standard error for post-test is 1.48143.

Table 4.8 Paired Samples Correlations

Paired Samples Correlations			
	N	Correlation	Sig.
Pair 1 Post-test & Pre-test	37	.752	.000

Based on the table 4.8, output paired sample correlation shows the large correlation between samples, where can be seen numeral both correlation is 0.752 and numeral significance is 0.000. For interpretation of decision based on the result of probability achievement, that is:

- a. If the probability >0.05 , so the null hypothesis (H_0) accepted
- b. If the probability <0.05 , so the null hypothesis (H_0) rejected

The numeral significant is 0.000 smaller than 0.05 ($0.000 < 0.05$) and the null hypothesis (H_0) is rejected. It means there is no significance different score using PQRST Method on the eight grade students' reading comprehension ability at SMPN 1 Sumbergempol is rejected. In other word, using PQRST Method is effective to improve students' reading comprehension ability.

Table 4.9 Paired Samples Test

Paired Samples Test								
	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Post-test – Pre-test	1.96757E1	6.13756	1.00901	17.62931	21.72204	19.500	36	.000

Based on table 4.8, output paired samples test shows the result of compare analysis with using T-test. The difference mean score of pre-test and post-test is 1.967. Standard deviation is 6.137, mean standard error is 1.009, the lower different is 17.629, while upper different is 21.722. The result of tcount is 19.500 with df is 36 and significance 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 (H_a) is accepted and null hypothesis (H_o) is rejected.

Based on the result of analysis above, the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected. It means that there is significant different of students' reading comprehension scores in reading comprehension before and after being taught using PQRST Method.

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. 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) H_a: Data is not in normal distribution. Critic area is in which H₀ is rejected when the significance value is lower than 0.05 ($\alpha=5\%$). The analysis is as follows:

		VAR00001	VAR00002
N		37	37
Normal Parameters ^a	Mean	50.8108	70.4865
	Std. Deviation	8.31945	9.01117
Most Extreme Differences	Absolute	.124	.149
	Positive	.119	.149
	Negative	-.124	-.128
Kolmogorov-Smirnov Z		.757	.908
Asymp. Sig. (2-tailed)		.616	.382
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 (0.616) and post-test (0.382). Both from value pre-test and post-test are bigger than 0.05. The sig/p value on pre-test is 0.616 and it's bigger than 0.05 ($0.616 > 0.05$). It means that H₀ is accepted and H_a is rejected and the data is in normal distribution. For post-test, the value of sig/p is 0.382 and it's bigger than ($0.382 > 0.05$). It also shows that H₀ is accepted and H_a 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 same variance. The researcher used *One Way Anova* with SPSS 16.0 to know the normality. The result can be seen in table belows:

Test of Homogeneity of Variances

Post-Test

Levene Statistic	df1	df2	Sig.
2.286	7	27	.058

ANOVA

Post-Test					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1942.710	9	215.857	5.944	.000
Within Groups	980.533	27	36.316		
Total	2923.243	36			

From the output data above, it is found that the significance score is 0.058. In the calculation of homogeneity, If the significance score is

bigger than 0.05, it means the data are homogenous. In this case, the significance score ($0.058 > 0.05$). So the sample variance of test is having homogeneity or homogenous.

C. Discussion

As stated previously, the objective of this research is to know the effectiveness of using PQRST Method on the eight grade of students' reading comprehension at SMPN 1 Sumbergempol 2016/2017 in exploring Narrative Text. To achieve the objective of the research, the researcher did three steps to collect the data.

The first step was giving pre-test for students to know the students reading comprehension before being taught by using PQRST Method. 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 Method. The first treatment was opening. The researcher as the teacher introduced or explained about the definition, the purpose and steps of PQRST Method before asking the students to use it independently. The researcher also gave the example of how to use PQRST Method. The second treatment was main activity where the researcher taught about PQRST method in more detailed. In order the students more understand in each steps, the researcher explained the PQRST Method to be two meeting. The first was P, Q steps. The researcher gave material of narrative 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 Method. 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 Method at second grade of SMPN 1 Sumbergempol. It's strengthened by Staton (1982: 15-27) stated PQRST Method 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 method is bad because the mean score is 50.8108. After getting treatment, the mean score is 70.4865. 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 (H_a) is accepted and the null hypothesis (H_0) is rejected. It means that there is significant different of students achievement in reading

comprehension before and after being taught by using PQRST Method. 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 Method is rejected.

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

The statement above is also strengthened with previous study as states that PQRST Method 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. Another previous study is journal written by Prih Febriningsih, M.Zaim and Jufrizal (2013) stated that the students with low interest taught by PQRST technique have significantly higher reading comprehension on procedure texts than those who are taught by QAR technique at grade VII of SMPN 2 Padang. It indicates that PQRST technique affects the students with low interest on reading comprehension on procedure texts. It indicates that PQRST is effective.

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

From the analysis, it can be concluded that PQRS Method can improve the students' achievement in reading comprehension. According to Wormeli (2010:131) states that PQRS method is for reading comprehension. Using PQRS Method PQRS Method is suitable method especially in narrative text where this method can make the student more understand the whole content of text. So, it proved that PQRS Method is effective on the eight grade students' reading comprehension ability at SMPN 1 Sumbergempol.