

**THE USE OF PQRST (Preview, Question, Read, Summarize, and Test)
STRATEGY IN TEACHING READING COMPREHENSION AT SMA N 2
KEPAHIANG
(A Descriptive Qualitative Research in SMA N 2 Kepahiang)**

THESIS

**This thesis is submitted to fulfill the requirement
for 'Sarjana' degree in English Language Education**



By

SERI SARTIKA

Nim. 14551032

**ENGLISH TADRIS STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
INSTITUTE COLLEGE FOR ISLAMIC STUDIES
(IAIN) CURUP
2018**

STATEMENT OF OWNERSHIP

The writer signs below :

Name : SERI SARTIKA

NIM : 14551032

Prody : English Study Program

State the thesis under the title "THE USE OF PQRS (Preview, Question, Read, Summarize, and Test) STRATEGY IN TEACHING READING COMPREHENSION (A Descriptive Qualitative Research in SMA N 2 Kepahiang)", is origin and never proposed to get scholarship in IAIN Curup. So, never do the other university.

This statement is made truly, if in the next day there is any mistake, the writer ready to accept the punishment or the other criticism from IAIN suitable with its regulation.

Curup, October 2018

Writer



SERI SARTIKA
NIM. 14551032



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI
(IAIN) CURUP**

Jalan Dr. AK Gani NO. 01 Kotak Pos 108 Telp. (0732) 21010-21759 Fax 21010
Homepage: <http://www.iaincurup.ac.id> Email: admin@iaincurup.ac.id Kode Pos 39119

A P P R O V A L

Nomor : 1519 /In.34/1/PP.00.9/12/2018

Name : Seri Sartika
NIM : 14551032
Departement : English Study Program
Title : The Use of PQRS (Preview, Question, Read, Summarize and Test) Strategy in Teaching Reading Comprehension (A Descriptive Qualitative Research in SMA N 2 Kepahiang)

Has been examined by examining board of the English Study Program of Institut Agama Islam Negeri (IAIN) Curup, on:

Day / Date : Tuesday, 27 November 2018
Time : 15.00 a.m – 16.30 a.m
At : Munaqasyah Room 1 IAIN Curup

Has been received to fulfill partial requirements for the degree of Strata 1 in English Study Program of Tarbiyah Departement of IAIN Curup.

Curup, December 2018
Rector of IAIN Curup,

Dr. Rahmad Hidayat, M.Ag., M.Pd.
NIP. 19711211 199903 1 004

Examiners :

Head

Secretary

Jumatul Hidayah, M. Pd
NIP 19780224 200212 2 002

Sarwo Edi, M.Pd
NIK 20011038702

Examiner I

Examiner II

Paidi Gusmuliana, M.Pd
NIP19840817 201503 1 004

Henny Septia Utami, M. Pd
NIK 17102010

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI
(IAIN) CURUP

Hal : Pengajuan Skripsi

Kepada

Yth. Rektor IAIN CURUP

Di

Curup

Assalamualaikum wr.wb

Setelah mengadakan pemeriksaan perbaikan maka kami berpendapat bahwa skripsi saudara **SERI SARTIKA** yang berjudul **“THE USING OF PQRS (Preview, Question, Read, Summarize, and Test) IN TEACHING READING COMPREHENSION (A Descriptive Qualitative Research in SMA N 2 Keahiangan)”**. Sudah dapat diajukan dalam sidang munaqosah.

Demikian permohonan ini kami ajukan, terima kasih.

Wassalamualaikum wr.wb

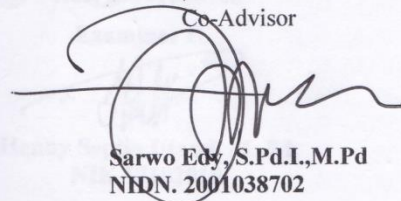
Curup, 17 Oktober 2018

Advisor



Jumatul Hidayah, M.Pd
Nip. 197802242002122002

Co-Advisor



Sarwo Edy, S.Pd.I., M.Pd
NIDN. 2001038702

ACKNOWLEDGEMENT



Assalamu'alaikum Wr. Wb.

Alhamdulillahirobil' alamin all of praises just Allah SWT the Almighty and merciful god who blessing and guidance have made me possible to finish this thesis completely. Praying and greeting to our Muhammad SAW and all of his family and followers who has brought us from the darkness to the lightness as we felt together.

The researcher finished this research entitled "THE USE OF PQRS (Preview, Question, Read, Summarize, and Test) STRATEGY IN TEACHING READING COMPREHENSION (A Descriptive Qualitative Research in SMA N 2 Kepahiang)". This thesis is presented in partial fulfillment of the requirement for the degree of strata 1 in English Study Program of IAIN Curup. In conducting this thesis, the writer received valuable contribution, guidance, assistance, support and motivation from others. In this chance, the writer would like to express her deepest appropriation to:

1. Mr. Dr. Rahmat Hidayat, M.Ag, M.Pd as the Rektor of IAIN CURUP
2. Mr. Drs. Beni Azwar, M.Pd. Kons as the head of Education Faculty
3. Mrs. Jumatul Hidayah, M.Pd as the chief of English Tadris Study Program
4. Mrs. Jumatul Hidayah, M.Pd as my advisor who always give the time for guidance, support, advices and suggestion in the whole process of writing this thesis
5. Mr. Sarwo Edy, S.Pd.I.,M.Pd as my co-advisor for his support, advices, guidance and suggestion in process of writing this thesis

6. Mr. Paidi Gusmuliana, M.Pd as the examiner for his advice, supervision, and crucial contribution in the improvement of the result of this research.
7. Miss. Henny Septia Utami, M.Pd also as the examiner for her advice and and crucial contribution in the improvement of the result of this research.
8. All of the lecturer's in IAIN CURUP who have given their knowledge to us
9. SMA N 2 Kepahiang (Mr. Dr. Ghazali Adillah. S.Pd. M.Pd) for allowing me to conduct the research there.
10. Mrs Nana Anggar Kusuma NR, S.Pd as an English teacher in SMA N 2 Kepahiang for her time and their willingness to help me in collecting the data in her class.

Finally, the researcher realize about writing this thesis is not perfect yet, event in the grammar, structure of the writing, discussion or anything else that is not suitable with hoped. The writer really satisfied, if there is critic or suggestion directly to the writer to make this thesis better and perfect.

And the last as bad as possible this thesis, but the writer still hope the result of this thesis will give the benefit to the reader and may Allah Bless us and give us the easiest way for facing our future. Aamiin Ya Robbal'alamin

Wassalamu'alaikum WR.WB

Curup, October 2018

Writer

SERI SARTIKA
NIM. 14551032

Motto and Dedication

Motto:

“STOP DREAMING AND START DOING...”

Dedication:

This thesis dedicates to:

- *My Almamater Institute College for Islamic Studies (IAIN) Curup*
- *My wonderful and beloved parents, my father (Mr. Herman), my mother (Mrs. Meri Hati) who never stop asking about my study. Their text messages give me reason to be focuss to finish my study as soon as posible, and I am really grateful to have you two in my life.*
- *My first brother (Hadi Irawan), my second brother (Erik Juanda) and also all of my family that can not be mentioned one by one for every support that you give to me*
- *My beloved friend (Okta Arzello) who always be a good listener for every problem I faced, especially when I had to revise this research and re-start over and over again.*
- *All my close friends (Ririn Anggraini and Tri Rahayu M) and all of my friends in PBI (B, A, C), KPM, PPL and SERINDANG BULAN that cannot be mentioned one by one*
- *All of the people around me who gave me the golden precept that I could not be mentioned one by one.*

ABSTRACT

Seri Sartika, 2018 : “THE USE OF PQRST (Preview, Question, Read, Summarize, and Test) STRATEGY IN TEACHING READING COMPREHENSION (A Descriptive Qualitative Research in SMA N 2 Kepahiang)”.

Advisor : Jumatul Hidayah, M.Pd

Co-Advisor : Mr. Sarwo Edy, S.Pd.I.,M.Pd

This research was focused on the using of PQRST strategy in teaching reading comprehension in SMA N 2 Kepahiang. This research objectives were to find out the teacher implement PQRST strategy in teaching reading comprehension and the teacher obstacles in using PQRST strategy in teaching reading comprehension. This research is a descriptive research which is presented in qualitative way. Subject of the research is an English teacher at SMA N 2 Kepahiang. The techniques for collecting data were observation and interview. Then the instruments were field note and Interview guidance. In analysis of data, the steps were: data managing, reading/memoing, data description, classifying, and interpreting. The result showed: The first, the teacher implement PQRST strategy in teaching reading comprehension at SMA N 2 Kepahiang already good, because the implementation of PQRST strategy as cited by sulistyos theory, the teacher leads students to identify the picture and title, give some questions, give students a text to read, lead the students to make a summary and the last try the students' comprehension by giving a test. Second, the obstacles faced in using PQRST strategy, there are two obstacles that researcher found the first is about deficiency of time and the last is about students capability in doing a few steps.

Key word : PQRST Strategy, Teaching Reading Comprehension.

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CHAPTER I

INTRODUCTION

A. Background of the Research

English is one of the compulsory subjects. There are four foremost competencies that should to be mastered in English. One in every of four abilities in English is reading. in written language, reading is an activity to comprehend some information. Reading can be taken into consideration one of the primary ways of acquiring information in academic settings especially. According to Grabe and Tankersley, reading is a strategic and complicated procedure protecting a number of skills and strategies that's used by the reader to assume text information, choose key information, prepare and summarize information, screen comprehension, restore comprehension breakdowns, and match comprehension output to reader goals.¹ It means reading is a manner to comprehend the idea and information within the textual content, and in the procedure of comprehending the information, readers want their expertise of vocabulary and structure of the language. Students want a lot of practices to have an awesome comprehension.

Reading is important skill as the scholars need to be mastered, reading performs an important role in all of areas of school. Through reading, people can locate information from a spread of texts, written or printed, such as letters, buying listing, magazines, newspapers, advertisement and plenty of other materials. According to Nunan, reading is the most important activity in any magnificence because nearly all of the substances in schools is in a printed form, not simplest as a source of information and a delight activity, however additionally as a mean of

¹ Asie Esteria, *The Role Of Pqrst Strategy To Improve Reading Comprehension In Indonesia* (Malang : State University of Malang, 2015), P. 1

consolidating and lengthening one's knowledge of the language, literature, and culture.² What the scholars get from reading activity within the study room optimistically can be a meaningful contribution in each elements of existence due to the fact each aspects of lifestyles is related to reading.

One of pillars of the act of reading is reading comprehension. Reading comprehension is the competence to process text, understand its meaning, and to integrate it with what the reader already knows. Based on Snow stated, reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.³ Therefore, reading comprehension is an intentional, active, interactive process that occurs before, during and after a reader reads a particular piece of writing. So reading comprehension is incredibly complex and multifaceted. Because of this, readers could not develop the ability to comprehend texts quickly, easily or independently.

According to Prado and Plourde, there are five specific practices that teachers should be utilizing when teaching student to read or when helping them improve their reading skills, one of these five practices, the most important is reading comprehension because reading comprehension requires the reader to actually know and understand what they are reading.⁴ If persons have excellent decoding skills, but are not completely able to understand what they are reading, then they are essentially word calling and not genuinely reading. Knowing and understanding what is being read is the key to comprehension.

² Nunan, *Language Teaching Methodology*, (Cambridge : Prentice Hall Int, 1991), P. 17

³ Snow, *Reading for Understanding:toward an R & D Program in Reading Comprehension*, (Santa Monica:Rand Corporation, 2002), P. 6

⁴ Prado, Plourde, *Increasing Reading Comprehension Through the Explicit Teaching of Reading Strategies Is There A Difference Among the Genders?*, (Reading Improvement : 2005), P. 32-43.

Reading comprehension is not a single step or easily acquired skill. It is an exceptionally complex process that teachers find difficult to teach. Without satisfactory reading comprehension aptitudes, students can struggle in numerous subject areas. So, the teacher should have exact plans to urge a successful way, in the instructing learning process. Reading strategies are tools that teachers use to help students learn to read and comprehend what they are reading. There are some strategies of teaching reading which are interesting and can improve students' reading abilities. But not all strategies can fit with the text and students' needs. It means the teacher has a great responsibility in considering the strategy that she wants to apply to improve her students' reading comprehension.

One of widely used study strategies to gain students reading especially in content area comprehension is PQRST strategy. PQRST (Preview, Question, Read, Summarize, and Test) is a step by step plan used to improve readers understanding and recall their ability to recall information. ⁵Many researches have conducted almost PQRST strategy in reading comprehension. All of the result proved that PQRST strategy is exemplary in teaching reading comprehension. Based on analysis pre-observation, there are a few reason why the teacher used PQRST strategy in teaching reading. First, when the teacher asked some questions about the text, they did not have any idea related to it. The students got difficulty on how to analyze the text and state the important ideas. Second, the students were lack of vocabulary. They did not understand the meaning of the text if they did not consult their dictionary. The last the students were not interested to learn English, because they usually used their daily language.

⁵ Nopri Malia, *Using PQRST Strategy to Improve Students' Reading Comprehension of Hortatory Exposition Texts at Grade XI IPS of MA Diniyah Puteri*, (Pekanbaru : Journal English Language Teaching, 2015), P. 11

According to Westwood and Wormeli stated , in teaching reading comprehension, PQRST strategy can lead the students to find the ideas and help them in the vocabularies problem, than the activity of PQRST strategy can improve the students interest because they give students an identifiable structure to follow for reading and interacting with the material.⁶ In this case the use of PQRST strategy is very helpful for the teacher. So, the teacher choose PQRST strategy in teaching reading comprehension beacuse this strategy is compatible to solve those problem.

The use of PQRST strategy may support the process of teaching reading comprehension. Each step of PQRST strategy improves the teaching and learning process which is also aimed to improve the students' reading comprehension. According to Westwood PQRST strategy is simple step by step plan of action any child might adopt when faced with reading assigment. Teaching used PQRST strategy could be done well if the teacher gave the appropriate ways in teaching process. It provides a step-by step guidance to students before, during, and after their reading process which is essential for their comprehension.⁷ Briefly, PQRST strategy may able to make students become active in reading process, make them focus on the text, attract their motivation have a long-term memory in comprehending the text and increase their score on the test.

Based on the researcher's pre-observation in SMA N 2 Kepahiang, the researcher found the phenomena in teaching reading comprehension. The fhenomena affected the students score on reading comprehension. Many students get low marks, the students score to comprehend the text was not satisfied. Beside that, the students interest in reading was also low. So, now the

⁶ Nikmatul Khoiriah, *The Implementation Of P-Q-R-S-T Strategy To Improve Students' Reading Comprehension Ability*, (Mataram Baru : Universitas Lampung, 2017), P. 12

⁷ Prih Febtiningsih, *The Effect Of Pqrst And Qar Technique On Students With Low Interest On Their Reading Comprehension On Procedure Texts*, (Padang : State University, 2013), P.28

teacher teach reading comprehension using PQRSST strategy, and the students score increased significantly. Before using PQRSST strategy the average of students score was 68, then after using PQRSST strategy the average of students score was 80. And the students score to comprehend the text is satisfied, students could find the ideas of the text, students understood the meaning of the text and the learning process had been interested. Based on the phenomenon. The researcher is interested to conduct a research. And the tittle of this research is “The use of PQRSST strategy in teaching reading comprehension at SMA N 2 Kepahiang”.

B. Research Questions

Based on the phenomenon encountered above, the researcher subsequently organizes three research questions as the following below :

1. How does the teacher implement PQRSST strategy in teaching reading comprehension ?
2. What are the obstacles faced by teacher in using PQRSST strategy in teaching reading comprehension ?

C. The Objective of the Research

The objective of the research are to investigate :

1. PQRSST strategy implemented by teacher in teaching reading comprehension
2. Osbtacles faced by teacher in using PQRSST strategy in teaching reading comprehension

D. Significance of the Research

This result of this research is expected to give contribution to the following parties : *first*, hopefully this research will motivate the other English teachers to improve students’

reading comprehension through PQRST strategy. And the teacher will teach easily because it is an effective way in teaching reading comprehension, so learning process will be comfortable. Than, the using PQRST strategy can be alternative strategy to support teaching reading comprehension. *Second*, the result of this research can be used to improve English teacher in teaching and learning process. So the school will deliver the bright teachers and also the smart students, especially in reading comprehension. *Third*, researcher hopes this research can give more information and contributes the knowledge.

E. Delimitation of the Research

Delimitation in this research is PQRST strategy that teacher implement in teaching reading comprehension. There are some theories refers to PQRST strategy, but this research will focuses to Sulistyono and Wormeli theories that cited about PQRST strategy implementation in reading comprehension. Because this theories is appropriate to this research that try to investigate PQRST strategy implent by teacher in teaching reading comprehension.

F. Definition of Key Term

This part provides the definition of key term, they are reading, reading comprehension and PQRST strategy.

1. Reading comprehension

Reading comprehension is a proses in which information from the text and the knowledge possessed by the reader act together to construct meaning. It is also the result of understanding the meaning of written or printed text based on the reader's experiences,

knowledge, vocabulary, and structure of the language.⁸ In this research, reading comprehension is the process of constructing meaning through descriptive text, clear understanding and identifying information details. In other words, reading comprehension is the activity that is used by the students at SMA N 2 Kepahiang to understand or to find the meaning of the descriptive text.

2. Teaching reading comprehension

Teaching reading comprehension is the processes used for transferring knowledge in order to get good reading comprehension and understanding of a text to achieve the goals of the learning process.⁹ In this research teaching reading comprehension is a process to help the students to develop their reading comprehension in using PQRST strategy. It can be done by developing the subskills of reading and giving the language features needed to read such as vocabulary, grammar, spelling and pronunciation.

3. PQRST strategy

PQRST strategy is one of the teaching strategies which comprise of five stages/schemes: Preview, Question, Read, Summarize, and Test. It can be used to improve readers understanding and focus on prioritizing the information in a way that relates directly to how they will be asked to use that information.¹⁰ In this research PQRST strategy is the strategy that implemented in teaching reading comprehension, especially descriptive text by using five steps (Preview, Question, Read, Summarize, and Test). It means the teacher

⁸ Asie Esteria, *The Role of PQRST Strategy to Improve Reading Comprehension*, (Malang : State University,), P. 4

⁹ Bereiter, C., & Bird, M, *Use of thinking aloud in identification and teaching of reading comprehension strategies*, (Cognition and Instruction : 2, 1985), P. 131–156.

¹⁰ Staton, T. F, *The "PQRST METHOD" of Reading a Textbook How to Study*, (Houghton. : 7th Edition, 1982), P.

previews the title or headline, generates questions, demands the students to read the material, asks the students to summarize, and measure the understanding by giving a test. This strategy is applied by English teacher at SMA N 2 Kepahiang to her students in eight class. It uses to enhance the students score in reading comprehension descriptive text.

G. Research Paper Organization

To make the organization of this research more systematic, the researcher organizes the research into chapter I-V. In every chapter has each own sub title. The first chapter is introduction that consists of background of the research, research questions, objective of the research, significance of the research, delimitation of the the reasearch, definition of the key term, and research paper organization. The second chapter, the researcher express about review of the related theory. The third chapter, the researcher describes about methodology of the research, the fourth chapter, the researcher elaborates about findings and discussion. And the last chapter provide conclusion and suggestion.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Reading

a. Definition of Reading

Godman says that reading is an activity of picking meaning or understanding and it is not just of a row of explicit words (reading the lines), it also involves the meaning behind the rows contained in the row (reading between the lines) , and even the meaning lies behind the row of that line (reading beyond the lines).¹¹ According to Grabe, reading is also composed of some basic and essential characteristics such as purpose, interaction, comprehension, flexibility, evaluation and gradual development.¹² According to Heilman, Blair, Rupley , reading is interacting with language that has been coded into print.¹³ In this research, Reading is defined as an active process where there is an interaction with the text in order to produce meaning out of written discourse.

According to Rivers , reading is the most important activity in any language class not only as a source of information and entertainment but also as the means of consolidating and extending one's knowledge of the language.¹⁴ It means that reading is not only the activity to get information and entertain but also to give and improve competence and performance of English language. The reader has a purpose for reading such as getting information or entertainment. The reader interacts not only with textual

¹¹Samsu Sumadayo, *The Effect of Learning Model Drta (Directed Reading Thinking Activity) Toward Students' Reading Comprehension Ability*, (Surakarta :University Eleven March, 2013), P. 1

¹² W. Grabe, *Current Developments in Second Language Reading Research*, *TESOL Quarterly*, (Vol 25, No: 3, 1991), P. 375-406.

¹³Heilman, Blair, *Principles and Practices of Teaching Reading*, (Merrill: Columbus, 1991), P. 201

¹⁴River, *Teaching foreign-language skills*, (USA: The University of Chicago Press,1981), P. 21

information but also with his knowledge of the world. Furthermore, the good reader does not worry whether he will understand the text as he or she starts reading. The end result of reading is comprehension of what has been read. Based on the theories above it is clear that it is an activity of picking an idea from the text by purposing to grasp the meaning from the text to be read.

b. Reading Comprehension

Heilman, Blair, Rupley stated that reading comprehension is a process of making sense of written ideas through meaningful interpretation and interaction with language.¹⁵As conceptualized by Snow Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.¹⁶From the theories, in this research reading comprehension is a multicomponent, complex process that involves many interactions between the reader and what s/he brings to the text (previous knowledge, strategy use), as well as variables related to the text itself (interest in the text, understanding of the types of texts). To have the effective comprehension, it requires the readers maintain the meaning throughout the reading of the text. Reading comprehension is best viewed as a multifaceted process affected by several thinking and language abilities. There are some component to be considered in reading comprehension; the hierarchy purportedly represents types of tasks that are of increasing levels of cognitive complexity¹⁷:

¹⁵Ibid,

¹⁶Snow, C, *Reading Study Group. Reading for Understanding: toward an R & D Program in Reading Comprehension*, (Santa Monica:Rand Corporation, 2002), P. 90

¹⁷ Bloom, B. S., Engelhart, M. D., Furst, E. J., Hill, W. H., & Krathwohl, D. R. (1956). *Taxonomy of Educational Objectives; the Classification of Educational Goals*; (Handbook I: Cognitive domain. New York, NY: Longmans, 1956) , P. 228

- 1) Level 1—Knowledge: recognizing or recalling facts, terms, generalizations, etc.
- 2) Level 2—Comprehension: understanding meaning, interpreting, translating
- 3) Level 3—Application: applying what is known to a new situation or problem
- 4) Level 4—Analysis: separating into parts so that organizational structure can be understood
- 5) Level 5—Synthesis: putting parts together to form a new idea or thing
- 6) Level 6—Evaluation: making judgments about value

Associated with each level of the hierarchy are terms describing intellectual behaviors that are characteristic of that level. More specifically, the terms displayed in bold play an important role in defining the LSAT Reading Comprehension specifications.

- 1) Level 1—Knowledge: select, label, list, identify, name, locate, define, recite, describe, state, memorize, recognize
- 2) Level 2—Comprehension: match, explain, restate, defend, paraphrase, distinguish, rewrite, summarize, give examples, interrelate, express, interpret, illustrate, defend
- 3) Level 3—Application: organize, sketch, generalize, apply, dramatize, solve, prepare, draw, produce, show, choose, paint
- 4) Level 4—Analysis: compare, differentiate, analyze, subdivide, classify, infer, point out, survey, distinguish, select, categorize, prioritize
- 5) Level 5—Synthesis: compose, construct, originate, produce, hypothesize, plan, develop, create, design, invent, combine, organize

- 6) Level 6—Evaluation: judge, consider, relate, critique, weight, recommend, criticize, summarize, support, appraise, evaluate, compare¹⁸

The LSAT Reading Comprehension Specifications divide reading comprehension questions (items) into four categories—(1) Recognition, (2) Understanding and Analysis, (3) Inference, and (4) Application. These categories are intended to represent a hierarchy of reading skills, with the later categories representing higher levels of reading skill that are based on the skills in the earlier categories. The governing principle is ascent from mere recognition of the ordinary meanings of words and sentences to higher levels of critical thinking and application.

Category 1—Recognition: The first and most basic category is Recognition. Items in this category test the ability to recognize what is and is not said in a passage. Most items involve the ability to recognize paraphrases or restatements of what the passage does or does not say. This includes the details of the passage, general claims, and the points being made, including the main point. The emphasis is on recognition of what the sentences of the passage say, given the ordinary meanings of their words. The skills involved in this category are primarily found in the first two levels of Bloom’s Taxonomy. Questions ask the test taker, using terms from the taxonomy, to identify, describe, state, and recognize restatements, paraphrases, and basic interpretations of what the passage says.

Category 2—Understanding and Analysis: The second category includes items that test the ability to more fully understand a text by determining the meaning and purpose of terms and phrases from the context in which they are found, and to analyze the parts of the passage, understand their argumentative or rhetorical roles, and grasp the relationship

¹⁸ Anderson, L. W., Krathwohl, D. A., & Bloom, B. S., *Taxonomy For Learning, Teaching, And Assessing: A Revision Of Bloom’s Taxonomy Of Educational Objectives.*, (New York, NY: Longman, 2001), P. 19

of those parts and their roles to each other. These skills would seem to be at a higher level than just basic recognition of what the sentences of a passage say given the ordinary meaning of their words

Category 4—Application: Items in this category ask the test taker to apply what is in the passage to the world outside the passage. This includes questions that ask what the author's view might be about something not mentioned in the passage, what might be analogous to something in the passage, what general principle might be suggested by the passage, how other facts or ideas not mentioned in the passage might bear on the passage (i.e., strengthen or weaken), and what the author might intend the passage to accomplish in the world. They ask the test taker to apply, generalize, and evaluate. These tasks require recognition of what the passage says, understanding of its text, and recognition of its implications. Therefore, the skills involved in the Application category depend on those skills in the other categories¹⁹. From the categories above the research conclude that reading comprehension is complex ways so it is needed a particular strategy to teach it. Appropriate teaching reading strategy will lead reader understand the text easily.

c. Aspect of Reading Comprehension

According to Nuttal, there are five aspect of reading that should bemastered by the students to comprehend the text deeply, which is as follows:

1. Identifying Main idea

Determining idea is one of the most important skills in reading comprehension tograsp and find the main point of the passage by summarizing the passage and lookfor repetition of ideas or words. The main idea is important to a reader,

¹⁹ Ibid p.

because it tells what the story is mainly about. Without knowing the main idea, readers will not know the purpose of the text.

2. **Identifying Information details**

Identifying details are the facts and ideas that explain or prove the topic sentence or main idea. Supporting details help the reader know more information about the main idea or subject of a passage. They are pieces of information that help the readers see the big picture in a text. Supporting details give readers the answers to questions they might ask before they ask them.

3. **Determining Inference**

Inference is an educational guess or conclusion drawn based on logic of the passage. An inference is when the students take clues from a story plus what they already know from their own experiences to decide what the teacher means. The teacher will not always tell them everything, so they need to use inferences to understand and visualize the story. The students will make inferences to help them understand what they are reading. As follows:

- a) Think about the type of information the teacher is giving.
- b) Think about how the topic of the text relates to own life or the experiences of students have had.

4. **Understanding Vocabulary**

The communication will succeed or not it depends on the accurate vocabulary understanding. It means that to comprehend what the words mean is important in vocabulary. When vocabulary mastery improves, comprehension will

be deeper and apply letter sound correspondence to a pretend word and matching it to a known word in the readers' oral vocabulary. Vocabulary means the understanding of word meanings and their use, contributes to reading comprehension and knowledge building.

5. Reference

One of the sub-processes in sentence comprehension is referential representation; this process identifies the references that words in a sentence make to external words. Referential representation is aided by making reference easy to identify. Readers need to identify the reference of a pronoun when the referent appears recently in the text and has been mentioned earlier. It is the signal to readers to find the meaning elsewhere in the text.²⁰

B. Strategy in Teaching Reading

a. The Definition of Strategy in Teaching Reading

According to Ware, teaching strategy is a complex educational behavior of a teacher in using methods, techniques, tools, discipline and communications in order to achieve goals and objectives.²¹ Harmer has said that a strategy is an action that the teacher takes to attain one or more of her teaching-learning goals.²² The strategy can also be defined as a general direction set for the teaching process. In this research, teaching strategy is a generalized plan for a lesson which includes structure, desired learner behavior in terms of goals of instructions and an outline of planned tactics necessary to implement

²⁰Nuttall C, *Teaching Reading Skills In a Foreign Language*, (British Library Cataloguing in Publication Data London : Heinemann, 1985), P. 71

²¹Yun Ho Shinn, *Teaching strategies, their use and effectiveness as perceived by teachers of agriculture: A national study*, (Iowa State University Capstones : Retrospective Theses and Dissertations, 1997), P. 11

²²Harmer, *The Practice of Language Teaching*, (4th ed London: Pearson Longman, 2007), P. 29

the strategy. Effective teachers are able to identify the strategies that will be most benefit for their students in achieving those goals. Strategies are used in combination to solve problems, to think about text and to check understanding.

b. Teaching Reading Comprehension

Nation as cited by Susanti mentioned four principles of teaching reading that teachers should know. They are: (1) meaning-focused input, (2) meaning-focused output, (3) language-focused learning and (4) fluency development²³. The first principle, meaning-focused input, requires teachers to establish practice with a range of reading purposes. Reading here means as a media to get something that is useful for the students. In other hand, teachers should motivate the students that they have a purpose in doing the reading²⁴. Teachers should teach their students to read for understanding information, for getting new knowledge, for academic goals, and for writing. The second principle is meaning-focused output. It means that a reading course should be established integratively with other language skills such as listening, speaking and writing. In teaching English, the main role of listening and reading are as receptive skills and they are followed by speaking and writing as the productive skills. In teaching reading, teachers must consider the output in speaking and writing to find out the students are able to comprehend the reading materials and it must be taught integratively

The third principle is language-focused learning. The teaching reading process should be able to help the students to develop their reading skills. It can be done by developing the subskills of reading and giving the language features needed to read such

²³ Susanti, A. N. R., *Improving Students' Reading Comprehension Through PQRSST Technique at Grade XI of SMA Piri 1 Yogyakarta in the Academic Year of 2012/2013*, (Yogyakarta: Yogyakarta State University, 2013), P. 6

²⁴ Duffy, G.G., *Explaining Reading*, (New York :The Guilford Press, 2009), P. 32

as vocabulary, grammar, spelling and pronunciation. The last principle is fluency development. There are three main points in this principle. First, the teaching process of reading should help and push the learners to develop fluency in reading. Teachers should give familiar topic of the materials to help the students easier in understanding the words. Second, the students should enjoy reading and feel motivated to read. They should be involved in the reading activities individually or groups. Third, the students should read a lot. By reading a lot, students will get used to with many kinds of English text and become fluence in reading. Teaching reading comprehension needs a lot of reading practice, teachers should motivate the students to like reading and make them realize the purpose of reading. If the students like to read, they will use the information that they get from reading in the way they speak and write, enrich their ability in vocabulary, grammar and prununciation mastery and make the students become more fluency.

c. Strategy in Teaching Reading Comprehension

Among many reading comprehension strategies that can help students to improve their reading ability and English teacher should find out the effective strategy to teach their students how to comprehend their reading materials more effectively. Consequently, teaching comprehension strategies should focus on thinking, problem solving and monitoring understanding.²⁵Comprehension strategies are thinking tools, mental actions, or routines that are used before, during, or after reading a text. They involve deliberate effort on the part of the reader to better understand or remember what is being read.

²⁵Harvey, S. & Goudvis, *Strategies that work: Teaching comprehension to enhance understanding*, (Markham: Pembroke, 2000), P. 48

The goal of instructional strategies is to teach students how to make sense of text. Instructional strategies are the plans used by the teacher to teach comprehension.²⁶ Based on the above, strategies for teaching reading are the processes used for transferring knowledge in order to get good reading comprehension and understanding of a text to achieve the goals of the learning process. Teachers need to use appropriate strategies based on the materials and the purpose of learning.

c. Kind of Teaching Strategy in Teaching Reading Comprehension

There are some strategies of teaching reading comprehension that can apply by teacher to improve their students :

1. PQ4R strategy, it is a strategy developed by Thomas E.L and Robinson H.A . This strategy stands for *Preview, Question, Read, Reflect, Recite and Review* and this strategy is used mainly to help students with difficulty in reading. PQ4R strategy is a strategy that helps students to focus organizing information in their minds and making it meaningful. Comprehension, retaining and recalling information is a challenge for many students.²⁷
2. QAR strategy, is strategy that has been used successfully to improve comprehension which stands for Question-Answer-Relationship. Using this strategy, students analyze different comprehension questions to determine where they might find the answers to these types of questions. This strategy demonstrates for students that answers are not always found within the text, but at times require background

²⁶ Bereiter, C., & Bird, M, *Use of thinking aloud in identification and teaching of reading comprehension strategies*, (Cognition and Instruction : 2, 1985), P. 131–156.

²⁷ Slavin, *Educational Psychology Theory, Research, and Practice, Fifth Edition*, (Massachusetts: PPs Universitas Negeri Surabaya, 1997), P. 209

knowledge to provide an answer. Raphael and Wonnacott, suggest that the strategy can be quite beneficial for students.²⁸

3. RIDER strategy, is the strategy should be used for teaching and can overcome those problems. RIDER stands for Read- Image-Describe-Evaluate-Repeat. According to Mercer, there are some steps of using RIDER strategy. It is explained as follow: Read (reading the sentence), Image (Making an image or picture in your mind), Describe (how the new image is different from the last sentence), Evaluate (making sure that the image contains everything necessary), Repeat (the step to RIDER as you read the text sentence).²⁹
4. RAP strategy, is a simple strategy that is easily incorporated into existing curriculum without taking time away from critical content instruction. It means that strategy is easily incorporated into existing curriculum without taking time away from critical content instruction. This strategy stands for Read-Ask-Paraphrase).³⁰

All of the strategies above are interesting and can improve students' reading skills, but not all strategies effective and suitable for the students problems. Than, not all strategies can fit with the text and students' needs. It means the teacher has a great responsibility in considering the strategy that she wants to apply to improve her students' reading comprehension. So in this research, teacher apply PQRST strategy because this strategy is effective for her students.

²⁸Raphael, T. & Wonnacott, *Heightening fourth-grade students' sensitivity to sources of information for answering comprehension questions*, (Reading Research Quarterly, 20(3), 1985), P. 282-296.

²⁹Mercer, *using a graduated word problem sequence to promote problem solving skills*, (Learning Disability Research & Practice, 1993)P. 169-174

³⁰Reid, R., & Lienemann, *Strategy instruction for children with learning disabilities*, (New York, NY: Guilford, 2006), P. 116

C. PQRST Strategy

a. The Definition of PQRST Strategy

According to Thomas & Robinson PQRST (Preview, Question, Read, Summarize, and Test) is one of strategies that can lead the students reading comprehension.³¹ Based on Sulistyoy's theory, reference conceptually the PQRST strategy is one the teaching strategies which comprise of five stages/schemes: Preview, Question, Read, Summarize, and Test.³² It provides a step-by step guidance to students before, during, and after their reading process which is essential for their comprehension. In this research, PQRST strategy is the strategy that the teacher applies to the student in teaching reading comprehension descriptive text. PQRST strategy helps students to cope their problem in reading comprehension by using five steps. They are previewing, questioning, reading, summarizing, and testing. Each step of PQRST strategy improves the teaching and learning process which is also aimed to improve the students' reading comprehension.

b. The Steps of PQRST Strategy

The PQRST strategy stands for Preview, Question, Read, State, and Test. There are five steps to the PQRST Literacy Strategy according to Wormerli.³³

1. P – Preview.

In previewing, the teacher leads the students to identify the title, picture, figure, number, italic words in the text. The reader can get a sense of where they are going with their reading. This step is usually done by reading the title or headline. The preview stage will

³¹Thomas, Robinson, *Improving Reading in Every Class*, (Boston: Allyn & Bacon Press, 1982), P.

³² Sulistyoy, *Reading for meaning*, (Malang: Pustaka Kaiswaran, 2011), P. 128

³³Susanti, *Improving Students' Reading Comprehension through PQRST Technique at Grade XI of SMA PIRI 1*, (Yogyakarta. : Yogyakarta State University, 2013), P. 12

give the students an overview of the topics covered in the chapter and how they are organized. The point is to get an idea of the main topics and sections of the text. If they have a general idea about what a reading assignment covers, they will be able to determine how it relates to the course for which they are reading, and what they want to learn from it.

2. *Q – Questioning.*

The teacher develops questions to which the students want to find answers. In this step of the process, the teacher generates questions to help focus reader's reading and find the key points in each section. The questions can lead them to find further information of text. They should avoid adding questions that might distract or change the subject. With specific questions in mind about a reading assignment, they will know exactly what information to look for, and they will be motivated to find it. This will help them to learn as much as they can from reading. The steps are in the following:

a) Reread the heading.

b) Predict questions based on that heading. Include questions based on who; what; when; where; why; and how or by giving leadquestions after the teacher gives the text.

3. *R – Read*

The next step is reading the material. The teacher gives the text to the students. It can be in group reading or individual reading activity when it applies by a game. The students also can find difficult or new vocabulary in the text while reading the text. If it is possible, the students may read the text twice.

4. *S – Summarize*

After the students finish reading a section of text, the teacher may ask the students to summarize by recalling the important ideas from the section reader just read. In this step, the students will state the central idea or theme.

5. *T – Test*

In this step, the teacher tries to measure the understanding of the students by giving a test. The teacher can design the test in form of answering questions or ask the students to teach the reading materials to other students.

From the explanation above the implementation of PQRST strategy can be seen in the tabel below;

Tabel __
The implementation of PQRST

No	Steps	Description
1	Preview	In preview stage, teacher stimulates the students to use their previous knowledge to predict the text that will be read by looking at the picture, chart, diagram or title of the text. It can also establish the students' understanding about the topic or the theme of the text which is going to be read.
2	Questions	After having understanding about the text that the students are going to read,

		<p>teacher motivates the students to make questions based on their prior knowledge of the text. By creating questions, students are prepared to have inquiry activities related to the text and it helps students to have guided reading. They will read the text to find the answer of their own questions.</p>
3	Read	<p>In this stage, students will read the text more carefully to find the answer of their own questions. If the students cannot find the answers, they can change their questions and find the answers from the text.</p>
4	Preview	<p>For Summarizing activity, students can make their own conclusion by noting the main points of information they can get from</p>

5	Test	In test stage, teacher can give another questions to find out the students comprehension and to make sure that the students really understand the text. The test also important for the students, they may know their ability in reading comprehension after answering teacher's questions
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c. The Obstacles Faced in Using PQRST Strategy

Based on the result of Nikhmatul Khoiriah's research clarified that in the implement the PQRST strategy, there are two obstacles that probability will be found by teacher or students. As follow :

- 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.
- 2) In some stages, the students may get difficulties in doing the step 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.³⁴

³⁴Nikhmatul Khoiriah, *The Implementation of P-Q-R-S-T Strategy Toward Students Reading Comprehension Ability* (Lampung : University of Lampung, 2017), P.24

d. The Advantages of PQRST Strategy

There are some advantages of using PQRST strategy in teaching reading comprehension:

- a. The PQRST strategy helps to enhance students' comprehension of a text.³⁵ 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 analyse the whole of the text.
- b. 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.³⁶ It made the students find the information details easily. It also made them to focus to the aspects that they should find in the text.
- c. It helped engage students actively and meaningfully in their reading.³⁷ The students will actively involve in comprehending the text.
- d. This strategy made the students well-planned in reading 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 through the book and finding a starting point.³⁸ The steps above were used for analyzing how teacher develop the strategy especially PQRST in teaching reading process.

³⁵<https://eprints.uny.ac.id/> (Accessed on: December 8th, 2016)

³⁶Malia, *Using PQRST Strategy to Improve Students' Reading Comprehension of Hortatory Exposition*, (Pekanbaru : Journal English Language Teaching (ELT), 2015), P. 29

³⁷Simatupang, Sihombing, *The Effect of PQRST Method on Students' Reading Comprehension of Descriptive Text*, (Medan : University of Medan, 2012), P. 31

³⁸Staton, *The "PQRST METHOD" of Reading a Textbook How to Study*, (Houghton : 7th Edition, 1982), P. 196

D. REVIEW OF RELATED FINDINGS

To support this research, the researcher was observed some research that have done by researcher which related to this resarch. There are some related findings which encountered. They are such brief report below :

First, the research which had done by Alfi Hidayatu Miqawati as one of the student's college in State University of Malang 2014 with the title "The PQRST strategy, reading comprehension, and learning styles." In his research , he aimed investigating the effectiveness of the PQRST strategy in reading comprehension of students with different learning styles, and the interaction between the PQRST strategy and the students' learning styles. The subjects were the second semester students of Public Administration Department, Faculty of Political and Social Science, University of Bondowoso.

The second, the research which had done by Malia as one of the students from MA Diniyah Puteri, Pekanbaru 2015 with the title "Using PQRST Strategy to Improve Students' Reading Comprehension of Hortatory Exposition Texts". The purpose of the research was to find out whether PQRST strategy could improve students' reading comprehension in hortatory text. The research was a classroom action research. She found problem on the students that most of the students have difficulty in constructing meaning as they read from hortatory exposition.

The next, the research which had done by Susanti 2013. The tittled of this research is "improve students' reading comprehension in the teaching and learning process at the second grade students of SMA PIRI 1 Yogyakarta through PQRST strategi". This research was an action research. The data were qualitative and quantitative in nature. The

results of the research shows the use of PQRST technique with its accompanying actions was effective to improve the teaching and learning process of reading comprehension.

Based some research explained above, it has been found that there are differences among PQRST strategy applied for reading comprehension. In the first research, it is found that PQRST strategy was effective in students' reading comprehension with different learning styles, and the interaction between the PQRST strategy and the students' learning styles on the second semester students of Public Administration Department, University of Bondowoso. The second research showed that the use of PQRST strategy improves students' reading comprehension of hortatory exposition text at grade XI senior high school. The third research was classroom action research. Meanwhile, in this research the researcher want to analyze of using PQRST strategy in student's reading comprehension. And this research is qualitative research in SMA N 02 Kepahiang. So the result of this research will different from other research. Moreover, the result of those all previous research was the same, PQRST strategy can improve students' reading comprehension.

CHAPTER III

METHODOLOGY OF THE RESEARCH

This chapter presents the research methods which include research design, subject of the research, the technique for collecting data, research instruments, and technique of data analysis.

A. Research Design

This research is classified as descriptive which is presented in qualitative way because it analyzes the data in the form of words descriptively. This qualitative study did not try to quantify or to count anything or to use statistical methods since it attempted to understand other person's perceptions and motivations.³⁹ In other word qualitative research is used to describe and to analyze what is usually happen in daily activities. Seville and friends say that the descriptive method is designed to gether information about the situation the real situation now (as last).⁴⁰ It is also to describe what actually exists with respect to condition in a situation. In addition, Creswell states that qualitative research is descriptive in that the researcher is interest in process, meaning, and understanding gained trough words or pictures.⁴¹

The researcher chooses descriptive method because the researcher aimed to describe the condition of teaching reading in classroom using PQRST. The reseacrhер also presented the implementation of PQRST in teaching reading comprehension. Creswell, Fraenkel and Norman mention that qualitative research refers to a research which the study

³⁹Health Research Authority, "What is a qualitative study?" (<http://www.hra.nhs.uk/patients-and-the-public-2/types-of-study/what-is-a-qualitative-study/>, accessed on December 23, 2015)

⁴⁰Sulis Mas'ud, *The Language Style Used in Titanic Movie*, (Malang, 2010), P. 32

⁴¹John W. Creswell, *Research Design Qualitative and Qualitative Approches*. (USA : SAGE Publications, Inc, 1994), P. 145

investigates the quality of relationships, activities, situations, or materials which are as the collected data in the form of words or pictures rather than numbers.⁴² Thus, the data which are collected by the researcher are in the form of words, and they are described by using words.

Furthermore, Sukmadinata explain that Qualitative research is a research which has a purpose to describe and analyze the real phenomenon, social activity, attitude, belief, perception, and people's thought individually or in a group.⁴³ This research uses qualitative research because the data is analyzed in descriptive phenomenon such as words, phrase, clause, sentences and utterance. So in this research, the researcher describe or analyze the using of PQRS strategy in teaching reading comprehension at SMA N 2 Kepahiang. With descriptive qualitative method, we collect data, compiled systematically, factual and accurate, also designed to gather information about the real situation.

B. Subject of The Research

Spradley explains that in qualitative research, population is called as social situation which includes three elements : place, actors and activity. Sugiyono gives detailed explanation that a qualitative research does not use population term, because the qualitative research is set out from a case of the research.⁴⁴ Subject of the research is an individual who participates in a research, in line with Subana who stated that subject was someone or something that hits the wish obtained information.⁴⁵ Subject of the research was English Teacher of SMA N 2 Kepahiang. The reseracher used purposive sampling to assess the

⁴²Jack R. Fraenkel and Norman E. Wallen, *How to Design and Evaluate Research in Education*, (New York : Mc Graw-Hill, 2009), P. 422-423

⁴³Prof. Dr. Nana Syaodih Sukmadinata, *Metode Penelitian Pendidikan* (Bandung: Remaja Rosda Karya, 2007), P. 183

⁴⁴Sugiyono, *Metode Penelitian Kombinasi*, (Bandung : Penerbit Alfabeta, 2011), P. 297

⁴⁵ Jack Francklin and NarmalleWallen, *How Design and Evaluate Research in Education*. Graw Hill, international Eddition, p. 78

subjects. Because the subject is only an English teacher of eleven class that implement PQRST strategy. Purposive sampling is a sampling technique to select the all of numbers population as a sampling.⁴⁶ and the subjects of this research is the English teacher of eight class in SMA N 2 Kepahiang. So the total number of subeject was 1 English Teacher.

C. Technique of Collecting Data

In completing the data, the next step of this research is collecting the data. The function of collecting data is to answer the research questions. So in this research, there are two ways in collecting data as follow:

1. Observation

Observation is a technique for verifying or nullifying information provided in face to face encounters. Sutrisno Hadi states that observation is a complex process, a process created from biological and physical process.⁴⁷ In this observation the reasearch, the researcher used non participant observation. Non participant observation is when the observer observedes the group passively from a distance without participating in the group activities⁴⁸. Here the reseracher did not try to influence them or take part in the group activities. The reseacrher observed the English teacher in the class when the learning process was running. This teachnique to convince the answered of the research quetion number one “how the teacher implement PQRST strategy in teaching reading comprehension”.

⁴⁶*Ibid.*, p. 112

⁴⁷Prof. Dr. Sugiyono, *Metode Penelitian Kombinasi* (Bandung : Alfabeta, 2011), P. 196

⁴⁸ *Ibid.* p

2. Interview

The purpose of interviews is to probe the ideas of the interviewees about the phenomenon of interest.⁴⁹ In this research, the interview was conducted in Bahasa Indonesia to avoid misunderstanding of the intention given and to make the situation more relax. Semi-Structured interview is prepared to allow the interview to develop in unexpected directions where these open up important new areas. At the end of a really successful interview the interviewer at least had covered all the intended topics and the respondent felt that they have participated in a ‘conversation with a purpose’. Part of the skill in using this form of interview, therefore, lies in allowing the interview to develop naturally so, that the respondent does not feel that they are simply replying to questions.

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In addition, the researcher will use tape recorder or voice recorder as reminder, and the researcher thought it are as substitution tools to scrutinize a whole interview. In this research, interview use to get information more detail. Those are about how the teacher implemet PQRST strategy in teaching reading comprehension and what the teacher obtacles faced in teaching reading comprehension using PQRST strategy.

D. Research Instrument

There are two instruments that researcher used in this research for collecting the data as follow :

1 Field Note

⁵⁰Lisa M Given. *The Sage Encyclopedia Of Qualitative Research Methods*. (California: SAGE Publications. 2008). P. 186.

The first procedure used in collecting the data for the current research was by conducting non-participant observation where the observer did not follow to take part in the activities being observed. This observation have been done by researcher along three times. The first observation has done on September 18th 2018, the second observation has done on September 19th 2018 and the last observation has done on October 1st 2018. In other word, the researcher only became an observer who focused on how to observe, to study, and to take notes on the behavior or the phenomena being observed. And the researcher didn't take a video during the observation was done because the teacher felt objection if the researcher did it. This observation technique was applied for convince the answering the first research question. Moreover, the observation done had been known by the subjects studied. The field note here made by analyzing the theory provided in chapter II by Sulistyoy's theory. The theory was divided into several items tobe observed. The detail of the field note can be seen on the tabel below;

Tabel 1
Field Note

No	Variabel	Description
1.	<i>P – Preview</i>	
2.	<i>Q – Questioning.</i>	
3.	<i>R – Read</i>	
4.	<i>S – Summarize</i>	
5.	<i>T – Test</i>	

2 Interview

The second procedure for gaining the data was by conducting semi standardized interview where the interviewer asks the same open-ended questions to interviewees.¹¹ Semi Standardized interview is also known as semi structured interview where all the questions that will be asked to the interviewees have been prepared before and can be added by some questions outside the interview guidance if the researcher need information deeply. The interview process was directed to the english teacher at SMA N 2 Kepahiang. The interview was done by researcher on September 11th, 2018. Thus, this technique tried to answer the all research questions formulated in this research. The interview was made by the Wormeli's theory. The theory were divided into several indicators for each variabel. The interview guidance can be seen on the table below;

Tabel 2
Interview guidance

No	Variabel	Indicators	Questions
1	P – <i>Preview</i>	<ol style="list-style-type: none"> 1. The teacher leads the students to identify the title, picture, figure, number, italic words in the text. 2. The preview stage will give the students an overview of the topics covered in the chapter and how they are organized. 	<ol style="list-style-type: none"> 1. Do you lead your students to identify the title, figure, picture, number, italic words in the beginning of your class activity? Why? 2. Do you courage your students understanding about topic after they identify the title, figure, picture, number, italic words? Why? 3. What is the obstacle you find in this phase?
2	Q – <i>Questioning.</i>	<ol style="list-style-type: none"> 1. The teacher develops questions to which the students want 	<ol style="list-style-type: none"> 4. Do you give questions to your students after the first step? 5. What kind of questions do you give?

		<p>to find answers.</p> <p>2. The teacher generates questions to help focus reader's reading and find the key points in each section.</p> <p>3. The questions can lead them to find further information of text.</p> <p>4. The students reread the heading</p> <p>5. The students predict the possible questions through the headings</p>	<p>6. Why is it important?</p> <p>7. What is the pupose of the question given by you</p> <p>8. Do you invite students to reread the heading after giving them questions? Why?</p> <p>9. Do you invite your students to predict the questions after they reeread the headings? Why?</p> <p>10. What is the obstacle faced by you in this steps?</p>
3	<i>R – Read</i>	<p>1. Teacher gives the text to the students. It can be in group reading or individual reading activity when it applies by a game.</p> <p>2. The students also can find difficult or new vocabulary in the text while reading the text.</p> <p>3. The students can read the material/text twice</p>	<p>11. Do you allow students to read the text within speacial time?</p> <p>12. Do you allow students read in a group reading? Why?</p> <p>13. Do you invite your students to read the material individually? Why?</p> <p>14. Do you lead your students to find the diifcult viocabularies while reading? Why?</p> <p>15. Do you give permission to your students to read the text more than once?</p> <p>16. What is the obstacle faced by you in this steps?</p>

4	S – <i>Summarize</i>	<ol style="list-style-type: none"> 1. The teacher may ask the students to summarize by recalling the important ideas from the section reader just read. 2. The students will state the idea or theme 	<ol style="list-style-type: none"> 17. do you invite your students to make summary after they read the text? Why? 18. Do you ask your students to make the idea or theme from what they read? 19. What is the obstacle faced by you in this steps?
5	T – <i>Test</i>	<ol style="list-style-type: none"> 1. The teacher tries to measure the understanding of the students by giving a test. 2. The teacher can design the test in form of answering questions or ask the students to teach the reading materials to other students. 	<ol style="list-style-type: none"> 20. Do you give a test to your students after they read the text? Why? 21. What kind of test do you give to your students? 22. How do you make the test? Explain! 23. What is the obstacle faced by you in this steps?

3 Technique of Data Analysis

After the data was collected from the technique for collecting data, it's means observation and interviews, the researcher continued to analyze the data. Creswell states that for analyzing, classifying, interpreting and representing the findings in a written report.⁵¹ For analyzing the data in this research, the researcher did these step. The firsts, before the data from observation and interviews were read and able to be interpreted, it was managed by envisioning what the data from observation and interviews look like. The researcher divided

⁵¹Gay P. 239

the data based on the sources. The second, the researcher check the data from observation and interview. And analyse about the how the teacher implement PQRST strategy, and the teacher obstacles faced in using PQRST strategy in reading comprehension at SMA N 2 Kepahiang. The researcher used some steps provided by Bashir in Ripah, they were data managing, reading/memoing, description, classifying, and interpreting.⁵²

1. Data Managing

There were two kinds of data provided in this research. The first was in form of observation gotten from of English teachers to answer in first questions. the next data was gotten from Interview analysis. The second data will determine the second questions. The first and the second data are connected. Meaning that the first data influenced the second data because the first data from questionnaire used to determine how it influences students speaking achievement. To confirm the data validation so the resreacher needs to check the lesson plan made by English Teacher.

2. Reading/Memoing

After all the data were gotten and managed, the researcher read them many times to reach better understanding of those data given by students by answering the questionnaire consisted by several questions in different topics. there the students were explaining about language interference factors in their translation products. Meanwhile in second data the researcher read the result of the first data carefully.

⁵²Ripah, “*Comparative Analysis of English Translation Techniques of Surah Al-Haaqqah by Abdullah Yusuf Ali and MarmadukePickhtall*”. Skripsi. (Prodi TadrisBahasaInggris STAIN Curup, Curup, 2016), p. 36-37.

3. Description

In this phase, the researcher described all the data that would be classified in the next step. They were 24 answers to be described by the researcher to figure out the how an English Teacher Implement PQRST technique. Besides that, the second data was described by the researcher by analyzing English Teacher lesson plan fullfill PQRST technique.

4. Classifying

After a long describing processes finished, the researcher classified them based on the theory provided on the second chapter. For how to formulate learning objectives. About the document analysis the researcher was divided or categorized the data.

5. Interpreting

This was the last step in this data analyzing. Here, the researcher interpreted all the data based on all theories related and the research questions emerged early.

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

In this research, researcher investigated an English teacher at SMA N 2 Kepahiang as subject of the research. The research questions were 1) How does the teacher implement PQRST strategy in teaching reading comprehension? 2) What are the obstacles faced by teacher in using PQRST strategy in teaching reading comprehension?. To figure out all of questions in this research. The researcher did field note observation and interview with respondent to get the data. Based on the finding would be discussed below:

1. How the Teacher Implement PQRST Strategy in Teaching Reading Comprehension.

The researcher observed the English teacher at SMA N 2 Kepahiang to get the data. Then, researcher wrote down the observation result through field note observation. The data covered the learning process in classroom activity. Here, the data has been taken by the researcher through wrote down what the researcher saw in the class when the learning process was began. And the researcher didn't take a video during the observation was done because the teacher feel objection if the researcher did it. And this field note observation was done by researcher during three times.

After writing down the observation result in the field note which covered the activity of English teacher who teach reading comprehension at SMA N 2 Kepahiang. This purpose of the observation is to know how the teacher implement PQRST strategy in

teaching reading comprehension . From the result the researcher found some data which will be explained below:

1. **P – Preview**

As the researcher got the data from field note observation in learning process of reading comprehension by an English teacher, before starting the the lesson first the teacher asked her students to read the title of the reading teks and she also leads her students to looked at the picture. Then she instructed her students to identified the reading teks based on the title and picture. Based on field note observation that has done by researcher, students could guess what topics that they would read and what they want to read on that day. As the researcher wrote when did the field note observation bellow :

Steps	Description
<i>P – Preview</i>	The teacher began learning process by asking students to read the title of the reading text, then leads the student to looked at the picture contained in the reading text and instructs students to identified the reading text based on the title and picture. So students could guess what topics that they would read and what they want to learn.

Based on finding above, the teacher applied the preview steps in teaching reading comprehension, although she didn't lead her students to identified number, italic words or figure in the text. Because to identify number, italic word or figure in the text are more difficult and not too interesting. So these different to indentified the picture or the title are more interesting and easy to comprehend. On the other words the teacher skipped some steps however the teacher leads her students to identify the

title and picture for gave her students an overview of the topics covered in the reading text.

2. Q – Questioning

According to result of observation that the researcher got, after identified the title and picture, the teacher gave several questions contained in the reading text to know more information from the text. She gave WH questions and her students. By giving some questions, so students were very motivated to found answers and want to find information. As the researcher noted bellow :

Variable	Description
<i>Q – Questioning</i>	The teacher gave several questions about the information contained in the reading text. The teacher asked about the reading topic by asking what students understand from the results of their identification, and also gave questions with WH questions like who are in the text, what they do and other questions contained in the text. Students are very motivated to find answers and want to find information. And some students immediately answer as much as they could.

From the result above, it showed that the teacher gave questioning as same as in PQIRST strategy. She generated the questions to help focus reader's heading and found the key points in each section.

1. R – Read

As the researcher read the data from field note observation in learning process of reading comprehension. After giving some questions, the teacher gave the students descriptive text. She leads the students to read individually. Then, she

discussed the difficult word that students found when they read before one by one.

As the researcher has written bellow :

Variable	Description
<i>R – Read</i>	The teacher leads students to begin reading the text individually, students immediately focussed to read the text. When students werereading, they asked the difficult word that students have found. And the teacher leads the student to continue reading until it's finished, then the teacher discussed the difficult word one by one.

Based on finding above, the teacher applied the reading steps a text after the teacher gave questions to the students. Although the teacher didn't lead her students to read in group or applied by a game, but she asked her students to read individually. Because reading in group will need much time whereas reading individually will not need much time and also will make the students more focuss to comprehend the text.

2. S – Summarize

According to result of field note observation that the researcher got. After giving the text to read, the teacher asked her students to wrote the important ideas that they have found. Teacher asked the students to made summary. As the researcher has observed bellow :

Variable	Description
<i>S – Summarize</i>	The teacher asked students to summarized or wrote down important ideas about the reading text that students have read before. Some students also added new ideas in their summary.

From the data above, it was clear that the teacher implemented the next step of the PQRSST strategy. The teacher asked the students to summarize what they have read before. However, the teacher didn't require her students to state the central idea or theme, but she also permitted her students to add their own ideas. Because the teacher felt that the most important in summarizing the text is to write down the ideas that the students have got and it is enough to see if the students really comprehend the text or not without adding the central idea or theme.

3. T – Test

As the researcher found the data from field note observation before. The teacher gave a test to her students after they have done four steps before. The teacher gave a test in the form of multiple choices or essays that related to the reading text. At the end of the lesson, the teacher led her students to submit that test. As the researcher wrote when doing the field note observation below :

Variable	Description
T – Test	The teacher saw the extent of students' understanding of reading texts by giving students tests. The teacher gave a test from 5 till 10 questions in the form of multiple choices or essays that related to the reading text that students have read before. The teacher gave students time until the end of class hours.

Based on the findings above, it showed that the teacher applied a test after she led the students to summarize the material. However, the test only consisted of multiple choices or essays, because multiple choices and essays are more compatible toward descriptive text and the students are also accustomed to these tests. So these tests could

examined students understanding or comprehending toward the reading text which have they read.

Based on field note observation of the English teacher, the researcher can be conclude that she already implemented/applied all the steps of PQRST strategy in teaching reading comprehension. It means the teacher implemented all of the steps which involved in PQRST strategy. However, there are some steps that the teacher ignore for some practical reason.

2. The Obstacles Faced By Teacher in Using PQRST Strategy in Teaching Reading Comprehension.

To answer the second problem, the researcher interviewed an English teacher at SMA N 2 Kepahiang to get the data. Substantively this interview answered all of research questions and also to verified that the teacher really used that strategy. The purpose of interview was to investigate what obstacles faced by English teacher in using PQRST strategy in teaching reading comprehension. The researcher found some data from the teacher which will be explained below :

a) Step 1 (P - Preview)

Based on interviewed to an English teacher at SMA N 2 Kepahiang, the researcher got the data from the teacher that she leads her students to identify picture and also title at the beginning of class activities. After that she immediately asked her students to understand the topic based on the ideas that they got from identifying the reading text through the picture or title. As the researcher said that:

Questions	Answers
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<p>1. Do you lead your students to identify the title, figure, picture, number, italic words in the beginning of your class activity? Why?</p>	<p>1. Yes I usually leads my students to identify picture and also title at the beginning of class activities. Because then I lure students to first understand the lesson through the title or picture contained in the reading text. But I very rarely lead my students to identify numbers or so on. Because they will have a hard time guessing it and if I lead them to identify pictures or titles they will easily guess the reading text that they will learn and students will also be more interested and able to understand the reading text through the picture.</p>
<p>2. Do you courage your students understanding about topic after they identify the title, figure, picture, number, italic words? Why?</p>	<p>2. Yes of course, after that I immediately asked my students to understand the topic based on the ideas they got from identifying the reading text through the picture or title. Because my goal to ask them to identify beforehand so that they can understand the topic of reading and also dare to issue ideas according to their identification results.</p>
<p>3. What is the obstacle that you find in this phase?</p>	<p>3. The obstacle that I often find is that there are some students who still lack confidence in issuing ideas after they identify picture or title.</p>

Based on finding above, the researcher found the obstacle faced by teacher when the teacher did this step was a few students still lack confidence in conveying ideas after they identified the picture or title. A few students sometimes felt shy when delivering their ideas to their friends or teacher.

b) Step 2 (Q –Questioning)

As the researcher got the data from interviewed the English teacher, the teacher said that she usually gave students some questions related to the topic of the reading text to be studied. Because those questions are very important to make

students motivated to read the reading text and find the information that they want to get. Then the teacher invite her students to reread the heading after giving them questions to make students understand more about the reading topic through reading the title. As she said when the researcher has interviewed that:

Questions	Answers
1. Do you give questions to your students after the first step?	1. Yes, I usually give a few questions
2. What kind of questions do you give?	2. Questions related to the topic of the reading text to be studied. By giving questions in the form of WH questions for example who is in the text, what they do, how and so on. Questions that make them get a lot of information about the reading text.
3. Why is it important?	3. This is very important to make students motivated to read the reading text and find the information they want to get. With the questions students will focus on reading the text and motivated to find the answer. It is also important that they read reading texts as much as they can.
4. What is the purpose of the question given by you?	4. Obviously the question aims to enable students to understand the reading text. And also useful for getting students to brave their ideas, and I can also see the limits of my students' understanding, the extent of their understanding of the reading topics.
5. Do you invite your students to reread the heading after giving them questions? Why?	5. Yes, so that students understand more about the reading topic through reading the title over and over or can also pay attention to the image in question.
6. Do you invite your students to predict the questions after they reread the headings? Why?	6. Yes, because then they will prepare answers and scramble or be enthusiastic in answering my questions. And also by predicting the questions, the answer will also be predicted by them.
7. What is the obstacle faced by you in this	7. My obstacle face is only those who dare to answer questions only those

step?	people, while there are still people who are silent and not dared to express their opinions.
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From the teacher answered, the researcher concluded that she found the obstacle in this step. The obstacle is about a few students that still silent and did not dared to express their opinions when the teacher gave the questions.

c) Step 3 (R – Read)

As the data that researcher got from interview, the teacher gave the students a special time when students read the text. The teacher often allowed the students to read a text individually than allow them to read in group reading. Because if the students read in group, so it was not enough time. it needed a lot of time, moreover the teacher discussed the difficult word after the students read. As the teacher said that:

Questions	Answers
1. Do you allow your students to read the text within speacial time?	1. Yes, I will give my students a special time to read the text, depending on the length of the text that they read.
2. Do you allow your students read in a group reading? Why?	2. Sometimes, if the time allows for a group it will be made in groups. And also can play games first before read the text, but this takes a long time so it is rarely used. So sometimes I also allow them to read by forming small groups but reading them individually. Because then they will relax with their friends but still understand what they read.
3. Do you invite your students to read the material individually? Why?	3. Of course I more often allow my students to read individually, because by reading individually it will make them better understand the content of reading so that reading individually

<p>4. Do you lead your students to find the difficult vocabularies while reading? Why?</p> <p>5. Do you give permission to your students to read the text more than once?</p> <p>6. What is the obstacle faced by you in this step?</p>	<p>will also save time and they will focus on each other.</p> <p>4. Does it mean a different word? difficult words yes. I usually lead my students to find vocabulary that they find difficult after they read. Because the difficult vocabulary will hinder their understanding of the reading text.</p> <p>5. Sometimes, if time permits. That is, if there is still a lot of time and they really don't understand by just reading once, I will allow my students to repeat the reading. But that is very rare because of the limited time when discussing the difficult vocabulary, so I just ask them to read once.</p> <p>6. Obstacle encountered are obstacles in time. Because I have to really share that little time, because my students don't read the text so smoothly and understand the difficult vocabulary. So I was in a hurry with that little time to explain the vocabulary they didn't know yet.</p>
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Based on statement above, the teacher has obstacle with the time allocation. Because the students read slowly and many words that they didn't know and they always asked the teacher. Such condition require much time. So the teacher added the time again to explain that difficult word to the students.

d) Step 4 (S – Summarize)

After interview the teacher, the researcher got the data that the teacher invited the students to summarize about what students got from read the text before. the students may added their own ideas in their summary. As the teacher said that:

Questions	Answers
1. Do you invite your students to make	1. Yes, after reading, I will ask my students to summarize or make a

summary after they read the text? Why?	summary. Because with that summary they will make what they understand and get from the text they have read and they will write down important ideas contained in the reading text.
2. Do you ask your students to make an idea or theme from what they read?	2. No, because in my opinion making a summary just enough to see their understanding of the text they read. But I also don't forbid them if there is a part of them that can add the summary with the ideas they have.
3. What is the obstacle faced by you in this step?	3. There is no obstacle that I have encountered, because the commands I gave are also clear, which is summarizing the reading texts they have read. It's just that they still ask about the difficult vocabulary that was explained earlier.

From the teacher said above, the researcher can conclude that she didn't find the obstacle in this step, because the students just made a summary from the text that they have read. the teacher had given clear command about it.

e) Step 5 (T – Test)

As the data that researcher got from interview an English teacher, she said that she gave a test to the students to check the students understanding and comprehending about the text. The test that teacher has given such as determining synonyms, antonyms, determining the pronoun and others related to the reading text.

As she said that:

Questions	Answers
1. Do you give a test to your students after they read the text? Why?	1. Yes, I gave a test to see students' understanding. and assess the extent to which students understand the reading texts that have been learned.
2. What kind of test do you give to your	2. Tests in the form of answering questions, essays and multiple

<p>students?</p> <p>3. How do you make the test? Explain!</p> <p>4. What is the obstacle faced by you in this step?</p>	<p>choices.</p> <p>3. By giving multiple choice questions, such as determining synonyms, antonyms, determining the pronoun and others related to the reading text. Usually I only give 5-10 questions to save time. If it is not possible then I only give a few questions. The most important thing is that the questions can represent their understanding of the reading text.</p> <p>4. Yes, actually the biggest obstacle that I always face is the obstacle of lack of time. And sometimes I don't have time to give a test because the time is not enough anymore.</p>
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Based on

finding above, the researcher concluded that the teacher obstacle in the last step still about time. Sometimes the teacher didn't have time to give students test.

From the teacher obstacle faced in every step of PQRST strategy above, the biggest obstacle that teacher has founded is about time. To implement this strategy the teacher need a lot of time. So the teacher must divided the time as much as she can.

B. Discussion

In this part, the researcher presented the discussion of results provided on finding. Along with the kind of this research, descriptive study, the researcher described the things found by the researcher throughout several steps early. Started by analyzing the field note observation in order to find the implementation of PQRST strategy in teaching reading comprehension. Then, continued by the use of interview for seeking the obstacles in implementing PQRST.

1. The teacher implement PQRST strategy in teaching reading comprehension.

From findings above, the following are steps that the teacher implement when the teacher applied PQRST in teaching reading comprehension.

a. Preview

Before starting the the lesson first the teacher asked her students to read the title of the reading teks and she also leads her students to looked at the picture. Then she instructed her students to identified the reading teks based on the title and picture. Based on field note observation that has done by researcher, students could guess what topics that they would read and what they want to read on that day. the teacher applied the preview steps in teaching reading comprehension, although she didn't lead her students to identified number, italic words or figure in the text. On the other words the teacher skipped some steps however the teacher leads her students to identify the title and picture for gave her students an overview of the topics covered in the reading text.

b. Questioning

The teacher gave several questions contained in the reading text to know more information from the text. She gave WH questions and her students. By giving some questions, so students were very motivated to found answers and want to find information.

c. Read

The teacher gave the students descriptive text. She leads the students to read individually. Then, she discussed the difficult word that students found when they read before one by one. the teacher didn't lead her students to read in group or applied by a game, but she asked her students to read individually.

d. Summarize

The teacher asked her students to write the important ideas that they have found. Teacher asked the students to make summary. The teacher asked the students to summarize what they have read before. However, the teacher didn't require her students to state the central idea or theme, but she also permitted her students to add their own ideas.

e. Test

The teacher gave a test to her students after they have done four steps before. The teacher gave a test in the form of multiple choices or essays that related the reading text. At the end of the lesson, the teacher led her students to submit that test. The teacher applied a test after she led the students to summarize the material. However, the test only multiple choices or essays, but these tests could examine students' understanding or comprehension toward the reading text which they have read.

From the explanation above that the teacher has implemented PQRST strategy in teaching reading comprehension as same as Sulisty's and Wormeli's theory. Because the teacher led students to identify the picture and title, give some questions, give students a text to read, lead the students to make a summary and the last try the students' comprehension by giving a test. Although there are increase and decrease in every steps.

2. The obstacles faced by teacher in using PQRST strategy in teaching reading comprehension

From findings above, the following are obstacles encountered when the teacher implement PQRST in teaching reading comprehension.

a. Preview

In this phase, the researcher found the obstacle faced by teacher when the teacher did this step was the students still lack confidence in conveying ideas after they identified the picture or title. The students sometimes felt shy when delivering their ideas to their friends or teacher.

b. Questioning

The obstacle is about the students that still silent and the students did not dared to express their opinions when the students gave the questions.

c. Read

The teacher has obstacle with the time allocation. Because the students read slowly and many words that they didn't know and they always asked the teacher. Such condition require much time. So the teacher added the time again to explain that difficult word to the students.

d. Summarize

The researcher can conclude that she didn't find the obstacle in this step, because the students just made a summary from the text that they have read. the teacher had given clear command about it.

e. Test

The teacher obstacle in the last step still about time. Sometimes the teacher didn't have time to give students test.

From the clarification above, the obstacles faced in using PQRSST strategy as same as the Nikhmatul khoiri's research in chapter two. There are two obstacles that

researcher found the first is about deficiency of time and the last is about students capability in doing a few steps.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the finding and discussion in chapter IV it can be concluded:

1. The Implementation of PQRST Strategy

The teacher implement of PQRST strategy in teaching reading comprehension at SMA N 2 Kepahiang already good, because the implementation of PQRST strategy for teaching reading comprehension there as cited by Sulistyو and Wormeli, the teacher has done this PQRST strategy step by step and the steps is appropriate to the theory. The first teacher leads the students to identify the picture or the title to guess the topic about, to know what they want to learn or read. Although the teacher didn't lead her students to identify number, italic words or figure in the text.

Second, the teacher give students some questions to help the students focuss when they read, to find a lot of information from the text and to find the important ideas. And the students predict teachers' questions by read the title more than once. Third, the teacher give students a text especially descriptive text and teacher leads the students to read that text individually. When the students find difficult vocabulary or words, the students and teacher will discuss it together. Next the teacher ask the students to make a summary from the text that they have read before. They summarize the important ideas that they find and they may add with their own ideas. And the last the teacher give students a test to see the students understanding and comprehending about the text.

2. Teacher's obstacles Faced in Using PQRST Strategy

The obstacles faced by teacher in using PQRSST strategy in teaching reading comprehension, in the first step the obstacle about a few students still lack confidence. In the second step the obstacle about a few students still silent and shy when they give their opinion toward teacher's questions. In the third step the obstacle about time, because in this step the teacher need much time to explain the difficult word. In he next step, there is not obstacle that teacher find. And the last step the obstacle stiil about time, sometimes the teacher hasn't enaough time to give students a test.

B. Suggestion

Dealing the result of finding that have been presented above, the researcher would like some suggestion as follow:

1. Teacher

Teacher should maintain this good strategy in teaching reading comprehension as the teacher has done. And the teacher sould know the other method to make all of the students participate in every step that the teacher leads. The teacher also could know how to devide time truly.

2. For other teachers

The researcher suggests the other teachers to implement this PQRSST strategy too in teaching reading comprehension. The teachers should apply this strategy better than the teacher here. And the teachers could implement the other strategy that newest and more exemplary.

3. Students

Students should more increase the participant in learning process. All of the should answer the questions or give the opinion courageously.

4. For the further researcher

It will be conduct the research in this area, the writer hopes that the other time, the researchers investigate more about the strategy that use by english teacher. So the other teachers will know what the good strategy to teach their students.

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**A
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Field Note

Field Note

Variables	Descriptions
P – Preview	1. The teacher begins learning by asking students to read the title of the reading text, then leads the student to looked at the picture contained in the reading text and instructs students to identify the reading text based on the title and picture. so students can guess what topics that they will read and what they want to learn.
Q – Question	2. The teacher gives several questions about the information contained in the reading text. The teacher asks about the reading topic by asking what students understand from the results of their identification, and also gives questions with WH questions like who is in the text, what they do and other questions contained in the text. Students are very motivated to find answers and want to find information. some students immediately answer as much as they can.
R – Read	3. The teacher leads students to begin reading the text individually, students immediately read the text with focus. When reading students ask the difficult vocabulary that students find. And the teacher leads the student to continue reading until it's finished, then the teacher discusses the difficult vocabulary one by one.

S – Summarize	4. The teacher asks students to summarize or write down important ideas about the reading text that students have read before. Some students also add new ideas which in summary.
T – Test	5. The teacher sees the extent of students' understanding of reading texts by giving students tests. The teacher gives a test with 5-10 questions in the form of multiple choices or essays that relate to the reading text that students have read before. The teacher gives students time until the end of class hours.

Interview Guidance

Questions	Answers
4. Do you lead your students to identify the title, figure, picture, number, italic words in the beginning of your class activity? Why?	4. Yes I usually leads my students to identify picture and also title at the beginning of class activities. Because then I lure students to first understand the lesson through the title or picture contained in the reading text. But I very rarely lead my students to identify numbers or so on. Because they will have a hard time guessing it and if I lead them to identify

<p>5. Do you encourage your students understanding about topic after they identify the title, figure, picture, number, italic words? Why?</p> <p>6. What is the problem that you find in this phase?</p>	<p>pictures or titles they will easily guess the reading text that they will learn and students will also be more interested and able to understand the reading text through the picture.</p> <p>5. Yes of course, after that I immediately asked my students to understand the topic based on the ideas they got from identifying the reading text through the picture or title. Because my goal to ask them to identify beforehand so that they can understand the topic of reading and also dare to issue ideas according to their identification results.</p> <p>6. The problem that I often find is that there are some students who still lack confidence in issuing ideas after they identify picture or title.</p>
<p>8. Do you give questions to your students after the first step?</p> <p>9. What kind of questions do you give?</p>	<p>8. Yes, I usually give a few questions</p> <p>9. Questions related to the topic of the reading text to be studied. By giving questions in the form of WH questions for example who is in the text, what they do,</p>

<p>10. Why is it important?</p>	<p>how and so on. Questions that make them get a lot of information about the reading text.</p> <p>10. This is very important to make students motivated to read the reading text and find the information they want to get. With the questions students will focus on reading the text and motivated to find the answer. It is also important that they read reading texts as much as they can.</p>
<p>11. What is the purpose of the question given by you?</p>	<p>11. Obviously the question aims to enable students to understand the reading text. And also useful for getting students to brave their ideas, and I can also see the limits of my students' understanding, the extent of their understanding of the reading topics.</p>
<p>12. Do you invite your students to reread the heading after giving them questions? Why?</p>	<p>12. Yes, so that students understand more about the reading topic through reading the title over and over or can also pay attention to the image in question.</p>
<p>13. Do you invite your students to predict the questions after they</p>	<p>13. Yes, because then they will prepare answers and scramble or be enthusiastic in</p>

<p>reeread the headings? Why?</p> <p>14. What is the problem faced by you in this step?</p>	<p>answering my questions. And also by predicting the questions, the answer will also be predicted by them.</p> <p>14. My problem face is only those who dare to answer questions only those people, while there are still people who are silent and have not dared to express their opinions.</p>
<p>7. Do you allow your students to read the text within speacial time?</p> <p>8. Do you allow your students read in a group reading? Why?</p> <p>9. Do you invite your students to read the material individually? Why?</p>	<p>7. Yes, I will give my students a special time to read the text, depending on the length of the text that they read.</p> <p>8. Sometimes, if the time allows for a group it will be made in groups. And also can play games first before read the text, but this takes a long time so it is rarely used. So sometimes I also allow them to read by forming small groups but reading them individually. Because then they will relax with their friends but still understand what they read.</p> <p>9. Of course I more often allow my students to read individually, because by reading individually it will make them better</p>

<p>10. Do you lead your students to find the difficult vocabularies while reading? Why?</p> <p>11. Do you give permission to your students to read the text more than once?</p> <p>12. What is the problem faced by you in this step?</p>	<p>understand the content of reading so that reading individually will also save time and they will focus on each other.</p> <p>10.Does it mean a different word? difficult words yes. I usually lead my students to find vocabulary that they find difficult after they read. Because the difficult vocabulary will hinder their understanding of the reading text.</p> <p>11.Sometimes, if time permits. That is, if there is still a lot of time and they really don't understand by just reading once, I will allow my students to repeat the reading. But that is very rare because of the limited time when discussing the difficult vocabulary, so I just ask them to read once.</p> <p>12.Problems encountered are problems in time. Because I have to really share that little time, because my students don't read the text so smoothly and understand the difficult vocabulary. So I was in a hurry with that little time to explain the vocabulary they didn't know yet.</p>
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<p>4. Do you invite your students to make summary after they read the text? Why?</p>	<p>1. Yes, after reading, I will ask my students to summarize or make a summary. Because with that summary they will make what they understand and get from the text they have read and they will write down important ideas contained in the reading text.</p>
<p>5. Do you ask your students to make an idea or theme from what they read?</p>	<p>2. No, because in my opinion making a summary just enough to see their understanding of the text they read. But I also don't forbid them if there is a part of them that can add the summary with the ideas they have.</p>
<p>6. What is the problem faced by you in this step?</p>	<p>3. There is no problem that I have encountered, because the commands I gave are also clear, which is summarizing the reading texts they have read. It's just that they still ask about the difficult vocabulary that was explained earlier.</p>
<p>5. Do you give a test to your students after they read the text? Why?</p>	<p>1. Yes, I gave a test to see students' understanding. and assess the extent to which students understand the reading texts that have been learned.</p>

<p>6. What kind of test do you give to your students?</p> <p>7. How do you make the test? Explain!</p>	<p>2. Tests in the form of answering questions, essays and multiple choices.</p> <p>3. By giving multiple choice questions, such as determining synonyms, antonyms, determining the pronoun and others related to the reading text. Usually I only give 5-10 questions to save time. If it is not possible then I only give a few questions. The most important thing is that the questions can represent their understanding of the reading text.</p>
<p>8. What is the problem faced by you in this step?</p>	<p>4. Yes, actually the biggest problem that I always face is the problem of lack of time. And sometimes I don't have time to give a test because the time is not enough anymore.</p>

BIBLIOGRAPHY



The researcher's name is Seri Sartika. She was born in Kepahiag on 15 October, 1996. She is a daughter from best couple Mr. Herman & Mrs. Meri Hati, She has two brothers. Her hobbies are cooking, travelling and watching. She finished her elementary school at SDN 11 Karang Tengah, continued to junior high school at SMPN 03 Tebat Karai then continued to senior high school at SMK N 02 Kepahiag. For the next education program, she decided entering Institute College of Islamic Studies (IAIN) Curup and selected English Tadrís Study Program as her faculty and she was graduated in 2018. Alhamdulillah, all of her education was passed very well.