

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

On this data presentation the researcher described about result of research on the field based on the observation, test and interview result as the primary data to better understand about analysis PQRST strategy in teaching reading comprehension on descriptive text in fifth semester students at English Department of UIN Antasari Banjarmasin, to know students' opinion about PQRST strategy.

1. Description About Analysis of PQRST Strategy in Teaching Reading Comprehension on Descriptive Text in Fifth Semester Students at English Department of UIN Antasari Banjarmasin.

To analyze the implementation of PQRST strategy in teaching reading comprehension on descriptive text in fifth semester students at English department of UIN Antasari Banjarmasin, the researcher conducted an observation 3 times on September 20th, 24th, 25th, 2018 and October 1st, 2nd, 3rd, 9th, 2018. There are five classes A, B, C, D, and E especially in fifth semester at English department. Besides, the researcher also did an interview with students about PQRST strategy.

Based on the observation result that the researcher did, the researcher found that on only a few of students that did the six steps in PQRST strategy.

PQRST strategy has 6 steps and it have been explained by the researcher in chapter two. According to Westwood (2001) there are some processes in teaching reading through PQRST strategy that consist 6 steps there are explanation from teacher, previewing, questioning, reading, summarizing and the last step is testing or answering the questions from the text. The implementation of PQRST strategy described in the following paragraph.

Observation I

Topic : Descriptive Text “Eifel Tower”

Date : December 20th and 24th

Participants : 30 students

In the first observation the researcher gave the students descriptive text about “Eifel Tower”, after that the researcher gave students the text the researcher did the first step of PQRST strategy which is introduce the concept of PQRST strategy. The researcher explained about definition and the steps of PQRST one by one, after that the researcher asked to the students whether they understand about the explanation or not. All the students said that they understand about the explanation.

Previewing

In this step students are asked to guess what about the text is by seeing the picture of the text and the researcher asked the students one by one about the text. From guessing the text about by seeing the picture of the text, all students could answer correctly about what the text is.

Questioning

In this step the students are asked to make the question about the question by using the clues that they gave from previous step which is preview the text by guessing the picture of the text. The researcher asked the students to make questions using WH questions. From preview what the text about, the students could make a question that is possible to be asked in the test, for example the students could make the students about where the Eifel Tower took place or who did build the Eifel Tower.

Reading

In this step, the researcher asked the students to read the whole of paragraph of the text about “Eifel Tower”. The text consists five paragraphs. After that the researcher asked the students to find the main idea of the text and underline the difficult word. In this step the students also could answer the question that they have made before.

Summarizing

After the students read the whole of the text, the researcher asked the students to make a summary of the text. The researcher instructed the students to make a summary by including the main idea of the text and in this step they could recall the information they get from the text and state it by their own words.

Test

In this step the researcher instructed the students to answer the question based on the text. There are seven questions in essay form. The questions are about main idea, referent, synonym, antonym and summary. In this step the researcher wanted to check the students understanding about the text. It took about fifteen minutes.

Table 4.1 *students' score list in "Eifel Towel" text*

No.	Name	Score
1	MA	75
2	HZ	70
3	MI	75
4	HL	70
5	AM	75
6	AIA	75
7	MT	79
8	RYM	100
9	EN	50
10	EP	70
11	AY	70
12	NH	75
13	MR	65
14	NS	75
15	YS	70
16	NES	90
17	SAM	50
18	SD	65
19	LS	65
20	MN	75
21	AR	65
22	NI	65
23	AA	70
24	SF	70
25	NJ	75
26	NULJ	75

27	NAMU	70
28	VN	75
29	FR	90
30	MDR	70

After did all the steps, the researcher found out that only some students did the questioning step is about 2 or 3 students. Some students that did not the questioning step said that they cannot make the question because they did not have an idea about what the question that they should make. In the reading step, only some students read the text and the others read the questions directly. The students who read the text directly said that it would be easy to answer the question if they just read the questions first and then then the text. In the summarizing step there are several students who did not do the step. The students who did not do the summarizing step got difficulty in summarize. They got trouble to identify the important topic of the text that should be written. The result of the test showed that only one student who got perfect score.

Observation II

Topic : Descriptive Text “Jumping Animal”

Date : December 25th and October 1st

Participants : 30 students

In the second observation, the researcher gave the students descriptive text about “Jumping Animal”, and the researcher asked the students to answer the questions based on the text and using PQRST strategy to answer the questions without explained about the PQRST strategy because the researcher has explained it in the first observation. The researcher did not give any instruction to students.

In this observation, the researcher wanted to find out the students skill in answering the test through PQIRST strategy.

Previewing

In this step the researcher asked the students about what the text is by guessing the title of the text. the researcher also asked the students about the main idea of the text by skimming the paragraph.

Questioning

In this step just like in first observation, the researcher asked the students to make the question using WH questions. The researcher gave the example about the question that the students should make. For example, how long Kangaroo can jump or where is the habitat of Kangaroo.

Reading

In this step, the researcher asked students to read the whole of the text and asked them to find they main idea and underline the difficult word. The consists of three paragraphs In this step the researcher asked the students to answer the questions that they have made.

Summarizing

In this step the researcher asked the students to make a summary about the text. the students are asked to write the important information that they have found from read the text.

Test

In test the researcher gave the students seven questions in essay form. The questions are about main idea, referent, synonym, antonym and summary. It took about ten minutes.

Table 4.2 students' score list in "Jumping Animal" text

No.	Name	Score
1	MA	70
2	HZ	70
3	MI	70
4	HL	70
5	AM	75
6	AIA	75
7	MT	75
8	RYM	90
9	EN	50
10	EP	75
11	AY	75
12	NH	70
13	MR	60
14	NS	70
15	YS	70
16	NES	80
17	SAM	50
18	SD	60
19	LS	60
20	MN	70
21	AR	60
22	NI	60
23	AA	70
24	SF	70
25	NJ	70
26	NULJ	75
27	NAMU	70
28	VN	75
29	FR	80

30	MDR	70
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Based on the researcher observation, in previewing step only some students that is did this step and the other students passed this step. In the questioning step, almost all students passed this step. In the reading step there were no students did this step because they have read the question first. In the summarizing step only few of students that did this step and many of them did not do this step. The result of the test showed that there was not any difference between the result in the first test.

Observation III

Topic : Descriptive Text “Monas: National Monument”

Date : October 2nd, 3rd and 9st

Participants : 30 students

In third observation, the researcher gave the students text entitle “Monas: National Monument”, as same as the second observation the researcher did not give any instruction to students. The researcher only asked the students answer the questions through PQRST strategy.

Previewing

In this step the researcher asked the students to guess what the text about by seeing the title and skimming the paragraph. Students were asked to describe what the text about.

Questioning

In this step the students are asked by the researcher to make question by their own idea about the text. The researcher asked the students to make the questions using WH questions. The researcher gave the example of the questions that the students should make. For the example, when The Monas is built.

Reading

In this step the researcher asked the students to read the entire of the text. The text consists of three paragraphs. While reading, the students could answer the questions that they have made before.

Summarizing

In this step the researcher asked the students to summarize the important information of the text.

Test

In the test, the researcher gave the students seven questions in essay form. The questions are about main idea, referent, synonym, antonym and summary.

Table 4.3 students' score list in "Monas: National Monument" text

No.	Name	Score
1	MA	70
2	HZ	70
3	MI	70
4	HL	70
5	AM	75

6	AIA	75
7	MT	75
8	RYM	90
9	EN	50
10	EP	75
11	AY	75
12	NH	70
13	MR	60
14	NS	70
15	YS	70
16	NES	80
17	SAM	50
18	SD	60
19	LS	60
20	MN	70
21	AR	60
22	NI	60
23	AA	70
24	SF	70
25	NJ	70
26	NULJ	75
27	NAMU	70
28	VN	75
29	FR	80
30	MDR	70

In this observation what happened in the second observation also happened in third observation. Some of the students did not do the step in PQRST strategy only few of them that did the steps. The result of the test showed that students' score decrease.

The researcher also did an interview with the students for answering the research question about the role of PQRST strategy. The researcher did the interview at 18th October 2018 until 23rd October 2018. In the interview the researcher asked the students about the role of PQRST strategy. Students MR said

”peran PQRST strategy mempersulit dalam hal waktu, tetapi membantu dalam hal memahami teks bacaan, karena di PQRST strategy mempunyai tahap-tahap yang membantu mahasiswa dalam memahami teks bacaan tetapi memakan banyak waktu.” It meant that PQRST strategy helped students in understanding reading text but it need more time because PQRST strategy has many steps.

Other student MT said that *“PQRST strategy membantu mahasiswa dalam memahami teks-teks yang panjang.”* According MT PQRST strategy helped students in understanding long reading text. In other hand, student MN said *“PQRST strategy membantu dalam memahami teks bacaan dalam previewing step, karena dalam previewing step membantu mahasiswa mengetahui teksnya tentang apa melalui gambar dan judulnya.”* MT believed that PQRST strategy has a role for helping students in knowing the text about from the previewing step through view the picture and the title.

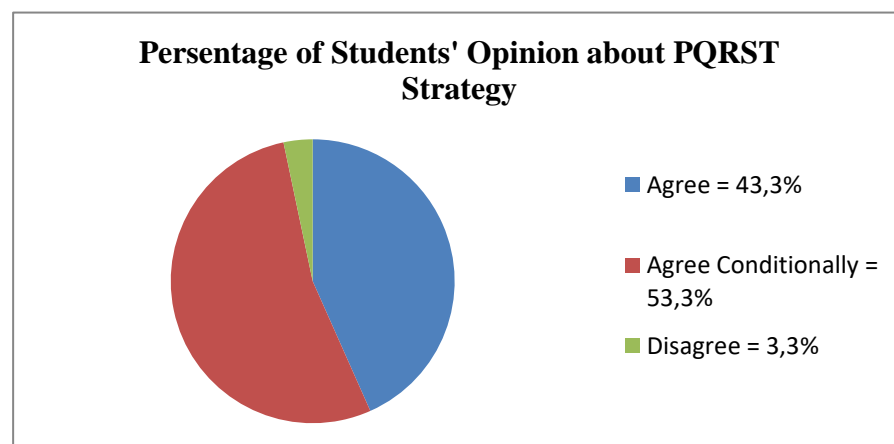
2. Description about Students’ Opinion about PQRST Strategy.

The result of interview about students’ opinion about PQRST strategy can be seen from the table on the below.

Table 4.4 *The result of interview from students’ opinion about PQRST strategy*

No.	Name Student	Agree	Agree Conditionally	Disagree
1	MA	√		
2	HZ		√	
3	MI	√		
4	HL		√	

5	AM	√		
6	AIA	√		
7	MT	√		
8	RYM	√		
9	EN		√	
10	EP		√	
11	AY		√	
12	NH	√		
13	MR		√	
14	NS		√	
15	YS	√		
16	NES	√		
17	SAM		√	
18	SD		√	
19	LS		√	
20	MN	√		
21	AR		√	
22	NI		√	
23	AA		√	
24	SF		√	
25	NJ			√
26	NULJ	√		
27	NAMU		√	
28	VN	√		
29	FR	√		
30	MDR		√	



From table and diagram above, it could be seen that there are about 43,3% students agree that PQRST strategy is good used by lecturer and students in Reading class. Also there are 53,3% students who agree conditionally that PQRST strategy is good used by lecturer and students provided that PQRST strategy is used for students in the beginner level and the steps from PQRST strategy are more shortened in order to not waste time. There is 3,3% students who disagree that PQRST strategy is used by lecturer and students because the reason for personal. The reason is because the students uninterested to or unlike reading.

The researcher did an interview to find out students' opinion about the PQRST strategy. In the interview the researcher asked students about what are students' opinion about PQRST strategy and is the strategy good for using by the lecturer and students. LS said that "*PQRST bagus untuk digunakan dosen di kelas karena dapat meningkatkan kemampuan membaca dan menulis mahasiswa dan dapat meningkatkan kemampuan mahasiswa dalam memahami teks bacaan.*" According to LS PQRST strategy is a good strategy that can be used by lecturer in the reading class because the strategy can improve students' reading and writing skill and also improve students' skill in understanding the text.

Another students NJ said "*bagus digunakan oleh dosen dan juga bagus digunakan oleh mahasiswa yang sudah ditingkat atas tapi untuk mahasiswa yang semester 1 dan 2 masih belum cocok.*" NJ believed that PQRST strategy is good used by lecturer and students who in the high semester but it is not good use by students who still in 1 or 2 semester. On other hand student NULJ said "*menurut saya tentu saja bagus digunakan oleh dosen dan mahasiswa karena*

mempermudah, tapi lebih cocok untuk digunakan oleh mahasiswa karena mahasiswa masih belajar dan dosen sudah ahli dan pasti mempunyai strateginya masing-masing.” NULJ stated that PQRST strategy is good for lecturer and students because the strategy help lecturer and students easy to understand the text. But, the strategy is more suits for students because students still learn.

Student HL said *“menurut saya bagus digunakan oleh dosen dan mahasiswa karena kan dari strategi itu mahasiswa tertarik dengan bahan bacaan yang disediakan oleh dosen.”* According to HL PQRST is good used by lecturer and students because from that strategy the students will interest on the text that lecturer gave. Student MA said *“menurut saya itu bagus, karena sebelum membaca teks kita disuruh untuk membuat pertanyaan-pertanyaan. Kita tidak dituntut untuk membaca teks terlebih dahulu, tetapi kita disuruh untuk membuat pertanyaan terlebih dahulu dan itu membangkitkan semangat untuk memahami teks tersebut.”* According to MA PQRST strategy is a good strategy. Due to before read the text, in the questioning step students should make question based on the text. Students are not demanded to read the text first, but students are asked to make question based on the text and it makes students more enthusiasm to understanding the text.

Student EN said *“PQRST strategi bagus digunakan dosen di kelas reading, soalnya dari langkah-langkah dalam stratgei PQRST membantu mahasiswa untuk mencari main idea.”* EN stated that PQRST strategy is good used by lecturer in reading class, because from the steps in PQRST strategy helps students to find the main idea. Student MN said *“PQRST strategi bagus dan bisa*

digunakan kalau kemampuan reading kita sudah bagus, tapi untuk mahasiswa yang kemampuan reading masih belum bagus akan susah untuk menggunakan PQRST strategi.” MN stated that PQRST strategy is good used by students who have good reading skill, but for students who weak in reading skill will be difficult for using PQRST strategy.

Student MR said *“bagus strateginya, lumayan menarik tapi waktunya yang banyak terbuang. Dan bagus juga digunakan oleh dosen dan mahasiswa. Tapi untuk mahasiswa kurang tau, soalnya mahasiswa suka hal-hal yang instan.”* MR stated that PQRST is good and interesting strategy. This strategy is good used by lecturer and students. But for students, this strategy is still not interesting because students like intant thing. Other students MT *“PQRST bagus digunakan oleh dosen tetapi tahap-tahapnya harus lebih disederhankan lagi.”* According to MT PQRST strategy is good for lecturer, but the steps should be more simple.

Student HL said *“strateginya bagus, karena dari langkah-langkah yang ada di PQRST strategi membuat mahasiswa tertarik untuk membaca teksnya.”* HL stated that PQRST strategy is good used by students. From PQRST strategy make students interest on read the text.

From the interview result, the researcher found out that PQRST strategy is good used by lecturer and students. This strategy is only good for students who have good reading skill, not for students who weak in reading skill. For students who have problem in reading, students will be difficult for using PQRST strategy.

B. Discussion

This research described about the implementation of PQRST strategy in reading comprehension on descriptive text in fifth semester students at English Department of UIN Antasari Banjarmasin and students' opinion about the PQRST strategy. Based on the theory Staton (1982) stated that PQRST strategy is an instructional strategy that has been shown to be effective to improve a readers' understanding, and his/her ability to recall information. In other words, the reader is most likely to learn, and to learn more, of the material he/she is reading.

Based on the observation's result the researcher found out the implementation of PQRST strategy is PQRST strategy helped students to answer the question about main idea, referent, synonym and antonym. It supports by the explanation from Malia (2015). In Malia's research explained that in the questioning step led the students to formulate the question they need to find. This step helped students to focus and create the curiosity toward the text. Therefore, from questioning step the students easily can answer the question about main idea, referent, synonym and antonym.

Meanwhile, in the summarizing step, PQRST did not have the good implementation. Only students who have upper knowledge lever are able to recall the important points. Thus, it was dominated by some students who can do this step. Based on the test result, there are different scores that students got. It caused by on the first test the researcher gave the instruction for students to answer the test through PQRST strategy and in the second and third test the researcher did

not give any instruction for students. In the first test's score there is students that got perfect score but in second and third test there is no students who got the perfect score. It proved that the implementation of PQRST strategy helped students to answer the question with the terms that students are should instructed by teacher.

According to Westwood (2001) PQRST strategy is a simple, step by step plan of action any child might adopt when faced with reading assignment. In this research result, PQRST strategy is strategy that helped students in understanding reading text through descriptive text, helped students find main idea, referent, synonym and antonym. PQRST strategy also helped students to improve their reading and writing skill. This agrees with the result from interview that researcher got. From the interview's result some students said that PQRST strategy can help improve reading skill. This research can improve students' writing skill through summarizing step.

Based on the observation, test and interview that the researcher did, the researcher found out that the implementation of PQRST strategy helped students in understanding the text through questioning step, but it just helped students who have high knowledge in summarizing step. It cannot help students who have low knowledge, because they are weak to recognize the most important points to find the details. It supported by the statement from Westwood (2001) summarizing will reveal blanks in the students' knowledge and help them organize the information in their mind. In other hand, there are some students with low capability in summarizing. Only students who have upper knowledge level are

able to recall the important points. Thus, it was dominated by some students who can do this stage. It can be seen from students' summarize result.

Besides, there are many students that thought that using PQRST strategy will need more time. It was happened because PQRST strategy has some steps. From the interview result, there is student MR said that "*PQRST strategi adalah strategi yang memakan banyak waktu dalam mengerjakan soal, sehingga membuat mahasiswa merasa bosan.*" MR stated that PQRST strategy is the strategy that waste more time in doing task, so it makes students feel bored.

That statement is supported by the theory from Staton (1982). Staton stated that PQRST strategy was time consuming, because it has several stages that should be done by the students in reading. So, it would rather difficult for the students who have difficulties in reading.

In addition, PQRST strategy also has important role. Based on observation, test and interview result, the researcher found out that PQRST strategy helps students in understanding the text easily. PQRST strategy also helps students easily find the main idea, referent, antonym and synonym.

According to Sulisty (2011) PQRST strategy can lead the students to find the ideas and help them in the vocabularies problem. In this case, the use of PQRST strategy is very helpful for the students as many of students are weak in finding details information. This can be seen in the interview result. All of the students that who had interviewed by researcher said that PQRST strategy is very helpful students in reading text.

In the interview result, the researcher found out the students' opinion about the PQRSST strategy. Some students said that PQRSST strategy is good used by lecturer and students. Because PQRSST strategy can improve students' understanding in reading text, so it helps students easily answer the question based on the text. But there is students that said that PQRSST strategy is not appropriate used by students that weak in reading skill.

There are some students that said PQRSST strategy is good used by lecturer and students because PQRSST strategy has steps that can help lecturer in teaching and learning process in Reading class and for students it can help students to improve their reading skill. Other students said that PQRSST strategy is good used by lecturer and students, but it need much time to use it and the PQRSST strategy only good used by students who in beginner level. There is students that said PQRSST strategy is not good used by students who uninterested to or dislike reading.