

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter discusses the study findings that are relevant to the researcher's formulated question. It displays the data and it is divided it into data findings. The findings and discussion will be discussed further in the following text.

A. Findings

The researcher did an observation and an interview to answer the problem statement mentioned in Chapter I. The researcher acquired some information from the participants related to the research question while collecting data.

1. The Teacher's Implementation of PQRST Method in Classroom

The observation was conducted out to know about the implementation of the PQRST Method by the teacher in teaching and learning reading, which was conducted in two meetings. Every meeting used the same methods, which were the PQRST Method, and the titles of the materials were also the same. The teacher conducted pre-teaching, during teaching, and post-teaching at the first meeting. The second meeting was a continuance of the first meeting. The researchers formulated an observation checklist to describe the teaching and learning process during the

observation process. The data of observation has been identified as explained in the following discussion.

a. First Meeting

The researcher did the research at the first meeting on Wednesday, September 15th, 2022, in the morning. The teacher prepared the materials in advanced before beginning teaching and learning. The process of teaching reading used PQRST Method in the first meeting was as follows:

1) Pre – Teaching

In pre-teaching, the teacher began the class with greetings and all students responded. The students replied enthusiastically and loudly. From that, one of the students lead the other students in prayer in Arabic. The teacher next checked the students' presence. Then the teacher explained the basic competencies and the purpose of the study. After that, she explained the material that would be learned today.

2) During Teaching

The teacher gave a story "*Malin Kundang*" as an example of a narrative text. The teacher then asked the students what they knew about the title of the story that had been mentioned. The students then predict the answer, nearly half of them were familiar with the story. After that, the teacher wrote and described the material they had learned about narrative text, as well as providing an example

"*Malin Kundang*" story. The teacher asked students some questions based on the text, including characters, setting, and etc, but some students were unfamiliar with the vocabulary and could not understand the word correctly of the text that the teacher gave them, so they just opened an online dictionary. She asked three students for the question session. After that, the teacher grouped the students into four groups of three or four students each. The teacher then gave them a narrative text including Indonesian legendary story at their smartphone (at least 1 story each group). The teacher then allowed the students till the next week to analyze the narrative text, which included of Indonesian legend story.

3) Post-Teaching

In the post-teaching, the teacher concluded the topic a bit. The meeting was then closed, and the teacher did not conduct the evaluation because she had already assigned the group activity, she ended the class when the time ran out.

Based on the data that taken in first observation, the researcher obtained some data that there was 2 step that skipped in teaching PQRS Method that were Summarize and test. Furthermore, in the result of observation, the researcher also found some problems, but did not get the cause of problems occurred.

b. Second Meeting

The researcher did the research at the second meeting on Thursday, September 21st, 2022, in the morning. The teacher prepared to continue the material that would be taught before teaching and learning began.

1) Pre-Teaching

In pre-teaching, the class was started with a greeting and all students responded. Many of them replied loudly to express their enthusiasm, but only a few responded calmly. The teacher next checked the students' presence. Then she asked the students on the previous meeting's topic.

Many students had forgotten about the previous meeting's material. Then, teacher explained again as reviewing the topic. The teaching and learning processes were similar with first meeting, but the teacher did not explain the purpose of the study.

2) During Teaching

The teacher instructed the students that they would continue the group that already gave before. After that, the teacher instructed one of students from each their groups to read aloud their narrative text that was given last meeting in front of the class, then other group listen carefully to identified the text. After their finished, the teacher asked randomly selected one of the groups to guess tittle, characters, settings, and moral value of the story that they have been listen by

group 1. The students were a bit difficult to guess and did not confident. However, some of students tried to answer the question. This activity still continued until each group have to read their narrative text.

3) Post-Teaching

In the post teaching, the teacher immediately closed the class by repeating the material that had been learned (Narrative text). The teacher also evaluated them and gave them questions as the test about the text narrative that they had read.

Based on the observation data shown above, it is possible to conclude that the data from the first and second observations were complementary. The teacher did not encourage the students to be active in reading English at the first meeting, but in the second meeting, the teacher directed the students to create groups as a guideline in the reading process. Furthermore, as a result of the second meeting's observations, the researcher discovered several problems and the cause of the problems.

2. The Challenges of Teacher in Implementing PQRST Method in Classroom.

To answer the second problem statement as stated in chapter I. The researcher conducted an interview with the teacher to analyze the problems faced by the teacher during the teaching reading used PQRST Method. The researcher asked the teacher twelve questions. The questions included the

teacher's opinions on the problem faced in implementing PQRST Method when she used it. It could be explained as follows:

Based on the result of interview, there were some problem happened when teacher teaching reading, teacher stated that: ... the students' ability in learning English was still under average, especially students on the village (Segment 1). Additionally, the teacher revealed that the main problem when she taught English class were lack of confidence and students were worried about making mistakes when they tried to read English text ... the students also had low motivated to learned English (Segment 2 & 8).

According to the interview result, the teacher revealed that the problem of this method was the students had difficulties in learning reading because they were lacked of vocabulary ... there were also the lack of teaching material and facilities (Segment 6 & 11). Therefore, the teacher conveys that she made a solution which was told students at previous days to brought the phone as tools to translated the text ... she also said that she used YouTube video which could aim students easily to understood and motivated to learn English use this method (Segment 6).

The teacher expresses that she had modified the PQRST method according to class condition. The teacher said that ... In question step, she made her own question, she just asked students answer it, then students could easily to directed to find the answer (Segment 6). Additionally, she also revealed that the reason why she skipped the summarize step because of the students was difficult to make summary without guide and took too

much time, but instead she gave a test that had same purpose as their understanding (Segment 7).

B. Discussion

The researcher would like to discuss about the implementation of PQRST Method for reading comprehension used by English teachers in teaching reading at MTsN 4 Barito Kuala. Based on the researchers get data, teaching reading used PQRST Method by the teacher was quite well. it was found that the class ran effectively. The teacher has applied almost all of the procedure based on the theory of Wormeli. The first step is Preview. It could be seen at first observation that teacher showed the example of narrative text, then the teacher asked the students what that they know about the tittle of story that has been mentioned which was indicated that teacher done preview step on her teaching activity. According to Wormeli (2010), In this step, the teacher guides the students in identifying the text's title, image, figure, number, and italicized words. Readers may see where their reading is taking them. This can be achieved by reading the headline or tittle. Students will get a general understanding of the subjects contained in this chapter and how they are organized during the preview stage. The objective is to get an idea of the primary topic and a section of the text. If they have a general idea of what it covers, they will be able to determine how the reading assignment relates to the subject they are read and what they want to learn.

The second step is Question. The researcher concludes that question was also used by teacher on her teaching activity. It could be seen at first and second observation the teacher asked to students some of question based on the text, for example characters, setting, and etc. The teachers provide some question as instruction to motivated them read the text and find the question that have been mentioned. Furthermore, the teacher also made her own question for the students to help students concentrate to the text. In this case, there were two theory that has different explanations about “Questions” step in PQRST Method. First was from Vazquez (2006) states that the teacher leads them in formulating questions using their previous knowledge of the material. Students are better prepared to engage in inquiry tasks related to the text when they create questions, and it also helps students receive read guidance. Second was stated by Wormeli (2010), the teacher asking some questions that the learners want to know what the answer. During the stage, the teacher provides questions to help students concentrate focus reading and identify the important ideas in each segment. Questions can direct readers to further text information. They should prevent from asking questions that could distract or switch the subject. If students have specific questions about reading assignments, they will know exactly what material to check for and will be motivated to acquire it. This will allow them to get the most out of their reading. Based on interview the teacher was also had her own reasons, she said that she made simple the step with made some simple question and they could easily to directed them to find the answer. From two theory above, the second theory was more

appropriate with the implementations by the teacher in this research, because on the theory stated that teacher was also made questions to help students focus besides helping students with guidance as stated in the first theory.

The third step is Read. After conducting observation and interview, showed that the teacher used reading on her teaching activity. Although the teacher implemented the procedure for questioning, the phenomena from the preliminary research occurred again, their ability to learn English was still below average, they were difficult to read due to a lack of vocabulary, and the students could not easily understand the text. This problem made the read step was not effectively implement by the teacher. Based on interview with the teacher, she made a solution which was told them at previous days to brought the phone as tools to translated the text. Based on Wormeli (2010), The following step is to read the text. The texts are distributed to students by the teacher. When the game is used, it might be in group or individual reading activities. When reading the text, students may find with difficult or unfamiliar words. Students should read the book twice if necessary.

The fourth step is Summarize. Wormeli (2010) states after students have finished read the part of the text, the instructor may ask them to summary by remembering main ideas from the section just read. In this stage, students would state the main idea or topic. Based on observation and interview, the summarize step was skipped by the teacher. It could be seen at first and second observation there were nothing instruction that showed teacher asked students

to made their own conclusions by information they got from understanding the text. Based on interview conducted teacher said that the reason why she skipped the summarize step because of the students was difficult to make summary without guide and took too much time in activity, but instead she gave a test that had same purpose as their understanding about the text. In this case, problems of summarize was also supported from the theory by Manurung et al. (2020) states that some students struggle with summarizing since they are unable to identify the most important points in order to discover the details. Only students with a high level of knowledge can retain the important points.

The last step is Test. After conducting observation and interview, Teacher used test on his teaching-learning activity. It could be seen at second observation in post activity that the teacher did an evaluation and gave them some questions that related to the text narrative that they have been read. However, at first observations the teacher did not ask the students whether they understand or not and did not give them a task as test. It happened because she wanted the evaluation did after all activity of PQRST method was done. Based on Wormeli (2010), at this stage, teacher provides a test to check the students' comprehension. The teacher can create tests in which students answer questions or asking them to teach reading materials to other students.

Based on observation and interview have done, there were five problems faced by teacher when used PQRST Method. First was students' ability in learning English was still under average, especially students on the

village. Second were lack of confidence and students were worried about making mistakes when they tried to read English text. Third was the students was difficult to made summary without guide and took too much time in whilst activity. Fourth was the students had low motivated to learned English. Fifth were the lack of teaching material and facilities. For this reason, these problems were considered when teacher used PQRST Method. These problems related to theory stated by Amalia (2015), there are two difficulties of using PQRST method, they are; 1) This method was time-consuming because it required the students to complete several steps with reading the text. As a result, it would be difficult for students who have problems with reading. 2) When using this method at some levels, students may have difficulty performing the PQRST method step. Additionally, Ismiyati (2017) also states 2 more difficulties of using PQRST method; 3) The PQRST method is difficult to adopt if school facilities such as student's books (textbooks) are unavailable. 4) Not implemented well in the classroom by a significant number of students since the teacher's direction has been ineffective, particularly on making questions.