The Implementation of Preview, Question, Read, Self-recite, and Test (PQRST) Strategy towards Students' Reading Attitude at SMP Negeri 26 Surabaya

THESIS

Submitted in partial fullfillment of the requirement for the degree of Sarjana Pendidikan (S.Pd) in Teaching English

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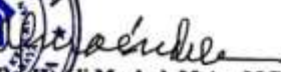
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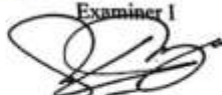
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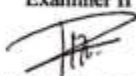196301231993031002

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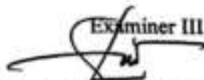NIP. 196709301993032004

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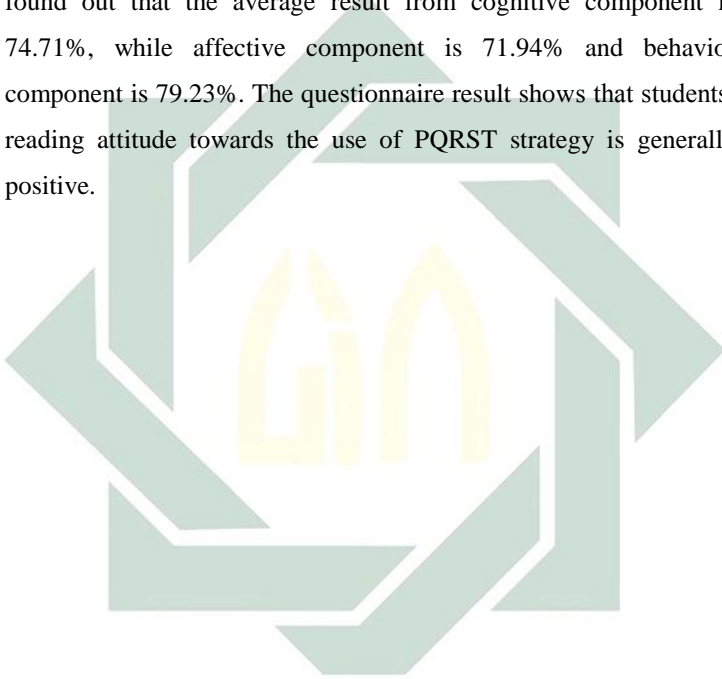
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ABSTRACT

Priskaharani, Rizki (2018). *The Implementation of Preview, Question, Read, Self-recite, Test (PQRST) Strategy towards Students' Reading Attitude at SMP Negeri 26 Surabaya.* A thesis. English Teacher Education Department, Faculty of Education and Teacher Training, State Islamic University Sunan Ampel Surabaya. Advisors : Dra. Irma Soraya, M.Pd and Hilda Izzati Madjid, MA

Keywords: PQRST Strategy, Reading Attitude

This study focuses on Preview, Question, Read, Self-recite and Test (PQRST) strategy as a strategy in reading class. The researcher chooses this strategy because the strategy contains pre reading activity, while reading activity and post reading activity. The aimed of this study is to find out the implementation of PQRST strategy and also to know what the students' attitude towards the use of PQRST strategy. In this study the researcher used descriptive qualitative research. The researcher took a class as subject of the research. Based on teacher suggestion, 8B class of SMP Negeri 26 Surabaya which consists of 39 students is the class which has been observed by the researcher. The researcher uses observation checklist, field note and questionnaire as the research instruments. In analyzing the data, the researcher describes the implementation brief and clearly and uses questionnaire to find out students' reading attitude towards the use of PQRST strategy and count the result using Likert's scale calculation. To check the validity of the research, the researcher uses triangulation. The study shows that

vi

from five steps of PQRST strategy, the teacher implements all the steps as states by the theory of PQRST strategy, but the teacher still need to improve question step and self-recite step. For students' reading attitude towards the use of PQRST strategy, the researcher found out that the average result from cognitive component is 74.71%, while affective component is 71.94% and behavior component is 79.23%. The questionnaire result shows that students' reading attitude towards the use of PQRST strategy is generally positive.

vii

ABSTRAK

Priskaharani, Rizki (2018). *The Implementation of Preview, Question, Read, Self-recite, Test (PQRST) Strategy towards Students' Reading Attitude at SMP Negeri 26 Surabaya.* Skripsi. Jurusan Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan. Universitas Islam Negeri Sunan Ampel Surabaya. Pembimbing: Dra. Irma Soraya, M.Pd and Hilda Izzati Madjid, MA

Kata kunci: Strategi PQRST, sikap membaca

Penelitian ini berfokus pada Preview, Question, Read, Self recite dan Test (PQRST) strategi sebagai strategi dalam membaca dikelas. Peneliti mengambil strategi ini sebagai penelitian karena strategi PQRST memuat aktivitas yang bias dilakukan sebelum membaca, aktivitas yang dilakukan ketika membcaca, dan aktivitas yang bisa dilakukan setelah membaca. Tujuan penelitian ini adalah untuk mencari tahu implementasi dari stratgi PQRST di SMP Negeri 26 Surabaya dan untuk mengetahui sikap siswa terhadap penggunaan strategi PQRST. Penelitian ini menggunakan penlitian deskriptif kualitatif. Peneliti mengambil satu kelas sebagai subyek penelitian. Atas rekomendasi dari guru kelas yang bersangkutan, kelas 8B di SMP Negeri 26 yang terdiri atas 39 siswa menjadi kelas yang diobservasi oleh peneliti. Peneliti menngunakan olembar observasi, catatan lapangan, dan angket sebagai insrumen penelitian. Dalam menganalisa data, peneliti mendeskripsikan implementasi strategi PQRST dengan jelas dan lengkap dan menggunakan angket untuk menemukan sikap siswa terhadap strategi PQRST dan menghitung

hasil dari angket tersebut menggunkan skala Likert, sedangkan untuk pengecekan validitas penelitian menggunakan triangulasi. Dalam penelitian bisa diketahui bahwa dari lima langkah dalam strategi PQRST, guru telah mengimplementasi semua langkah dari strategi PQRST, namun guru masih perlu untuk mengembangkan dan meningkatkan kegiatan di langkah Question dan Self recite. Untuk menjawab sikap membaca siswa terhadap penggunaan strategi PQRST, peneliti menemukan bahwa hasil rata rata dari component kognitif adalah 74.71%, komponen afektif adalah 71.94% dan komponen behavior adalah 79.23%. Hal ini menunjukkan bahwa sikap membaca siswa terhadap penggunaan strategi PQRST pada umumnya adalah positif dan cenderung mengarah pada komponen behavior

ix

TABLE OF CONTENTS

CHAPTER I : INTRODUCTION

CHAPTER II : LITERATURE REVIEW

CHAPTER III : RESEARCH METHODOLOGY

xi

LIST OF TABLES

xii

LIST OF CHARTS

xiii

LIST OF APPENDICES

CHAPTER I
INTRODUCTION

This chapter presents the discussions of some issues related to the topic being studied. They are background of the study, research questions, objectives of the study, significant of the study, scope and limitations of the study, and definition of key terms.

A.   Background of the study

In Indonesia, English is taught from the elementary school up to the university as a foreign language.[1] Since 1968, Indonesia puts English as a compulsory subject.[2] As a compulsory subject, there are four skills that must be mastered by the students, Writing and speaking as productive skills and also listening and reading as the receptive skills.

Reading as the receptive skills needs to be trained more, because the knowledge of almost every subject in school flows from reading. Many subject materials use printed material as the source of learning.[3] It means, learners need to read a lot in order to get the better knowledge. Reading is also an essential skill for English learners as second language. For the most part of the learners, it is the most important skill to master in order to ensure success not only in learning English, but also in learning any content class where reading in English

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[1]UU Republik Indonesia nomor 2 pasal 39 tahun 1989 tentang Sistem Pendidikan Nasional

[2] Dardjowidjojo, S. *English teaching in Indonesia* (EA journal 18 (1), 2000) p.22-30

[3]Amanda J. Rockinson-Szapkiw, Jennifer Courduff, Kimberly Carter, David Bennett,*Electronic versus Tratditional Print Textbook: A Comparison Study on the Influence of University Students' Learning* (VA: Liberty University 2012) p.259

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required.[4] By mastering reading, learners will develop their ability in all learning area.

In a process of mastering reading, the teacher who plays a big part as a learning guider and facilitator should be creative to teach students because teacher needs to complete the main ojective of teaching process, and the main objective of reading is to achieve comprehension.[5] However, Smith stated that reading ability of secondary school is bad. Most of the students cannot read the text.[6] Besides, *Programme for International Students Assessment* (PISA) in 2015 stated that Indonesian's reading level is below the average. Furthermore, Central Bureau of Statistic in 2013 stated that 80% of Indonesian prefer to watch television or listen to the radio. Only 20% people who are prefer to read.[7] It shows that Indonesian students need to improve their reading and need to be trained more in reading.

In improving students' reading, teacher must provide a strategy to make the students enjoy and interested to the learning process. Nunan stated that success in teaching depends on many factors, one of them is teaching strategies.[8] In addition, Silver, Hanson, Strong and Schwartz in Mahmud stated that the use of teaching strategies by teachers allows them to create a classroom

[4] David Nunan, *Practical English Language Teaching* (New York : McGraw-Hill Companies 2003) p.68

[5] Mag.Phil Milevica Bojovic, *Reading Skills and Reading Comprehension in English for Spesific Purposes* (Serbia : University of Kragujevac 2010)

[6] Carl Bernard Smith, *Teaching Reading in the Secondary School* (Bloomington : Indiana University 1976) p.1

[7] Hafhiz Al Nazhari. *A Study of English Reading Habits of Students of English StudyProgram of Riau University*. p.4

[8] David Nunan, *Second Language Learning and Teaching* 1999 p. 249

environment for the attainment of spesific learning objectives.[9] It shows that proper teaching strategy will help the students to understand the materials easily. In teaching reading, teacher needs a proper reading strategy that will help the teacher guide and teach reading in a . The suitable reading strategy will affect students' attitude towards reading. So that the students will not think that reading is a boring and tiring activity to do at class.

There are many kinds of reading strategies that have introduced and developed by the experts which will help the students engaged and understand reading easily. One of them is Preview, Question, Read, Self-recite and Tewst (PQRST) strategy. PQRST strategy is a systematic study consists of five steps to be followed during independent reading by Previewing the material, for an overview of content and intent of the author; Questioning, for establishing purposes for reading; Reading the material; Self-reciting; and Testing, which with the four steps will helps pupils to remember what they read.[10]

There are a lot of benefits that can be taken from PQRST strategy. According to Pauk, PQRST will help the students focus on studying and prioritizing in a way that relates directly to how the will be asked to use the informations in an exam. Also, PQRST can be used to obtain memory of teh students and increase students grades on test.[11] Turkington also defined that PQRST is a good techniques because it helps students to retrieve information

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[9]Tutyrahiza Mahmud, *Teaching Reading Strategies Used by ESL Teachers That Facilitate Teaching and Learning Reading* (Malaysia: Universiti Malaysia Sarawak : 2008)p.3

[10] Lynn Zisa, www.njcu.edu>sites>default>files accessed June 01 2017

[11] Walter Pauk, *How to Study in College,* 10th Edition. (Boston: Wadsworth)

got from their memory after reading.[12] Wormeli says that
the activity of PQRST is simple to remember and it can
improves students' reading interest they give students an
identifiable structure to follow for reading and interacting
with the material.[13]

This study is going to focus on facilitate the
implementation of teaching reading comprehension in the
classroom using Preview, Question, Read, Self-recite and
Test (PQRST) strategy. Pettersson stated that PQRST can
improve memory from reading by its steps : Preview,
Question, Reading, Summary, Test. The first step, students
will have a preview about the text, after that students have a
chance to questioning the text, then students will read the
text individually. Then, teacher will ask the students to
make self recite about the text. The last, teacher gives the
students a test to check the reading comprehension from the
students.[14] According to Holandyah, this strategy could
stimulate the students' prior knowledge, could make them
more active and thoughtful in gettinmg the values of texts
and could improve their reading comprehension.[15]
Moreover, comparing to the other strategies which have pre
reading activity, while reading activity and post reading
activity, such as SQ3R, PQ4R etc, Preview, Question,
Read, Self recite and Test (PQRST) strategy has test as post
reading activity that is stronger than other reading strategy
that only using review as post reading activity. It can be
conluded that the strategy is effective in teaching reading,
construct students' creative thinking and stimulate students'
content memorizing of the text. Based on those benefits, the

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[12] Carol Turkington, *Memory: A New Self-Teaching Guide.*
(New Jersey: John Wiley & Sons, Inc 2003) p.61
[13] Rick Wormeli, *Meet Me in the Middle : Becoming and
Accomplished Middle Level Teacher* (Portland: Stenhouse
Publisher 2001)
[14]Rune Petterson, *Information Design an IntroductionI*
(Netherlands : Jhon Benjamin Publishing Co.2002) p.242
[15] Holandyah, *Quantum Ilmu:PQRST Technique* 2012

researcher thought that PQRST can be an effective strategy to help students to develop their competency.

This study is also going to check students' attitude towards reading after being taught with PQRST strategy. Attitude is an important concepts that is often used to understand and predict people's reaction to an object or change and how behaviour can be influenced.[16] In term of reading attitude, it can be meant as readers' feeling or reaction about reading.

This research is conducted at SMP Negeri 26 Surabaya because the English teacher has already implemented PQRST strategy. SMP Negeri 26 Surabaya as one of regional school in Surabaya has many innovations in the teaching and learning process. It can be seen from the preliminary research, the English teacher showed the researcher several English teachers' lesson plans that contains many teaching strategies that will help the teacher to engaged the students in understanding the subjects and material better.

A study from Prih Febtiningsih, M. Zaim and Jufrizal proved that PQRST strategy can improve students' score in reading comprehension[17]. Teacher can teach with only using papers as the media. It makes the students more active in a reading class as well by questioning and summarizing process.

Related with the previous study, a study by Komang Dedi Sandiarsa Sari, Komang Dewa Tantra, and Ni Made

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[16] Hillary Page-Bucci, *The Value of Likert Scales in Measuring Attitudes of Online Learners.* (HKA Designs) 2003

[17] Prih Febtiningsih, M. Zaim and Jufrizal, *The Effect of PQRST and QAR Techniques on Students with Low Interest on Their Reading Comprehension on Procedure Text : Study of Grade VII at SMPN 2 Padang*, State University of Padang 2012

Ratminingsih[18] was conducted to compare Preview, Question, Read, Self-recite and Test and SQ3R Strategies based on the text types. The result of the study proved that the students who were taught reading competency by using PQRST strategy was having higher results than students who were taught by using SQ3R. And they also found that there was no corelational effect between teaching reading using PQRST and SQ3R and text type (narrative and recount) on students' reading competency. In this research, the researcher will only focus to PQRST strategy and the improvement results.

Related with attitude as the second research question, Gokhan conducted a research about reading attitude of high school ninth and twelfth grader based on some variables such as gender, grade level, school type, father's education level, mother's education level, and financial income of the family. There are 426 surveyors from six different public high schools in Turkey. Gokhan used statistical analysis in this study. The result revealed that high school reading attitudes differed significantly according to gender, grade level, school type, fathers' and mother's educational level and financial income of the family.[19]

From all the explanation above, PQRST strategy will be used in this study as a strategy that is implemented by the teacher and believed can helps the students to

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[18]KomangDedy Sandiarsa Sari, Komang Dewa Tantra, and Ni Made Ratminingsih, *A Comparative Study of PQRST and SQ3R StrategiesBased on the Text TypesUpon the Eighth GradeStudents' Reading Competency at SMPN 4 Singaraja (e journal Pascasarjana Universitas Pendidikan Ganesha volume 1 2013)*

[19] Gokhan BAS, *Reading Attitudes of High School Students: An Analysis from Different Variables* (International Journal on New Trends in Education and Their Implications Vol.3 Issue: 2 Article 4 2012)

understand text more and improves the students' reading. And also, teacher can see students' attitude towards reading after being taught with PQRST strategy. The system of Preview, Question, Read, Self-Recite and Test (PQRST) strategy is expected to be applied ideally by the teachers, and expected as one of ways to teach reading, especially reading comprehension. Therefore, the teacher will be easier to practice teaching reading comprehension that appropriate with their teaching purposes.

B. Statements of the problem

Based on the background above, the statements of the problem are :

1. How is the implementation of PQRST strategy in SMP Negeri 26 Surabaya?
2. How is the students' reading attitude towards the use of PQRST strategy?

C. Objective of the study

By conducting this research, the researcher wants to :

1. To describe the implementation of PQRST strategy at SMP Negeri 26 Surabaya.
2. To find out the students' attitude towards the use of PQRST

D. Scope and limitation

1. Scope of the study

In this study, the researcher focuses on the implementation of PQRST strategy. The researcher will observe the implementation of PQRST strategy. There will be three meetings for the implementation before the students fill in the questionnaire. The questionnaire is used to see the students' attitude toward reading after being taught with PQRST strategy.

2. Limitation of the study

Limitation of this study will focus to class 8B as the observation class. The selection of the class is based on teacher's suggestion.

E. Significance of the study

This research has several advantages that are expected to give valuable contributions for people either theoretically or practically. Theoretically, this study is expected to be one of contribution in implementation PQRST strategy run well. The result of this study is hoped to give some advantages for:

a. The teachers

The result of this study will be new knowledge and additional informations to improve teaching and learning process in SMP Negeri 26 Surabaya. This research will show students' attitude towards reading as well, that will help the teacher to find out students' ideas during the lesson. So that the teacher knows the appropriate ways or strategy to teach reading in the future.

b. The school

The result of this study can be a reference to make a better teaching and learning language process especially in English that can be adopted and adapted in another language class.

c. Next researchers

The result of this study is expected to be useful to enrich the insight and knowledge of the PQRST strategy in general and to give better education about kinds of reading strategy that can be used inside the classroom.

g. Definition of keyterms

There are some key terms that are mentioned in this study. These key terms are given in order to avoid misinterpretation in understanding this study. Those terms are presented as follows:

a. Implementation is the learning application used in teaching process to educations' purpose[20]. In this study,

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[20]Theresia Niung P, *Pengajaran EGL (English as a global language) dan Metode CTL (Contextual Teaching Learning) 2008*

implementation is the application of particular strategy in English language teaching process. The researcher will match the theory and the teacher's implementation to see whether the teacher's implementation is consistet with the theory or not.

b. PQRST strategy stands for the stages to the teaching process, P-Preview, Q-Question, R-Read, S-Self recite, T-Test. PQRST strategy is an instructional strategy that has been shown to be effective to improve readers' understanding and his/her ability to recall information.[21] In this study, PQRST is a strategy that will be used in reading classroom.

c. Reading attitude refers to the feeling about reading that results in the adoption or avoidance of positive reading habits.[22] In this research, students' attitude is students idea or students' understanding that will be collected by the reseacher using questionnaire after having reading class using PQRST strategy.

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[21] Alfi Hidayatu Miqawati and Gunadi Harry Sulistyo, *The PQRST Strategy, Reading Comprehension and Learning Styles* (Indonesian Journal of Applied Linguistics, Vol 4 No 1 2014) p.126

[22] Martinez RS, Aricak O, Jewell J. *Influence of reading attitude on readijng achievement: a test of temporal interaction model. Psychology in the school*

CHAPTER II
THEORITICAL FRAMEWORK

This chapter presents some theories that are relevant with the research. The researcher divides the chapter into some parts. This chapter presents about reading, the objectives of reading, kinds of reading skill, reading strategies, PQRST Strategy, reading attitude and several previous study.

A. Theoritical Foundation

1. Reading

There are some definitions about reading. Dallman stated that reading is verbal process interrelated with thinking and with all other communication abilities-listening, speaking, and writing. Spesifically, reading is a process of reconstructing from the printed patterns on the pageideas and information intended by the author[1]

According to Kalayo, reading is an activity with a purpose. A person may read in order to gain information, for enjoyment, to enhance knowledge of the language being read. The purpose of reading also determines appropriate approach to reading comprehension.[2]

Reading is also a process to gain information. Anderson stated that reading is a process of readers combining information from a text and their own background

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[1] Dallman, Marta. Roger L.Rouch. Lynette Y.C Char. Jhon J De Boer. *The Teaching of Reading* (New York: College Publishing. 1982) p.23

[2] Kalayo Hasibuan and Muhammad Fauzan Ansyari, *Teaching English as the Foreign Language* (Pekanbaru : Alaf Riau Graha UNRI Press 2007) p. 114

10

knowledge to build meaning. Meaning does not rest in the reader nor does it rest in the text. The reader's background knowledge integrates with the text to create the meaning. The goal of reading is comprehension.[3]

In addition, Widowson stated that reading can be seen as a kind of dialogue between the reader and the text, or even between the reader and the author.[4] Reading is viewed as a process of decoding written symbols, working from smaller units (individual letters) to larger ones (words, clauses and sentences) with bottom-up approach. In other words, we use strategies to decode written forms in order to arrive at meaning.[5] It can be concluded that reading is an activity that involves thinking process and combining informations from a text that make the readers find a new knowledge or improve their knowledge.

2. The Objectives of Reading

Reading has several purposes when it is done. According to Rivers and Temperley as quoted by Nunan learners will want to read for the following purposes:

1. To obtain information for some purposes or because we are curious about some topic
2. To obtain instruction on how to perform some task for our work or daily life (e.g knowing how an appliance works)
3. To act in a play, play a game, do a puzzle

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[3]Anderson, Neil J, *Practical English Language Teaching Reading* (New York : McGraw-Hill ESL/ELT 2008) p.2
[4]Tricia Hedge (Teaching and Learning in the Language Classroom (Oxford University Press) p.188
[5]David Nunan, *Designing Tasks for the Communicative Classroom* (Sydney : Cambridge University Press 1989) p.34

4. To keep in touch with friends by correspondence or to understand bussiness letter

5. To know when or where something will take place or what is available

6. To know what is happening or has happened (as reported in newspapers, magazines, reports)

7. For enjoyment or excitement[6]

3. Kinds of reading skills

Reading skill is a cognitive ability that showing a person is able to use when interactig with the written text.[7] Here are some kinds of reading skills:

1. Word attack skills let the reader Chart out new words
2. Comprehension skills help the reader predict the next words, phrase, or sentence quickly enough to speed recognition
3. Fluency skills helps the readers see larger segments, phrases, and groups of words as wholes
4. Critical reading skills help the reader see the relationship of ideas and use these in reading with meaning and fluency[8]

Besides, there are macro and microskills of reading as follows:

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[6]*Ibid*. p.34

[7]Milevica Bojovic *Reading Skills and Reading Comprehension in English for Spesific Purposes* (Serbia: University of Krajugevac Press 2010) p.2

[8]SIL International. *"What are reading skills?"* Version 4. 1999. p.1

htttp://www.sil.org/lingualinks/literacy/referencematerials/glossaryofliteracyterms/whatarereadingskills.htm

1. Microskills

a. Discriminate among the distinctives graphemes and orthographic patterns of English

b. Retain chunks of language different lengths in short-term memory

c. Process writing at an efficient rate of speed to suit the purpose

d. Recognize a core of words, and intepret word order patterns and their significance

e. Recognize grammatical word classes (noun, verb, etc.), systems, (e.g., tense, agreement, pluralizations), patterns, rules, and elliptical forms

f. Recognize that particular meaning may be expressed in different grammatical forms

g. Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses

2. Macroskills

a. Recognize the rhetorical forms of written discourse and their significances for interpretation

b. Recognize the communicative functions of written texts, according to form and purpose

c. Infer context that is not explicit by using background knowledge

d. From described events, ideas, etc., infer links and connection between events, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization and exemplification

e. Distinguish between literal and implied meanings

f. Detect culturally spesific references and interpret them in a context of the appropriate cultural schemata

g. Develop and use a battery of reading startegies, such as scanning and skimming,

detecting discoourse markers, guessing the meanings of word from context, and activating schemata for the interpretation of text.[9]

4. Reading Strategies

According to Zisa, there are 36 reading strategies to develop metacognition in reading. These reading strategies is also can be used as teaching strategies as well depends on the teachers' needs. The strategies mentioned as follows[10]:

Table 2.1
Kinds of reading strategies

No	Reading Strategy	General Information
1	KWL Strategy	This strategy involves the students to assessing what they Know, what they Want to find out and what they Learn.
2	Survey, Question, Read, Recite, Review (SQ3R)	This strategy is a systematic study that consists of several steps as follows: Survey the material for an overview, Reading the materials, Reciting, and

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[9]Brown, H Douglas *Language Assessment : Principles and Classroom Practices* (New York: Pearson Education. Inc 2004) p.187-188

[10] Lynn Zisa, *Developing Metacognition.* www.njcu.edu>sites>default>files accessed June 01 2017

		Reviewing to help the students remember what they have read.
3	ReQuest	In this strategy, teacher and students will read the passage in a silent reading and ask each other about the passage. It can be group or individual. By the ReQuest strategy, teacher can teach and demonstrate how to make a good question.
4	Think-Aloud	This strategy allows students to verbalize what they are thinking as they are reading. They can monitor their ongoing comprehension.
5	Reciprocal teaching	This strategy allows students to teach each other as they take over the discussion. It will make the students use predicting, questioning, clarifying, and summarizing to understand the text.
6	Question-Answer Relationship	This strategy is designed to help students recognize the relationship between

	(QAR)	questions and their answers, the level of thinking required to answer the questions, and where to look and make connections for the answers.
7	Main Idea Cafe	This activity emulates a café setting where intellectuals share thoughts and opinions about the nature of life, literature, and the world.
8	Book Bits	Students read short excerpts from a selection the class will be reading and then predict the content of the selection. Students also listen to other students read their excerpts and, as they do, they refine their predictions.
9	Guess and Adjust	This quick and easy activity serves three important purposes: Building background knowledge for reading, Using word parts to predict word meaning and figuring out words using context related to the title and author's purpose.

10	Graphic Organizers	Graphic Organizers are visual representations of the key concepts or ideas in a written selection by identifying the key concepts and arrange the concepts into diagram or charts.
11	Brainstorm and Sort	Brainstorming is a commonly used pre-reading activity in which you elicit from students a barrage of ideas related to the text's topic. Brainstorming exposes students to the wide range of collective background knowledge that tends to connect to a text's topic. You can use the information gathered to introduce the text, build interest, and even build vocabulary and background knowledge that will aid comprehension.
12	Knowledge Rating Chart	This strategy introduces, builds and refines word meanings. It addresses varying levels of knowledge about the terms by assessing students' background knowledge.

13	Story Impression	This pre-reading / writing strategy provides words as clues to the story. This allows students to set a purpose for reading.
14	Preview, Question, Read, Self-recite and Test (PQRST)	This systematic study consists of five steps to be followed during independent reading. They are Previewing the material, for an overview of content and intent of the author; Questioning, for establishing purposes for reading; reading the material; Self-reciting; and Testing
		In this reaserach, PQRST is chosen because the strategy contains pre reading activity, while reading activity and post reading activity. The pre reading activity are Previewing and Questioning. The process of while reading activity can be seen from Reading activity. Post reading activity can be done with Self-reciting and Testing. It

19

		is expected that PQRST will make the students feel confident and enjoy the reading class.
15	Pre Reading Plan (PreP)	PReP is an advanced organizer designed to help the teacher assess the level of prior knowledge students have about matters pertinent to the passage and to introduce information necessary to their understanding.
16	Prediction Map	This strategy involves a graphic organizer that is helpful for improving comprehension of narrative texts. It encourages purposeful, motivating reading, which should lead to improved comprehension.
17	Prediction Chart	This graphic organizer is helpful for improving comprehension of narrative texts. It encourages purposeful, motivating reading, which should lead to improved comprehension.
18	Story	A story map is a strategy that can help

	Map	students understand the different parts of a story. This graphic organizer is a visual diagram of the ideas presented or inferred in a story.
19	Anticipati on Guide	An anticipation guide provides a conceptual framework to help students recognize new information to be learned and what they already now.
20	Peer Outlining	This interactive strategy guides students through the perceiving of structure and creating of summaries. This collaborative outlining process is a useful vehicle to promote rereading and review of material. This process should be introduced to students in conjunction with material for which students have substantial prior knowledge.
21	Say Somethin g	This interactive strategy allows students to verbalize what they are thinking about their reading as they are

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		reading.
22	Fact and Opinion	Differentiating between fact and opinion is essential for critical thinking, especially when reading persuasive text.
23	Persuassive Classification	Persuasive classification is an interactive reading strategy that helps students think critically and draw their own conclusions as they read.
24	Persuassive Text Map	Persuasive text map is an interactive reading strategy that helps students think critically when they read. Students differentiate between facts and opinions, recognize the author's bias and develop their own viewpoint.
25	Read, encode, Annotate, Ponder (REAP)	REAP is a strategy that encourages students to share the ideas encountered in their reading. In REAP teachers lead students through four stages: Read to find the author's theme; Encode

		those ideas into their own words; Annotate them in writing; and Ponder the meaning for their own study.
26	Jigsaw	Jigsaw is a cooperative learning strategy used for acquiring and presenting new material, for review, and for preparing students for debates. It provides an alternate method of introducing new material and creates information interdependence.
27	Guided Reading and Summary Procedure (GRASP)	This strategy takes students through the reading process. They draw from prior knowledge, interact with the text
28	Three Column Note	This activity helps students sculpt the main idea and create summaries while reading. The summaries are based on the detail notes that are placed in the far right column of the page.
29	Give	Give One-Get One is a

	One-Get One	cooperative learning strategy used for acquiring and presenting new material, for review, and for preparing students for presentations. It provides an alternate method of introducing new material and creates information interdependence.
30	Cause/Eff ect Relations hip	Cause/effect relationships is essential for critical thinking, especially when reading sequentially organized text. Identifying cause/effect relationships helps the reader understand how events are related to one another and why events occurred.
31	Synthesiz ing Target	Students will combine information and form new thought. Teacher will ask the students to record their thoughts as they read the text; Students will share their forms with their partners; Students will reread the text and reflect on their synthesizing targets; students share their final

		thoughts.
32	Story Frame	A story frame is a cloze strategy that can help students recall major parts of a story. After read the text, students will have review about the setting, problem, consequences, and resolution of the text.
33	Socratic sessions	In Socratic Sessions, students have the chance to discuss important questions inspired by the text. They also have a chance to "socratize" (keep asking deeper and deeper questions).
34	Interpreti ve drawing	In this activity, students pick an important part of the text (or just use the main idea) and create a drawing or visual representation of it. With expository texts, these can be in the forms of graphic organizers with connecting arrows. Emphasize the drawing is to help oneself understand and remember the text better. Students can think of it as a way to

		teach others about the text without writing an essay.
35	Text Transfromation	For this activity, students transform a text into a different genre. This requires a large amount of inference and comprehension of the important parts of the text.
36	Rewriting Story	Students will organize and compose thoughts from a specific point of view. The procedure are after reading a text, students rewrite a passage from a story in first person from any character's point of view. After that, teacher invite students to share with a group any new perspectives they have gained about the character from their rewriting activity.

The table 2.1 above describes kinds of reading strategy that can be used as teaching reading strategy. Those strategies can be used inside the classroom as a individual work or group work. From those 36 strategies that is explained above, there are several differences and similarities in each strategies. In this research, the strategy that used by the researcher is PQRST strategy. The most significance differences between PQRST strategy and the other reading strategy is, PQRST contains pre-reading activity, while-reading activity and post-reading activity in

only one strategy that means, PQRST is a kind of a very complete strategy that can be applied easily by the teacher. PQRST strategy will be described more in subchapter below.

5. PQRST Strategy

There are many teaching reading strategy that introduced and developed by the experts. One of them is Preview, Read, Question, Self-recite and Test (PQRST) strategy. According to Pettersson, PQRST can improve memory from reading by its steps : Preview, Question, Reading, Summary, Test). The method is intended to improve the students' ability and remember materials presented in the textbooks. The PQRST method relies on the three basic principles in improving memory they are[11]:

1. Organizing the materials

2. Elaborating the materials

3. Practicing retrieval.

Theoritically, Wormeli stated that PQRST can be very useful in reading comprehension. PQRST stands for[12]:

P- *Preview* the main parts

Preview is the first step in PQRST strategy. Teacher can use the preview to observe the book in general. Teacher can guide the students to read the title, table of contents, the

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[11] Rune Petterson, *Information Design an IntroductionI* (Netherlands : Jhon Benjamin Publishing Co.2002) p.242
[12] Rick Wormeli, *Summaryzation in Any Subject* (Virginia USA: Association for Supervision and Curriculum Development, 2005) p.131

references, glossary, or index. By previewing the main parts, readers can find the important points, understand the big picture of the book contents, and determine the important things that must be undestood without reading the whole contents.[13]

Q- Develop *question* that comes to your mind

Question is the follow-up from the preview step. A good question can be made by: reading a text; make a prediction using the question from the heading; using *what,where, who, when,* and *how* that direct to high order thinking; write the question to be questioned to other person. There are several benefits from Question steps such as: help the readers to know what to search in the text; push the readers to see the text clearly; help the readers to pay attention more to the text, improve the concentration of reading, help the readers to prepare the test to get the better score;enable the readers to predict kinds of questions that will be appeared in the test.[14]

R – *Read* the material

Read is the third process of PQRST strategy. The activities that can be done in reading are: find the answer from the previous question; give some marks or signs in some important parts; re-read the important parts until you understand what you have read. By the reading process, readers will prepare their mind to receive new knowledge and informations and reduce the amount of time that takes to learn.[15]

S – *Self-recite* the central idea or theme

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[13] Harli Trisdiono, *PQRST: Metode Membaca Efektif (Widyaiswara Madya LMPP: D I Yogyakarta)*
[14] Ibid
[15] Ibid

This activity is a comprehensive steps to make sure that the new informations will settle as a new knowledge in a long time. This activity is also a step to select and sort the information that is needed by the readers or not. The steps are: find the main idea; make a short summary and take a note for every parts; write down the important points; make a mindmap if it is needed. By doing the self-recite will make the readers easy to understand the text because they write the text in their own language.[16]

T – *Test* yourself by answering the question

Test will be done to make sure that the readers are understand the text well. If it is possible, teacher can measure attitude, knowledge and skill in a same test. If the test do by teacher formally, the questions are expected to accomodate high order thinking questionsand give feedback from the results of the test. This test session make the readers or students prepare to join a test and facillitate the existing understanding into a full understanding.[17]

Wormeli also stated that the indicators of PQRST are as follows[18]:

1. Preview, before reading the text, previewing must be done as the first activity

2. Question, before reading the text, questioning is activity that must be done

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[16] Ibid

[17] Ibid

[18] Rick Wormeli, *Summaryzation in Any Subject* (Virginia USA: Association for Supervision and Curriculum Development, 2005) p.131

3. The third step is reading the text to find the complete information

4. After reading the text, state the idea to ensure to ensure the understanding of the reader after reading the text

5. Last section is testing the comprehension itself.

6. Reading Attitude

Atkinson, Atkinson and Hilgard stated that attitude as like or dislikes, affinities and aversion in situation, objects, groups, and any other identifiable aspects of the environment including abstact ideas and polities.[19] In addition, Crano and Lawrence defined attitude as the personal internal behaviour which goes in someone's mind.[20] Morgan also stated that an attitude is usually defined as a tendency to respond positively or negatively to certain person, obejcts and situation.[21] Furthermore, Allport explained attitude as emotional and mental readiness or a preliminary tendency based on experience, knwoledge, emotion or motivation on any subject, social topic, or event.[22] It can be concluded that attitude is personal ideas of every person that can be positive or negative depends on certain person, objects and situation.

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[19] Rita L Atkinson, Richard C Atkinson and Ernest R Hilgard, *Introduction to Psychology* (San Diego: Harcourt Brace Jovanovich Inc. 1979)

[20] Crano W.D and Lawrence A.M *Social Psychology.* (Homewood : Dorsey Press 1982) p.15

[21] Maya. *The Students Attitude Towards The Use of Worksheet in Teaching English at Eleventh Grade Students of SMA Negeri 2 Makassar* (Universitas Muhammadiyah Makassar, 2015) p. 5

[22] G W Allport. *Reading in Theory and AttitudeMeasurement* (New York: John Wiley and Sons. Inc 1967)

Most of researcher show that the success of reading skill is relatively close to the attitude towards reading[23]. Kush, Matley and Brookhart states that the longer time students spend on reading, the greater result that students' reading comprehension success id affected positively[24]. In addition, Nichols et al,. as cited in Mullis, Martin, Foy and Drucker state that students' behaviors, attitude, and literacy level of students in the classroom may influence or may limit teacher's instruction choices, thereby affecting students' reading development[25]

Furthermore, Travers, Gagne and Cronbach agree that attitude has three components that interact with the objects. The components are:[26]

1. Cognitive component

Cognitive component is associated with knowledge, beliefs, or thought that are based on information associated with the subjects. Cognitive aspect is related to how much students know or understand an object. According to Alzwari, et. Al, cognitive component can be classified into four steps of connecting the previous knowledge and the new one, creating new knowledge, checking new

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[23] Wigfield, A and Asher, S.R. Social and Motivational Influences on Reading. Pearson, P.D. (Ed) *Handbook of Reading Research* (Mahwah, New Jersey: Lawrence Erlbaum Associates. Inc 2002)

[24] Kush. J.C, Marley W.W and Brookhart, S.M. The Temporal-Interactive Influence of Reading on Achievement and Reading Attitude. *Educational Research and Evaluation, 11(1)*p.29-44

[25] Mullis, I.V.S, Martin, M.O, Kennedy A.M, and Foy, P. *PIRLS 2006 International Report : IEA's Progress in International Reading Literacy Study in Primary Schools in 40 Countries.* (Chestnut Hill, MA : Boston College 2007)

[26] Drs. H Abu Ahmadi *Psikologi Sosial* (Jakarta: Rineka Cipta 2009) p.256

knowledge, and applying the new knowledge to many situations[27].

2. Affective component

Affective component related to the emotional dimension of attitudes. The emotions are associated with an object and it can be pleasant or unpleasant. Emotional aspect of attitude consists of a person's evaluation of, liking of, or emotional response to several situation, object or person.

3. Behaviour or Conative component

Behaviour or conative attitude is involving on predisposition to act towards the objects. For example, a person who usually uses English would be intend to have positive attitude towards English than others who have fewer experiences in English[28]. It means, behavior component is related to how often a person has experiences with a situation, person or object.

The attitude itself has some different characteristics. Richard lists several important characteristic of attitude as follows:

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[27] Alzwari, M and Abidin. EFL Students' Attitude towards Learning English Language: The Case of Libyan Secondary SchoolStudnets. *Asian Social Sciences* 8(2) p. 119-134.
[28] Kartubi, A. *The Correlation between Students' Attitude towards English and Their English Proficiency of the Eleventh Grade Students of SMAN 1 Pangkalan Lampam* (Palembang:State Islamic University Raden Fatah Palembang 2017)

1. Attitude has an emotional element. Emotions are part of attitude. The students cannot have an attitude without some sorts of positive or negative feeling.

2. Attitude is an incitement to action. They tell us to move withjer toward an object or away it.

3. Attitude is amazingly persistent. Once we have learned an attitude about something, we tend to stick it

Although attitude has strong relation with emotion and feelings, Morgan in Maya states that, to describe attitude in a study, the researcher has several ways of measuring them. The attitude measurement divide into:

1. Self-report method

Self report is a method that used to assess the attitude in which individuals are asked directly for they beliefs about or feelings toward and object. Self report method is divided into two categories as follows:

a. Attitude scale

Attitude scale is used to measure a single attitude. Since behavior cannot be associated with attitude, the most important and basic way to assess attitude is written statement and the written statement is based on attitude scale which will indicate whether she or he responds positively or negatively towards an object.

b. Public opinion polls

Public opinion polls is to obtain a rough indication of attitudes in a large sample of population and it will show positive or negative attitude.

2. Behavioral Measure

Behavioral measure is used especially when there is a reason to believe that people may be unwilling or unable to report their own attitude[29]

As Morgan stated before that attitude can be positive or negative depends on certain objects and situation, it means there are supporting factors that can affect attitude. Abidin defined that there are several factors that can influence attitude as follows[30]:

1. Individual Experience

It can be the basic formation of attitudes; individual experiences should leave a strong impression. Therefore the attitude will be more easily formed when individual experience occurs in situations involving emotional factors.

2. Surrounding People that Considered Important

In general, people tend to hae a conformist attitude or direction of the attitude of the people who are considered to be important. This tends among motivated by the desire of affiliation and the desire to avoid conflict with the people who ae considered to be important.

3. Culture

Unconsciously, steering line culture has instilled our attitude towards various issues. Cultured has colored the

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[29] Maya. *The Students Attitude Towards The Use of Worksheet in Teaching English at Eleventh Grade Students of SMA Negeri 2 Makassar* (Universitas Muhammadiyah Makassar, 2015) p.7
[30] Zainol Abidin, Pour-Mohammadi and Alzwari, *EFL Students' Attitude towards Learning English Language.* P.122

attitude of members of the community, because the pattern is culture that gives individual experience public care.

4. Media

Newspapers and healthcare radio or other communications media, which supposedly factual news delivered objective likely to be influenced by the attitude of the author, consequently affect the attitude of consumers.

5. Institute of Education and Religious Institute

Moral concepts and teachings of educational institutions and religious institutions determine the belief system; and it is not surprising that in turn affects the attitude concepts.

6. Emotional Factors

Sometimes, a form of attitude is a statement that is based on emotion which serves as a sort of channeling frustation or alienation of the ego defense mechanism.

B. Previous Research

The first previous study was conduct by Komang Dedi Sandiarsa Sari, Komang Dewa Tantra, and Ni Made Ratminingsih[31]. The journal was published by Ganesha University in 2013. They compared PQRST and SQ3R Strategies based on the text types. The result of the study

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[31]KomangDedy Sandiarsa Sari, Komang Dewa Tantra, and Ni Made Ratminingsih, *A Comparative Study of PQRST and SQ3R Strategies Based on the Text TypesUpon the Eighth Grade Students' Reading Competency at SMPN 4 Singaraja (e journal Pascasarjana Universitas Pendidikan Ganesha volume 1 2013)*

proved that the students who were taught reading competency by using PQRST strategy was having higher results than students who were taught by using SQ3R. And also they found that there was no corelational effect between teaching reading using PQRST and SQ3R and text type (narrative and recount) on students' reading competency

The other journal is from Prih Febtiningsih, M Zaim and Jufrizal[32]. They made comparative research between PQRST and QAR. The research was hels in SMPN 2 Padang that consist of 184 students in 6 classes. Before the research, the researchers made a test to determine students with high interest in reading and studentswho have low interest in reading. The researchers focus to students with low interest in reading. From data analysis, students who taught using PQRST had higher score than students with QAR although they have low interest in English and reading.

Alfi Hidayatul Miqawati and Gunadi Harry Sulistyo[33] did a research in University of Bondowoso. The purpose of the research was to investigate the effectiveness of PQRST strategy, the interaction between PQRST strategy and students' learning styles. The findings showed that PQRST strategy statistically impacted students' reading comprehension and there was no interaction between teaching strategies and students' learning styles.

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[32]Prih Febtiningsih, M. Zaim and Jufrizal, *The Effect of PQRST and QAR Techniques on Students with Low Interest on Their Reading Comprehension on Procedure Text : Study of Grade VII at SMPN 2 Padang*, State University of Padang 2012
[33]Alfi Hidayatul Miqawati and Gunadi Harry Sulistyo, *The PQRST Strategy, Reading Comprehension, and Learning Styles* (Indonesian Journal of Applied Linguistics, Vol 4 No 1 2014) p.123-139

On the other hand, Gokhan conducted a research about reading attitude of high school ninth and twelfth grader based on some variables such as gender, grade level, school type, father's education level, mother's education level, and financial income of the family. The are 426 surveyors from six different public high schools in Turkey. Gokhan used statistical analysis in this study. The result was high school reading attitudes differed significantly according to gender, grade level, school type, fathers' and mother's educational level and financial income of the family.[34]

Al-Nofaie had conducted a research about the attitudes of teachers and students towards using Arabic as a facilitating tool in EFL classrooms in Saudi Public Schools. The research was done in Jeddah, Saudi. The study included three teachers and a classroom that consist of 30 students who were taught by the three teachers. It involved many teachers in a same class to check whether the teacher share same attitudes or not to get a brief picture about this case. The results proved that the attitudes of teachers and students about using Arabic were positive. The participants preferred using Arabic in certain situations such as giving instructions and translating new words.[35]

The implementation of PQRST may not require drastic changes in practice for all educators. It may require enhancement of practice in one character istic and not another. Continual use and reflection on PQRST processes broadens and deepens educators' knowledge and ability to

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[34] Gokhan BAS, *Reading Attitudes of High School Students: An Analysis from Different Variables* (International Journal on New Trends in Education and Their Implications Vol.3 Issue: 2 Article 4 2012)

[35] Haifa AL-Nofaie, *The Attitudes of Teachers and Students towards Using Arabaic in EFL Classrooms in Saudi Public School: A Case Study*. (Novitas-ROYAL Research on Youth and Language 2010) p.64-95

facilitate learning. This study will be different with the other previous study, because this study only focus on the implementation of PQRST strategy and students' attitude.

CHAPTER III
RESEARCH METHOD

This chapter covers the procedural process taken to conduct the research, such as research approach, research approach, subjects of the research, research design, research instruments, data analysis techniques, data validity and research stages. This research methodology is an important element to maintain the reliability and validity of research results.

A. Research approach

This research uses qualitative approach with descriptive research in particular. Qualitative research focuses on understanding social phenomena and providing rich verbal descriptions of setting, situations, and participants. The qualitative research includes a number of different methods, such as ethnography, case study, naturalistic observations, focused interviews, and historical[1]. In short, a qualitative approach can be called as investigation because in doing the observation, the researcher directly meets and interacts with the subject and explains the result in brief and clear sentences.

In this case, this study describes how the teacher implements PQRST strategy in the classroom and also to find out students' attitude towards PQRST strategy that are implemented by the teacher.

B. Subjects of the research

The subjects of the research was students of 8B class in SMP Negeri 26 Surabaya year 2018-2019. It is located in Jl.Raya Banjarsugihan 21 Surabaya. There are 39 students in the classroom. The class was a random class that was chosen by the teacher. The selection of the school as a

38

research setting was based on the reason that the school has applied PQRST strategy in English class.

C. Research design

In this research, writer used qualitative approach with descriptive research. In this study, the researcher describes about teacher's impelementation of PQRST strategy in the classroom and also to find out the students' reading attitude towards the use of PQRST strategy. Based on the purpose of the study, the researcher held the research in SMP Negeri 26 Surabaya because the teacher have applied PQRST strategy in the classroom.

D. Research Instruments

A research needs instruments or tools of collecting relevance data in getting the valid and objective data. This research uses these instruments of collecting data:

a. Observation checklist

Observation checklist was used to collect the data on teacher implementation of PQRST strategy in the first research question. In this study, the researcher used observation checklist to observe the consistency between teachers' teaching and the procedure. The observation checklist was designed using "Yes" or "No" checklist that is developed and adapted from Rick Wormeli's theory of PQRST to observe steps that teacher needs to follow in PQRST Strategy. The researcher ticked 'yes' if the teacher do the procedure, and ticked 'no' if the teacher not doing the procedure. The researcher also added a column to explain and illustrate more spesific about the implementation in the classroom.

The observation checklist also used to answer students' attitude towards the use of PQRST strategy. Items were being observed only affective and behavior components. Because cognitive component related with students' beliefs, so that the researcher could not get the result by observation the cognitive component. The researcher made a 'yes' and 'no' column to answer the items that was being observed. The researcher ticked 'yes' if the students do activity in the category, and the researcher ticked 'no' if the students do not do activity in the category that was observed. The researcher compared the results of the observation from meeting 1 until meeting 3. Then, the researcher checked whether there are any developments in students' attitude or not.

b. Questionnaire

A questionnaire consists of a number of questions printed or typed in a definite order on a form or set of forms.[1] In this study, the researcher used questionnaire to get spesific data that may not be done by interviewing every students. The questionnaire is used to answer research question number two that is about students' attitude towards the use of PQRST strategy. The questionnaire is used to confirm and strengthen the result of observation list. It was distributed to every students of 8B as subjects of the research. The questionnaire used Likert scale, because it has five alternative answers such as strongly agree, agree, undecided, disagree, strongly disagree. By five choice variations of the answer, it is expected that students are able to answer the questionnaire with their real answer.

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[1] Stuart MacDonald. Nicola Headlam. *Research Method Handbook Introductory Guide to Reserach Methods for Social Reserach* (CLES: The Centre for Local Economic Strategies, 1986) p. 35

As the conclusion, to answer the research questions of the study, the researcher uses mixed method research. Moreover, to collect the data, it should relate to the data and source of data, the instrument and the research question. In short, the process of collecting data is specified in table 3.1 as below:

Table 3.1
Techniques of collecting data based on research question

Research Question	Data Collection Techniques	Instrument	Data and Source
RQ 1: How is the implementation of PQRST strategy at SMP Negeri 26 Surabaya?	Classroom observation	Observation checklist Field note	Teacher and students learning process
RQ 2: How is students' attitude in reading using PQRST strategy?	Classroom observation Questionnaire	Observation checklist Questionnaire	Students of class 8B at SMP Negeri 26 Surabaya

E. Data Analysis Technique

The researcher acquired the data through observation list and questionnaire. In this study, in analyzing the data, the researcher organized the data in descriptive analysis. All of the data obtained by the researcher are presented in descriptive form.

To answer the research question number one, the researcher used observation checklist to find out the implementation of PQRST in the classroom. The researcher described the findings and the all of the data will be presented descriptively. From 3 times observations, the researcher compares each observation checklists and calculate how many 'yes'es. More yes'es shows that the teacher follows the procedure correctly. The researcher also compares the note to see whether it shares the same notes or not in each meetings. If there is a different note, it may share a different idea from the teacher.

The research question number two was answered by observation checklist and questionnaire that was given to every students in the classroom so that the researcher know the students attitude.

The researcher made a set of observation list that focused on the students' attitude. The researcher ticked 'yes' if the students do the activity, and the researcher ticked 'no' if the students do not do the activity. The results of the observation checklist is compared from meeting 1 until meeting 3 to see the differences and development in reading attitude.

To strengthen the result of the observation list, the researcher also used questionnaire. In

calculating the result of the questionnaire, the researcher used Likert's scale. Likert's scale has 5 answers that can be chosen by the students. Variations of choices in Likert's scale are[2]:

1. SA = Strongly Agree

2. A = Agree

3. U = Undecided

4. D = Disagree

5. SD = Strongly Disagree

In measuring the result of the questionnaire, the researcher makes percentages to every component that is questioned using formula as follow:

$$P = \frac{F}{N} \times 100\%$$

P = total percentage

F = Respondent frequency

N = Number of maximal point

   The formula above is used to calculate how many percentages of the students that have the same ideas or the same attitude towards reading using PQRST in each items of category that was asked in the questionnaire. The questions were about students'

[2] https://www.st-andrews.ac.uk>students accessed April 10 2018

attitude in cognitive component, behavior component and also affective component. The result of the three components will be presented and compared in percentages, so that we know the percentages result in each components, and which attitude is dominating the students. In addition, the researcher was also breakdown the result of each items of the questionnaire into Likert's scale calculation, so that the result will be more detail for each component using scoring system below:

Table 3.2
Scoring Point of Likert's Scale

No.	Category	Score
1	Strongly Agree	5
2	Agree	4
3	Undecided	3
4	Disagree	2
5	Strongly Disagree	1

The result of each numbers of the questionnaire will be counted in total as Strongly Agree answer, Agree answer, Undecided answer, Disagree answer and Strongly Disagree answer. Total students who choose Strongly Agree is multiplied to 5 as the formula of scoring system. Total students who answer Agree is multiplied to 4. Total students who answer Undecided is multiplied to 3. Total students who answer Disagree is multiplied to 2. And total students who answer Strongly Disagree is multiplied to 1. From the

calculation, we can see the result of percentages in each point of the questionnaire.

The result of students' attitude towards reading using PQRST strategy can be determined by the percentage result with the qualification below[3]:

1. 81%-100%   = Very Positive
2. 61%-80%   = Positive
3. 41%-60%   = Neutral
4. 21%-40%   = Negative
5. 0%-20%   = Very Negative

After that, the researcher draws a conclusion from all of the data that is obtained. The conclusion of the research can answer the research questions. The conclusion drawing process is based on data and finding of the research.

F. Data Validity

To avoid any mistake in this research, the researcher will conducts the observation three times. The researcher uses triangulation to recheck the data validity. Triangulation is technique to investigate validity of the data that used something beyond the data to investigate or compare on it.[4] By doing the triangulation, the researcher expects that the study will be more accurate and reliable. The researcher will check the result with comparing sources, methods and theories. The researcher also compares the data with the result of observation and field note, so that the data is compatible. Meanwhile, for the questionnaire,

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[3] Ridwan, *Skala Pengukuran Variabel-Variabel Penelitian.* (Bandung:Alfabeta.2009) p.15

[4] Lexy J Moleong, *Metodologi Pneelitian Kualitatif* (Bandung: Remaja Rosda Karya, 2009) p.175

the researcher uses Likert scale and counts the data using percentage formula, after that matcher the result with theory of attitude.

G. Research stage

Based on the research method that is explained above, the research stages is explained as follows:

1. Preliminary Research

To clarify whether there are some problems related to this research, the researcher began this study by conducting the preliminary research before. The preliminary research was conducted by the researcher from March 8-9th 2018. This preliminary research gave several informations about the teacher's teaching style, and the fact that teacher also uses PQRST strategy in reading class.

2. Designing Investigation

In designing the investigation to find out the implementation of PQRST strategy, the researcher makes some instruments such as observation checklists. Meanwhile, to find out students' attitude toward the strategies, the researcher uses questionnaire. The instrument of the implementation of PQRST strategy is adapted from theories by Rick Wormeli. Meanwhile, the instrument of the students' attitude is adapted of the components of attitude theory. Those instruments were validated by the expert lecturer at UIN Sunan Ampel.

3. **Implementing Investigation**

In conducting the investigation of PQRST strategy in reading class, the researcher began to observe the implementation of PQRST strategy and students' attitude in reading class by distributing the questionnaires.. In addition, the researcher also analyzes some of the documents that have been collected related to the topic to support the data.

4. **Analyzing Data**

After collecting the data, the researcher began to analyze the data using some categories, chart and table descriptively to get the answer of the research question as stated in the Chapter I and II before.

5. **Concluding Data**

After the process of collecting and analyzing the data, the researcher will try to find out and get the conclusion or verification from the result based on the data taken from the field by the researcher. The conclusion of the study became the final of this study.

CHAPTER 4
FINDING AND DISCUSSION

This chapter describes and analyzes the data, which are obtained during the research. In this chapter, include the display, the result of the observation and questionnaire and discussion about the research problem.

A. Research Findings

Based on the result of conducting observation and giving questionnaire in reading class at SMP Negeri 26 Surabaya about the implementation of PQRST strategy and then obtained the following result:

1. The Implementation of Preview, Question, Read, Self-recite and Test (PQRST) Strategy in Reading Class at SMP Negeri 26 Surabaya

In this research, there are 5 steps of PQRST strategy that needs to be done by the teacher. In using the strategy effectively, teacher has to consider about how to implement the strategy. Therefore, this part will explain the teacher's way in implementing the PQRST strategy in everyday class. To gain the result of the data, the researcher needs to do classroom observation. This following table 4.1 is the recapitulation of the findings from three meetings observations of the implementation of PQRST strategy. Therefore, the result is:

Table 4.1
The resullts of classroom observation on the implementation of PQRST strategy

N o	Items being observed	Activities		
1	Preview	Meeting 1	Meeting 2	Meeting 3

48

	Preview the book in general	Teacher asked the students to mention the characters of the story and setting place of the story	Teacher asked the students to mention the title, character, characteristic, and guessing the ending	Teacher asked the students to mention the character, characteristic, and guessing the ending
2	Question			
	Develop questions that comes to mind	Teacher instructed the students to asking questions to the teacher that is related with the text	Teacher instructed the students to asking questions to the teacher that is related with the text	Teacher instructed the students to asking questions to the teacher that is related with the text
3	Read			
	Read the text carefully	Teacher asked the students to read one sentence one student	Teacher asked the students to read one paragraph one students	Teacher asked the students to read one paragraph one students

4	Self-recite			
	Make a self recite by select and sort informations	Teacher asked the students to make self recite in group consist of 4	Teacher askes the students to make self recite in group consist of 2	Teacher asked the students to make self recite in group consist of 2
5	Test			
	Answer the questions that is given by the teacher	Teacher asked the students to do the test	Teacher asked the students to do the test	Teacher asked the students to do the test

Based on table 4.1 that explained about the results of classroom observation on the implementation of PQRST strategy, the researcher found out that the teacher implemented all of the steps of PQRST strategy.

The first classroom observation was on 31st of July 2018, the teacher entered the classroom and greet the students. The leader of the class led the teacher and students prayed together. After that, the teacher checked the attendace list and asked students condition. The teacher started to explain narrative text as the material in reading class.

The teacher explained narrative text on the whiteboard. The students seemed very focus with the teacher's explanation. It can be

seen from everytime the teacher asked a question that is related with the teacher's explanation on board, the students could answer the teacher's question. After that, the teacher gave every students a handout about a narrative text. In meeting one, the hand out was a legend from The Philippines called "The Legend of Pineapple". The teacher asked the students to find out characters of the story and setting of place in the story. And the majority of the class could answer teacher's questions quickly.

> *"...In this text, we are going to read a new story. But, before we read the story, let's find, how many characters in this story?"*

> *"Who are there in the story?"*

> *"Where are the setting places in the story?"*

After finished in preview step, teacher continued the class to questioning step. The teacher instructed the students to make question that is related with the text.

> *"Now, please, look at the text. Try to make questions from the text. What can you ask to me about the text?"*

In the beginning, the students kept the silence. After the teacher repeated the instructions until three times, students tried to make question. Many students asked the teacher about the translation of several difficult words such as "ladle", "enraged", "dissapear", "outburst" "strange" "suddenly" and "curse". The teacher explained some of those words in English, and the students guessed the meaning in Indonesian language as example below:

> *"...now, after we made a preview about this text, I give you time to make a question about something in the story or something you do not understand in the text. Everything that is related with the story can be asked"*

"Ladle is something that you or mommy used to stir when you cook a soup"

"Enraged is a synonym of angry"

"Disappear means, for example, when we put this book here, (teacher touched a book and put it on a teacher's table so that every student could see) and suddenly… (Teacher changed the position of the book from the table behind her back) it is not there. That is disappear"

In reading step, teacher asked the students to read one students one sentence. So that every students took turn in reading. Many students could not read loudly, and the teacher asked the students to repeat until they read the sentence loudly. This activity made the reading session slower than the expectations.

"…now, after you made questions and translations, do you understand the text?(some students nodded and said yes, some students shook their head, some students kept silent) yes, that is normal if we do not understand the text because all we did was only previewing and questioning. We did not read the text yet. But you see, you understand some kparts of the story although we did not read the text. Now, what are we going to do is read the text, one student one sentence. Because this is 31st of July, let's start from absent number 31. Read!"

After finish reading, the students was instructed to make a group consisting of four students to make self recite about the text. The minimum length of the self recite is 7 sentences. Many students made very complete self recite by rewriting the text although they still asked the teacher to translate some words into English. In a group of four, the class situations became very crowded. Some students were gossiping, the other kept silent, the other cheated the other group. But, the teacher still could control the class. After finishing the self recite, the teacher chose some groups to read the self recite in front of the class. After the students finished with reading self recite aloud, the teacher asked the students to do the test. The test consisted of 10 multiple choices and 10

true or false sentences. Students were able to do the test individually although some of the students still cheat their friends. The result of test proved that the average score of the class is 86.3. The minimum score was 75 and the maximum score was 95.

The second meeting of implementation PQRST strategy was on 3rd of August 2018. The teacher greet the students and reviewed narrative text in short. After the teacher gave the handout to the students, the teacher did the preview step by asking the students about the characters, characteristics, and guessing ending of the story. The text was "The Legend of Banana". In questioning steps, students asked the teacher to translate some difficult words such as "hawk", "flew" "frightened" "threw" "scratching".

The teacher asked the students to read one person one paragraph. Everytime a student finished reading one sentence, the teacher discussed what is in the paragraph with the students so that the students could understand more about the story.

In self recite step, the teacher asked the students to make self recite in pair with deskmate. It would make the students feel easier and more focus to make the self recite. Because based on the first implementation, a group of four students was too big and it made the students feel lazy to do the self recite because they will focus on discussing another topics outside the exercise. The teacher instructed the students to make at least 8 paragraphs as the self recite. The result of the self recite was checked and corrected by the teacher outside the classroom.

After finish self recite, the teacher asked the students to do the test. The test is consisted of 10 multiple choices and 10 true or false sentences. The result of the test proved that the average score of the class was 84.4. The minimum score was 67 and the maximum score was 100.

The third implementation was on Tuesday, 7th of August 2018. The teacher did the preview by asking the characters, the characteristics, count the paragraph, and guessing the ending. The text is a fable titled "Why do hawks hunts chicks?". Students were easier

to be instructed in the third implementation. Unfortunately, in questioning step, the students still made questions about translations of the text, they did not ask about content of the text. In questioning step, the students asked the teacher to translate several words such as "proposed" "persuaded" "spirit" dissapointed" and "buried"

After questioning step, the teacher asked the students to read the text one student one sentence. Some of the students read the text loudly, but some of the students read the text slowly and shy. Teacher was always correcting students' mistake if they make a wrong pronounciation. After reading, the teacher concluded and explained what they have read. After that, teacher instructed the students to make a self recite in pair. Students had to make a self recite at least ten sentences. In the third meeting, students seemed more confidence to make the self recite because they did not really ask the teacher about what they should do. They did the self recite with their pair in group and friends from other group as discussion. After the students finished making self recite, the students read the self recite loudly. In test step, there were 15 questions in multiple choice. Students need to do the test individually, although some students still ask several translations to the teacher. From the test, the researcher found out that the average score of the test was 86.4, the minimum score was 75 and the maximum score was 100.

2. Students' attitude towards reading using PQRST at SMP Negeri 26 Surabaya

To determine students' attitude in reading English using PQRST strategy, the researcher uses observaton lists and questionnaire. From the observation list, the researcher found out that students had several different attitudes toward reading using PQRST in three times classroom observation.

Based on the observation, in meeting one, students were not able to answer teacher's question that related with previewing. Teacher needed extra stimulation to make the students do the preview step. There were only 5 students who can answer teacher's question in previewing step. In meeting one, teacher previews the text by asking the students about content of the text, such as

character and setting. The other students still did not get the idea of the previewing step. But in meeting two and meeting three all students directly understand what to do in previewing step. Students could answer every previewing question from the teacher, in individual question or classroom question.

In questioning steps, students still get confused to make question about the the text in meeting one. Students need extra stimulus to ask about something that is related with the text. But since meeting one, students were very brave to make questions based on text, although it is only related with the translations of the text. In meeting one, students still need to be pointed by the teacher to make question, they still did not confidence to make questions about the text. But, in meeting 2 and meeting 3 students are very confident to raise their hand to make question about the text. Even in meeting 2 and meeting 3 students are confident to make question as a volunteer, so that the teacher doesn't need to choose the students to make question.

In reading step, from the meeting one, the majority of the students are able to read the text loudly, because the teacher ask the students to read the text one student one sentence, so that every students has their experience to read the text. Around 10 students are shy to read the text loudly in meeting one. In meeting 2, before starting the reading step, the teacher gives the students learning motivation to read the text loudly. In meeting 2, although the teacher asks the students to read one student one paragraph, the students are confident to read the text loudly. The same condition happens in meeting 3. Students are confident to read the text loudly. Even the teacher chooses the shy students from meeting one, they are able to read the text loudly.

In self recite step, students are asked to make self recite in group that consists of 4 students in meeting 1. Students are asked to make self recite in 7 sentences. The majority of the students still can not make self recite in meeting one, but they re-write the text, although they make it more than 7 sentences as the teacher's instructions. In meeting 2, the teacher explains about making self recite. After the explanation, the teacher asks the students to work in pair, and make self recite in 7 sentences. In this meeting, the students

start to make the real self recite. But there are many students who still re-write the text. In meeting 3, students are not really re write the sentence, although there are some students who still re-write the text. Students also can make the self recite in 7 sentences or more, as teacher's instruction. In the end, teacher asked the students to read their self recite. In meeting one, students still not really confident to read their self recite. In fact, in meeting two and three, the students tried to confident and brave enough to read their self recite in front of the classroom.

In test step, students are asked to do the test using PQRST strategy and do the test individually since meeting one. Students can do the test using PQRST strategy from the meeting one until meeting three, but some students still not do the test in individual in meeting one, some of the students cheat in the test step. But in meeting two and meeting three, the students do the test individually and no students cheat anymore. Students also did not seem hesitate to do the test individually in meeting two and three, although in meeting one, students still hesitate to do the test by still asking and checking the other friends' answer.

Since the meeting one, students got a good score in test step. The result of test proved that the average score of the class was 86.3. The minimum score was 75 and the maximum score was 95 in meeting one. There were no students who have score below the minimum standard of the school which is 70.

In meeting 2, The result of the test proved that the average score of the class was 84.4. The minimum score was 67 and the maximum score was 100. There were only 2 students who had score below 70 as the minimum standard.

In meeting 3, the researcher found that the average score of the test is 86.4, the minimum score is 75 and the maximum score is 100. There is no students who have score below the minimum standard of the school.

The classroom observation shows that in general, students had good attitude towards reading using PQRST strategy, because students attitude in class, and the researcher observation lists shared

the same idea. Even, several attitude who students not done in meeting one is done in meeting two and meeting three. It shows that students have attitude development to be better in reading.

To know more about the students reading attitude towards PQRST strategy, the researcher also uses questionnaire that is filled by the students themselves, so that the results will be more valid.

The questionnaire using Likert's scale of measuring attitude such as: Strongly Agree, Agree, Undecided, Disagree, and Strongly Disagree. The questionnaire is given to 39 students of 8B at SMP Negeri 26 Surabaya.

Chart 4.1
Questionnaire result of Cognitive component
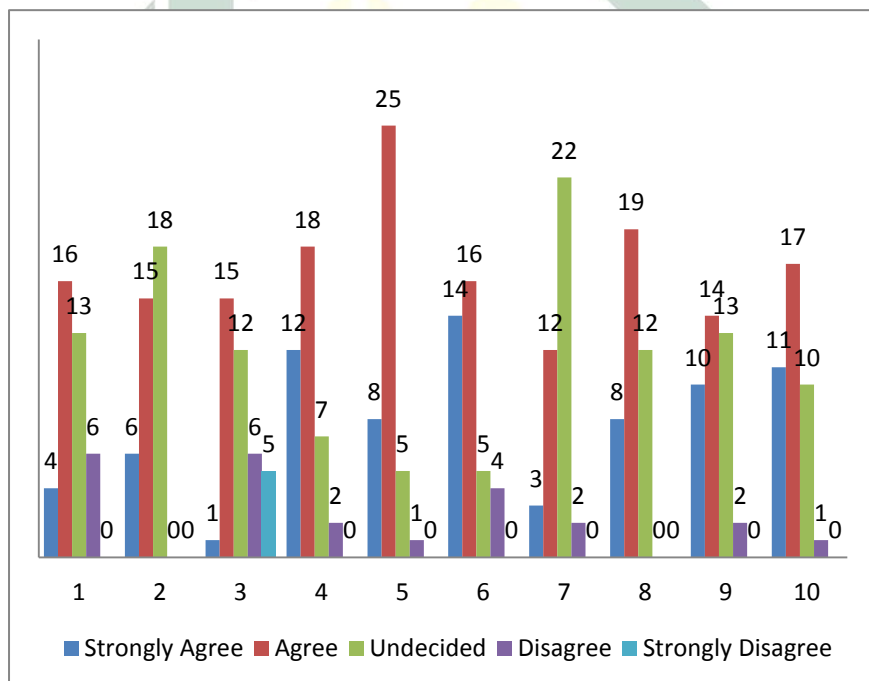
The chart 4.1 above shows the result of questionnaire in cognitive component of attitude. There are ten items in the questionnaire that is described in detail as below:

1. **I like reading in English because it makes me look smarter and more diligent**
   From the chart 4.1 we can see that there are 4 students chose strongly agree, 16 students chose agree, 13 students chose undecided, 6 students chose disagree and 0 students chose strongly disagree. The researcher concluded that stud ents agree that they like reading English because it makes the students look smarter and more dilligent.

2. **I can make short self recite after the reading class**
   From the chart 4.1 we can see that there are 6 students chose strongly agree, 15 students chose agree, 18 students chose undecided, and no students chose disagree and strongly disagree. The researcher concluded that students still can not decided whether they are able to make self recite or not after reading class

3. **I don't study English only to pass the test**
   From the chart 4.1, we can see that there are 1 students chose strongly agree, 15 students chose agree, 12 students chose undecided, 6 students chose disagree and 5 students chose strongly disagree. The researcher concluded that students are agree that they learn English not only to pass the test.

4. **I get more knowledge and information when I read an English text**
   From the chart 4.1 we can see that that there are 12 students chose strongly agree, 18 students chose agree, 7 students chose undecided, 2 students chose disagree and no students chose strongly disagree. The researcher concluded that students agree that they have many knowledge and informations after reading an English text.

5. **Understanding English text well will help me to understand other subjects and other information clearly**

From the chart 4.1, we can see that that there are 8 students chose strongly agree, 25 students chose agree, 5 students chose undecided, 1 students chose disagree and no students chose strongly disagree. The researcher concluded that students agree that understanding English text will help them to understand informations clearly.

6. **I look forward to study English more in my future**
   From the chart 4.1, we can see that that there are 14 students chose strongly agree, 16 students chose agree, 5 students chose undecided, 4 students chose disagree and no students chose strongly disagree. The researcher concluded that students agree that they will look forward to study English more in the future.

7. **Reading English text is very exciting**
   From the chart 4.1, we can see that that there are 3 students chose strongly agree, 12 students chose agree, 22 students chose undecided, 2 students chose disagree and no students chose strongly disagree. The researcher concluded that students still can not decided whether reading English text is exciting or not.

8. **In my opinion, making self recite is very useful to help me understand the text**
   From the chart 4.1, we can see that that there are 8 students chose strongly agree, 19 students chose agree, 12 students chose undecided, and no students chose disagree or strongly disagree. The researcher concluded that students agree that making self recite is very useful to understanding the text.

9. **I can apply what I get from reading class in my real life**
   From the chart 4.1, we can see that that there are 10 students chose strongly agree, 14 students chose agree, 13 students chose undecided, and 2 students chose disagree and no students chose strongly disagree. The researcher concluded that students agree that they can implement what they get from reading class in their real life.

10. **Reading class help me to pass the test easily**
    From the chart 4.1 we can see that that there are 11 students chose strongly agree, 17 students chose agree, 10 students chose undecided, and 1 students chose disagree and no students chose

strongly disagree. The researcher concluded that students agree that they can get a good score at English test easily from reading class.

Based on the chart above, the researcher classifies the questionnaire into cognitive component. Cognitive component is related with students' knowledge that is associated with the subjects. There are 10 questions that is given to the students related with cognitive component. Result of the chart above is calculated into the calculation of likert scale. Strongly agree answers are multiply to five, agree answers are multiply to four, undecided answers are multiply to three, disagree answers are multiply to two, and strongly disagree answers are multiply to zero. Then, the researcher made the result in percentages for each items. The result of the calculation can be seen in the table below:

Table 4.3
Likert scale calculation of cognitive component

No	Category	SA	A	U	D	SD	%
1	I like reading an English text because it will make me look smarter	20	64	39	12	0	69.23%
2	I study English not only to pass the test	30	60	54	0	0	73.84%

3	I get many knowledge and information when I read an English text	5	60	36	12	5	60.51 %
4	Understanding English text helps me to understand information well	60	72	21	4	0	80.51 %
5	I will study English more in my future	40	100	15	2	0	80.51 %
6	Reading text in English is very exciting	70	64	15	8	0	80.51 %

7	I think, making summary is very useful to help me in understanding the text	15	48	66	4	0	68.20 %
8	I can implement what I get from reading class in my real life	40	76	36	0	0	77.94 %
9	I can apply what I get from reading class in my real life	50	56	39	4	0	76.41 %
1	Reading	55	68	30	2	0	79.40

0	class helps me to get a good score easily						%

According to the interval of likert scale, the result of student's attitude in cognitive component is *positive* attitude because it is included to 60-81% range. Category "understanding English text helps me to understand information well", "I will study English more in my future", and "Reading text in English is very exciting" get the highest item score. It can be seen by the total percentages are the same 80.51%, while "Reading class helps me to get a good score easily" gets 79.40%. In the third rank, "I can implement what I get from reading class in my real life" gets 77.94%, after that "I can apply what I get from reading class in my real life" gets 76.41% while "I study English not only to pass the test" gets 73.84%. "I like reading an English text because it will make me look smarter" gets 69.23% and in the ninth position, "I think, making summary is very useful to help me in understanding the text" gets 68.20%. Unfortunately, students seem still thinking that reading doesn't give them much information because "I get many knowledge and information when I read an English text" only get 60.51%.

Chart 4.2
Result of Affective Components
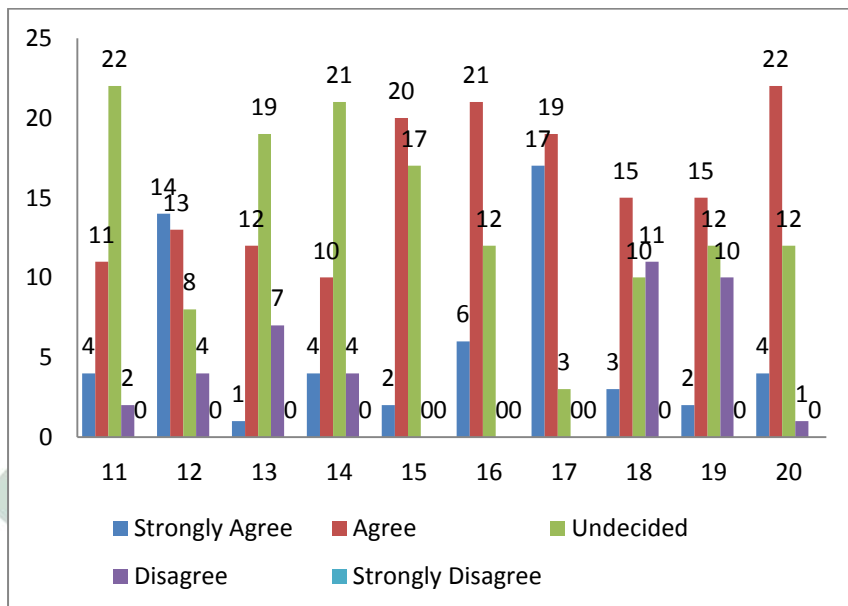
11. **I like reading test in English**

From the chart 4.2, we can see that there are 4 students chose strongly agree, 11 students chose agree, 22 students chose undecided, and 2 students chose disagree and no students chose strongly disagree. The researcher concluded that students still can not decided whether they like reading English text or not.

12. **I prefer reading test in Bahasa Indonesia to English**

From the chart 4.2, we can see that there are 14 students chose strongly agree, 13 students chose agree, 8 students chose undecided, and 4 students chose disagree and no students chose strongly disagree. The researcher concluded that students agree that they prefer read in Bahasa Indonesia to English.

13. **Reading text in English makes me having a good mood**

From the chart 4.2, we can see that there are 1 students chose strongly agree, 12 students chose agree, 20 students chose undecided, and 7 students chose disagree and no students chose strongly disagree. The researcher concluded that students agree that reading English text makes the students having a good mood.

14. **I feel comfort whenever I have to read in English**

From the chart 4.2, we can see that there are 4 students chose strongly agree, 10 students chose agree, 21 students chose undecided, and 4 students chose disagree and no students chose strongly disagree. The researcher concluded that students still can not decided whether reading English text makes them feel comfortable or not.

15. **I enjoy reading class in English**

From the chart 4.2, we can see that there are 2 students chose strongly agree, 20 students chose agree, 17 students chose undecided, and no students chose disagree and strongly disagree. The researcher concluded that students agree that they enjoy reading class.

16. **I am interested in reading English text**

From the chart 4.2, we can see that there are 6 students chose strongly agree, 21 students chose agree, 12 students chose undecided, and no students chose disagree and strongly disagree. The researcher concluded that students agree that they are interested in reading English text.

17. **I am excited when I find new vocabularies in English**

From the chart 4.2, we can see that there are 17 students chose strongly agree, 19 students chose agree, 3 students chose undecided, and no students chose disagree and strongly disagree. The researcher concluded that students agree that they are excited everytime they find new vocabulary.

18. **I feel anxious whenever the teacher asked me to answer the questions based on the text**

From the chart 4.2, we can see that there are 3 students chose strongly agree, 15 students chose agree, 10 students chose undecided, 11 students chose disagree and no students chose

strongly disagree. The researcher concluded that students agree that they feel anxious whenever the teacher asks them to answer a question based on text.

19. **I always hesitate when I am asked to make summary**
From the chart 4.2, we can see that there are 2 students chose strongly agree, 14 students chose agree, 12 students chose undecided, 10 students chose disagree and no students chose strongly disagree. The researcher concluded that students agree that they do not feel hesitate when the teacher asks them to make a self recite.

20. **Learning English from English text is very exciting**
From the chart 4.2, we can see that there are 4 students chose strongly agree, 22 students chose agree, 12 students chose undecided, 1 students chose disagree and no students chose strongly disagree. The researcher concluded that students agree that learning English from a text is very exciting.

Those categories are included in affective component. Affective component is related with students' feelings about the attitude objects. There are 10 questions that is related with affective component that is calculated using likert scale as follow:

Table 4.4
Likert scale calculation of Affective Component

| No	Category	SA	A	U	D	SD	%
11	I like reading text in English	20	44	66	4	0	68.71%
12	I prefer reading text in Bahasa Indonesia to	70	52	24	8	0	78.97%

	English						
13	Reading text in English makes me having a good mood	5	48	57	14	0	63.58%
14	I feel comfort whenever I have to read in English	20	40	63	8	0	67.17%
15	I enjoy reading class in English	10	80	51	0	0	72.30%
16	I am interested in reading English text	30	84	36	0	0	76.92%
17	I am excited when I find new vocabulary in English	85	76	9	0	0	87.17%
18	I feel anxious whenever the teacher asked me to answer questions	15	60	30	22	0	65.12%

	based on the text					
19	I always hesitate when I am asked to make summary	1 0	6 0	3 6	2 0	0	64. 61 %
20	Learning English from English text is very exciting	2 0	8 8	3 6	2	0	74. 87 %

Based on the data which are displayed in the table above, it shows the students' attitude towards reading in affective component in likert scale calculation. It shows that category "I am excited when I find new vocabulary in English" gets the highest score with 87.17%. The second is "I prefer reading text in Bahasa Indonesia to English" with 78.97% while "I am interested in reading English text" in the third rank with 76.92. After that, "Learning English from English text is very exciting" gets 74.87% and "I enjoy reading class in English" gets 72.30%. Unfortunately, the rest of the category are below 70% such as "I like reading text in English" only gets 68.71%, "I feel comfort whenever I have to read in English" gets 67.17%, "I feel anxious whenever the teacher asked me to answer questions based on the text" gets 65.12%, "I always hesitate when I am asked to make summary" gets 64.61%, and the lowest score is "Reading text in English makes me having a good mood" gets 63.58%. Based on the data, the percentages of the result mostly get more than 60% that is included to *positive* attitude because it is in 60-81% range of the interval of attitude.

Chart 4.3
Questionnaire result of Behavior attitude
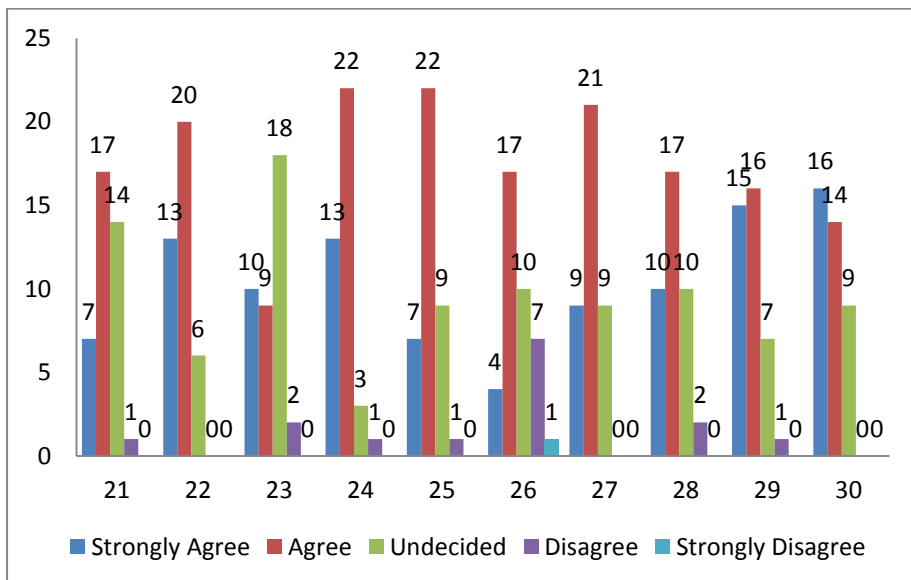
21. **I am able to make myself focus during English class**
From the chart 4.3, we can see that there are 7 students chose strongly agree, 17 students chose agree, 14 students chose undecided, 1 students chose disagree and no students chose strongly disagree. The researcher concluded that students agree that they are able to make themselves focus during the class.

22. **Curiosity makes me read and learn English more**
From the chart 4.3, we can see that there are 13 students chose strongly agree, 20 students chose agree, 6 students chose undecided, and no students chose disagree and strongly disagree. The researcher concluded that students agree that curiosity makes the students read and study English well.

23. **I always enthusiastic when the class is begin**
From the chart 4.3, we can see that there are 10 students chose strongly agree, 9 students chose agree, 18 students chose undecided, and 2 students chose disagree and no students chose strongly

disagree. The researcher concluded that students still can not decide whether they always enthusiastic or not when the reading class is begin.

24. **I always pay attention when my friend is asked to read the text loudly**
From the chart 4.3, we can see that there are 13 students chose strongly agree, 22 students chose agree, 3 students chose undecided, and 1 students chose disagree and no students chose strongly disagree. The researcher concluded that students agree that they always pay attention when their friends are asked to read a text loudly.

25. **Reading class makes me feel confident to face the test**
From the chart 4.3, we can see that there are 7 students chose strongly agree, 22 students chose agree, 9 students chose undecided, and 1 students chose disagree and no students chose strongly disagree. The researcher concluded that students agree that reading class makes the students confident to face the test.

26. **I am not only read English inside the class, but also outside the class**
From the chart 4.3, we can see that there are 4 students chose strongly agree, 17 students chose agree, 10 students chose undecided, and 7 students chose disagree and 1 students chose strongly disagree. The researcher concluded that students agree that they read English text inside and outside the classroom.

27. **Questioning step makes me understand the text well**
From the chart 4.3, we can see that there are 9 students chose strongly agree, 21 students chose agree, 9 students chose undecided, and no students chose disagree and strongly disagree.. The researcher concluded that students agree that they read English text inside and outside the classroom

28. **Reading class makes me more interested in English text**
From the chart 4.3, we can see that there are 10 students chose strongly agree, 17 students chose agree, 10 students chose undecided, and 2 students chose disagree and no students chose strongly disagree. The researcher concluded that the students agree that questioning step help the students to understand the text more.

29. **Preview step helps me predict content of the text**
   From the chart 4.3, we can see that there are 15 students chose strongly agree, 16 students chose agree, 7 students chose undecided, and 1 students chose disagree and no students chose strongly disagree. The researcher concluded that students agree that reading class makes the students to interested in reading text more

30. **Doing the test is easier when I practice the steps of PQRST strategy**
   From the chart 4.3, we can see that there are 16 students chose strongly agree, 14 students chose agree, 9 students chose undecided, and no students chose disagree and strongly disagree. The researcher concluded that students agree that PQRST strategy helps them to do the test easily.

The questionnaire number 21-30 is included into behavior components. Behavior component is related with students' ability. The questionnaire item that is related with behavior component are calculated using liker scale calculation as follow:

Table 4.5
Likert scale calculation of Behavior attitude

No	Category	SA	A	U	D	SD	%
21	I am able to make myself focus during English class	35	68	42	0	1	74.35%
22	Curiosity makes me read and learn English more	65	80	18	0	0	83.58%

23	I always enthusiastic when the class is begin	5 0	3 6	5 4	4	0	73. 84 %
24	I always pay attention when my friend is asked to read the text loudly.	6 5	8 8	9	2	0	84. 10 %
25	Reading class makes me feel confident to face the test	3 5	8 8	2 7	2	0	77. 94 %
26	I am not only read English inside the class, but also outside the class	2 0	6 8	3 0	1 4	1	68. 20 %

27	Questioning step makes me understand the text well	4 5	8 4	2 7	0	0	80 %
28	Reading class makes me more interested in English text	5 0	6 8	3 0	4	0	77. 94 %
29	Preview step helps me predict contents of the text	7 5	6 4	2 1	2	0	83. 07 %
30	Doing the text is easier when I practice the steps of PQRST strategy	8 0	5 6	2 7	0	0	83. 58 %

From the calculation in table 4.5 above, the highest score for each item is "I always pay attention when my friend is asked to read the text loudly" with 84.10% while "Doing the text is easier when I practice the steps of PQRST strategy" and "Curiosity makes me read and learn English more" get the same score 83.58%. in the third position, "Preview step helps me predict contents of the text" get 83.07%. In fact, "Reading class makes me more interested in English text" and "Reading class makes me feel confident to face the test" get the same result, 77.94%. After that, "I am able to make myself focus during English class" gets 74.35%. On the other hand, "I always enthusiastic when the class is begin" gets 73.84%. The last, "I am not only read English inside the class, but also outside the class" gets 68.20%. This result also shows that behavior component gets positive attitude because the percentages result are 60% and more, that means it is included to *positive* attitude.

B. Discussion

In this discussion, this part discuss those findings by reflecting on some theories related for implementation kind of PQRST strategy and students' attitude towards reading using PQRST at SMP Negeri 26 Surabaya.

1. The implementation of PQRST strategy

According to the findings, there are five steps in PQRST strategy that has practiced by the teacher. Therefore, the discussion of the findings as follows:

a. Preview

In the classroom, the teacher did the preview by guiding the students to mention the character of the text, characteristics of the text, title of the text, find the main idea, count the paragraph and also guessing the ending of the text. It is suitable with Trisdiono who states teacher can guide the students to read the title, table of contents, the references, glossary, or index. By previewing the main parts, readers can find the important points, understand the big picture of the

book contents, and determine the important things that must be understood without reading the whole contents.[1] In meeting one, teacher did the preview by guiding the students to find and mention characters of the text, title of the text, and setting place of the text. In meeting two, teacher previewing the text by the same procedure, but the teacher also added to guess the ending. In meeting three, the teacher made the preview by doing several guiding that she did from meeting one and also asking the students to count how many paragraph and main idea of each paragraph. It shows that the teacher develop the preview to be better and wider from meeting one to meeting three. Based on the observation results, those activities are proved capable of making the students start to understand contents of the text without reading the whole text.

b.   Questioning

In the classroom observation, teacher was succeeded to implement questioning step by guiding the students to ask and make some questions to the teacher that is related with the text. It is related with the function of questioning step, such as help the readers to know what to search in the text; push the readers to see the text clearly; help the readers to pay attention more to the text, improve the concentration of reading, help the readers to prepare the test to get the better score, enable the readers to predict kinds of questions that will be appeared in the test.[2] Unfortunately, from three meetings observation, students were only preferred to ask about the translation of several difficult words. Teacher still less guided and less elaborated the students to ask about content of the text. This activity actually proved that teacher was able to help the students to understand the text clearly, pay attention more to the text, and more focus in reading the text because they understand the meaning of the words so that they understand what is written in the text, but, teacher still need to

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[1]Harli Trisdiono, *PQRST: Metode Membaca Efektif (Widyaiswara Madya LPMP: D I Yogyakarta)*
[2] Ibid

find a way to guide the students to make questions about content of the text, not only the translations of the text.

c.   Read

In reading activity, teacher asked the students to read the text one by one and take turn, whether it is one student one paragraph or one student one sentence, so that the students would more focus to the text and prepared themselves to read. This activity is in line with the theory that in reading step, readers will prepare their mind to receive new knowledge and informations and reduce the amount of time that takes to learn in reading process.[3] This activity proved that students received new knowledge and information because they never read and never know the story before. They also found several new vocabularies and learn how to pronounce the vocabularies.

d.   Self recite

In this activity, students were asked to write the self recite in maximum 10 sentences. In meeting one, the students were asked to make self recite in minimum 7 sentences. In meeting two, it gained into 8 sentences and in meeting three, the teacher asked the students to make at least 10 sentences. This activity is a step to re-write, select and sort the information that is needed by the readers or not.[4] By doing the self-recite, it facilitated the students to understand the text easily because they re-write the text in their own language. Unfortunately, students mostly still can not write a self recite, they re-write the text.

e.   Test

The test was given to the students after they finish the preview, question, read and self-recite step. Test will be done

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[3] Ibid
[4] Ibid

to make sure that the readers are understand the text well.[5] The test is a formal and individual test in multiple choices. Students' score was obtained that students have understood the text well or not. From the test, from the test in meeting one, the researcher found that the average score of the students was 86.3, while in meeting two was 84.4, and meeting three was 86.4. There was changing in the average scores of the students but the results from three observations were still more than 80. It can be concluded that the students can do the test very well and automatically, it can be seen that the students were understand the text because they could answer the test with a good score.

From the explanation above, it can be seen that the teacher has implemented five steps of PQRST strategy, unfortunately, the teacher still needs to develop questioning step and self recite step to be better and more engaged with the students. It can be concluded that the teacher is able to implement PQRST strategy as states in the theory of PQRST strategy and implemented all of the strategies in a chronological order. But some of the steps in PQRST strategy, still need to improves because some of the students still can not do what teacher wants such as in questioning step and self recite step.

2.   Students' attitude towards reading using PQRST strategy

According to the findings, there are three components of attitude that are observed by the researcher in teaching English using PQRST strategy at SMP Negeri 26 Surabaya. Therefore, the discussion of the findings as follows:

a) Cognitive component

From the questionnaire, the researcher finds out that there are 77 answers for strongly agree, 167 agree, 117 undecided answer, 24 disagree, 5 strongly disagree answers.

[5] Ibid

If the results is explained in percentages, the results become there are 19.74% answers for Strongly Agree, 42.82% answers for Agree, 30% undecided, 6.15% Disagree and 1.28% Strongly Disagree. On the other hand, the result of each items of questionnaire proved that "I get more knowledge and information when I read in an English test", "Understanding English test well will help me to understand other subjects and other information clearly" and "I look forward to study English more in my future" gets 80.51% and item "I don't study English only to pass the test" gets 60.51%. According to Zendan, cognitive component is the way we percept the objects, events or situation, beliefs or ideas about something around us. Cognitive is what we can see or feel and employ in our thinking. It shows that students' attitude in cognitive component is *positive*, because based on Ridwan of the scale of variable, if the result in range 61-80% means that the overall attitude is positive. It also proved that

b) Affective component

Affective component is consists of the feeling or emotions that the actual object, events or its symbolic representation evoke within an individual, such as sympathy, pity, anger, and love.

From the questionnaire, the researcher finds out that there are 57 answers for Strongly Agree, 161 Agree, 137 Undecided, 39 Disagree. In percentage explanation, it becomes there are 14.61% for Strongly Agree, 41.28% Agree, 35.21% Neutral, 10% Disagree. In each item questionnaire calculations, the highest score for each item is 87.17% in item "I am excited when I find new vocabularies in English" and the lowest score is "Reading text in English makes me having a good mood" get 63.58%. The questionnaire result shows that each item get more than 60% in each items, it means the students' attitude towards affective component is *positive.*

The results of cognitive and affective components have several similarities with the results of the observation. For example, in observation, in category "Students make questions as a volunteer, not by teacher's instruction", the students need 2 meetings before they are really confident to raise their hands, and make questions to the teacher. In meeting 1 and meeting 2, teacher still points and instructs the students to make questions, but in meeting 3, students start to be a volunteer to make questions by raising their hands.

In category "Students are confident and brave to read the text loudly", in meeting 1, students still shy and not confident to read the text loudly and it makes the teacher asks the students to repeat the reading because the class can not hear the voice. It happens in boys and girls. They have problems with confidence in reading loudly. But in meeting 2 and 3, students start to read louder. Although, there are some students who still not make it really loud.

This observation shows that the students' attitude is not really good from the very beginning, but it starts to change to be better from meeting 1 to meeting 3. It can be called as neutral attitude as well, because it is not showing the positive side since the very beginning, but it starts to be better by the time. It also shows that the teacher is able to guide the students to be better students in attitude in reading class.
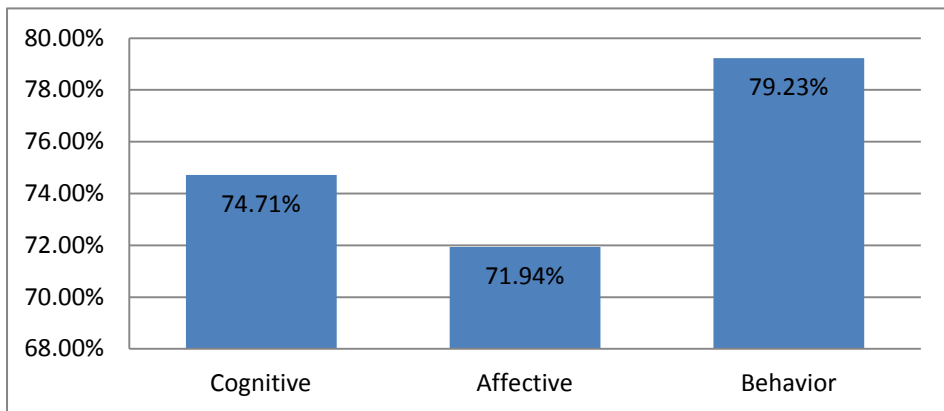
c) Behavior component

The questionnaire result shows that there are 104 answers for Strongly Agree, 175 Agree, 95 Undecided, 8 Disagree, 2 Strongly Disagree, that is the same as 26.67% answers for Strongly Agree, 44.87% for Agree, 24.35% for Undecided, 2.05% for Disagree and 0.51% Strongly Disagree if we present it into percentages calculation. In each item calculation by likert scale, the highest score is "I always pay attention when my friend is asked to read the text loudly" by 84.10% and the lowest score is "I am not only read English inside the class, but also outside the class" by 68.20% while

behavior component is a tendency or disposition to act in certain ways with reference to some objects, events, and person acts in a formal meeting which show his formal behavior. It shows that from each item calculation, the students' attitude in behavior component is generally positive because each calculation is more than 60% range.

The questionnaire result has several differences with the observation results although the observation results show that the majority categories are done since the very beginning. Students are able to do several categories in behavior component since the first meeting, for example "Students are able to make questions based on the text", "Students are able to make self recite", "Students are able to make self recite as teacher's instruction", "Students do the test using the steps of PQRST Strategy", "Students get a good score from the test". It shows that, from the observation result, the students' attitude in behavior component is positive because the students do all the categories that is observed by the researcher since meeting 1 until meeting 3.

From the result of the questionnaire and observations, the researcher concluded that the students' attitude towards reading using PQRST is generally positive. In this case, the positive term means the students are able to accept the way teacher implements the PQRST in the classroom. To make it more understandable, the researcher counted the average from each components of attitude as follow:

Chart 4.4
The average result from the components of attitude

From the chart, it can be seen that the students' attitude towards reading using PQRST strategy was leaning to behavior component because from the questionnaire calculation, it can be seen that the students got highest score in behavior component, although the results from the cognitive and affective components are in the same range 70% as behavior component. From the explanations above, the researcher concluded that students' attitude towards reading PQRST strategy is generally positive, because from the questionnaire, the results are in 60-80% range that is stated as positive attitude in Ridwan's theory while the attitude of the students is leaning to behavior component.

The questionnaire and the observations about students' reading attitude share the same idea that the students' has positive attitude towards the use of Preview, Question, Read, Self recite, and Test (PQRST) strategy. It can be seen from the result of the observations that had improvement and development to better from meeting one until meeting three. The questionnaire result also showed that the students' reading attitude is also positive by the Likert' scale calculation that is in 61-80% range. This statement is in line

with Rahmat who states that positive attitude means that the object that is observed are suitable with their comprehension and can be accepted rationally and emotionally so they will have positive attitude or perception or likely give positive respond toward the object that is being observed[6]. Besides, the result of the questionnaire can be a measurement of how well the teacher implements the strategy.

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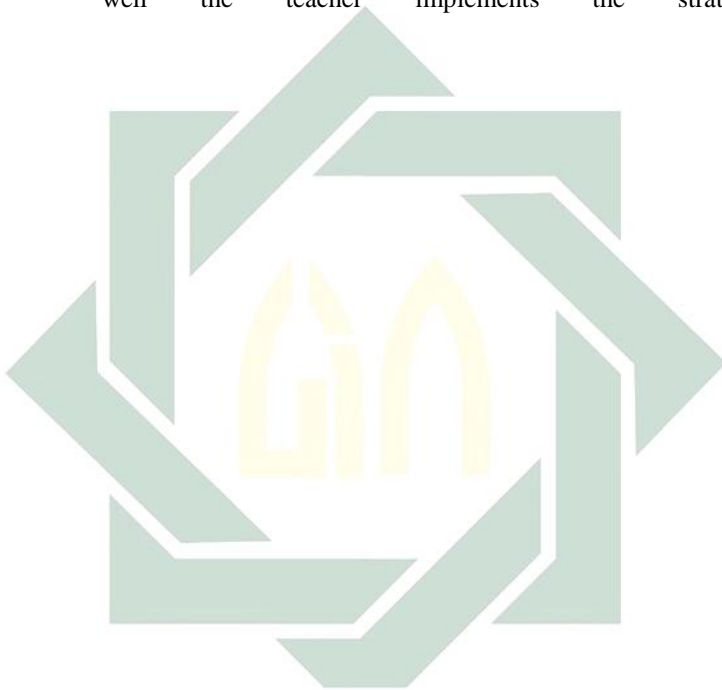
[6] Rakhmat, J *Psikologi Komunikasi* (Jakarta:PT Remaja Rosda Karya, 2005) p.104

CHAPTER 5
CONCLUSION

This chapter presents the conclusion and suggestion related to the research findings as follow:

A. Conclusion

The results of the research are the implementation of PQRST Strategy and students' attitude towards PQRST strategy in reading class. The conclusion of the research can be explained as follow:

1. The implementation of PQRST Strategy at SMP Negeri 26 Surabaya

There are five steps of PQRST strategy that are implemented in the reading class as follow:

a. Preview

In preview step, the researcher found out that the students can answer the preview guide from the teacher. In meeting one, teacher did the preview by guiding the students to find and mention characters of the text, title of the text, and setting place of the text. In meeting two, teacher previewing the text by the same procedure, but the teacher also added to guess the ending. In meeting three, the teacher made the preview by doing several guiding that she did from meeting one and also asking the students to count how many paragraph and main idea of each paragraph.

b. Question

The finding shows that students were able to make question based on the text, but since meeting one until meeting three, most of the questions are still about the

83

translation of difficult words in the text, not the content of the text.

c.   Read

Since meeting one until meeting three, students were able to read and comprehend the text. When the teacher instructed the students to read aloud, students still had lack of confidence to read aloud. But when the teacher discussed and asked the students about what they have read, they could answer correctly.

d.   Self recite

From the research, the researcher found out that students can follow teacher's instruction to make self recite in three meetings. The students were able to write the self recite with minimum length as the teacher's instruction, but they still did not know to make a good self recite. Mostly, the students only re-write the story.

e.   Test

The result of the test shows that the students understand the text and the students are able to do the test individually. In meeting one, the average score of the class was 86.3, in meeting two the average score was 84.4, and in meeting three the average score was 86.4.

In conclusion, teacher has implemented PQRST strategy as the theory states, but there are several steps that still need improvement in implementation such as in questioning and self recite step.

2.   Students' attitude towards PQRST Strategy in reading class at SMP Negeri 26 Surabaya

Based on the observation that is done by the researcher, the students' attitude is generally positive. Although the result is not really good from the very beginning, students attitude has changed and had development to be better from meeting 1 until meeting 3.

The result of the questionnaire that were distributed to the students about the attitude of PQRST Strategy in reading class at SMP Negeri 26 Surabaya also support the result of observation classroom.

The result of the questionnaire stated that in cognitive component, the highest score were in items that tells about understanding English text helps the students to understand information well; students will study English more in the future; in students' opinion reading text is very exciting with the same result as 80.51%. Furthermore, the highest result of affective component is item that tell that the students are excited when they find new vocabulary in English with 87.17% and for behavior component, the highest result is item students always pay attention when their friend is asked to read the text loudly with 84.10%. According to the interval of Likert scale, the results of those items are *very positive* because it is in 81-90% range. In addition, the average result of PQRST strategy shows that the average result of the cognitive component is 74.71%, affective component is 71.94% and behavior component is 79.23%. It can be said that the average attitude is positive because it is in 61-80% scale. It is also can be concluded that students' attitude is tend to behavior attitude, because behavior attitude gets the highest result in questionnaire. It means, PQRST strategy can affect the students to act and behave in reading class nicely.

B. Suggestion

In the light of the result of the study, the researcher recommends some suggestions in the following:

1. To the teacher

Regarding the result of this research, teacher should encourage the students to be more brave and confident in the classroom, so that the students are not afraid to make mistake inside the class. Teacher also should explain about how to make self recite before instruct the students to make their own self recite to avoid students who re-write the text, because students will think self recite and re-write are the same activity and make the students get confused and do not want to do the exercise. In addition, teacher may learn and take advantages from the students' attitude, so that the teacher has a new perspective about the students.

2. To the students

The research finds out that the students should focus to teacher's explanation so that they know what they should do in the classroom, moreover if the teacher implements a new teaching strategy. Students also should learn to be confident every time they are chosen to do something by the teacher, such as reading the text, reading the self recite, or answering teacher's questions. Because classroom is a place to study, that is why, it is okay to make mistake inside the classroom. Regarding with self confidence, students should not bully their friends although one of them making mistake in pronounciation or answering teacher's question because it will make the student feel guilty and does not want to

answer anymore because they will be afraid to make another mistake in front of their friends

3.   To the next researcher

Findings of the study are expected to be used as consideration for the other researcher who has a plan to conduct a research related to reading and reading strategy. The researcher comes with suggestion to the future researchers who are interested to conduct research about the implementation of PQRST strategy and the correlation with students' reading anxiety, and also teachers' challenge in implementing the strategy. The future researcher can also make a research about improving self recite in reading class, because the implementation of self recite in this study still need improvements. In addition, the future researcher can also broaden the area or limit the study, such as comparing PQRST strategy and the other reading strategy and check whether which students' attitude is better from those two different strategies, and so on. By conducting those researches, the future researcher can obtain broader knowledge than the recent study.

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