

CHAPTER 4

FINDING AND DISCUSSION

This chapter described the finding and the discussion from the study as an attempt to answer the researcher question in chapter one. The first is how the teacher implement the PQRST technique in teaching reading descriptive text. The second is how the students perception are about the PQRST technique on teaching reading descriptive text. In order to answer the first statement of the problem, the researcher the collected data from observation and to answer the second statement of the problem the researcher the collected data from the questionnaire and interview.

4.1 Finding

The finding of this research was found on observation. Here the researcher described the implementation of teaching reading descriptive text by using PQRST technique to the seventh grade students of SMP Sunan Ampel Porong during observation in the classroom and questionnaire the students in the last meeting was about teaching reading descriptive text.

4.1.1 The Implementation of PQRST Technique in Teaching Reading Descriptive Text

The researcher took the data of the research from observation got from the process of teaching reading descriptive text using PQRST technique. In this

observation, the researcher had two meetings of the research. The research observation was as follows:

4.1.1.1 First Observation

The teacher started to pray with all of the students before doing the teaching learning process and asked the students about material used in the classroom. The teacher give the question about the material after that.

4.1.1.1.1 Pre Activity

The first observation was done on February 8th, 2019. The teacher entered the classroom at the second semester. The students started the lesson at 07.25 a.m until 08.45 a.m. The total of students in the seventh grade were twenty-nine person with sixteen boys and thirteen girls in the first meeting. All of the them were coming at this class.

The materials of this PQRST technique in teaching learning activity such as powerpoint about descriptive text, LCD and laptop were prepared first by the teacher. The teacher and the researcher entered the class. The teacher stood up in front of the students and then the researcher sat behind the students in the class. At the class the researcher wrote the activity and the situation in the class.

The teacher greeted the students by English language which also was translated into bahasa because many students did not understand what the teacher meant. The teacher checked the students' attendance which was filled out from the attendance list of class. There was twenty-nine students of seventh grade. The

teacher stood up from her seat, after that asked the students whether they knew about experiences or not. Almost the students explained experience briefly. The teacher asked them about what kind of the text it was in English. Some of them answered correctly that it was descriptive text. After the warning up, the teacher informed them that they would learnt about descriptive text used PQRSST technique.

Before the students learnt about descriptive text used PQRSST technique the teacher gave some ice breaking for the students. It was because in the middle of learning them felt bored. The teacher used ice breaking of the applause spirit to increase students' enthusiasm in learning descriptive text

Picture 4.1: the teacher greeting for the students before teaching learning process



(Taken during the research)

When the bell rang, they entered the class. Before the class began, the teacher started the class with greeting. The teacher greeted the students and the students gave good responses. In the case the teacher used two languages, English and Indonesian because most of hem did not understand what teacher meant.

4.1.1.1.2 Whilst Activity

Teacher : *“Assalamu’alaikum Wr. Wb”*

Students : *“Wa’alaikumsalam Wr. Wb”*

Teacher : *“Good morning students, How are you today ?”*

Students : *“Good morning Miss. I’m fine, thank you. And you ?”*

Teacher : *“I’m fine, thank you. Now, I want to ask you, do you know what is the descriptive text ?”*

Students : *“No, Miss,”*

Teacher : *“Really?. Do you know about what is descriptive text ?”*

Students : *“Yes, Miss”*

Teacher : *“OK. I would like to explain about descriptive text. Descriptive text is a text which says what a person or a thing is like”*

Students : *“Oh yes Miss. Now I know about descriptive text”*

Teacher : *“OK. And do you know what is the purpose about descriptive text?”*

Students : *“No, Miss”*

Teacher : *“Ehmm. I would like to explain about purpose descriptive text. The purpose is to describe about person, place and things. Do you understand about this ?”*

Students : *“Yes Miss. We understood”*

Teacher : *“And how about generic structure in descriptive text ?”*

Students : *“Just two Miss”*

Teacher : *“Oh yeah. What is that ?”*

Students : “Identification and description Miss”

Teacher : “OK. The answer is correct”

Picture 4.2: Process Learning in Class



(Taken during the research)

Then, the teacher explained to the students that in the day, they would continue the material of the first meeting. Before starting to explain about the materials, the teacher showed the material in the slide of powerpoint. The teacher gave information and the students paid attention about the slide of power point.

Teacher : “Students do you know what will we learn today ?”

Students : “Yes Miss”

Teacher : “OK. Then, lets pay attention. I have a guess and I will give you the clue to answer about the guess ?”

Students : “Yes Miss”

Teacher : “OK. This is a place, the location in Jakarta, people usually call it the Indonesian capital. Has anyone known that ?”

Students : “Yes Miss. We know. The answer is Monas”

Teacher : “Good. You are very smart”

Students : “Yes Miss”

After the students could answer the question from the teacher, then the teacher gave some a text talking about example descriptive text.

Teacher : “OK. Now I will give you example about the descriptive text. In this paper talking about Monas, the students must read so that they get the more information about Monas. And I want to ask some students about this, I give you some minutes to read and start from now.

Students : “OK Miss”

Teacher : “OK students. It’s time to read”.

Students : “OK Miss”

Picture 4.3 reading process



(Taken during the research)

After the teacher explained about what is the definition, function, and generic structure of descriptive text. The teacher gave a example about descriptive text and the students must read the text.

4.1.1.1.3 Post Activity

The first and second hours were finished. The teacher ended the material. Before the teacher left the class, the teacher gave a reviewed of the material. It would be continued at the next meeting.

4.1.1.2 The Result of the Second Observation

The teacher greeted to all of the students before doing the learning. The teacher always greeted first and did some questions in mind the material of the previous meeting about descriptive text.

4.1.1.2.1 Pre Activity

The second observation was done on February 12th, 2019. The teacher and the researcher entered the classroom of the second semester students to start lessons at 07.25 a.m until 08.45 a.m. The researcher sat in the back of the class to observ the teaching learning process. The teacher sat in the chair and gretting to all of studen. They replied that. In the second meeting, the researcher observed using same technique with related ways and gave questionnaire for students after that.

4.1.1.2.2 Whilst Activity

Before beginning the lesson, the teacher greeted the students and checked the students attendance. All of them were coming at the class. The teacher

reviewed the previous subject they studied by asking the generic structure and purpose related to the descriptive text.

Teacher : “Students, I want to ask you again. What is the descriptive text?”

Students : “Is a text which says what a person or a thing is like”

Teacher : “OK. How about the purpose descriptive text ?”

Students : “To describe about person, place and things, Miss”

Teacher : “OK. The answer is correct. How about the generic structure of descriptive text ?”

Students : “Identification and description Miss”

Teacher : “OK. I am very happy because the students were very smart. Now, I want to continue about the previous lesson. The students had finished to read the example about descriptive text”

Students : “Yes Miss”

Teacher : “I will appoint one of you to come forward and explain briefly about the information that you got after reading the example from the descriptive text, please!”

Students : “Yes Miss”

After some students come forward to explain briefly about Monas or example from descriptive text, the teacher gave exercises for the students. The teacher gave the students some questions to find out how far the students could understand the descriptive text of the lesson using the PQRST Technique.

Picture 4.4 the students process concludes and summarizes after reading descriptive text



(Taken during the research)

After the teacher gave an example of reading descriptive text, the teacher told the students to read it and understand what the reading was. The teacher told some students to summarize briefly what they had been obtained after reading the example from the reading descriptive text.

4.1.1.2.3 Post Activity

After the students completed the exercise given by the teacher, the bell rang. It was the sign that the English lesson was ended at 08.45 a.m. The students were ready to follow other lesson. Before ending the lesson, the teacher reviewed the material that students had learned in the day. Before the researcher left the class, the researcher gave some of questionnaires ten question for the students.

4.1.1.3 The result of teaching interview about the application of PQRST technique

Based on the interview on 8th February 2019, the teacher said that the teaching and learning process used the PQRST technique was very enjoy, because it could help the students to read a text. PQRST or Preview Question Read Summary Test was one of technique that can lead the students reading comprehension. It is suggested by Thomas and Robinson (1982). It can made the students to be more confident for read a text because many the students felt shy when the teacher order to read a text. The teacher said many media that was often used in the teaching and learning process but the media did not go as expected because the students were difficult to control. The teacher also said that teaching junior high school the students was difficult especially still in seventh grade, because from the previous school the class was up to junior high school, and the students thought that they were still in the world of playing.

When the teacher applied the PQRST technique in learning to read descriptive text, the students felt enthusiastic because in the technique it consisted of five steps, the first step, the teacher gave a clue to the students to guess and example from descriptive text and the second steps the teacher asked the students whether the students knew the answer from the clue given by the teacher and the third steps is reading, the students was given a example decriptive text about the clue that has been given by the teacher and the students were told to read to get new information that they did not know. And the fourth is summarize, after

reading an example of descriptive text the teacher asking to conclude briefly from the example descriptive text of the text that has been given by the teacher and the last step is the test, the test is useful for measuring the students' abilities how far they understood learning descriptive text using the PQRST technique.

4.1.2 Students Perception

After teaching learning process the researcher gave ten questionnaires and some questions of the interview for twenty-nine students of seventh grade in SMP Sunan Ampel. The researcher gave questionnaires about teaching reading descriptive text using PQRST technique. The researcher asked the students to fill the questionnaire by writing their absent number only. The students' responses collected from the result of answered questionnaire and interview.

4.1.4.1 Students Perception From Questionnaire

The Questionnaire was given to find out the students' responses. The questionnaire contained responses towards the using PQRST technique in classroom. The researcher gave questionnaires of multiple choice. There were two possible answer options using yes and no questions.

Table 4.1 The Result of Questionnaires

| NO | Questions' | YES | NO | Total |
|---------------------|--|------------|-----------|--------------|
| 1. | What do you think the reading/reading activity of a reading is important? | 29 | 0 | 29 |
| 2 | Do you have a high level of desire to read a reading from descriptive text? | 19 | 10 | 29 |
| 3 | Is reading/reading descriptive text is one of the skills that you find difficult? | 12 | 17 | 29 |
| 4 | Do you understand the reading/reading descriptive text materials by means of teaching that have been done by your teacher? | 25 | 4 | 29 |
| 5 | Do you find it difficult to understand a reading from descriptive text? | 5 | 24 | 29 |
| 6 | Do you find it difficult to find information from a descriptive text reading? | 12 | 17 | 29 |
| 7 | Do you like learning reading/reading descriptive text with PQRST technique that has been done/taught by researchers? | 25 | 4 | 29 |
| 8 | Is learning reading/reading descriptive text using PQRST technique like this helps you in understanding the content of readings? | 26 | 3 | 29 |
| 9 | Does using the learning technique PQRST help you in telling/summarizing the content of reading from descriptive text? | 22 | 7 | 29 |
| 10 | What do you think the way teachers teach on the reading/reading descriptive text lesson in English using the PQRST learning method is fun? | 28 | 1 | 29 |
| Total Answer YES NO | | 203 | 87 | 290 |

Based on the result of questionnaire above the researcher calculated the result into percent to make the her easily to understand the data. The researcher used formula as follow

$$\frac{\text{The sum of the students' responses of one question}}{\text{The number of the students}}$$

(Arikunto, 2005)

Based on the table of result questionnaires above, the researcher counted the percentage of the students' responses in the following formula :

a. Question number 1 :

$$\text{Answer Yes : } \frac{29}{29} \times 100\% = 100\%$$

$$\text{Answer No : } \frac{0}{29} \times 100\% = 0\%$$

The questionnaire from question number 1, 100% of all the students assumed that the reading activities was something important. It was because after the students read a text, the students could get a new information.

b. Question number 2 :

$$\text{Answer Yes : } \frac{19}{29} \times 100\% = 65\%$$

$$\text{Answer No : } \frac{10}{29} \times 100\% = 35\%$$

The questionnaire from questions number 2, 65% of students had a high level of desire to read that a reading descriptive text and 35% of the students did not had a high level of desire to read a descriptive text .

c. Question number 3:

$$\text{Answer Yes : } \frac{12}{29} \times 100\% = 41\%$$

$$\text{Answer No : } \frac{17}{29} \times 100\% = 59\%$$

The Questionnaire from question number 3, 41% of the students thought that reading was difficult skill and 59% of students thought that reading was not a skill that was considered difficult.

d. Question number 4 :

$$\text{Answer Yes : } \frac{25}{29} \times 100\% = 86\%$$

$$\text{Answer No : } \frac{4}{29} \times 100\% = 14\%$$

The Questionnaire from question number 4, 86% of the students thought that understood the lessons read descriptive text with ways of teaching during the course conducted by teachers and 14% of the students did not understood the reading descriptive text lesson taught by teacher.

e. Question number 5 :

$$\text{Answer Yes : } \frac{5}{29} \times 100\% = 17\%$$

$$\text{Answer No : } \frac{24}{29} \times 100\% = 83\%$$

The questionnaire from question number 5, 17% of the students thought that the students experienced troubled understood a reading of descriptive text and 83% of the students thought that the students did not had trouble understood a reading of descriptive text.

f. Question number 6 :

$$\text{Answer Yes : } \frac{12}{29} \times 100\% = 41\%$$

$$\text{Answer No : } \frac{17}{29} \times 100\% = 59\%$$

The questionnaire from question number 6, 41% of the students thought that the students felt difficulties when saw information from reading a text and descriptive 59% of the students thought that the students did not felt difficulty when saw information from a reading descriptive text.

g. Question number 7 :

$$\text{Answer Yes : } \frac{25}{29} \times 100\% = 86\%$$

$$\text{Answer No : } \frac{4}{29} \times 100\% = 14\%$$

The questionnaire from question number 7, 86% of the students thought that the students loved learnt to read descriptive text by used PQRST technique and 14% of students thought that students did not like learnt to read descriptive text with used the PQRST technique.

h. Question number 8 :

$$\text{Answer Yes : } \frac{26}{29} \times 100\% = 90\%$$

$$\text{Answer No : } \frac{3}{29} \times 100\% = 10\%$$

The questionnaire from question number 8, 90% of the students thought that the students could be helped in reading the descriptive text by used the PQRST technique and 10% of the students thought that the students were not helped in reading the descriptive text by used PQRST technique.

i. Question number 9 :

$$\text{Answer Yes : } \frac{22}{29} \times 100\% = 76\%$$

$$\text{Answer No : } \frac{7}{29} \times 100\% = 24\%$$

The questionnaire from question number 9, 76% of the students thought that by used learnt PQRST technique the students could summarize the contents backed in it helpful reading of descriptive text and 24% of the students thought that by used learnt PQRST technique the students were helped to summarize the backed content of the reading from descriptive text.

j. Question number 10 :

$$\text{Answer Yes : } \frac{28}{29} \times 100\% = 97\%$$

$$\text{Answer No : } \frac{1}{29} \times 100\% = 3\%$$

The questionnaire from question number 10, 97% of the students thought that by used the PQRST technique in reading descriptive text is fun but 3% of the students thought that used the PQRST technique reading learning in descriptive text that did not fun.

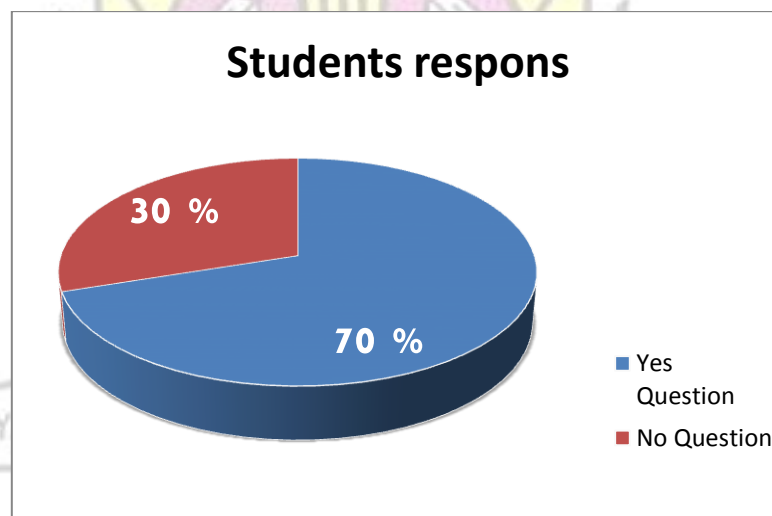
Based on the count percentage of students' responses, the count percentage students' responses YES NO questions in the following formula :

a. Question number 1-10 students answer YES : $\frac{203}{290} \times 100\% = 70\%$

Question number 1-10 students answer No : $\frac{87}{290} \times 100\% = 30\%$

The percentage of the recapitulation of student's responses are converted into a pie chart can be describe in following figure :

Picture 4.1.6 Frequency Chart of Students Responses



4.1.4.2 Students Perception from Interview with Students

Based on interview for some students conducted on 12 February 2019 the students said that had many problem dan the students felt difficulty in reading English subject. Because the students felt very confuse when they had to be told

to read a text about English. The students lazy to practice reading a text and they not confident to read a text. When the teacher gave a practice to reading a text, the students not respon but the teacher gave a some point after the students reading a text, the students was very eager to practice reading text in English. Sometimes also some students felt very bored when they had to read a lot of reading in English and also some students did not understand the vocabulary in the text.

The researcher asked about the students' perception of the PQRST technique. The students answered that the PQRST technique was very enjoyed. Many students like to learnt the descriptive text used the PQRST technique because the students were more confident at the class. The students also felt helpful when they ask other students about the material that is not understood. The researcher also asked they got difficulties in learning to descriptive text using PQRST technique or not. Many students said that they did not find the difficulties of learning descriptive text using the PQRST technique. The students felt more easy used the PQRST technique, because the PQRST technique was very enjoyed.

4.2 Discussion

After describing the result of the data, in this part, the researcher tried to discuss the data. The discussion would answer the first and the second statement of the problem which was about the implementation and the students perception the used of PQRST or Preview, Question, Read, Summary and Test Technique to teach reading descriptive text. The first discussion was about the used of PQRST

Technique to teach reading activity and the second discussion was about questionnaire result.

4.2.1 Discussion of Implementation Teaching Reading Descriptive Text Using PQRST Technique

The students more paid attention to the teacher, more active in reading text using PQRST technique. To make the students' easy to read the descriptive text but the first meeting the researcher found from the observation many students' did not knew about descriptive text and don't knew about PQRST technique. PQRST or Preview, Question, Read, Summary and Test was one of technique that can lead the students reading comprehension. PQRST technique helped the students to cope their problem in reading comprehension by using five steps. They was previewing, questioning, reading, summarizing and testing (Thomas and Robinson:1982).The students' still confused what was the descriptive text, the teacher gave some example in powerpoint made by the teacher after that the teacher gave some question the students still confused therefore, the teacher gave example about descriptive text by power point the students' feel interested with picture in the powerpoint. After that the teacher gave some questions about descriptive text such as what is the descriptive text the students answer very spirit and quickly while hands up from the corner until back and the teacher gave some question about purpose and generic structure about the descriptive text.

In the second meeting the process of the teaching reading made by students', before they read the teacher gave the clue talking about example

descriptive text. The students' felt curious when they hear clue from the teacher and the condition in the class is composed because the students' curious and want to hear more clear about clue give from the teacher talking about the example descriptive text. And after the students' knew about the answered from question gave the teacher, the students' active to answers and the condition of the class was getting crowded and many the students' was interested to answered the questions gave by the teacher.

4.2.2 Discussion of Students' Perception

Based on the questionnaire number one there was 100% students' answered yes and the students' knew, reading was very important for the more people to get the some information. The students' answered for question number two there was 65% students' answered yes and 35% students' answered no so the students' of SMP Sunan Ampel especially at seventh grade class they assumed the desired to reading is more because by the reading they can getted information that they have never known . The question of number three they students' answered yes were 41% and 59% the students' answer no so the students' assumed that according to him reading is not a difficult skill if they want to practice a lot it will be very easy to read. The question number four the students' answered yes is 86% and the students' answered no were 14% so the students' assumed understanding about reading descriptive text done by the teacher. The students' answered for question number five there was 17% students' answered yes and 83% students' answered no so from the assumed by the

students', they haven't difficulty understanding a reading from descriptive text and they very interested for to read descriptive text.

The students' answered for number six is 41% the students' answered yes and 59% the students' answered no so the many students' who haven't difficulty when searching for information from a description text because they had understanding about generic structure that is in it. The question number seven the students' answered yes is 86% and the students' answered no is 14% so the students' more interested in descriptive text learning technique that used the PQRST Technique because in this technique sharpen the extent to which students' can understand from the example gave by the teacher. The students answered for question number eight there was 90% students answered yes and 10% students answered no, so the students assumed with the PQRST Technique students' can be helped to understand the information contained in a reading from the descriptive text.

The question number nine the students' answered yes is 76% and the students' answered no is 24%, so the many students' assumed by using the PQRST technique in descriptive text learning the students' don't experience difficulties when told by the teacher to summarize the contents of the text again. The students' answered for question number ten is 97% the students' answered yes and 3% the students' answered no, so the many students' assumed by the way the teacher learned descriptive text material that used the PQRST Technique learning becomes fun and many students' were interested in learning descriptive teks used PQRST Technique. Based on the count percentages of students'

responses from each number, the researcher counted percentages students' responses from all of yes and no question. There was 70% students' answered yes and 30% students' answered no.

