

# PQRST TECHNIQUE IN TEACHING READING DESCRIPTIVE TEXT TO THE SEVENTH GRADE STUDENTS

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## Abstract

This research is aimed at observing teaching reading descriptive text used PQRST technique at SMP SUNAN AMPEL PORONG. The objectives of the study were 1. To describe the implement PQRST technique in teaching reading descriptive text 2. To explain the perception about PQRST technique in teaching reading descriptive text. The researcher used the descriptive qualitative study. The data was taken from interview, observation, and questionnaire to students. The subject of research were the seventh grade students and seventh grade English teacher. Based on the on the observation, implementation teaching reading with PQRST or Preview, Question, Read, Summary and Test technique in descriptive text is running smoothly and in accordance with that was planned by the researcher and the perception of students is good because based on the questionnaire 70% answer interest and enjoy and 30% students still lazy, about learning reading descriptive text by used PQRST technique.

**Keyword:** *Teaching Reading, Descriptive Text, PQRST technique*

## Abstrak

Penelitian ini bertujuan untuk mengamati pengajaran Bahasa Inggris tentang membaca menggunakan teknik PQRST di SMP Sunan Ampel Porong. Tujuan dari penelitian ini adalah 1. Untuk mendeskripsikan penerapan teknik PQRST dalam pengajaran membaca teks deskriptif, 2. Untuk menjelaskan persepsi siswa tentang teknik PQRST dalam pembelajaran membaca teks deskriptif. Peneliti menggunakan penelitian kualitatif deskriptif. Data diambil dari observasi, wawancara dan kuesioner siswa. Subjek penelitian adalah siswa kelas tujuh dan guru bahasa Inggris kelas tujuh. Berdasarkan pengamatan, penerapan pengajaran membaca dengan teknik PQRST dalam teks deskriptif berjalan dengan lancar dan sesuai dengan yang direncanakan oleh peneliti dan persepsi siswa baik karena berdasarkan kuesioner 70% siswa menikmati dan 30% siswa masih malas tentang pembelajaran membaca teks deskriptif dengan menggunakan teknik PQRST.

**Kata Kunci:** *Pembelajaran Membaca, Teks Deskriptif, Teknik PQRST*

## INTRODUCTION

In this modern era, people demand to have more than one language. Language as a tool for communication takes an important role in our daily activities. Communication in foreign language is a bridge to get information, knowledge and

culture. According to Gass and Selinker (1994) Syafiyah (2010:177), language is a tool of communication, the primary function of language is to facilitate human being with the ability to communicate and understanding human language is therefore understanding human communication takes places and who people gain communicative competence. Fauziati (2010:32) states that reading text also provided opportunities for students to learn vocabulary, grammar, pronunciation and even good models for reading the way sentences, paragraphs or texts are construct. Based on Yudantoro (2010:7), define that descriptive text is a text that has purpose to describe person, place, or think. Descriptive text is the text that describes a person, place and event or describes ones thinking about something. Based on the background of the study , the statement of the problem in this research were, the first how does the teacher implement PQRST technique in teaching reading descriptive text and the second what is students' perception about PQRST technique in teaching reading descriptive text. The objectives of this research can be formulated as follow : to describe the implementation of PQRST technique in teaching reading descriptive text and to explain the perception about the PQRST technique in teaching reading descriptive text.

The researcher will apply PQRST technique in reading comprehension skill especially in descriptive text at seventh grade of SMP Sunan Ampel Porong to overcome some students' difficulties in learning reading. As stated by Staton (1982), "PQRST is an instructional strategy that has been shown to be effective to improve a reader's understanding and his/her ability to find information". In other words, the reader is more likely to learn, and to learn more, of the material he/she is reading.

One technique used to focus on key information when studying from books is the PQRST technique. This technique prioritizes the information in away that relates directly to how they will be asked to used that information in an exam. PQRST stands for Preview, Question, Read, Summary, Test. PQRST technique provides a process that makes the students remember the material easier, because the process of understanding the text occurs repeatedly. Based on those benefits, the researcher thought that PQRST is an effective technique that can help the students to develop their reading competency, introduce to the technology and it can be motivate in learning reading text. Finally, the researcher can be Using PQRST Technique in Teaching Reading Descriptive Text to the Seventh Grade Students.

### **Research Method**

The researcher used descriptive qualitative design in this research because this research focuses on a certain phenomenon in the school environment. In this case the

phenomenon was the activities of teaching and learning English. This research also did not need to give the treatment to the object of the research. Then, the research observed and described the phenomena as in the fact as clear as possible without manipulation.

The researcher took several steps to collect the data which was necessary in this research. Those steps were choosing the subject of the research, observing the teacher teach reading descriptive text, collecting the students' work on reading descriptive text and then scoring it, giving questionnaires to the students in order to know the students' responses after the teaching and learning process, collecting the students' answers of questionnaires and then calculating the result of the questionnaire and analyzing the data after the researcher got the data. The researcher will analyze the data that was got from teaching and learning process.

In this research, the researcher used a qualitative data analysis technique. Data analysis in qualitative research was a time-consuming and difficult process. It is the process whereby researchers systematically search and arrange their data in order to increase their understanding of the managed data, organizing it into a good pattern, category and basic unit. Qualitative analysis was messy and nonlinear. Data analysis in qualitative research is often done concurrently or simultaneously with data collection. Nevertheless, Ary (2010:283) stated that the data analysis in this research can be broken down into four stages. They are coding, data reduction, data display and drawing conclusion of interpretation.

### **Research Finding and Discussion**

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.

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 gave the question about the material after that.

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 persons with sixteen boys and thirteen girls in the first meeting. All of 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 PQRST technique.

Before the students learnt about descriptive text used PQRST 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

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.

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. 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. 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.

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. 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.

### **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.

### **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.

### **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.

### **CONCLUSION**

Based on the finding and discussion the result of this study showed that implementation reading descriptive text PQRST technique is running smoothly and in accordance with what was planned by the researcher. The students perception about reading descriptive text by PQRST or Preview, Question, Read, Summary and Test as technique from the questionnaire, the students answer 70% is interest and 30% answer lazy. The perception from the students is interest because the students can enjoy reading a descriptive text with used PQRST technique.

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