

THE EFFECT OF APPLYING PQRS (PREVIEW-QUESTION- READ-SUMMARIZE- TEST) TECHNIQUES ON THE STUDENTS' READING ACHIEVEMENT IN DESCRIPTIVE TEXT

SKRIPSI

*Submitted in Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
English Education Program*

By:

DWI SYAHRINA AZMI

1402050048



**FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA
MEDAN
2018**

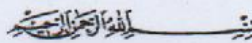


**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext, 22, 23, 30
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

BERITA ACARA

Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata 1
Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara

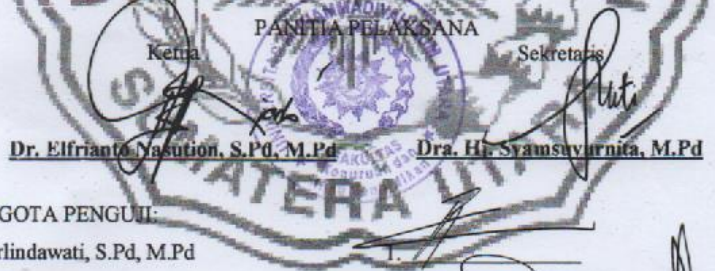


Panitia Ujian Sarjana Strata-1 Fakultas Keguruan dan Ilmu Pendidikan dalam Sidangnya yang diselenggarakan pada hari Sabtu, Tanggal 24 Maret 2018, pada pukul 09.00 WIB sampai dengan selesai. Setelah mendengar, memperhatikan dan memutuskan bahwa:

Nama : Rizkia Faninda Pane
NPM : 1402050036
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Deixis Interpretation of Jokowi's Utterances in "Al Jazeera English News"

Dengan diterimanya skripsi ini, sudah lulus dari ujian Komprehensif, berhak memakai gelar Sarjana Pendidikan (S.Pd)

Ditetapkan : () Lulus Yudisium
() Lulus Bersyarat
() Memperbaiki Skripsi
() Tidak Lulus

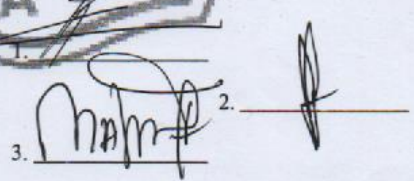


Dr. Elfrianta Yasution, S.Pd, M.Pd

Dra. H. Syamsuyarnita, M.Pd

ANGGOTA PENGUJI:

1. Erlindawati, S.Pd, M.Pd
2. Pirman Ginting, S.Pd, M.Hum
3. Mandra Saragih, S.Pd, M.Hum





MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

LEMBAR PENGESAHAN SKRIPSI

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Skripsi ini diajukan oleh mahasiswa di bawah ini:

Nama Lengkap : Dwi Syahrina Azmi
N.P.M : 1402050048
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect of Applying PQRST (Preview, Question, Read, Summarize and Test) Techniques on the Students' Reading Achievement in Descriptive Text

sudah layak disidangkan.

Medan, 15 Maret 2018

Disetujui oleh:

Pembimbing

(Rita Harisma, S.Pd, M.Hum)

Diketahui oleh:

Dekan



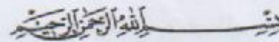
Dr. Elfrianto Nasution, S.Pd., M.Pd.

Ketua Program Studi

Mandra Saragih, S.Pd, M.Hum



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umhu.ac.id> E-mail: fkip@umhu.ac.id



BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama Lengkap : Dwi Syahrina Azmi
N.P.M : 1402050048
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect of Applying PQRST (Preview, Question, Read, Summarize and Test) Techniques on the Students' Reading Achievement in Descriptive Text

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
05 maret 2018	Chapter I Review the background of the study	
	Chapter II : grammar advantages, disadvantages, procedures	
08 maret 2018	Chapter III : Grammar Review of Instrument of technique Analysing Data	
12 maret 2018	Chapter IV : Data Analysis Research Finding Chapter V : Conclusion & Suggestion Abstract Grammar & Format of Writing	
15 maret 2018	ACC For Greentable	

Medan, 15 Maret 2018

Diketahui oleh:
Ketua Prodi

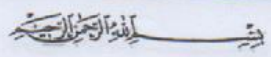
(Mandra Saragih, S.Pd, M.Hum)

Dosen Pembimbing

(Rita Harisma, S.Pd, M.Hum)



SURAT PERNYATAAN



Saya yang bertandatangan dibawah ini :

Nama Lengkap : Dwi Syahrina Azmi
N.P.M : 1402050048
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect of Applying PQRST (Preview, Question, Read, Summarize and Test) Techniques on the Students' Reading Achievement in Descriptive Text

Dengan ini saya menyatakan bahwa:

1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong *Plagiat*.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, Februari 2018
Hormat saya
Yang membuat pernyataan,

Dwi Svahrina Azmi

Diketahui oleh Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum

ABSTRACT

Dwi Syahrina Azmi. 1402050048. The Effect of Applying PQRST (Preview-Question-Read-Summarize-Test) Techniques on the Students' Reading Achievement in Descriptive text. Skripsi. English Department of Teacher Training and Education. University of Muhammadiyah Sumatera Utara. Medan. 2018.

The objective of the research were to find out the significant effect of applying PQRST (Preview-Question-Read-Summarize-Test) which was focused on reading Achievement especially in descriptive text. The research design in this research was quantitative experimental research. This research was conducted at SMA Harapan Mekar Medan in academic years 2017/2018. The population of this research in the tenth grade students which consist of two classes namely: class X IPA and X IPS. The total number of population and sample were 63 students, consisted of two classes. They are X IPA and X IPS. The technique of sample used total sampling to determine the experimental and control group. The sample were divided into two groups, the first group X IPA which consists of 33 students was experimental group which was given treatment by applying PQRST (Preview-Question-Read-Summarize-Test) Techniques and second group X IPS which consist of 30 students was control group which was given treatment by applying Grammar Translation Method. The experimental research method was given multiple choice test as the instrument. Each group was given a treatment, pre-test and post-test. The t-test was 16.72 and the t-table was 1.67 which was used 0.05 as the significant level of this research. Because the t-test value is higher than t-table ($16.72 > 1.67$), it show that the result in t-test was accepted (H_a). Based on the result of this research, it can be concluded that there was significant effect of applying PQRST (Preview-Question-Read-Summarize-Test) Techniques on the Students' Reading Achievement in Descriptive text. After analyzing the data, the result that the students' who were taught by applying PQRST (Preview-Question-Read-Summarize-Test) techniques got better achievement than those taught by applying Grammar translation method because applying PQRST (Preview-Question-Read-Summarize-Test) (16.72) more the higher than by applying Grammar translation method (13.25).

Keywords: PQRST (Preview-Question-Read-Summarize-Test), Reading, Descriptive Text

ACKNOWLEDGMENTS



Assalamu'alaikum Wr. Wb

In the name of Allah SWT, the most beneficent, the most merciful, Praise to Allah SWT. Firstly, the researcher would like to thank to Allah SWT the most Almighty who has given the chances in finishing the research. Bless and peace is upon the prophet Muhammad SAW who has broke human being from the darkness into the brightness era. Thanks to her beloved parents Bambang Sugianto and Hartini Lubis. For their support morally and materially during her academic years in completing her study at Faculty of Teacher Training and Education, UMSU Medan.

This research intended to fulfill one of requirements in accomplishing S-1 degree at English Department of Faculty Teacher Training and Education Muhammadiyah University of Sumatera Utara. Furthermore in finishing the research entitle "*The Effect of Applying PQRSST (Priview, Question, Read, Summarize and Test) Techniques on the Students' Reading Achievement In Descriptive Text* ", the researcher faced a lot of difficulties and problems and without much help from the following people, it was impossible for her to finish it. The rearcher also would like to thanks to :

1. Dr. Agussani, M.AP, The Rector of University of Muhammadiyah North Sumatera Medan.
2. Dr. Elfrianto Nasution, S.Pd, M.Pd as the dean of FKIP UMSU, who has given her recommendation to carry out this study.

3. Mandra Saragih, S.Pd, M.Hum and Pirman Ginting, S.Pd, M.Hum as the Head and Secretary of English Department in Faculty of Teacher Training and Education University Of Muhammadiyah North Sumatera for their encouragement in completing this research.
4. Rita Harisma S.Pd., M.Hum as supervisor, thanks for his suggestion, critics, guidance, advice, comments, and correction during reading process of this study.
5. Habib Syukri Nst, S.Pd., M.Hum as reviewer, thanks for her suggestion, comment, and correction.
6. All lectures especially those of english education program for their guidance advice, suggestion, and encouragement during her academic year at fkip umsu.
7. A.Muin Tarigan, S.Pd (as Headmaster) and Hadinata Syahputra, S.Pd (as Teacher) of SMA Harapan Mekar Medan. Thanks for all guidance, knowledge, support, suggestion and advice.
8. Her lovely sister and brother, Siti Hardiyanti, Adi Syahputra Manurung, M.Rizky Haikal ,and all families who always give supports and pray for her success.
9. Her bestfriends in A morning English Education the FKIP UMSU, especially Anggi Raisa, Fadilla Selian, Ika Tri Septia, Indah Pratiwi, Ismawati, Khafry Handayani Siregar, Linda Lestari, Lisa Elvionita, Melati, Niki Melinda, Putri Ramadani, Puji Rahmadani, Rizkia Faninda Pane, Shella Tri Utami, Sulisma, Syahrina Ulfa, Widya Safitri Saragih and Zaini Rahmadani Pane. Thanks for

all of our crazy moments, thanks for the motivation, pray, support and much love.

10. Her beloved all of ppl friends for support and helpful in completing the task ppl.

11. Her beloved friends, Afipah, Iren, Ririn, Devita, Eki, Arye, Abdi, Evita, Dini, Diana, Sayuti, Alam, Ridho, and Mala. Thanks for all of our crazy moments, thanks for the motivation, pray, support and much love.

12. Her beloved friends in the kost Ampera 6 No 29 B, Purti Novita Handayani, Widyawati, Nana Mardiana, Karmila, Rina Yulliy Pratiwi, Nina Pazrina, Dorin and Noni Thanks for all moments.

13. Her lovely guidance friends, Nuraini said damanik, Evi maya Rizky, leli Azrita, Rahma Yanti, Mita Hardiati, Siti Nurwandani, Diah Julia, Endang Ridona thanks for giving support , time, motivation, spent a lot of time and helpful in completing the task Skripsi.

The researcher realized that her study was still far from being perfect. So, the researcher expected suggestion and comments from all of the readers or other researcher who want to learn about this study. May Allah SWT the most almighty always bless all of us.

Wassalamu'alaikum Wr. Wb

Medan, March 2018

The Reseacher

Dwi Syahrina Azmi

TABLE OF CONTENTS

	Pages
ABSTRACT	i
ACKNOWLEDGEMENTS	ii
TABLE OF CONCTENT	v
LIST OF TABLE.....	viii
LIST OF APPENDIXES	ix
CHAPTER I INTRODUCTION	1
A. Background of the Study	1
B. The Identification of the Problem	3
C. The Scope and Limitation	3
D. The Formulation of the Problem	4
E. The Objective of the Study	4
F. The Significance of the Study	4
CHAPTER II REVIEW OF LITERATURE	6
A. Theoretical Framework	6
1. Reading	6
2. The Purpose of Teaching Reading	7
3. Kind of Reading	7
4. Reading Comprehension	9
5. Level of Reading Comprehension	9
6. Description of PQRST	11
7. The Advantages and Disadvantages of PQRST Techniques	13

8. Descriptive Text	15
9. Description Grammar Translation Method	16
10. The Advantages and Disadvantages of GTM	17
B. Relevant Study	18
C. Conceptual Framework	19
D. Research Hypothesis	21
CHAPTER III METHOD RESEARCH	22
A. Location of the Research	22
B. Population and Sample	22
C. Research Design	23
D. Instrument of Collecting Data	24
E. Technique of Collecting Data	25
F. Technique of Analysis Data	25
CHAPTER IV DATA AND DATA ANALYSIS	28
A. Data	28
B. Data Analysis	28
C. Testing Hypothesis	34
D. Research Finding	34
CAPHTER V CONCLUSION AND SUGGESTION	35
A. Conclusion	35
B. Suggestion	36
REFERENCES	
APPENDIXES	

LIST OF TABLES

Table 3.1 Population and Sample	23
Table 3.2 Research Design	23
Table 4.1 The differences Students' scores in Experimental Group.....	28
Table 4.2 The differences Students' score in control group	31

LIST OF APPENDIXES

- Appendix 1 Lesson Plan of Experimental Group
- Appendix 2 Lesson Plan of Control Group
- Appendix 3 Test Item
- Appendix 4 Key Item
- Appendix 5 The Students' Answer Sheet
- Appendix 6 Attendance List in Experimental Group
- Appendix 7 Attendance List in Control Group
- Appendix 8 Form K1
- Appendix 9 Form K2
- Appendix 10 Form K3
- Appendix 11 Lembar Pengesahan Proposal
- Appendix 12 Pengesahan Hasil Seminar Proposal
- Appendix 13 Permohonan Perubahan Judul Skripsi
- Appendix 14 Proposal Surat Pernyataan Plagiat
- Appendix 15 The Letter of Research
- Appendix 16 Answer of the Letter Research
- Appendix 17 Berita Acara Bimbingan Proposal
- Appendix 18 Berita Acara Bimbingan Skripsi
- Appendix 19 Surat Keterangan
- Appendix 20 Curriculum Vitae

CHAPTER I

INTRODUCTION

A. The Background of Study

According to Neil Anderson, Brigham Young University (USA) Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. The goal of reading is comprehension. Strategic reading is defined as the ability of the reader to use a wide variety of reading strategies to accomplish a purpose for reading. And Reading is an essential skill for learners of English as a second language.

As one of the four skills, reading is an important skill for the students in learning English. By reading, students also can get information that they need and develop their knowledge.

In fact, based on the observation during teaching practicing program (PPL) at tenth grade of SMA YAYASAN HARAPAN MEKAR Marelan, the researcher found some problems in students' reading comprehension. The students did not have interest in reading the text and difficult to find the information from the text. The students' find some difficulties in learning reading comprehend because students were lack of vocabulary, grammar and the concepts of words which make them hard to understand how the sentences related to one another, students were not motivated to know about the content of text and technique of teaching. The students still had difficulty reading because they were not interested and low motivation to learn English. And they also the students did

not understand what is meant by the identification of descriptive text, still had trouble identifying their meaning, determining generic structures and language feature (Using simple present tense). Commonly the teacher used the old method. So during the reading activity, the students are only asked to read the text, translate Indonesian language, discuss the content and answer the questions given, so when they faced the reading test, they read the whole text first, then spelled out sentence by sentence and finally answer the question. Therefore their scores are low due to lost time translating them and finally they cheat on the answers from their friends.

The teacher as instructor and guider must help students in solving the problems in reading comprehension by using new strategy when learn reading .So, the researcher tried to use the PQRST (Preview-Question-Read-Summarize-Test) techniques in the classroom when process teaching learning for achievement in reading comprehension. By using that techniques the students would force focusing to the text and read the text again.

PQRST (Preview-Question-Read-Summarize-Test) is one of strategies that can lead the students reading comprehension. It is suggested by Thomas and Robinson (1982). As an instructional strategy, PQRST (Preview-Question-Read-Summarize-Test) strategy helps students to cope their problem in reading comprehension by using five steps.Each step of PQRST (Preview-Question-Read-Summarize-Test) strategy improves the teaching and learning process which is also aimed to improve the students' reading comprehension. Preview is the first step in which students read a quick glance before beginning reading the reading

material. Question is the second step in which students begin to compile the questions of the text. Read is the third step. When the students read the text, they already have purpose to read based on the question and this makes them to stay focus and increase their concentration. Then, summarize, students begin to summarize or make important notes on what they have read from the text. And the last is Test, in this step the students are given a kind of test that aims to describe students' understanding of the text that has been read before.

Based on the descriptions above, the researcher intends to conduct a research entitled **“The Effect of Applying PQRST (Preview-Question-Read-Summarize-Test) Techniques on the Students’ Reading Achievement in Descriptive Text”**.

B. Identification of the Problem

Based on the background of the study above, there are some problems that were identified in this research:

1. The students were difficult to obtain information from a text.
2. The students still have trouble identifying its meaning, determining generic structures and language feature.
3. The students still have difficulty reading a text.

C. Scope and Limitation of the Problem

Based on the identification of the problem, the scope of this research was focus on reading achievement and the limitation of this research was descriptive

text in the tenth grades of SMA HARAPAN MEKAR MEDAN at academic year 2017/2018 by PQRST (Preview-Question-Read-Summarize-Test) techniques.

D. The Formulation of the Problems

Based on the identification of problem, the problem of the study were formulated as follow “Is there any significant Effect of applying PQRST (Preview-Question-Read-Summarize-Test) Techniques in students’ success in reading descriptive text?”

E. The Objective of the study

Based on the formulation of problem above, the objective of the research “To find out the effect of applying PQRST (Preview-Question-Read-Summarize-Test) Techniques on the Students’ Reading Achievement in Descriptive text.”

F. The Significance of Study

The result of the study are expected to be used theoretically and practically :

1. Theoretically

To explain that useful result of this study was expected to be able to widen the skill of teacher in using PQRST (Preview-Question-Read-Summarize-Test) techniques to improve the students’ reading achievement.

2. Practically

a. For the students, they have been get experience of PQRST (Preview-Question-Read-Summarize-Test) techniques in reading achievement, it would help them to improve their ability in reading achievement and

make them focus on the text, attract their motivation, have a long-term memory in comprehending the text and increase their score on the test.

- b. For the English teacher the use of PQRST (Preview-Question-Read-Summarize-Test) techniques on the students' reading achievement can make students become active in reading process, Teachers can apply PQRST(Preview-Question-Read-Summarize-Test)techniques, generally for all English teachers at other schools to help their students to improve students' understanding of reading and developing their descriptive text. By reading using PQRST (Preview-Question-Read-Summarize-Test) techniques, English teachers are expected to improve their strategies in teaching reading in descriptive text.
- c. For the researcher, this research gives contribution to the research in helping find out the best techniques for teaching and get more information from this research.

CHAPTER II

RIVIEW OF LITERATURE

A. Theoretical Framework

1. Reading

Grabe and Stoller (2002, p. 9) stated that reading is the ability to draw meaning from printed and interpret this information appropriately. Reading is a complex behavior, which involves conscious and unconscious use of various strategies, including problems solving strategies, to build a model of the meaning, which the writer is assumed to have intended.

The following Grabe and Stoller (2002, p. 4) also stated that reading can be though of as a way to draw information from a text and to form an interpretation of that information. The ideas expressing in this context reading is the process of interpreting meaning and information from prented materials in terms of using strategies to solve some problems. And Reading states on encouraging students to analyze the language of text in detail, see R Gower (1999).

Cline et al. (2006, p. 2) said that reading is decoding and understanding written text. Decoding requires translating the symbol of writing system into the spoken words which they represent. Understanding is determined by the purposes for reading, the context, the nature of the text, and the readers' strategies and knowledge. The ideas carried out in this context reading is concerned with the

sign interpretation and determining the objectives of reading from context of the text.

Reading is a process shaped partly by the text, partly by the reader's background, and partly by the situation the reading occurs in (Hunt, 2004, p. 137). Reading an academic text does not simply involve finding information on the text itself. Rather, it is a process of working with the text. When reading an academic text, the reader recreates the meaning of the text, together with the author.

2. The purposes of Teaching Reading

According to Klinger (2007:2) The purposes of teaching reading refers to the students' ability to comprehend the meaning of functional text and monolog text. Functional text consists of invitation, describing people, announcement, personal letter, advertisement and short message. Then monolog text, deals with narrative text grammar is a description of the rules that govern how a language's sentences are formed. It means that grammar guides us to form a sentence.

3. Kinds of reading

Urquhart & weir (1998) distinguish between five kinds of reading: scanning, skimming, search reading, careful reading and browsing, though they claim that the list is not exhaustive. These terms for different types of reading are often used in the literature, yet they often appear to be used in different ways. These will be discussed in detail.

1. Skimming: reading for gist, it is a type of rapid reading which is used when the reader wants to get the main idea or ideas from a passage .
2. Scanning: reading selectively to achieve very specific reading goals, e.g. finding a number, date. It is used when the reader wants to locate a particular piece of information without necessarily understanding the rest of a text or passage. The main feature of scanning is that any part of the text which does not contain the pre-selected piece of information is dismissed. Search reading: locating information on predetermined topics. The reader wants information to answer set questions or to provide data.
3. Search reading differs from scanning in that in search reading, certain key ideas will be sought while there is no such attempt in scanning. It also differs from skimming in that the search for information is guided by predetermined topics so the reader does not necessarily have to get the gist of the whole text.
4. Careful reading: this is the kind of reading favored by many educationists and psychologists to the exclusion of all other types. It is associated with reading to learn, hence with the reading of textbooks. Urquhart & Weir (1998) note the defining features of careful reading are: (a) that the reader attempts to handle the majority of information in the text, that is, the process is not selective, (b) that the reader adopts a submissive role, and accepts the writer's organization, and (c) that the reader attempts to build up a macrostructure. They also distinguish between careful reading at local level and at global level.

5. Browsing: is a sort of reading where goals are not well defined, parts of a text may be skipped fairly randomly, and there is little attempt to integrate the information into a macrostructure.

4. Reading Comprehension

The aim of reading activity is for getting good comprehension, if the reader cannot comprehend the text so that they cannot get the information and the knowledge. Reading comprehension is an interactive process. Snow (2002) states that reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. In other word, when reading activity the students have to find the meaning of the text, because if the students do not understand the text, it means that they have no interaction with the author. Therefore, they have to comprehend what they have read because; comprehension is really needed in reading activity.

5. Level of Reading comprehension

Level of comprehension refers to the degree in which a reader can be categories as good as poor reader, proficiency reader. It means that how far the students understand information gotten from the text and which levels that has been achieve. Brown (2004) advocate four levels of comprehension, namely literal comprehension, interpretative comprehension, critical comprehension, and creative comprehension.

a. Literal comprehension

Literal comprehension included the process to take in ideas or understanding the ideas and information explicitly in the passage. The basic of literal comprehension is recognizing stated main ideas, details, caused, effect and sequence. Mastering of the basic literal comprehension can be done through understanding the vocabulary, sentence meaning and paragraph meaning. The literal level is easiest level of reading comprehension because a readers is not required to go beyond what is actually said. In this level, the reader knows the words meaning or to recall detail directly in own word.

b. Interpretative Comprehension

Interpretative comprehension refers to the ability to go beyond what is stated directly, to understand what the researcher means by looking for the inside meaning. Readers identify and derive ideas and meaning from a text they are explicitly stated. It can be said that interpretative comprehension the ability to get inference or implied meaning from the text, understand of ideas and information not explicitly stated in passage.

c. Critical comprehension

The critical comprehension is the ability to make analysis, evaluation and personally reacting about the ideas of information the researcher offers in a passage. The critical comprehension must be active reader, questioning, searching for fact, and suspending judgement until students considered all of the materials.

d. Creative comprehension

Creative comprehension refers to the ability of the reader to use his/her imagination when reading the passage. Skill for creative reading comprehension includes the understanding cause-effect relationship on a story solving problem and producing the creation.

So, from the explanations above, it was concluded that all four levels of reading comprehension are important and need to be foster for the readers. These levels of comprehension are important, but in this research the researcher only focus on the one levels, namely is literal comprehension

6. Description of PQRST (Preview-Question-Read-Summarize-Test)

PQRST is one of techniques that can lead the students reading comprehension. This technique is proposed by Thomas and Robinson (1982) that can help students retrieve the information got after reading from their memory. As an instructional strategy, PQRST strategy helps students to cope their problem in reading comprehension by using five steps. The steps of PQRST technique are generally same but the application of it depends on the materials read. They are Preview-Question-Read-Summarize-Test (Staton, 1982; Pauk, 2005; Wormeli, 2005; Wolf, 2011). Each step of PQRST strategy improves the teaching and learning process which is also aimed to improve the students' reading comprehension. Reading comprehension can be improved by employing certain strategies in the form of study skills. One of the widely used study strategies to gain students' comprehension especially in content area reading is PQRST, which

stands for Preview-Question-Read-Summarize-Test (Ahuja & Ahuja, 2007:21). In reference to this research, the writer implemented the PQRST strategy. The PQRST strategy is a simple, step by step plan of action any child might adopt when faced with reading assignment (Westwood: 2001). It was found by Staton (1982). This method is used to improve reading competency. PQRST is an instructional strategy that has been shown to be effective to improve a reader's understanding, and his/her ability to recall information. In other words, the reader is more likely to learn, and to learn more, of the material he/she is reading.

Susanti (2013) states that PQRST technique as one of the reading techniques can help the students to improve their reading comprehension skill. PQRST technique is a powerful reading technique which provides strong reading background as a key before reading activity. So, the students know what they should do in reading. The PQRST strategy stands for Preview, Question, Read, State, and Test. There are five steps to the PQRST Literacy Strategy according to Wormerli cited by Susanti (2013: 27).

According to Staton (1982) the procedure PQRST (Preview-Question-Read-Summarize-Test) Techniques as follows: (a) Preview, this is the first step; the students will look at the topics or sub topics that the writer will be given, and it is narrative text. They only read in a few second (skimming). Glance through the major headings and key points outlined throughout it. (b) Question, the next step is make questions. The students will arrange the question in which they want to know about the text. Anything question about the text, using standard question: who, what, when, where, why, and how. The question that will arouse curiosity

would help to read in order to find the answer to the important (relevant), and ultimately will enhance the understanding entire contents of the text. (c) Read, the students will read through all the text that the writer has given. It is better if the students read part of the text that relates to the question they wish to know the answer. They also have to know the topic of each paragraph. They read, stop, think, and read again. (d) Summary, in this step, students will make summary. All of the text they have read will state in writing. They write by their own language or their our own understanding. They also can do it by each paragraph. In other way, they can make the conclusion or summary by recording their own voice, or any other method that they enjoy to do it. But in this research, the writer will ask the students to write down their summary. The things that were written in summarizing activities in accordance with the question that have been created on stage question and other goals want summarized. (e) Test, this is the last step. The students will answer the question in which Teacher has made. The last step is repeat again and again to remember the entire chapter, attempted to gain mastery all of round, and solid on the material.

7. The Advantages and Disadvantages of PQRSST Techniques

There are some advantages of PQRSST in teaching reading achievement, namely : (a) The PQRSST strategy helps to enhance students' comprehension of a text. It helped the students arrange the steps of reading. The students would have a good intention to the text because they had the preview before they analyse the whole of the text. (b) The benefits of Questioning step led the students to

formulate the questions they need to find. This step helped the students to focus and create the curiosity toward the text. This motivates the students to read. It made the students find the information details easily. It also made them to focus to the aspects that they should find in the text.(c) It helped engage students actively and meaningfully in their reading. The students will actively involve in comprehending the text.(d) This strategy made the students well-planned in reading the text. It made the reading process more effective in order to reach the goals.

By knowing this ahead of time, the students able to look for and recognize the most important points when they do read for details. They did not waste time stumbling through the book and finding a starting point. And there are some disadvantages of PQRSST such as: (a) This strategy was time consuming, because it had several stages that should be done by the students in reading. So, it would rather difficult for the students who have difficulties in reading. To solve the problem, the teacher used the simple or short text in order to make the effective time. The students also did the group work to discuss the text in some part of learning process. (b) In some stages, the students may get difficulties in doing the step of PQRSST strategy. For example, there are some students with low capability in summarizing, because they are weak to recognize the most important points to find the details. Only the students who have upper knowledge level are able to recall the important points. So, it was dominated by some students who can do this stage. To solve this problem, the teacher divided the class in some groups or pairing works to discuss the difficult terms. The teacher also asked the students.

8. Descriptive Text

Descriptive text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others. Djuharie (2007:24) states that descriptive text is describe about something a particular person,place,or thing that have characteristic that related to location, purpose, function, features, and proof and noun.Descriptive text is also the text that describes something in order the reader or listener are able to get the same sense as what the reader experiences.

Descriptive is a written English text in which the writer describes an object. In this text, the object can be concrete or abstract object (Siahaan, 2011). Description is a text containing two components i.e., identification and description. The identification is to identify the object to describe while description is to describe parts, qualities and characteristics of the parts of the object. The social function of descriptive to describe a particular person, place or thing, (Gerot, Linda and Wignell, Peter, 1994).

In descriptive text has a generic structure: (1) identification: introduce a particular person or thing or place, (2) Description: describing physical appearance,quality, behavior, etc. (<http://surviverenglish.blogspot.com>). Gerot and Wignel (1994, p. 208) also emphasized that the term description is concerned with the aspect of describing a particular person, place or thing in social function of the text. And in descriptive text has a Language Feature. The Language Feature of Descriptive Text :(1) Using attributive and identifying process.(2) Using adjective and classifiers in nominal group.(3) Using simple present tense.

9. Description Grammar Translation Method

Grammar Translation Method is basically a method of teaching and learning second and foreign languages. Under this method Translation of text and study of grammatical rules and their practice are the main activities. In the class of GTM, use of target language is very less. And students are taught in national language or L1. Vocabulary with their meaning in the form of list of selected words. Structure of tenses is taught by putting words together and instruction about forms and inflection of words are given. In this method teacher translate each word and phrase in the text into L1 of the learner. Then translation of several sentences is required by the students. A contrastive study of Target and source language gives great understanding of structure of both languages.(Hedge, 2000) describes that, “Teaching English grammar provides explicit trademark to guarantee producing correct structures expedite the learning process”. (Leonardi,2009 , p.143) Before translation of a text it “should be read carefully and analyzed in detail to determine the contents in term of what, how, and why it is said”.

Procedure of Grammar Translation Method : (1)The class reads a text written in the target language.(2) Students translate the passage from the target language to their tongue.(3) The teacher asks students in their native language if they have any questions and the teacher answer the question in their native language.(4) Students write out the answer to reading comprehension questions. (5) Students translate new words from the target language to their mother tongue.(6) Students are given a grammar rule and based on the example they

apply the rule by using the new words.(7) Students memorize vocabulary.(8) The teacher asks students to state the grammar rule.

10. The Advantages and Disadvantage of Grammar Translation Method

There are some advantages of Grammar translation method in teaching reading, namely : (a) Students can understand well the meaning of abstract words and complicated sentences.(b) By having well aware of grammatical rules, students can comprehend the message through reading text and can produce grammatically correct sentences.(c) Knowledge of morphology and syntax will make students to analyze and solve problems.(d) The GTM demands fewer efforts from teachers.(e) It is a time saving method, because it is the easiest way of explaining vocabulary items.(f) Teachers who are not fluent in speaking English can teach English through this method. As there is lack of fluent English teachers in Pakistan, so this problem can overcome by using this method. And There are some disadvantages of Grammar translation method such as: (a) It is a teacher centered approach, because there is little interaction between students and teacher.(b) Inability of students to communicate in target language GTM reverses the learning process of a language; as it starts with listening but GTM starts with reading.(c) It is impossible to translate exactly from one language to another.

B. Relevant Studies

There some previous studies which relate of this research, namely:

1. Aprida Nur Riya Susanti (2013), The objective of this research is to improve students' reading comprehension in the teaching and learning process at the 11st grade students of SMA PIRI 1 Yogyakarta through PQRST technique. The results of the research show the increase of the students' motivation, classroom interaction, and students' enthusiastic in the learning reading process. They also could get involved actively in the reading learning process. The students could interact well with other students, the teacher and the materials during the teaching and learning process of reading. The findings are also supported by the quantitative data. The mean score of the students' reading comprehension test improved from 36.89 in the pre -test to 44.23 in the post-test. It means that there was an increase of the students' reading comprehension ability by 07.34. In conclusion, the use of PQRST technique with its accompanying actions was effective to improve the teaching and learning process of reading comprehension.
2. Nikmatul Khoiriah (2017), The aims of this research were (1) to find out whether there was an improvement of students' reading comprehension ability after being taught using PQRST strategy, (2) to find the aspects of reading that improve the most after being taught through PQRST strategy. This research was conducted on the second grade of SMKI Assya'roniyyah Mataram Baru.. The data were analyzed using paired sample t-test and the hypothesis was tested using SPSS version 16. The result showed that there

was an improvement of students' reading comprehension ability after being taught through PQRST strategy. It was proven by the result of mean score from pretest (44.17) increased to (63.59) in the posttest at the significance level ($p < 0.05$). In addition, finding details information was the reading aspect that improved the most. Based on observation and interview, the implementation of PQRST strategy in teaching reading could help the students to comprehend the material well. This suggests that PQRST strategy facilitates the students to improve reading comprehension.

C. Conceptual Framework

Reading skill is one of language skill which is needed to be mastered by students. Reading skill has significances in determining the students' communicative competence in the target language. Also, having good abilities in reading will help student to absorb a lot of information and knowledge from many resources.

On the teaching and learning of reading skill, there are constraints faced by both teachers and students. As for example, the students face difficulties in comprehend the text because of their less vocabulary mastery. On the other hand, materials and method provided by the teachers are monotonous. As a result, the students cannot develop their reading ability optimally.

In this case, the researcher will be conduct the reseach by using true experimental research. In this study will be divided 2 techniques that will use 2 classes for research. The first class uses PQRST (Preview-Question-Read-

Summarize-Test) technique in learning reading which will learn the type of text descriptive text. while the second class is still using conventional methods in learning reading that will learn the type of text descriptive text.

PQRST (Preview-Question-Read-Summarize-Test) method used to improve readers understanding and recall their ability to recall information. In other words, the readers is more likely to learn and to learn more of the reading material. This method is prioritizes the information in a way that relates directly to how they had been be asked to use that information on the text. students will be given a text that is text descriptive text. Students are personally asked to read the text given. Students are asked to read the text given using the PQRST (Preview-Question-Read-Summarize-Test) technique. which will be divided into 5 steps. 1) Preview This is the first step; the students will look at the topics or sub topics that the writer will be given, and it is descriptive text. They only read in a few second (skimming). Glance trough the major headings and key points outlined throughout it. 2) Question The next step is make questions. The students will arrange the question in which they want to know about the text. Anything question about the text, using standard question: who, what, when, where, why, and how. The question that will arouse curiosity would help to read in order to find the answer to the important (relevant), and ultimately will enhance the understanding entire contents of the text. 3) Read The students will read through all the text that the writer has given. It is better if the students read part of the text that relates to the question they wish to know the answer. They also have to know the topic of each paragraph. They read, stop, think, and read again. 4) Summary In this step,

students will make summary. All of the text they have read will state in writing. They write by their own language or their our own understanding. They also can do it by each paragraph. In other way, they can make the conclusion or summary by recording their own voice, or any other method that they enjoy to do it. But in this research, the writer will ask the students to write down their summary. The things that were written in summarizing activities in accordance with the question that have been created on stage question and other goals want summarized. 5) Test, this is the last step. The students will answer the question in which teacher has made. The last step is repeat again and again to remember the entire chapter, attempted to gain mastery all of round, and solid on the material.

D. Research Hypothesis

Based on the formulation of problem, so the researcher determined this study with the testing hypothesis as follows:

Ha : There is significant the effect of applying PQRST (Preview-Question-Read-Summarize-Test) techniques on the students' reading achievement in descriptive text.

Ho : There is not significant the effect of applying PQRST (Preview-Question-Read-Summarize-Test) techniques on the students' reading achievement in descriptive text.

CHAPTER III

RESEARCH METHOD

A. Location of the Research

This research was conducted at SMA HARAPAN MEKAR on Jl. Marelan pasar II No 77, Rengas Pulau, Medan Marelan, Kota Medan, Sumatera Utara. It was conducted in the tenth grade students of second semester at 2017/2018 academic years. The researcher found the problem because based on the observation during teaching practicing program (PPL), in this school that the students were still difficulties in reading comprehension and PQRSST (Preview-Question-Read-Summarize-Test) techniques have not been conducted in this school yet.

B. Population and Sample

The population of the research was the 2017/2018 academic year students. In this study the researcher chose the grade X students of SMA HARAPAN MEKAR Medan as the population of this research. There were two classes. X IPA consists of 33 students and class X IPS consists of 30 students. So total of the population were 63 students.

The sample of the study were all population. So, the sample of this research were all the population, they were 63 students. IPA class X consists of 33 students, IPS class X consists of 30 students. The total of the sample was 63. The researcher took all the students as the sample by using total sampling.

According to Arikunto (2006:131) “ If the population of research is less than 100, it is better to include all of them message as the sample”.

Table 3.1
Population and Sample of Research

No	Class	Population	Sample
1	X IPA	33	33
2	X IPS	30	30
	Total	63	63

C. Research Design

This research was conducted to using an experimental research. In this study, there were two groups, namely the experimental group and the control group. The experimental group was the class which was taught by using the PQRST technique. Meanwhile, the control group was taught by Grammar Translation Method. The details are showed in the table as follows:

Table 3.2
The Research Design

Name of group	Pre-test	Treatment	Post-test
Experimental (X)	✓	PQRST Techniques	✓
Control (Y)	✓	Grammar Translation Method	✓

There are three stages in doing procedure of rersearch, they are: pre-test, treatment and post-test.

1. Pre-test

The researcher gave the pre-test to both of groups ,they were experimental and control groups to know the average score on preliminary data. The purpose of pre-test was to know the students’ reading achievement before treatment. This

research was used multiple choice test. The test were taken from students' book.

The test consists of 20 items test

2. Treatment

This research was conducted to two classes. They were experimental group and control group. Both of experimental class and control groups was given the same material but each of class would get different treatment. The experimental group was taught by using PQRST (Preview-Question-Read-Summarize-Test) techniques and the control group was taught by using Grammar Translation Method.

3. Post test

The researcher delivered material to experimental group and control group, the researcher was given the test to both of the groups on post-test by using same test instrument and items. Giving post-test in experimental and control groups by giving test in the form of multiple choice test. The researcher analyzed the students' score and then the researcher compared the score of the both groups. Finally, the researcher analyzed the test hypotheses to find out the effect of PQRST (Preview-Question-Read-Summarize-Test) strategy to the experimental class in teaching reading comprehension in descriptive text.

D. Instrument of Collecting Data

The instrument to collect the data in this research was multiple choice test, with five options (A,B,C,D and E). The test were taken from students' work sheet book. There were 20 items to answer and the score for each correct answer was

scored 1 and the wrong answer is scored 0. So, the total score were calculated by using the formula :

$$\text{Score} = \frac{R}{N} \times 100 \%$$

Notes :

S = Scoring of the Test

R = Number of Correct Answer

N = Number of Item

E. Technique of Collecting Data

In this research, the data was collected by following procedures as follows:

1. Giving pre-test to experimental and control groups
2. Giving treatment.
 - a. Teaching the experimental group by using the PQRST (Preview-Question-Read-Summarize-Test) techniques.
 - b. Teaching the control group by using Grammar Translation Method.
3. Giving post-test in experimental and control groups by giving same test as in the pre-test.
4. Correcting the students' answer sheets.

F. Technique of Analyzing Data

In analyzing the data, the result of the data were analyzed by using statistical procedure which consisted of mean, standard deviation (SD) and

dependent t-test. The mean used to find out the average of the sample. To find the mean, Ary (2010):

a. Mean

$$\bar{X} = \frac{\sum X}{N}$$

Where:

\bar{x} = mean

\sum = sum of

x = raw score

N = number of cases

b. Standard Deviation

$$S_D = \sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{n}}{N - 1}}$$

Where:

SD = standard deviation

D = differences between with t-test and post-test

N = numbers of pairs

c. Dependent sample T-test

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where:

t = t-ratio

\bar{D} = average difference

$\sum D^2$ = different score pre-test and post test

$(\sum D)^2$ = difference score experimental group and control group

N = number of student

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data

The data of the study were obtained from the reading test score. There were two kinds of test for each group, there were pre-test and post-test.

B. Data Analysis

After the researcher assessed students' scores, then they were calculated into formulas to find out Standard Deviation and T-test to know the differences between the students' score in the experimental group and control group. The differences the students' score in Experimental Group could be seen in the tables 4.1 below:

Table 4.1
The difference of Students' scores in Experimental Group

No	Students' name	Score		D (x2-x1)	D ²
		Pre-test	Post-test		
1	MAP	55	65	10	100
2	ADI	50	75	25	625
3	AZ	55	70	15	225
4	AS	55	90	35	1225
5	AJS	45	85	40	1600
6	ETM	70	90	20	400
7	EM	60	85	25	625
8	F	60	80	20	400
9	F	65	85	20	400

10	FSN	70	90	20	400
11	HS	45	70	25	625
12	IH	60	85	25	625
13	IK	65	75	10	100
14	J	75	95	20	400
15	J	50	80	30	900
16	LF	55	60	5	25
17	LA	55	85	30	900
18	MN	70	95	25	625
19	MFL	60	80	20	400
20	MFA	60	80	20	400
21	MY	55	75	20	400
22	NH	65	85	20	400
23	NHB	60	90	30	900
24	OP	70	85	15	225
25	R	70	90	20	400
26	S	50	85	35	1225
27	S	70	90	20	400
28	SD	65	90	25	625
29	TIS	45	60	15	225
30	TA	60	75	15	225
31	UB	75	95	20	400
32	YA	60	85	25	625
33	R	55	70	15	225
Total		1.980	2.695	715	17.275
Mean		60	81.67	21.67	5.23

The above table shows the students' name (sample) and the total score of pre-test. The pre-test total score was 1.980 and the mean was 60. In post-test, the

table score was 2.695 and its mean was 81.67. The Standard Deviation was analyzed investigate the differences between pre-test and post-test. So, following formula was applied.

$$\begin{aligned}
 S_D &= \sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{n}}{N - 1}} \\
 &= \sqrt{\frac{17.275 - \frac{(715)^2}{33}}{33 - 1}} \\
 &= \sqrt{\frac{17.275 - \frac{511.225}{33}}{32}} \\
 &= \sqrt{\frac{1.275 - 15.491}{32}} \\
 &= \sqrt{\frac{1.784}{32}} \\
 &= \sqrt{55.75} \\
 &= 7.47
 \end{aligned}$$

So, Standard Deviation of experimental group was 7.47. Thus, those value can be used to find out the result of applying t-test formula. It can be seen in the following:

$$\begin{aligned}
 t &= \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}} \\
 &= \frac{21.67}{\sqrt{\frac{17.275 - \frac{(715)^2}{33}}{33(33-1)}}}
 \end{aligned}$$

$$\begin{aligned}
&= \frac{21.67}{\sqrt{\frac{17.275 - \frac{511.225}{33}}{33(32)}}} \\
&= \frac{21.67}{\sqrt{\frac{17.275 - 15.491}{1056}}} \\
&= \frac{21.67}{\sqrt{\frac{1.784}{1056}}} \\
&= \frac{21.67}{\sqrt{1.68}} \\
&= \frac{21.67}{1.296} \\
&t = 16.72
\end{aligned}$$

The result of t-calculation showed that t-test is 16.72 and t-table is 1.67. The t-test is higher than t-table ($16.72 > 1.67$). After know students' scores in the experimental group, then the researcher calculated in Standard Deviation and t-test to know the students' score in control group, it could be seen in the tables 4.2 below:

Table 4.2
The difference of Students' score in control group

No	Students' name	Score		D (x2-x1)	D ²
		Pre-test	Post-test		
1	DN	30	50	20	400
2	ESW	30	50	20	400
3	FF	50	70	20	400
4	FH	50	75	25	625
5	M	45	60	15	225

6	MB	30	50	20	400
7	MAC	40	60	20	400
8	MY	60	70	10	100
9	N	35	55	20	400
10	N	60	75	15	225
11	NS	40	55	15	225
12	H	50	65	15	225
13	DA	65	80	15	225
14	NS	40	60	20	400
15	PP	45	60	20	400
16	PR	65	80	15	225
17	RP	35	55	20	400
18	RA	50	65	15	225
19	RY	65	75	10	100
20	RC	50	75	25	625
21	TA	35	50	15	225
22	VS	55	70	15	225
23	W	55	70	15	225
24	WAP	70	85	15	225
25	WS	70	80	15	225
26	SR	40	60	10	100
27	SY	40	55	15	225
28	YA	65	75	15	225
29	RAP	40	55	15	225
30	YF	30	50	20	400
Total		1.435	1.935	505	8.925
Mean		47.83	64.5	16.83	297.5

Based the above table, it can be concluded that the total score of pre-test was 1.435 and the mean was 47.83. In post-test, the total score was 1.935 and its

mean was 64.5. It means that, the total and mean score in post-test in the experimental group was higher than the total and mean score in post-test in the control group. To measure Standard Deviation in the control group, the researcher analyzed the data by using formula as follow:

$$\begin{aligned}
 S_D &= \sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{n}}{N - 1}} \\
 &= \sqrt{\frac{8.925 - \frac{(505)^2}{30}}{30 - 1}} \\
 &= \sqrt{\frac{8.925 - \frac{225.025}{30}}{29}} \\
 &= \sqrt{\frac{8.925 - 7.500}{29}} \\
 &= \sqrt{\frac{1.425}{29}} \\
 &= \sqrt{49.13} \\
 &= 7.00
 \end{aligned}$$

So, Standard Deviation of control group was 7.00. Thus, those values can be used to find out the result of applying t-test formula. It can be seen in the following:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}}$$

$$\begin{aligned}
&= \frac{16.83}{\sqrt{\frac{8.925 - \frac{(505)^2}{30}}{30(30-1)}}} \\
&= \frac{16.83}{\sqrt{\frac{8.925 - \frac{225.025}{30}}{30(29)}}} \\
&= \frac{16.83}{\sqrt{\frac{8.925 - 7.500}{870}}} \\
&= \frac{16.83}{\sqrt{\frac{1.425}{870}}} \\
&= \frac{16.83}{\sqrt{1.63}} \\
&= \frac{16.83}{1.27} \\
&t = 13.25
\end{aligned}$$

Based analyzed above, the result of t-test in control group was 13.25. It means that the result of experimental group was higher than the result of t-test in control group, namely $16.72 > 13.25$.

C. Testing Hypothesis

In analyzing the hypothesis, it referred to the t-table at the level significant of $\alpha 0.05$. The testing criterion used for hypothesis result is: if $t\text{-test} > t\text{-table}$, it means that that the alternative hypothesis (H_a) is accepted and null hypothesis (H_o) is rejected. Furthermore, the t-table with the level significant of $\alpha 0.05$ with the degree of freedom (df) $\rightarrow (2n-2 = 63-2= 61)$ is 1.67. This means that H_a is this

study was accepted since students' t-test in the experimental group is 16.72 and the t-table 1.67. Because the t-test value is higher than the t-table ($16.72 > 1.67$). Therefore, it can be concluded that Applying PQRST (Preview-Question-Read-Summarize-Test) techniques can improve students' achievement in reading descriptive text.

D. Research Finding

The finding of the research, there was significant effect of applying PQRST (Preview-Question-Read-Summarize-Test) techniques in students' success in reading descriptive text. Teaching reading descriptive text in experimental group by using PQRST (Preview-Question-Read-Summarize-Test) techniques was more effective than teaching reading descriptive text by Grammar Translation Method. The t-observe value was higher than t-table in without t-observed was 16.72 and 13.25 ($16.72 > 13.25$).

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter, the researcher mainly presents conclusions and suggestions based on the research findings and discussion presented in previous chapter.

A. Conclusions

1. There were significant effect of applying PQRST (Preview-Question-Read-Summarize-Test) Techniques on the students' achievement in reading especially in reading descriptive text. The result of computation in t-test was 16.72, while the critical value of 0.05 significant level was 1.67. The conclusion from the data analysis is the value of t-test (16.72) was higher than the t-table (1.67). it means that the alternative hypothesis (H_a) was acceptable and the teaching by using PQRST (Preview-Question-Read-Summarize-Test) significantly affects on the students' achievement in reading descriptive text. The students' difficulties in reading by applying PQRST (Preview-Question-Read-Summarize-Test) was in the time. Some students need more time to understand and absorb the information.
2. After analyzing the data, the result that the students' who were taught by applying PQRST (Preview-Question-Read-Summarize-Test) techniques got better achievement than those taught by applying Grammar translation method, and it proved from the result of post test both of groups. The higher score in experimental group was 95 And the lowers score was 60,

while the higher score in control group was 85 and the lowest score was 50. So by applying PQRST (Preview-Question-Read-Summarize-Test) (16.72) more the higher than by applying Grammar translation method (13.25).

B. Suggestions

1. The students, the students should be active in the classroom because in the PQRST (Preview-Question-Read-Summarize-Test) techniques made the students to be active in learning process, it is hoped that the students increased the knowledge.
2. The English teacher, especially in SMA Harapan Mekar Marelan. They can try PQRST (Preview-Question-Read-Summarize-Test) techniques in teaching English to increase their knowledge and their teaching especially reading by using a good technique so that the students are easier and motivated to learn English. The English should select a technique that are not only interesting but also appropriate with the subject and the students' need. So, the teacher can use PQRST (Preview-Question-Read-Summarize-Test) techniques as an active technique to teach reading in the class.
3. The researcher can give contribution to the research in helping find out the best method for teaching reading and get more information from this research.

REFERENCES

- Abdul, B. K. 2015. *The Effectiveness of Grammar Translation Method in Teaching and Learning of English Language at Intermediate Level*. International Journal of Multidisciplinary Research and Modern Education, Vol 1, Issue 1.
- Alfi, H. *The PQRST Strategy, Reading Comprehension, and Learning Style*. Indonesian Journal of Applied Linguistics, Vol. 4 No.1, July 2014, pp.123-139.
- Ary, D., Jacobs, L. C., Razavie, A., & Sorensen, C. 2010. *Introduction to research in education*, (8th ed), Canada: Thomson Wadsworth.
- Aulia, R. 2017. *The Effect of Using Visualization Strategy on the Students' Achievement in Reading Comprehension*. English Education Program of the FKIP UMSU, Medan.
- Brown, D. H. 2000. *Language Assesment: Principles and Classroom Practices*. New York: pearson Education.
- Gower, R. 1999 Doing as we would be done by. *Modern English Teacher* 8/4.
- Khoiriah, N. 2017. *The Implementation Of P-Q-R-S-T Strategy to Improve Students' Reading Comprehension Ability at Smki Assya'roniyyah Mataram Baru*. English Education Study Program Department Of Language And Art Education Faculty Of Teacher Training And Education University Of Lampung 2017.
- Nunan, D. 2003. *Practical English Language Teaching*. Syedney:Mc graw Hill.
- Rini. 2013. *Principles In Assessing Reading*. Dosen FKIP Universitas Tidar Magelang .Vol. 39 No. 2, 15 Agustus 2013 : 70-79.
- Susanti, N. R. 2013, *Improving Students' Reading Comprehension Through PQRST Technique* Grade Xi of Sma Piri 1 Yogyakarta In The Academic Year Of 2012/2013.
- Zainuddin. 2015. *The Effect of Cooperative Integrated Reading and Composition Technique on Students' Reading Descriptive Text Achievement*. Medan: Faculty of Languages and Arts, Universitas Negeri Medan, Indonesia. ISSN 1916-4742 E-ISSN 1916-4750.Vol.

APPENDIX I

LESSON PLAN (EXPERIMENTAL CLASS)

Name of School	: SMA HARAPAN MEKAR
Subject	: English
Class/ Semester	: X IPA/ II
Topic	: Descriptive Text
Aspec/ Skill	: Reading
Time Allocation	: 2 x 45 minutes

A. Core Competence

- KI 1. Living and practicing the religious teachings it embraces.
- KI 2. Living and practicing honest, discipline, responsible, caring (polite, cooperative, tolerant, peaceful) behavior, courteous, responsive and proactive and showing attitude as part of the solution to problems in interacting effectively with the social environment and nature and in placing ourselves as a reflection of the nation in the association of the world.
- KI 3. Understanding, applying, analyzing factual, conceptual, procedural knowledge based on curiosity about science, technology, art, culture, and humanities with the insights of humanity, nationality, state and civilization on the causes of phenomena and events, and applying procedural knowledge on a specific field of study according to his or her talents and interest to solve the problem.
- KI 4. Cultivate, reason, and serve in the realms related to the development of the self-study in schools independently, and able to use methods according to scientific rules.

B. Basic Competence and Indicator

Basic Competence	Indicator
3.7 Get the meaning of oral descriptive text and write simple about people, places of interest, and famous historical buildings, in accordance with the context of its use.	<ul style="list-style-type: none">• Understanding and comprehend in using PQRST techniques on Reading Achievement in Descriptive Text.• Analyze generic structure, language feature on Descriptive Text.• Identifying information from Descriptive Text.• Answer the question based on the content of reading Descriptive Text.

C. Learning Objectives

After finishing the lesson, the students are supposed to able to :

1. Students can understand the application of PQRST techniques.
2. Students can analyze generic structure, language feature on a text.
3. To Identifying information from Descriptive Text.
4. To Answer the question based on the content of reading Descriptive Text.

D. Lesson Material

Definitions of Descriptive text

Descriptive text is to describe a particular person, place, or thing.

Generic Structure

Identification = Identifying the phenomenon to be descriptive.

Description Characteristics = Describing the phenomenon in parts, qualities, and characteristics.

Language Features

-Focus on specific characteristic.

-Use of simple present tense.

E. Learning Method

PQRST Techniques

F. Media

1. Buku bahasa Inggris Kurikulum 2013, Jakarta : Kementerian dan Kebudayaan Republik Indonesia.

G. Teaching learning steps

Activities	Description of Activities	Time
Introduction	<ol style="list-style-type: none">1. Greeting and pray together2. Ask the condition of students and give the motivation3. Check the attendances4. Teacher delivers the material to be learned5. Teacher delivers the objective of the study	10 Menit
Core	<ol style="list-style-type: none">1. Observing<ul style="list-style-type: none">• Teacher point out of Descriptive Text.• The teacher explains about Preview, Question, Read, Summarize and Test (PQRST) and roles that there is in this techniques.• The students give	25 Menit

	<p>attention to the teacher explanation.</p> <ul style="list-style-type: none">• Teacher asks the students to read Descriptive Text. <p>2. Questioning</p> <ul style="list-style-type: none">• With guidance and direction from the teacher, students ask questions about matter that have not been understood. <p>3. Exploring</p> <ul style="list-style-type: none">• The teacher give a text to the students and order the students read the text using PQRTS techniques.• The teacher asks students to identify the main content of the information and determine the generic structure and find new vocabulary. <p>4. Assosiating</p> <ul style="list-style-type: none">• The teacher asks the students to do the exercise that will be given by the teacher. <p>5. Communicating</p>	
--	---	--

	<ul style="list-style-type: none"> Teacher and students are together discuss the answer with the students 	
Closing	<ul style="list-style-type: none"> The teacher give the conclusion, motivation to the students and close the lesson. 	10 Menit

H. Assesment

Technique : Reading test

Form : Multiple choices

No	Aspect	Score
1.	True Answer	1
2.	Wrong Answer	0

$$\text{Score} = \frac{R}{N} \times 100 \%$$

Notes:

S = Scoring of the Test

R = Number of Correct Answer

N = Number of Item

Instrument

The following text is for questions number 1-10 !

Peter is the youngest in our family. He is fourteen years old and four years younger than me. He has long, straight hair, bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do.

Peter is interested in sports very much, and at school, he plays football and tennis. He is the best badminton player in our family.

Choose the correct answer by crossing (x) letter A, B, C, D or E from the question below !

1. The writer is years old.
 - a. fourteen
 - b. sixteen
 - c. eighteen
 - d. nineteen
 - e. twenty

2. Which of the following statement is not true about peter?
 - a. He has long and straight hair.
 - b. He has bright eyes.
 - c. He has a friendly smile

- d. He plays football and tennis.
 - e. He is interested in sports.
3. According to the text, we know that peter is
- a. The writer's youngest brother
 - b. The writer's elder brother
 - c. A diligent boy
 - d. A super naughty boy
 - e. A friendly boy
4. "He is fourteen years old and four years younger than me." (Paragraph 1)
- The underlined word refers to
- a. Peter
 - b. The writer
 - c. The writer's brother.
 - d. The writer's sister
 - e. The writer's family
5. **From the text, we may conclude that....**
- a. Many people do not like Peter.
 - b. Peter is older than the writer.
 - c. Peter is a welcoming person.
 - d. Peter is not diligent at all.
 - e. Peter is arrogant.
6. **It is implied in the passage that**
- a. Peter is naughty.

- b. Peter is lazy.
- c. Peter is unfriendly.
- d. Peter is diligent.
- e. Peter is ignorant

7. **“Peter is interested in sports very much, and at school he plays football and tennis.”**The underlined phrase can be replaced by

- a. Dislike sport.
- b. Really likes sport.
- c. Hates sport very much.
- d. Finds sport not really entertaining.
- e. Leave the sport.

8. **How old is Peter? He is ... years old.**

- a. Four.
- b. Fourteen.
- c. Forty.
- d. Ten.
- e. Twenty.

9. **What is the text mostly about?**

- a. Peter
- b. Peter's hobby

- c. Peter's family
- d. Peters' elder brother
- e. Peter's Friend

10. **“He is fourteen years old . . . Than me.” The underlined word refers to**

- a. Peter
- b. The writer
- c. The writer's brother
- d. The writer's family
- e. Peter's friend

The following text is for questions number 11-20 !

On the banks of the Chao Phraya, Bangkok's "River of Kings", lies a hotel that has already set new standards of hospitality for this celebrated city. Set in magnificently landscaped tropical gardens, the Shangri-La Bangkok provides guests with all the charm and warmth of the orient and, at the same time, unsurpassed range of facilities and leisure activities.

There is a choice of 12 superb settings in which to wine and dine, a large free-form swimming pool that overlooks the river, convention and meeting facilities for up to 2000 people, and a 24-hour business centre.

And, from every single guest room and suite, there is a breathtaking view of all the exotic hustle and bustle of the fabled "River of Kings".

One might expect such a well-equipped and positioned hotel to be miles away from the city center but, at Shangri-La Bangkok the business district and main shopping areas are mere minutes away.

11. The text mainly focuses on.....
 - a. Bangkok' grandeur
 - b. Shangri-La Bangkok
 - c. Bangkok's "River Kings"
 - d. the water of the Chao Praya.
 - e. The majestic river in Bangkok

12. The type of text above is a/an

- a. Report
- b. Recount
- c. Anecdote
- d. Narrative
- e. Descriptive

13. For how many people the meeting facilities are up to ?

- a. 6000 people
- b. 4000 people
- c. 2000 people
- d. 5000 people
- e. 1000 people

14. The communicative purpose of this text is.....

- a. To describe Chao Praya
- b. To retell events for entertainment
- c. To present at least two points of view about an issue
- d. To tell the luxury of Shangri-La Bangkok
- e. To inform readers, listeners, or viewers about events of the day

15. What is the purpose of the text?

- a. To retell the readers about Shangri-La Bangkok
- b. To describe the readers about Shangri-La Bangkok

- c. To amuse the readers about Shangri-La Bangkok
- d. To give influence to the readers.
- e. To persuade the readers to go to Shangri-La Bangkok hotel.

16. Which statement is TRUE?

- a. The convention and the meeting facilities can occupy more than 2.000 people.
- b. Shangri-La Bangkok is on the of River of Kings.
- c. Shangri-La Bangkok is far from business area.
- d. The large swimming pool overlooks. The mountainous area.
- e. Bangkok's grandeur has been reflected in the waters of the Chao Phraya, for 20 year.

17. In the second paragraph the writer describes

- a. The location of Shangri-La.
- b. The golden promise of the east.
- c. The reflection of Bangkok's grandeur.
- d. Some facilities in Shangri-La
- e. The distance of Shangri-La Bangkok's to business district.

18. What building is built on the banks of the Chao Phraya?

- a. Hotel
- b. Market

- c. Beauty shop
- d. Bookstore
- e. Pet Shop

19. The river located in Chao phraya is named?

- a. River of queen
- b. River of kings
- c. River of jungles
- d. River of Hill
- e. River of well

20. Until now how long Bangkok's grandeur has been reflected in the waters of the Chao Phraya?

- a. From more than 100 years
- b. From more than 300 years
- c. From more than 200 years
- d. From more than 210 years
- e. From more than 20 years

Medan, February 2018

Acknowledged,

The Head of SMA Harapan Mekar

English Teacher

A.Muin Tarigan, S.Pd

Hadinata Syahputra, S.Pd

Researcher

Dwi Syahrina Azmi

1402050048

APPENDIX II

LESSON PLAN (CONTROL CLASS)

Name of School	: SMA HARAPAN MEKAR
Subject	: English
Class/ Semester	: X IPS/ II
Topic	: Descriptive Text
Aspec/ Skill	: Reading
Time Allocation	: 2 x 45 minutes

I. Core Competence

- KI 1. Living and practicing the religious teachings it embraces.
- KI 2. Living and practicing honest, discipline, responsible, caring (polite, cooperative, tolerant, peaceful) behavior, courteous, responsive and proactive and showing attitude as part of the solution to problems in interacting effectively with the social environment and nature and in placing ourselves as a reflection of the nation in the association of the world.
- KI 3. Understanding, applying, analyzing factual, conceptual, procedural knowledge based on curiosity about science, technology, art, culture, and humanities with the insights of humanity, nationality, state and civilization on the causes of phenomena and events, and applying procedural knowledge on a specific field of study according to his or her talents and interest to solve the problem.
- KI 4. Cultivate, reason, and serve in the realms related to the development of the self-study in schools independently, and able to use methods according to scientific rules.

J. Basic Competence and Indicator

Basic Competence	Indicator
3.8 Get the meaning of oral descriptive text and write simple about people, places of interest, and famous historical buildings, in accordance with the context of its use.	<ul style="list-style-type: none">Analyze generic structure, language feature on Descriptive Text.Identifying information from Descriptive Text.Answer the question based on the content of reading Descriptive Text.

K. Learning Objectives

After finishing the lesson, the students are supposed to able to :

- Students can analyze generic structure, language feature on a text.
- To Identifying information from Descriptive Text.
- To Answer the question based on the content of reading Descriptive Text.

L. Lesson Material

Definitions of Descriptive text

Descriptive text is to describe a particular person, place, or thing.

Generic Structure

Identification = Identifying the phenomenon to be descriptive.

Description Characteristics = Describing the phenomenon in parts, qualities, and characteristics.

Language Features

- Focus on specific characteristic.
- Use of simple present tense.

M. Learning Method

Grammar Translation Method

N. Media

2. Buku bahasa Inggris Kurikulum 2013, Jakarta : Kementerian dan Kebudayaan Republik Indonesia.

O. Teaching learning steps

Activities	Description of Activities	Time
Introduction	<ol style="list-style-type: none">6. Greeting and pray together7. Ask the condition of students and give the motivation8. Check the attendances9. Teacher delivers the material to be learned10. Teacher delivers the objective of the study	10 Menit
Core	<ol style="list-style-type: none">6. Observing<ul style="list-style-type: none">• Teacher point out of Descriptive Text.• Teacher asks the students to read Descriptive Text.7. Questioning<ul style="list-style-type: none">• With guidance and direction from the teacher, students ask questions about matter that have not been understood.	25 Menit

	<p>8. Exploring</p> <ul style="list-style-type: none"> • The teacher give a text to the students and order the students read the text. • The teacher divides the students into questions related to the text • The teacher asks the students to translate the text that has been given. <p>9. Assosiating</p> <ul style="list-style-type: none"> • The teacher asks the students to do the exercise that will be given by the teacher. <p>10. Communicating</p> <ul style="list-style-type: none"> • Teacher and students are together discuss the answer with the students 	
Closing	<ul style="list-style-type: none"> • The teacher give the conclusion, motivation to the students and close the lesson. 	10 Menit

P. Assesment

Technique : Reading test

Form : Multiple choices

No	Aspect	Score
1.	True Answer	1
2.	Wrong Answer	0

$$\text{Score} = \frac{R}{N} \times 100 \%$$

Notes:

S = Scoring of the Test

R = Number of Correct Answer

N = Number of Item

Instrument

The following text is for questions number 1-10 !

Peter is the youngest in our family. He is fourteen years old and four years younger than me. He has long, straight hair, bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do.

Peter is interested in sports very much, and at school, he plays football and tennis. He is the best badminton player in our family.

Choose the correct answer by crossing (x) letter A, B, C, D or E from the question below !

11. The writer is years old.
- f. fourteen
 - g. sixteen
 - h. eighteen
 - i. nineteen
 - j. twenty
12. Which of the following statement is not true about peter?
- f. He has long and straight hair.
 - g. He has bright eyes.
 - h. He has a friendly smile
 - i. He plays football and tennis.
 - j. He is interested in sports.
13. According to the text, we know that peter is
- f. T he writer's youngest brother
 - g. The writer's elder brother
 - h. A diligent boy
 - i. A super naughty boy
 - j. A friendly boy
14. "He is fourteen years old and four years younger than me." (Paragraph 1)
- The underlined word refers to
- f. Peter

- g. The writer
- h. The writer's brother.
- i. The writer's sister
- j. The writer's family

15. **From the text, we may conclude that....**

- f. Many people do not like Peter.
- g. People is older that the writer.
- h. Peter is a welcoming person.
- i. Peter is not diligent at all.
- j. Peter is arrogant.

16. **It is implied in the passage that**

- f. Peter is naughty.
- g. Peter is lazy.
- h. Peter is unfriendly.
- i. Peter is diligent.
- j. Peter is ignorant

17. **“Peter is interested in sports very much, and at school he plays football and tennis.”The underlined phrase can be replaced by**

- f. Dislike sport.
- g. Really likes sport.
- h. Hates sport very much.
- i. Finds sport not really entertaining.

j. Leave the sport.

18. **How old is Peter? He is ... years old.**

f. Four.

g. Fourteen.

h. Forty.

i. Ten.

j. Twenty.

19. **What is the text mostly about?**

f. Peter

g. Peter's hobby

h. Peter's family

i. Peter's elder brother

j. Peter's Friend

20. **“He is fourteen years old . . . Than me.” The underlined word refers**

to

f. Peter

g. The writer

h. The writer's brother

i. The writer's family

j. Peter's friend

The following text is for questions number 11-20 !

On the banks of the Chao Phraya, Bangkok's "River of Kings", lies a hotel that has already set new standards of hospitality for this celebrated city. Set in magnificently landscaped tropical gardens, the Shangri-La Bangkok provides guests with all the charm and warmth of the orient and, at the same time, unsurpassed range of facilities and leisure activities.

There is a choice of 12 superb settings in which to wine and dine, a large free-form swimming pool that overlooks the river, convention and meeting facilities for up to 2000 people, and a 24-hour business centre.

And, from every single guest room and suite, there is a breathtaking view of all the exotic hustle and bustle of the fabled "River of Kings".

One might expect such a well-equipped and positioned hotel to be miles away from the city center but, at Shangri-La Bangkok the business district and main shopping areas are mere minutes away.

From more than 200 years, Bangkok's grandeur has been reflected in the waters of the Chao Phraya. Today, the Shangri-La Bangkok towers beside this majestic river, offers its guests the golden promise of the East.

12. The text mainly focuses on.....

- f. Bangkok' grandeur
- g. Shangri-La Bangkok
- h. Bangkok's "River Kings"

- i. the water of the Chao Praya.
- j. The majestic river in Bangkok

13. The type of text above is a/an

- f. Report
- g. Recount
- h. Anecdote
- i. Narrative
- j. Descriptive

14. For how many people the meeting facilities are up to ?

- f. 6000 people
- g. 4000 people
- h. 2000 people
- i. 5000 people
- j. 1000 people

16. The communicative purpose of this text is.....

- f. To describe Chao Praya
- g. To retell events for entertainment
- h. To present at least two points of view about an issue
- i. To tell the luxury of Shangri-La Bangkok
- j. To inform readers, listeners, or viewers about events of the day

17. What is the purpose of the text?
- f. To retell the readers about Shangri-La Bangkok
 - g. To describe the readers about Shangri-La Bangkok
 - h. To amuse the readers about Shangri-La Bangkok
 - i. To give influence to the readers.
 - j. To persuade the readers to go to Shangri-La Bangkok hotel.
20. Which statement is TRUE?
- f. The convention and the meeting facilities can occupy more than 2.000 people.
 - g. Shangri-La Bangkok is on the of River of Kings.
 - h. Shangri-La Bangkok is far from business area.
 - i. The large swimming pool overlooks. The mountainous area.
 - j. Bangkok's grandeur has been reflected in the waters of the Chao Phraya, for 20 year.
21. In the second paragraph the writer describes
- f. The location of Shangri-La.
 - g. The golden promise of the east.
 - h. The reflection of Bangkok's grandeur.
 - i. Some facilities in Shangri-La
 - j. The distance of Shangri-La Bangkok's to business district.

22. What building is built on the banks of the Chao Phraya?

f. Hotel

g. Market

h. Beauty shop

i. Bookstore

j. Pet Shop

23. The river located in Chao phraya is named?

f. River of queen

g. River of kings

h. River of jungles

i. River of Hill

j. River of well

21. Until now how long Bangkok's grandeur has been reflected in the waters of the Chao Phraya?

f. From more than 100 years

g. From more than 300 years

h. From more than 200 years

i. From more than 210 years

j. From more than 20 years

Medan, February 2018

Acknowledged,

The Head of SMA Harapan Mekar

English Teacher

A.Muin Tarigan, S.Pd

Hadinata Syahputra, S.Pd

Researcher

Dwi Syahrina Azmi

1402050048

APPENDIX III

Name :

Class :

The following text is for questions number 1-10 !

Peter is the youngest in our family. He is fourteen years old and four years younger than me. He has long, straight hair, bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do.

Peter is interested in sports very much, and at school, he plays football and tennis. He is the best badminton player in our family.

Choose the correct answer by crossing (x) letter A, B, C, D or E from the question below !

21. The writer is years old.
 - k. fourteen
 - l. sixteen
 - m. eighteen
 - n. nineteen
 - o. twenty
22. Which of the following statement is not true about peter?
 - k. He has long and straight hair.
 - l. He has bright eyes.
 - m. He has a friendly smile
 - n. He plays football and tennis.
 - o. He is interested in sports.
23. According to the text, we know that peter is
 - k. T he writer's youngest brother
 - l. The writer's elder brother

- m. A diligent boy
 - n. A super naughty boy
 - o. A friendly boy
24. “He is fourteen years old and four years younger than me.” (Paragraph 1)
The underlined word refers to
- k. Peter
 - l. The writer
 - m. The writer’s brother.
 - n. The writer’s sister
 - o. The writer’s family
25. **From the text, we may conclude that....**
- k. Many people do not like Peter.
 - l. People is older that the writer.
 - m. Peter is a welcoming person.
 - n. Peter is not diligent at all.
 - o. Peter is arrogant.
26. **It is implied in the passage that**
- k. Peter is naughty.
 - l. Peter is lazy.
 - m. Peter is unfriendly.
 - n. Peter is diligent.
 - o. Peter is ignorant
27. **“Peter is interested in sports very much, and at school he plays football and tennis.”The underlined phrase can be replaced by**
- k. Dislike sport.
 - l. Really likes sport.
 - m. Hates sport very much.
 - n. Finds sport not really entertaining.
 - o. Leave the sport.
28. **How old is Peter? He is ... years old.**
- k. Four.
 - l. Fourteen.
 - m. Forty.
 - n. Ten.
 - o. Twenty.

29. **What is the text mostly about?**

- k. Peter
- l. Peter's hobby
- m. Peter's family
- n. Peters' elder brother
- o. Peter's Friend

30. **“He is fourteen years old . . . Than me.” The underlined word refers to**

- k. Peter
- l. The writer
- m. The writer's brother
- n. The writer's family
- o. Peter's friend

The following text is for questions number 11-20 !

On the banks of the Chao Phraya, Bangkok's "River of Kings", lies a hotel that has already set new standards of hospitality for this celebrated city. Set in magnificently landscaped tropical gardens, the Shangri-La Bangkok provides guests with all the charm and warmth of the orient and, at the same time, unsurpassed range of facilities and leisure activities.

There is a choice of 12 superb settings in which to wine and dine, a large free-form swimming pool that overlooks the river, convention and meeting facilities for up to 2000 people, and a 24-hour business centre.

And, from every single guest room and suite, there is a breathtaking view of all the exotic hustle and bustle of the fabled "River of Kings".

One might expect such a well-equipped and positioned hotel to be miles away from the city center but, at Shangri-La Bangkok the business district and main shopping areas are mere minutes away.

From more than 200 years, Bangkok's grandeur has been reflected in the waters of the Chao Phraya. Today, the

13. The text mainly focuses on.....
- k. Bangkok' grandeur
 - l. Shangri-La Bangkok
 - m. Bangkok's "River Kings"
 - n. the water of the Chao Praya.
 - o. The majestic river in Bangkok
14. The type of text above is a/an
- k. Report
 - l. Recount
 - m. Anecdote
 - n. Narrative
 - o. Descriptive
15. For how many people the meeting facilities are up to ?
- k. 6000 people
 - l. 4000 people
 - m. 2000 people
 - n. 5000 people
 - o. 1000 people
18. The communicative purpose of this text is.....

- k. To describe Chao Praya
- l. To retell events for entertainment
- m. To present at least two points of view about an issue
- n. To tell the luxury of Shangri-La Bangkok
- o. To inform readers, listeners, or viewers about events of the day

19. What is the purpose of the text?

- k. To retell the readers about Shangri-La Bangkok
- l. To describe the readers about Shangri-La Bangkok
- m. To amuse the readers about Shangri-La Bangkok
- n. To give influence to the readers.
- o. To persuade the readers to go to Shangri-La Bangkok hotel.

24. Which statement is TRUE?

- k. The convention and the meeting facilities can occupy more than 2.000 people.
- l. Shangri-La Bangkok is on the of River of Kings.
- m. Shangri-La Bangkok is far from business area.
- n. The large swimming pool overlooks. The mountainous area.
- o. Bangkok's grandeur has been reflected in the waters of the Chao Phraya, for 20 year.

25. In the second paragraph the writer describes

- k. The location of Shangri-La.
- l. The golden promise of the east.
- m. The reflection of Bangkok's grandeur.
- n. Some facilities in Shangri-La
- o. The distance of Shangri-La Bangkok's to business district.

26. What building is built on the banks of the Chao Phraya?

- k. Hotel
- l. Market
- m. Beauty shop
- n. Bookstore
- o. Pet Shop

27. The river located in Chao phraya is named?

- k. River of queen
- l. River of kings
- m. River of jungles
- n. River of Hill
- o. River of well

22. Until now how long Bangkok's grandeur has been reflected in the waters of the Chao Phraya?

- k. From more than 100 years
- l. From more than 300 years
- m. From more than 200 years
- n. From more than 210 years
- o. From more than 20 years

Answer Key

1. C

2. D

3. A

4. B

5. C

6. D

7. B

8. B

9. A

10. B

11. B

12. E

13. C

14. C

15. B

16. B

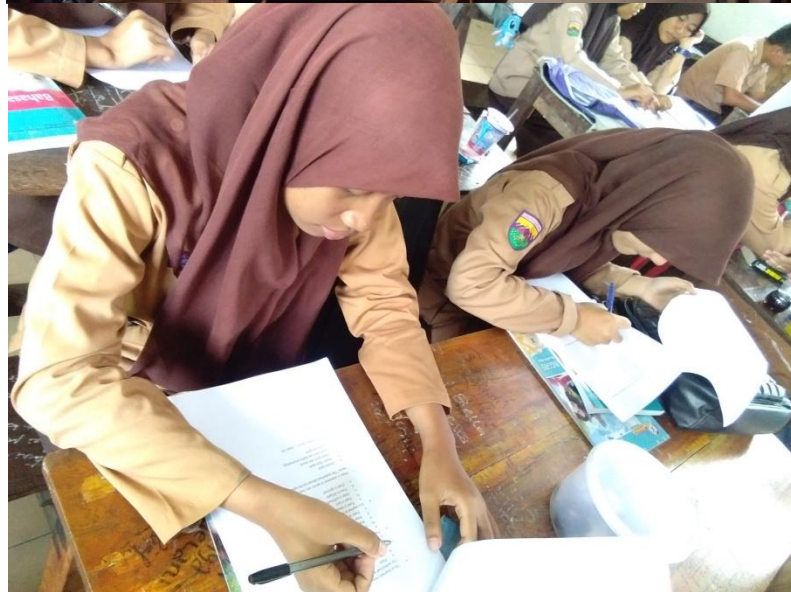
17. D

18. A

19. B

20. C

Experimental Group Research Photos



Control Group Research Photos



