CAKRAWALA PENDIDIKAN

FORUM KOMUNIKASI ILMIAH DAN EKSPRESI KREATIF ILMU PENDIDIKAN

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Penyunting menerima artikel yang belum pernah diterbitkan di media cetak yang lainnya. Syarat- syarat, format dan aturan tata tulis artikel dapat diperiksa pada *Petunjuk bagi Penulis* di sampul belakang dalam jurnal ini. Artikel yang masuk akan ditelaah oleh Tim Penyunting dan Mitra Bestari untuk dinilai kelayakannya. Tim akan melakukan perubahan tata letak dan tata bahasa yang diperlukan tanpa mengubah maksud dan isinya.

Petunjuk Penulisan Cakrawala Pendidikan

1. Artikel belum pernah diterbitkan di media cetak yang lainnya.
2. Artikel diketik dengan memperhatikan aturan tentang penggunaan tanda baca dan ejaan yang baik dan benar sesuai *Pedoman Umum Ejaan Bahasa Indonesia yang Disempurnakan (Depdikbud, 1987)*
3. Pengetikan Artikel dalam format Microsoft Word, ukuran kertas A4, spasi 1.5, jenis huruf *Times New Roman*; ukuran huruf 12. Dengan jumlah halaman; 10 – 20 halaman.
4. Artikel yang dimuat dalam Jurnal ini meliputi tulisan tentang hasil penelitian, gagasan konseptual, kajian dan aplikasi teori, tinjauan kepustakaan, dan tinjauan buku baru.
5. Artikel ditulis dalam bentuk esai, disertai judul sub bab (heading) masing-masing bagian, kecuali bagian pendahuluan yang disajikan tanpa judul sub bab. Peringkat judul sub bab dinyatakan dengan jenis huruf yang berbeda, letaknya rata tepi kiri halaman, dan tidak menggunakan nomor angka, sebagai berikut:

   PERINGKAT 1 (HURUF BESAR SEMUA TEBAL, RATA TEPI KIRI)
   Peringkat 2 (Huruf Besar-kecil Tebal, Rata Tepi Kiri)
   Peringkat 3 (*Huruf Besar-kecil Tebal, Miring, Rata Tepi Kiri*)

6. Artikel konseptual meliputi; (a) judul, (b) nama penulis, (c) abstrak dalam bahasa Indonesia dan Inggris (maksimal 200 kata), (d) kata kunci, (e) identitas penulis (tanpa gelar akademik), (f) pendahuluan yang berisi latar belakang dan tujuan atau ruang lingkup tulisan, (g) isi/pembahasan (terbagi atas sub-sub judul), (h) penutup, dan (i) daftar rujukan. Artikel hasil penelitian disajikan dengan sistematika: (a) judul, (b) nama-nama peneliti, (c) abstrak dalam bahasa Indonesia dan Inggris (maksimal 200 kata), (d) kata kunci, (e) identitas penulis (tanpa gelar akademik), (f) pendahuluan yang berisi pembahasan kepustakaan dan tujuan penelitian, (g) metode, (h) hasil, (i) pembahasan (j) kesimpulan dan saran, dan (k) daftar rujukan.
7. Daftar rujukan disajikan mengikuti tata cara seperti contoh berikut dan diurutkan secara alfabetis dan kronologis.

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   Zainuddin, M.H. 1999. Meningkatkan Mutu Profesi Keguruan Indonesia. *Cakrawala Pendidikan.* 1 (1):45-52.

8. Pengiriman Artikel via email ke hudaferi@gmail.com paling lambat 3 bulan sebelum bulan penerbitan.

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Daftar Isi

PQRST METHOD IN THE TEACHING READING ON HORTATORY EXPOSITION TEXT

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Abstrak: Penelitian ini mengkaji tentang keefektifan metode *PQRST* pada pengajaran pemahaman membaca teks Hortatory Exposition pada Sekolah Menengah Atas dan tanggapan siswa terhadap penggunaan metode tersebut. Penelitian Semu sebagai bagian dari penelitian kuantitatif digunakan dalam penelitian ini. Data diperoleh dari *pre-test* dan *post-test*. Objek penelitian merupakan 78 siswa kelas 8 dimana 1 kelas menjadi kelas eksperimen yang menggunakan metode PQRST dan 1 kelas lain menjadi kelas kontrol yang menggunakan metode GTM. Berdasarkan hasil penelitian, penggunaan metode *PQRST* efektif dalam pengajaran pemahaman membaca teks Hortatory Exposition.

Kata Kunci*: PQRST, pengajaran membaca, teks Hortatory Expositiont.*

Abstract: The study focused on the effectiveness of *PQRST* in teaching reading of Hortatory Exposition text for Senior High School and students' responses toward the implementation of the method. A quasi experimental design as a part of quantitative research was employed in this study. The data were obtained through the pre-test and post-test. The sample was 78 students of eight graders. One class as an experimental group in which *PQRST* was applied and one class as a control group which used GTM method. In the findings, it was shown that the use of *PQRST* was effective in teaching reading comprehension of Hortatory Exposition text.

Key Words*: PQRST, teaching reading, Hortatory Exposition text.*

INTRODUCTION

Language is the most important thing for human's life. It is for communication with each other. Without language, people cannot fulfill their daily needs. Language can be used to express felling, emotion, minds, hope, etc. every country has their own language.

Reading is an important skill which student has to master. Reading can enhance their knowledge. By reading, they know how to pronounce the word, to enhance their knowledge, and to understand grammatical function of a sentence well.

A method can make their students understand the material easily. There are a lot of methods on learning English such as PQRST. In this study the researcher chooses

PQRST method because by using this method, teachers are able to increase the activity and student learning outcomes. This method makes the students easy to master their reading skill.

So, based on the above-mentioned, the research is interested to investigate PQRST is better than GTM. Therefore, the researcher formulates this study entitled "The Effectiveness of PQRST method in the Teaching Reading of Hortatory Exposition Text for Senior High School".

PQRST

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.

According to Simpson, Sarah (2015), PQRST is method of studying focus on the key information on book that directly related to how you will be asked to use information.

GRAMMAR TRANSLATION METHOD (GTM)

GTM is one of teaching method. GTM is the oldest way of teaching language, but is no longer the main method of teaching in Britain. Brown (1986:4) gives explanation that this method has until very recently been so stalwart among many competing method. It does

virtually nothing to enhance a student's communicative ability in the language. It is remembered with distaste by thousands of school learners meant a tedious experience of memorizing endless lists of unusable grammar rulers and vocabulary and attempting to produce perfect translations of stilted or literary prose.

Test of grammar rules and translation are easy to construct and can be objectively scored. Many standardized test of foreign languages still do not attempt to tap into communicative abilities, so students have little motivation to go beyond grammar analogies, translation, and rote exercise. Brown (2007), Grammar translation method is an approach, which emphasizes the rules merely and translates the text into native language.

RESEARCH DESIGN

The research method of the study based is classroom action research and more specifically called classroom action research design (Latif: 2003). There are some reasons for taking this design: The researcher was conducted without changing the setting of the class and the researcher was executed using time schedule of the arranged by the institution as before.

This study is due to find out the effectiveness of teaching techniques, PQRST, and GTM, in the teaching and learning process. The researcher asks the collaborative teacher to give different treatment of

the two classes. One class is as control group and is taught using GTM while the other as experimental group is taught by using PQRST.

Variables

Latief (2011:11) states "variable is defined as characteristics that tend to differ from individual to individual, though any two or more individuals may have the same variable trait or measure." There are seven kinds of variables. They are dependent, independent, intervene, moderator, confounding, control and concomitant variable. However, related to hypothesis of this study, there are only two variables observed.

The researcher examines the effectiveness of different methods on achievement in reading comprehension. The researcher uses, the first is PQRST, and the second is GTM. These methods here are independent variable because the researcher manipulates methods by using different methods in teaching reading.

The researcher uses these methods to know the effect of these methods. The score of assessing students after applying these methods as the student's achievement show the effectiveness of using these methods. The student's achievement is dependent variable because it determines the researcher's hypothesis as the result of examines the independent variable that is these methods.

Population And Sample

The large group to which one hopes to apply the result is called the population, in the other words, it is the group of interest to the researcher, the group to whom the researcher would like to generalize the result of the study. While a sample in a research study is the group on which information is obtained. (Fraenkel, Jack R. and Norman E. Wallen 2009:90).

The target population in this study is all of the second years student in SMAN 1 Garum. And the sample of this study is two classes, the researcher take two classes comprising 78 students as the sample of this research. 38 students are taken from class XI social and the rest of it, 40 students, are taken from class XI science. Those two classes will be given a pretest to measure the homogeneity of the class before the get treatment.

The quasi –experimental research is used to know the effect of different treatment of teaching to the control group and experimental one. The research used different teaching methods. The experimental group is taught by PQRST and the control group is taught by Grammar Translation Method (GTM).

Validity

Donald, Ary (2010:225) Validity is defined as the extent to which scores on a test enable one to make meaningful and appropriate interpretations. Historically, validity was defined as the extent to which an instrument measured what it claimed

to measure. The focus of recent views of validity is not on the instrument itself but on the interpretation and meaning of the scores derived from the instrument. Because the validity of the result of writing assessment is something abstract, it can be merely predicted through providing validity evidence (Brown, 2004 and Latief, 2011). The validity of a prompt can be established by involving five types of evidence, namely construct related evidence, content-related evidence, criterion-related evidence, consequential validity, and face validity (Brown, 2007). In relation with this study, the researcher used constructs related evidence and content-related evidence.

Measuring instruments yield scores; however, the important issue is the interpretation we make of the scores, which may or may not be valid.

The Standards for Educational and Psychological Testing lists three categories of evidence used to establish the validity of score-based interpretations: evidence based on content, evidence based on relations to a criterion, and construct-related evidence of validity.

Evidence based on test content involves the test's content and its relationship to the construct it is intended to measure. The Standards defines content-related evidence as "The degree to which the samples of items, tasks, or questions on a test are representative of some defined universe or domain of content." That is, the researcher must seek evidence that the test to be used represents a balanced and adequate sampling of all the relevant knowledge, skills, and dimensions making up the content domain.

Construct-Related Evidence of Validity. Construct-related evidence of validity focuses on test scores as a measure of a psychological construct. To what extent do the test scores reflect the theory behind the psychological construct being measured? Recall that psychological constructs such as intelligence, motivation, anxiety, or critical thinking are hypothetical qualities or characteristics that have been "constructed" to account for observed behavior.

Table Content Validity of the test

No.	Content of the test	Number of test item	Number
1	Main Idea	8 items	1,3.6.10,11,16,18,21
2	Supporting detail	11 items	2,4,7,12,14,15,17,19,22,23,24
3	Vocabulary	6 items	5,8,9,13,20,25

To measure the empirical validity of the test, the researcher applied the Factorial analysis; that was, the scores of every number of the test was correlated to the total scores. The formula applied to correlate them is Person Product moment, as follows:

Rxy=

Where:

X = The scores of each number of the test

Y = The total scores

N = The total number of the students

Rxy = The coefficient of the correlation showing the degree of the validity of the test.

Then researcher used test to know whether observed show positive correlation or not. The calculation after compare between test and table can see from the table below

Table Comparing test between tables

FACTOR	Correlation coefficient (observed)	observed	Table Interpretation
I	0.8459 6.9150	1.729	VALID
II	0.8408 6.7730	1.729	VALID
III	0.7689 5.2414	1.729	VALID
IV	0.727 4.618	1.729	VALID
V	0.6123 3.374	1.729	VALID

Reliability

Donald, Ary (2010:236) reliability of a measuring instrument is the degree of consistency with which it measures whatever it is measuring. This quality is essential in any kind of measurement.

To calculate the reliability of the test, the researcher used Spearman Brown formula. Before calculating the data into Spearman Brown, the researcher first did calculate the data using Split half technique and by applying Pearson Product moment formula and the formula is as follows:

Rxy=

Where:

X = The scores of the first halves

Y = The scores of the second halves

N = The total number of the students

RXY =The coefficient of the correlation of two halves of the scores

Because the result of the correlation index got still indicate the relationship of the two halves of the test, so in order to get reliability index of the tests the researcher used the Spearman Brown formula.

The computation is as follows:

Where

R = Coefficient reliability of the total test

r = Coefficient reliability of the half test

Table the Result of the Reliability

R11 (finding/value)	R table at the significant level of	
	5%	1%
0.7591	0.433	0.549

Collecting Data

In this study, the researcher uses observation for method in collecting data. The researcher gives the tests for students. In this research, the researcher uses multiple choice tests. He uses the test to measure the student's mastery in English. To the students are expected to choose the correct answer, for pre-test and post-tests.

In this researcher, the students in the first group are taught by using as PQRST as experimental group and the second group is taught by using GTM as control group. In the experimental group the students were given a test to know the achievement of the students and how far instructional objective could be reached.

Pre-Test

Before researcher teaches new material using PQRST, the researcher gives some question to the students by taking previous material. It hopes that the students are able to focus their attention on the lesson that will be taught. After that, the researcher gives pre-test to them. In this test consist of 25 items question. The main purpose of pre-test to know whether there is any different from two groups and it is used to know the ability of the students. Then the researcher can determine experimental group and control group.

Treatment

The experimental research is used to know the effect of different treatment of teaching to the control group and experimental one. The research used different teaching methods. The experimental group is taught by PQRST and the control group is taught by Grammar Translation Method (GTM).

Post-Test

The researcher's purposes of doing the post-test are to know the students ability in teaching learning process. Especially, in using PQRST and using GTM. It is given in order to know the ability of result of the students in teaching and learning process by using PQRST and GTM. In this test consist of 25 items question. Finally, the score obtained is the post test in analyzed.

Data Collection

Collecting the data attaches from the students' achievement of pre-test and post-test. There searcher gives the same pre-test in the first meeting for the experimental group and the control group. In the next meeting the researcher does treatment or applying the method, PQRST for experimental group and GTM for control group, with the same theme. After the researcher

gives the treatment, the researcher gives the students assignment. They do the assignment by using the method that the researcher explains. For the last meeting the researcher gives the post-test for both groups that are similar with pre-test. The question of post-test takes from the material from the researcher in the previous meeting.

Teqnique Analyzing Data

Since non-randomized pretest-posttest control group design was used in this research, the researcher applied ANCOVA formula to prove the hypothesis as suggested by Pallant (2000; chapter 20:1) he states that ANCOVA can be used when you have two group pretest/posttest design (e.g., comparing the impact of two different intervention, taking before and after measure of the groups). Further he says that the score on pretest are treated as a covariate to control for preexisting differences between groups.

CONCLUSION

Based on analysis the data from previous chapter, the researcher conclude there is significant different in teaching reading for Senior High School students "SMAN 1 GARUM" taught by Preview Question Read Summaries Test Method (PQRST) and Grammar Translation Method (GTM). The other conclusions are:

1. Based on the statistical analysis using ANCOVA (computed by SPSS 20) discussed in chapter IV, this research has two

assumptions. First, Testing of Linearity between the dependent variable (posttest) and covariate (pretest) to show whether there is the positive result. This means that this research conducted the testing of linearity was not violated. The researcher sees from the result of R^2 Linear. The R^2 Linear of PQRST is 0.425 and R^2 Linear of GTM is 0.636. Second, Testing the Homogeneity of Regression Slopes show the positive result. This means that this research has statistically significance. Moreover, this proved that the assumption of the homogeneity of regression slopes is not violated. The researcher sees from Group*Pretest, the significant value is 0.073 which is greater than 0.05.

2. Based on Levene's Test of Equality of Error Variances, this show the result of **Sig.** value is 0.519 which is much greater than 0.05. This proves that this research has not violated the assumption of equality of variances.

3. Based on One Way Analysis of Covariance, this explore the differences between the treatments of two groups (PQRST and GTM) has positive result. The researcher sees on the table (labeled Group on the SPSS output), showing $F_{(1, 57)} = F$ 6.889, P

0.011 < .05. This proves that this result is significant.

4. Based on the Estimated Marginal Means, the result is 81.839 for Experimental Group (PQRST method) and 78.161 for Control Group (GTM). This score is greater than for GTM. It is proved that PQRST method is more effective in teaching reading for Senior High School students at SMAN 1 GARUM than those were taught using GTM.

5. The students' achievement in learning reading, especially on hortatory exposition effected by the teaching method used by teacher presenting the material.

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