

THE COMPARISON OF PQRST (PREVIEW, QUESTION, READ, STATE, TEST) AND QAR (QUESTION-ANSWER RELATIONSHIP) TECHNIQUES ON STUDENTS WITH DIFFERENT INTEREST ON THEIR READING COMPREHENSION ON PROCEDURE TEXTS AT GRADE VII OF SMPN 2 PADANG

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Abstrak

Penelitian ini bertujuan untuk mengetahui apakah: 1) Siswa yang diajar dengan teknik PQRST memiliki pemahaman baca teks prosedur yang lebih tinggi daripada siswa yang diajar dengan teknik QAR; 2) Siswa dengan minat tinggi yang diajar dengan teknik PQRST memiliki pemahaman baca teks prosedur yang lebih tinggi dari pada siswa dengan minat tinggi yang diajar dengan teknik QAR; 3) Siswa dengan minat rendah yang diajar dengan teknik PQRST memiliki pemahaman baca teks prosedur yang lebih tinggi daripada siswa dengan minat rendah yang diajar dengan teknik QAR; 4) ada interaksi antara teknik PQRST dan QAR dengan minat siswa terhadap pemahaman membaca teks prosedur. Latar belakang penelitian ini adalah siswa mengalami kesulitan dalam memahami teks yaitu sulit menemukan informasi yang akurat dalam teks. Selain itu, mereka juga sulit mengingat kosa kata yang telah dipelajari. Fenomena ini disebabkan oleh rendahnya kemampuan siswa dalam menghafal kosa kata dan tidak cocoknya teknik mengajar membaca yang diterapkan guru sehingga membuat nilai dan minat siswa dalam pemahaman baca rendah. Dalam hal ini, teknik PQRST dan QAR dapat diterapkan untuk membantu siswa dalam memahami teks. Penelitian ini adalah penelitian quasi-eksperimen. Populasi dalam penelitian ini adalah siswa kelas VII SMPN 2 Padang yang terdiri dari 184 siswa yang tersebar di enam kelas. Sampel penelitian ini diambil dengan menggunakan teknik intact group sampling karena siswa telah dikelompokkan ke dalam kelas mereka dan diajarkan dengan kurikulum dan material yang sama sebanyak 30 siswa pada kelas eksperimen (kelas VII.4) dan 30 siswa pada kelas kontrol (kelas VII.1). Data penelitian dikumpulkan dengan menggunakan test (pretest dan posttest), dan angket yang kemudian dianalisis dengan uji Chi-Square untuk pengujian normalitas data, uji F (uji varians) untuk pengujian homogenitas data dan uji t untuk pengujian hipotesis. Hasil analisis data menunjukkan bahwa: 1) Siswa yang diajar dengan teknik PQRST memiliki pemahaman baca teks prosedur yang lebih tinggi daripada siswa yang diajar dengan teknik QAR; 2) Siswa dengan minat tinggi yang diajar dengan teknik PQRST memiliki pemahaman baca teks prosedur yang lebih tinggi dari pada siswa dengan minat tinggi yang diajar dengan teknik QAR; 3) Siswa dengan minat rendah yang diajar dengan teknik PQRST memiliki pemahaman baca teks prosedur yang lebih tinggi daripada siswa dengan minat rendah yang diajar dengan teknik QAR; 4) Adanya interaksi antara teknik PQRST dan QAR dengan minat siswa terhadap pemahaman membaca teks prosedur.

Keywords: *PQRST, QAR, teks prosedur, pemahaman membaca, minat berbeda*

Abstract

This research was aimed at knowing whether: 1) The students taught by PQRSST technique have significantly higher reading comprehension on procedure text than those who are taught by QAR technique; 2) The students with high interest taught by PQRSST technique have significantly higher reading comprehension on procedure text than those who are taught by QAR technique; 3) The students with low interest taught by PQRSST technique have significantly higher reading comprehension on procedure text than those who are taught by QAR technique at grade VII of SMPN 2 Padang; 4) Is there any interaction between PQRSST and QAR techniques with students' interest toward reading comprehension of procedure texts? The background of doing this research was that the students got difficulties in comprehending texts namely getting problem in finding accurate information from the texts. Besides, they also had difficulty in remembering the vocabularies that have been learned to the mind. These phenomena were caused by the students' low capability in memorizing the vocabularies got from the text and the inappropriate teaching reading techniques applied by the teachers so that these made the students' score and interest on reading comprehension low. In this case, PQRSST and QAR techniques could be applied in teaching to help the students comprehend the texts. This research was quasi-experimental research. The population of this research was the students of grade VII of SMPN 2 Padang consisting 184 students spreading in six classes. The sample of this research was taken by using intact group sampling because the students had been grouped into their classes together and taught with the same curriculum and materials, namely 30 students at experimental group (class VII.4) and 30 students as control group (class VII.1). The data of the research were collected through test (pretest and posttest), and questionnaire, and then analyzed using Chi-Square test for normality data testing, variance test for homogeneity data testing and t-test for hypothesis testing. The result of this research showed that: 1) The students taught by PQRSST technique have significantly higher reading comprehension on procedure text than those who are taught by QAR technique; 2) The students with high interest taught by PQRSST technique have significantly higher reading comprehension on procedure text than those who are taught by QAR technique; 3) The students with low interest taught by PQRSST technique have significantly higher reading comprehension on procedure text than those who are taught by QAR technique at grade VII of SMPN 2 Padang; 4) There is an interaction between PQRSST and QAR techniques with students' interest toward reading comprehension of procedure texts.

Keywords: *PQRSST, QAR, procedure texts, reading comprehension, different interest*

1. Introduction

Reading is one of the main skills that must be mastered by students in the process of mastering a foreign language at school or at university. Comprehension is needed when doing reading besides listening. If students can read a text, but do not comprehend what they are reading, they are not really reading. How much and how easily readers comprehend depend on the variables involved. These key variables of reading comprehension include the reader, the activity of reading and the text, and these three intersect to affect how well comprehension occurs. For example, the reader's background knowledge and vocabulary (reader) interact with his or her purposes for reading such as scanning for information, studying for a test, or reading for pleasure (activity) and the types of text (Internet website, textbook, novel) contribute to his/ her comprehension. Because reading in today's world requires comprehension of a variety of types of texts for many different purposes, teachers must attend to these three variables in teaching.

Reading comprehension instruction is supported by integrating a variety of instructional practices into teaching routines, including the reading comprehension strategies and skills. Good instruction is the most powerful means of promoting the development of proficient readers. Good comprehension instruction includes demonstration, explanation, and guidance in how to

read. Instruction in comprehension can help students understand what they read, remember what they read, and communicate with others about what they read.

According to the school-based curriculum, one of the basic competencies of reading for grade VII students of junior high school at second semester is to be able to respond the meaning and the rhetorical of written text in the types of descriptive and procedure accurately, fluently and acceptable in daily context (Depdiknas, 2006) ^[1]. Responding the meaning and the rhetorical of written text accurately means that the students can get the sense of the text with the correct and exact message without some mistakes. Responding the meaning and the rhetorical of written text fluently means that the students are able to grasp the message contained in the text lasting only a short time without any difficulties. Responding the meaning and the rhetorical of written text that is acceptable in daily context means that the students can catch the content of the text satisfactorily and suitable with the daily situation. From the basic competency above, the students are expected to have capability in comprehending the texts and identify the social function, the schematic structures as well as the language features of each type of the texts.

Based on the researcher's interview to English teachers at SMPN 2 Padang, the researcher found some phenomena in teaching reading. The students got difficulties in comprehending texts. They had problems in finding accurate information from the texts. They could not retain the information appeared in the text. In many cases, the students could read the text, but they did not understand what have been read. Besides, they also had difficulty in remembering the vocabularies that have been learned to the mind. Although they have been taught about the meaning of the words, the students still confused and did not remember the meaning of the words when the words reappeared in different reading texts.

These phenomena affected the students' score on reading comprehension test. When the teacher gave comprehension test on procedure texts, the result of the test showed that the students' score to comprehend the text was not satisfied. It could be seen from the students' marks of reading comprehension test of SMPN 2 Padang. The average score was 59,75. Beside the low of students' marks, the students' interest in reading was also low. It could be proved from the researcher's observation when they were assigned to read a text. 55% of them were reluctant to read it. They just did chatting with their friends without paying attention to the teacher's instruction and even they went out and entered the classroom with various reasons.

Interest of reading is really important when reading. In an earlier study, Stevens (1980) ^[2] finds that interest plays a vital role in the reading comprehension achievement. By determining individual students' interests in particular topics and creating reading comprehension tests consisting of high and low interest passages, she determined that the performance of higher ability readers was significantly affected by their interest in the passage topics, a phenomenon that did not occur in readers of middle or lower ability. Moreover, Swanton (1984) ^[3] includes a question asking students to recommend methods that teachers, parents, and librarians should adopt in order to encourage reading.

Someone's reading interest is affected by several aspects. Bergin in Brophy (2010) ^[4] reviews the literature on factors that influence personal interest such as attention and curiosity. Brophy (2010) ^[4] adds the factors that influence personal interest. They are a sense of belongingness in the task or situation because it reflects cultural values, personal identity, or social support; connection to one's emotions; opportunities to develop or demonstrate one's competence; relevance or utility to one's goals; opportunity to extend one's knowledge in content domain. He distinguishes interest into individual interest and situational interest. Individual interest (also known as personal interest or topic interest) refers to an enduring disposition into engage with particular content or activities whenever opportunities arise. Situational interest is triggered in the moment, emerging in response to something in the situation that catches students' attention and motivates them to focus on it and explore it further. Situational interest may dissipate quickly or it can become the basis for more sustained investigation and learning.

What makes a text interesting to read depends in part on what one means by interest. Researchers have found that individuals experience two very different kinds of interest while

reading. First, personal interest is unique to the individual, topic specific, long lasting, and exists prior to encountering a particular text (Hidi, 1990) ^[5]. Situational interest is common across individuals, short lived, and elicited within a particular context (Renninger, Hidi, & Krapp, 1992) ^[6]. In addition, Deci in Schraw et. al (1995) ^[7] suggests that personal interest is related to prior knowledge and intrinsic motivation, whereas situational interest is evoked spontaneously (Hidi & Anderson in Schraw et. al 1995) ^[7].

Schraw et. al (1995) ^[7] state that there are distinguished six potential sources of situational interest. These include ease of comprehension, text cohesion, vividness, engagement, emotiveness, and prior knowledge. Students' interest depends on how teacher acts in the classroom. Students benefit when a teacher succeeds in eliciting interest; they experience increased attention to, and memory for, subject matter and an interest in effectively processing information. Independent of their potential interest in its content, students might be interested in an activity's processes. If such interest is not already present, teachers may be able to stimulate it by encouraging students to expand their goals and task engagement strategies so as to make the reading activity more interesting for them. From the details before, it is clear that reading interest comes from the personal and situational aspect that can be influenced by several factors such as attention, curiosity, a sense of belongingness, emotiveness, opportunities to develop or demonstrate one's competence; relevance to goals, prior knowledge, engagement, emotiveness, and involvement. It is expected for the teacher to have capability to know their students interest in reading. As a result, the teacher can encourage them to read more texts based on their reading interest.

Based on the phenomena previously stated, it seems that the phenomena were caused by the lack of the students' ability in memorizing the vocabularies in the text. The other factor comes from the teachers' technique in teaching reading. Based on the researcher's observation, most of the teachers usually use conventional technique which does not really help the students to comprehend the text. In this case, the teachers often asked the students to read aloud and answered several questions related to the texts. This technique seems to be monotonous and makes the students feel bored.

Regarding the phenomena above, in order not to make the problems happen continually, the teacher should find an appropriate technique in teaching reading to help the students with different interest to comprehend the text. There are many techniques of language teaching that can be selected for teaching reading comprehension. One of them is PQRST technique. This technique is proposed by Thomas and Robinson (1982) ^[8] consisting of five stages: Preview, Question, Read, State and Test. PQRST technique helps students retrieve the information got after reading from their memory. Preview is the first step that can activate their background knowledge by skimming over the material to get a general understanding of what it is about. Question refers to asking a series of questions such as what the main points of the passage. This step can encourage watching for details when reading and increase the concentration by giving something to hunt for throughout studying. Read means reading the passage again, but this time the readers bear in mind the questions that have been asked. This action makes the readers get the information inferred in the text. State denotes repeating in mind the passage that has been read and stating the answers. This activity asks the students to recall all the specific information about the text. Test is meant to test the knowledge got from the passage by answering questions to see if the readers have retained the information. This step leads the students into long-term memory about what have been studied.

PQRST technique gives some benefits of PQRST technique suggested by Pauk (2005) ^[9]. This technique helps the students focus on studying and prioritizing the information in a way that relates directly to how they will be asked to use that information in an exam. In addition, PQRST technique is used to obtain the greatest possible amount of long-term learning and memory from the study time and also to make better grades on tests. Staton (1982) ^[10] also states that PQRST can raise test scores for students who follow the steps involved. PQRST technique also gives contribution in learning.

In addition, Blanco and Al Varez (2006) ^[11] state that there are some aims of PQRST: 1) Stimulating students to improve their previous knowledge by analyzing in depth the Q- (Question) stage. This stage detects lacks in their education; 2) Motivating students to actively reflect on the subject before being explained in class, and to look for explanations or solutions by themselves; 3) Preparing students to meet stage R (theoretic Classroom) with an inquisitive attitude towards the topic that is going to be explained; 4) Motivating students to look deeply into a reflexive study (S-State stage), which is preparatory for the final stage; 5) Stimulating students to ask themselves increasing complexity problems T (Test) through which their degree of knowledge can be evaluated; 6) Promoting among students' autonomy in learning, most of all through State and Test Stages; 7) Improving student's final results performance. In addition, Wolf (2011) ^[12] adds that PQRST technique is used to remember the content of the text.

From the explanation above, it is obvious that PQRST is related to reading comprehension that can help students in comprehending the texts. Therefore, it is expected that PQRST technique gives contribution to the students' final result in the test.

Beside PQRST, QAR (Question-Answer Relationship) technique is also one of the reading techniques that can help the students comprehend the text. Raphael (1982) ^[13] says that QAR provide a means of improving students' reading comprehension in an efficient and effective way which is divided "In The Book" into two QAR types (Right There and Think and Search); and "In My Head" into two QAR types (Author & You and On My Own). According to Conner (2006) ^[14], QAR serves five primary purposes. They are to help students monitor their comprehension of the text, provide a purpose for reading the text, allow students to assess their comprehension of the text, encourages elaborative and critical thinking, and help refute the common misconception held by students that the text tells all.

From the explanation above, it is assumed that PQRST and QAR techniques are effective ways to be applied in teaching reading comprehension. Thus, the researcher wants to conduct a research to see whether PQRST and QAR techniques give significant effect on students with different interest on their reading comprehension on procedure texts. The title of this research is **"The Comparison of PQRST (Preview, Question, Read, State, Test) and QAR (Question-Answer Relationship) Techniques on Students with Different Interest on Their Reading Comprehension on Procedure texts at Grade VII of SMPN 2 Padang"**.

2. Research Method

This research was classified into a quasi-experimental research which used treatment by block (2x2) design which showed the effect of the variables that were investigated. The researcher employed two variables: Techniques used (PQRST and QAR techniques) as independent variable and reading comprehension as dependent variable.

The population of this research was the students of grade VII of SMPN 2 Padang enrolled in 2011/2012 academic year consisting 184 students spreading in six classes. The sample of this research was taken by using intact group sampling because the students had been grouped into their classes together and taught with the same curriculum and materials. By using lottery, it was obtained that class VII.4 was as experimental group and class VII.1 was as control group consisting 30 students for each group.

The instruments used to collect the data in this research were reading comprehension test and questionnaires. Reading comprehension test was conducted before and after the treatment, and questionnaire was distributed after pretest. The reading test was used to know the students' reading comprehension on procedure texts before and after the treatment, namely pretest and posttest. The form of the test was multiple choice test. The test was designed based on the indicators of reading at school based curriculum of Junior High School Grade VII at SMP Negeri 2 Padang. The indicators were as follow:

Table 1. List of Reading Comprehension of Procedure Test Indicators

Variable	Indicators	Item Number	
		Pretest	Posttest

Reading comprehension of procedure texts	1. Determining the topic or main idea of the text	1, 5, 10, 16, 22	1, 7, 11, 17, 24
	2. Determining the specific information	2, 8, 11, 12, 17, 20, 21, 24	2, 8, 9, 12, 14, 15, 18, 19, 22, 23
	3. Determining the meaning of words/ sentences in the text	3, 7, 13, 15, 18, 25	4, 6, 10, 16, 21, 25
	4. Determining reference of pronoun	4, 6, 14, 19, 23	3, 5, 13, 20

Questionnaire was used to know the students' interest on reading procedure texts whether they were included in the students with high interest or low interest. The questionnaire was given before the treatment. It was designed based on the following indicators:

Table 2. List of Questionnaire Indicators on Reading Interest

Variable	Indicators	Sub-indicators	Numbers of items
Interest	1. Personal Interest	a. Attention of something b. Curiosity to know something c. A sense of belongingness d. Relevance utility to one's goals e. Opportunities to develop or demonstrate one's competence	1, 2 3, 4 5, 6 7, 8, 9 10, 11, 12
	2. Situational interest	a. Prior Knowledge b. Engagement c. Emotiveness d. Involvement	13, 14 15, 16 17, 18 19, 20

Before being given to the samples, the instruments were tried out to other group which had similar capability to both experimental and control group to know the validity and the reliability of the instruments before being assigned to the sample group. Then, the instruments were analyzed to know the significance of test items. After being tried out, the instruments were revised based on the requirements of validity and reliability test. The last, the instruments were administered to both groups as the pretest and posttest.

The result of the questionnaire was analyzed to know the students' interest by using Likert scale consisting five categories: Never, Seldom, Sometime, Often, Always that were scored by 1, 2, 3, 4, 5. Sugiyono (2006:135) ^[15] states that one of the forms of Likert scale uses the categories of Never, Seldom, Sometime, Often, Always that are scored by 1, 2, 3, 4, 5. After knowing the interest scores of the students, they were classified into two groups by dividing the students based on the mean score. One simple method to determine the students into the high and low classification on the test is that the score of each student may be compared with the average (mean score) (Harris in Bennu, 2012) ^[16]. The students who got above the mean score were grouped into the students with high interest and the students who got below the mean score were grouped into the students with low interest. Then, the researcher analyzed the result of reading posttest based on the classification of the students.

3. Discussion

3.1 The Data of Students' Interest in Reading Procedure texts Questionnaire

The questionnaire consisted of 20 items. Before it was given to the samples, it had been tried out to find out its validity and reliability. To know the validity, the score of ~~calculated~~ was

compared with t_{table} by significance level 0.05. If $r_{calculated}$ was higher than t_{table} , it means that the instrument is valid. After the try out of questionnaire was conducted to other group, it was found that all the items were valid because $r_{calculated}$ was higher than r_{table} and the questionnaire was also reliable because $r_{calculated}$ was categorized into very high category namely 0.997. It meant there were 20 items of questionnaire items assigned.

The questionnaire was conducted for both groups (experimental and control group). It was aimed to compare the two groups to determine the students who had high and low interest before giving treatment. The summary of the questionnaire scores before treatment of experimental and control groups is presented in the following table below:

Table 3
The Summary of Students' Interest at
Experimental and Control Groups

	Reading Comprehension	
	Experimental Group	Control Group
N	30	30
Highest Score	73	74
Lowest Score	45	46
Total Score	1850	1855
Mean	61.67	61.83

The table above shows that the mean score of experimental group is 61.67 and the mean score of control group is 61.83. It can be said that the students' interest of procedure texts for both groups is almost similar before the treatment is given. It can be predicted that these two groups are homogeny and reliable to be a sample of the research.

3.2 The Data of Pretest Result (Experimental and Control Groups)

The pretest was conducted before the treatment was given for both groups. Pretest was aimed to compare the two groups to know the students' reading comprehension before the treatment. The summary of the pretest of experimental and control groups is presented in the following table below:

Table 4
The Summary of the Pretest of Experimental and Control Groups

	Reading Comprehension	
	Experimental Group	Control Group
N	30	30
Highest Score	80	80
Lowest Score	28	28
Total Score	1779	1788
Mean	59.3	59.6

The table above shows that the mean score of experimental group is 59.3 and the mean score of control group is 59.6. It can be said that the students' comprehension on procedure texts for both groups is almost similar before the treatment is given. It can be predicted that these two groups are homogeny and reliable to be a sample of the research.

3.3 The Data of Reading Posttest Result based on Students' Interest in Reading Procedure texts

Based on the result of the test and questionnaire assigned to the students of experimental and control group, it shows that PQRST technique and interest give significant effect on students' reading comprehension of procedure texts. The results are discussed as follow:

First, it was found that the students taught by PQRST technique have significantly higher reading comprehension than those who are taught by QAR technique at grade VII of SMPN 2 Padang. It can be seen from the mean score of students' reading comprehension. The mean score of students' reading comprehension at experimental group was 74.33 and at control group was 67.27. These data indicate that the students' scores of reading comprehension on procedure texts in experimental group are higher than in control group. The summary of the posttest of experimental and control groups is presented in the following table:

Table 5
The Summary of the Posttest of Experimental and Control Groups

	Reading Comprehension	
	Experimental Group	Control Group
N	30	30
Highest Score	88	80
Lowest Score	48	40
Total Score	2230	2018
Mean	74.33	67.27

Besides, the result of hypothesis testing also indicates that PQRST technique produces better result in students' reading comprehension on procedure texts than QAR technique at grade VII of SMPN 2 Padang. The calculation of the data signifies that the value of $T_{\text{calculated}}$ of reading comprehension was higher than T_{table} namely $2.78 > 1.671$.

The result above proves that PQRST technique gives benefit to the students in comprehending the text, especially procedure texts. Thomas and Robinson (1982) ^[8] states that PQRST is a technique that is helpful in improving the reading comprehension when the students' purpose is thorough mastery of the content. He adds that PQRST help the students comprehend better, concentrate better and retain better.

Applying PQRST technique in teaching reading in the classroom can make the students comprehend more on the content of the texts. By doing preview, it provides the students a "map" of the text. It means that it makes the students know the general information of the text before reading all. In question step, the students are motivated to develop their background knowledge. It is relevant with what Blanco and Al Varez (2006) ^[11] say that analyzing in depth the Q-(Question) stage can stimulate students to improve their previous knowledge. In the Read step, the students experience digging into difficult sentences, reading and rereading a passage until they get a breakthrough, pausing to think something through. The next step, State, encourages students recall and check all the specific information got from the text so it can make them comprehend more and memorize the content of the text. It is like what Pauk (2005) ^[9] says that State stage gives a check on what was really learned, and removes doubt about how well the students have learned that material. In the last step, Test, the students are tested their knowledge got from the passage by answering questions to see if they have retained the information or not.

Second, based on the T-test calculation of the second hypothesis, it was obtained that the students with high interest taught by PQRST technique have significantly higher reading comprehension than those who are taught by QAR technique at grade VII of SMPN 2 Padang. It was found that $T_{\text{calculated}}$ was 3.141 and T_{table} was 1.697. It means that $T_{\text{calculated}} > T_{\text{table}}$. It can be concluded that H_0 was rejected and H_1 was accepted. Based on the data of students' interest scores, the summary of reading posttest results of the students with high interest in experimental and control group is presented in the following table:

Table 6
The Summary of Posttest Result of the Students with High Interest at Experimental and Control Groups

	Reading Comprehension	
	Experimental Group	Control Group

N	18	16
Highest Score	88	80
Lowest Score	68	60
Total Score	1432	1180
Mean	79.56	73.75

The table above shows that the mean scores of the posttest result of the students with high interest at experimental group and control group are 79.56 and 73.75. It can be said that there is a different result between experimental group and control group on the students' comprehension of procedure texts after being given the treatments. The students' reading comprehension on procedure texts at experimental group is higher than at control group on after being given the treatments.

As what has been stated before in the review of related literature, reading interest is really important when reading and it is one of the factors that influence the reading comprehension attainment. Stevens (1980)^[2] states that interest plays a vital role in the reading comprehension achievement. In reading a text, interest is really needed. If such interest is not already present or low, the students will not have a good comprehension maximally. Therefore, in this case, teachers should be able to stimulate it by encouraging students to expand their goals and task engagement strategies to make the reading activity more interesting for them. PQRST technique provides the students an identifiable structure to follow for reading and interacting with the material that can make the students become interested (Wormeli, 2001:16)^[17].

Third, from the result of the third hypothesis testing, it was found that the students with low interest taught by PQRST technique have significantly higher reading comprehension than those who are taught by QAR technique at grade VII of SMPN 2 Padang. It was found that $T_{\text{calculated}}$ was 2.066 and T_{table} was 1.708. It means that $T_{\text{calculated}} > T_{\text{table}}$. It can be concluded that H_0 was rejected and H_1 was accepted.

The summary of posttest results of the students with low interest in experimental and control group is presented in the following table:

Table 7
The Summary of Posttest Result of the Students with Low Interest in Experimental and Control Groups

	Reading Comprehension	
	Experimental Group	Control Group
N	12	14
Highest Score	80	72
Lowest Score	48	40
Total Score	796	832
Mean	66.33	59.43

The table above shows that the mean scores of the posttest result of the students with low interest at experimental group and control group are 66.33 and 59.43. It can be said that there is a different result between experimental group and control group on the students' comprehension on procedure texts after being given the treatments. The students' reading comprehension on procedure texts in experimental group is higher than in control group on after being given the treatments.

From the researcher's observation in the classroom when applying the technique, it was found that the students taught by PQRST technique were more interested to do reading comprehension than those who were taught by QAR technique because PQRST technique can motivate students to be interested to look deeply into a reflexive study (S-State stage), and also promote among students' autonomy in reading. Here, the PQRST technique provides specific direction in reading comprehension. As a result, the students with low interest taught by PQRST

technique have significantly higher reading comprehension than those who are taught by QAR technique at grade VII of SMPN 2 Padang.

Fourth, from the result of the fourth hypothesis testing, it was found that there is an interaction between PQRST technique and QAR technique with students' interest toward reading comprehension on procedure texts. Based on the calculation of ANOVA of reading comprehension of the students with low interest, it was found that $T_{\text{calculated}}$ was 25.02 and T_{table} was 2.78. It means that $T_{\text{calculated}} > T_{\text{table}}$. It can be concluded that H_0 was rejected and H_1 was accepted. It means that both techniques influence the reading comprehension with students with different interest. Each technique gives benefit to the readers. It is relevant with what Turkington (2003:61)^[17] says that PQRST is a good technique because it helps students retrieve information got from their memory after reading. Raphael (1982)^[18] states that QAR technique can provide a means of improving students' reading comprehension in an efficient and effective manner.

4. Conclusion

Based on the findings of this research, it can be concluded that: first, the students taught by PQRST technique have significantly higher reading comprehension on procedure texts than those who are taught by QAR technique at grade VII of SMPN 2 Padang. This can be proved from the difference of reading comprehension scores obtained by the students after being applied PQRST technique with QAR technique. The mean score of the students taught by PQRST technique is 74.33, while the mean score of the students taught by QAR technique is 67.27. Thus, it is obvious that teaching using PQRST technique produces higher reading comprehension than QAR technique.

Second, the students with high interest taught by PQRST technique have significantly higher reading comprehension on procedure texts than those who are taught by QAR technique at grade VII of SMPN 2 Padang. It shows that PQRST technique and the high students' interest affect the students' reading comprehension on procedure texts, that is, producing higher reading comprehension than QAR technique.

Third, the students with low interest taught by PQRST technique have significantly higher reading comprehension on procedure texts than those who are taught by QAR technique at grade VII of SMPN 2 Padang. It indicates that PQRST technique and the low students' interest affect the students' reading comprehension on procedure texts, that is, producing higher reading comprehension than QAR technique.

Fourth, there is an interaction between PQRST technique and QAR technique with students' interest toward reading comprehension on procedure texts.

From the explanation above, it can be concluded that PQRST technique gives significant effect on students' reading comprehension on procedure texts not only for the students with high interest but also the students with low interest.

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