

THE IMPLEMENTATION OF PQRST STRATEGY FOR TEACHING READING AT THE FIRST YEAR OF SMAN 1 KOTAGAJAH

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Abstrak. Penelitian ini bertujuan untuk mengetahui apakah terdapat peningkatan kemampuan pemahaman membaca siswa dan untuk mengetahui tanggapan siswa setelah penerapan strategi PQRST dalam pengajaran pemahaan membaca pada siswa tahun pertama di SMAN 1 Kotagajah. *One group pre-test post-test design* adalah desain yang digunakan dalam penelitian ini. Data penelitian diperoleh berdasarkan test membaca (*try out, pre-test and post test*) dan angket. Hasil dari penelitian ini menunjukkan bahwa terdapat peningkatan kemampuan pemahaman membaca siswa setelah penerapan strategi PQRST dengan level signifikansi ($0.00 < 0.05$). Selain itu, tanggapan siswa terhadap penerapan strategi PQRST dalam pengajaran membaca adalah positif. Hal ini menunjukkan bahwa strategi PQRST meningkatkan kemampuan pemahaman membaca siswa.

Abstract. This research aimed to investigate whether there was an improvement in students' reading ability and students' responses after the implementation of PQRST strategy in teaching reading at the first year of SMAN 1 Kotagajah. *One group pre-test post-test design* was used in this research. The data were obtained through reading tests (*try out, pre-test and post test*) and questionnaire. The result showed that there was there was statistically significant improvement of the students' reading comprehension ability after the implementation of PQRST strategy at the first grade of SMAN 1 Kotagajah with the significant level of ($0.00 < 0.05$). The students' responses of the implementation of PQRST strategy in teaching reading were positive. This indicates that PQRST strategy facilitates students to improve comprehension ability.

Keywords: *PQRST strategy, teaching reading, students' response*

INTRODUCTION

Reading is a process to understand a text by extracting and constructing the meaning of words. According to Elizabeth (2012), reading is a process of looking at a writing or printed symbol and translating it into an appropriate sound. This spoken symbol is further associated with an object for which it stands. Thus, reading consists of three elements which are the symbol (written or printed), the sound and the sense. In fact, reading is the ability which enables the learners sooner or later for reading with the purpose of extracting from the ideas, fact and information. Reading is very important for getting information from our surroundings, especially in learning English. It is one of the skills in English which is not simple. It is because the skill needs more comprehension of the learners for understanding the content. It forces the teacher to apply an appropriate strategy in teaching reading.

In the classroom context of teaching reading, most of teachers emphasize on explanation and definition of text, and then they ask students to do the exercises by answering questions based on the text given. There is a lack of guidance to comprehend the text. Besides, in the numerous reviews and studies (Tan, 2001; Sidhu, 2003) learners express that most of the texts prescribed are difficult to understand and do not get the interest from the students. It means that the students need to increase their understanding and their interest in the text in order to improve their reading.

Regarding to Kintsch and Kintsch (2005) additional factors such as motivation and interest affect reading comprehension. Saarnio et al., (1990) found that motivational factors such as positive and high self-perceptions in the area of reading, student value in reading, and the enjoyment of reading, influence the understanding of text. In addition, motivational factors gain importance as predictors of reading comprehension ability as readers' age and develop more skill. The effect of topic interest may also have a separate effect from prior knowledge on reading comprehension (Baldwin et al., 1985). It indicates that motivation and interest are the factors which play a significant role in reading comprehension.

Based on the pre-observation in SMAN 1 Kotagajah, it was found that the most of the students had some problems in reading comprehension. It happened because of the following things. First, the students got difficulty how to analyze a text. It could be seen when the teacher asked them some questions, and they did not say anything to answer the questions. This was due to lack of motivation, so that the students were not willing to read the text and answer the questions. Second, the students were lack of vocabulary mastery. They did not understand the topic of the text because of their limited vocabulary. Then, there was not any appropriate activity in teaching reading. They quickly got bored and had difficulties in understanding a word. This condition made the students did not comprehend what the passage was about.

In order to increase learners' ability in reading skill, the teacher needs to use a strategy in the teaching and learning process. One of the strategies which can improve students' reading ability is PQRST strategy through following steps,

which include preview, question, read, summarize and test. Besides, the strategy can increase students' interest and students' motivation. Thomas and Robinson (1982) believe that PQRST (Preview, Question, Read, Summarize, and Test) is a strategy that can lead the students to have better reading comprehension. This technique is proposed as the treatment to improve the learners' reading comprehension since it has a well-organized stage.

Sulistyo (2011) defines conceptually the PQRST strategy is a teaching strategy where five stages should be followed to get better reading comprehension: Preview, Question, Read, Summarize, and Test. As a strategy, PQRST strategy helps students solve their problem in reading comprehension by using five steps. They are previewing, questioning, reading, summarizing, and testing. Each step of PQRST strategy improves the teaching and learning process in increasing learners' reading comprehension. It also provides a stage-by-stage guidance which is before, during, and after learners do reading process which is essential for their comprehension. Each stage gives benefits to learners in facilitating their learning activities. In short, this strategy can activate their background knowledge before reading and evaluating their comprehension after reading.

Therefore, the researcher was interested in investigate whether there was an improvement in students' reading ability and to find out students' responses after the implementation of PQRST strategy in teaching reading at the first year of SMAN 1 Kotagajah.

METHODS

This research was intended to investigate whether there was an improvement in students' reading ability and to find out students' response after the implementation of PQRST strategy in teaching reading at the first year of SMAN 1 Kotagajah. Qualitative and quantitative methods were used in this research. The population of this research was the first grade students of SMAN 1 Kotagajah. The sample of this research was Class X Science 7 with a total of 30 students. Reading test and questionnaire were used in this research as the instruments.

RESULTS AND DISCUSSIONS

Results

According to the result of the pre-test score, it was found that the total score was 1962. The mean of the data was 65.40. The highest score was 80.00 and the lowest score was 50.00. The median score was 67.00. There were eight students who got a score ranging from 69-74 (26.6%). A total of 17 students got a score ranging from 45-68 (56.67%). In addition, there were five students who got a score in a range of 75-80 (16.67%). It indicated that the students' reading comprehension in Class X Science 7 was still poor. It was because the English's minimal mastery criterion (KKM) of SMAN 1 Kotagajah was 75 and there were only five students who got score > 75. It was the reason why the researcher concluded the students were poor in reading.

After being given the treatment, the students were distributed post-test. Based on the result in post-test, it was found that the total score in experimental class was

2227. The mean score was 74.23. The highest score of the data was 87.00 and the lowest score was 60.00. In addition, the median of post-test score was 73.00. After doing the treatments, there were differences in students' score in post-test. The students were divided into two groups. Those were the students who got score <75 and ≥ 75 . There were 16 students who got a score in a range of 57-74 and 14 students who got a score ranging from 75-92. It showed that from 30 students, there were 14 students who achieved the target and 16 students who did not pass the targeted score.

Comparing the results of the pre-test and post-test, there is an increase in the mean of students' scores. The total score of pre-test was 1962 and increased to 2227 in the post-test. The mean score was 65.40 in the pre-test and increased to 74.23 in the post-test. The figure below provides students' mean scores of pre-test and post-test.

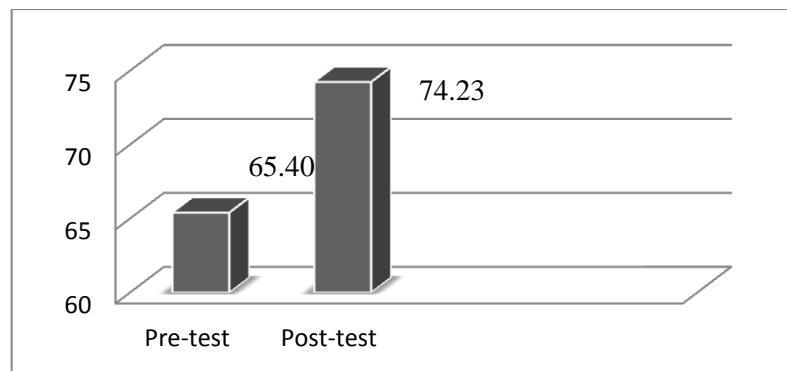


Figure 1. Mean Scores of Pre-Test and Post-Test

From the figure 1., there was a difference scores between mean scores of pre-test and post-test. The gain score from the pre-test and post-test was 8.83. Thus, it indicated that there was an improvement of students' reading comprehension ability after being taught through PQRST strategy. It could be seen from the gain of the pre-test and post-test mean scores. After analyzed the data of students, the hypothesis testing was analyzed. The result is shown in the following table:

Table 1. The Result of the Analysis of Hypothesis
Paired Samples Test

	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 posttest - pretest	8.83333	6.68546	1.22059	6.33694	11.32973	7.237	29	.000

The table showed that t-value was 7.237 with two tail significance level $p < 0.05$ ($p = 0.00$). It stated that the data were significant based on the t-table was at least 2.0452. Further, t-value on the table was higher than t-table ($7.237 > 2.045$). It could be seen that there was a significant difference between pre-test and post-test scores. In other words, H_0 was rejected and H_1 was accepted. It indicates that there is a significant difference on students' reading comprehension achievement before and after the treatments.

In relation to the second research question that is the response of the students after the implementation of PQRST strategy is described in this section. The result of the students' response can be seen in the table as follows.

Table 2. The Result of the Students' Questionnaire

Item's Number	Answers				Percentage (%)	Categories
	Strongly Disagree	Disagree	Strongly Agree	Agree		
1.	0	2	20	8	78.33	Interest
2.	0	1	18	11	85	
3.	0	2	15	13	84.17	
4.	0	7	16	7	75	
5.	0	2	19	9	80.83	
Total					80.66	
6.	0	5	16	9	78.33	Motivation
7.	0	3	14	13	88.33	
8.	0	6	16	8	76.67	
9.	1	3	17	9	78.33	
10.	0	4	13	13	82.5	
Total					80.83	
11.	0	2	21	7	79.17	Comprehension
12.	1	5	17	7	75	
13.	0	8	13	9	75.83	
14.	0	2	23	5	77.5	
15.	0	7	16	7	75	
Total					76.5	

The table above shows the result of the students' responses after the implementation of PQRST strategy in teaching reading. The results of the questionnaire showed that the response of the students in PQRST strategy was very generally positive. In terms of interest, the students' responses were very positive falling into very high category (80.66%). On the motivation, the percentage of this aspect was 80.83%. It could be seen that the responses of the students were very positive falling into very high category. Moreover, the comprehension aspect was also high positive response falling into high category.

Discussion

From the result of the research, it can be seen that there was an improvement of the students' reading comprehension after the implementation of PQRST strategy. It was proven by the comparison of the mean scores in post-test and pre-test. It showed that the improvement of the experimental class was at significance level

of ($p=0.000$, $p<0.05$). It means that PQRST strategy improved students' reading comprehension in the Class X Science 7 of SMAN 1 Kotagajah.

The result of this research is supported by previous researches. Malia conducted research in 2015. The subject of her research was the second grade students of MA Diniyah Puteri. She found that the use of PQRST strategy improved the effectiveness of teaching and learning process which increased the students' reading comprehension of hortatory exposition text, especially in finding details. In addition, Susanti (2013) conducted research about the improvement of students' reading comprehension in the teaching and learning process at the second grade students of SMA PIRI 1 Yogyakarta through PQRST technique. The result of her research showed that the use of PQRST technique with its accompanying actions was effective to improve the teaching and learning process of reading comprehension in report, narrative and analytical exposition.

In line with the result and previous researches, Thomas and Robinson (1982) assumed that PQRST strategy is the treatment to improve the students' reading comprehension since it has a well organized step. It can be seen from the activities in each of step. By previewing, the students improved their ability in determining main idea. It could be done by skimming the text. To increase specific information, the students did the questioning step. The students were guessing the text by asking the specific information in their mind about the text. Inference and vocabulary were much progressed by doing reading step in PQRST strategy. It could give some improvement because the students read the text carefully to get the information related to the W-H questions, underlined and found the meaning of the new or difficult word. In addition, the students increased reference by summarizing step which made the students answer their questions and summarize the text by using their words. Furthermore, testing step was used to obtain the improvement of the reading aspects generally.

On the other hand, the researcher did not only analyze the improvement of the reading comprehension, but also responses of the students after the implementation of PQRST strategy. There were three aspects investigated in relation to responses of the students, interest, motivation and comprehension related to the reading aspects. The researcher found that students' response toward this strategy is very positive generally and motivation is the highest category of the students' response. Knoll (2000) stated that there is strong relationship between motivation and reading comprehension. When the motivation of the students was high, they did well on reading comprehension test generally and vice versa. It implies that the higher the motivation someone has, the better the achievement he gets.

In order to obtain the students' response, the researcher tried to explain about PQRST strategy before she used the strategy. The purposes of this activity were to make students interested in using this strategy and keep the students from being confused with the strategy. It is because students' interest plays an important role in reading comprehension. The statement is supported by Christianson (1992) who state that positive emotion, activation, and concentration each play an

important role in readers' text processing, focused on gaining a better understanding of the concept interest and the ways in which it has been investigated.

At the end of the research, it seemed that the students of the experimental class could apply the strategy without any instructions from the researcher. They know what they must do in each step of PQRST strategy and enjoy every step of the strategy. This condition facilitates the students to make improvement in reading comprehension. The improvement was not only because they were able to apply the strategy, but they also felt motivated and interested in their reading activity. Kintsch and Kintsch (2005) assume that there are two additional factors that affect the reading comprehension, they are interest and motivation. The numerous previous studies (Saarnio et al, 1990; Baldwin et al, 1985) found that motivational factors such as positive and high self-perceptions in the area of reading, student value in reading, and the enjoyment of reading, influence the understanding of text. Moreover, the effect of topic interest may also have a separate effect from prior knowledge on reading comprehension.

However, both of motivation and interest are the additional factors affect reading comprehension, but motivation has higher positive response rather than interest. It is because interest is part of the intrinsic motivation. In line with the statement, Splinter (2014) believes that motivation is closely related to the construct of interest and many theorists believe that interest is one of the factors underlying intrinsic motivation. In the context of reading, it manifests as curiosity, interest, immersion, and personal satisfaction in the text. It indicates that when someone is interested in something, it can make her become more focused on certain object and have a specific purpose.

Briefly, PQRST strategy is able to help the students to improve their reading comprehension and the students have a good response toward PQRST strategy. Interestingly, the researcher found that PQRST strategy is not only improving the students' reading comprehension, but it also encourages students' interest and motivation in reading activity. PQRST strategy is successfully able to improve students' reading comprehension. It also makes the students comprehend the text easily and facilitates them to be more active in reading activity.

CONCLUSIONS AND SUGGESTIONS

Conclusion

Based on the result of the analysis and the computation of the data and also the discussion of the finding, the researcher concluded that:

1. There is an improvement of the students' reading comprehension ability after the implementation of PQRST strategy in teaching reading. It can be seen from the result of hypothesis testing which shows at significance level $p < 0.05$ ($p = 0.000$), t -value (7.237) is higher than t -table (2.0452). In addition, the students' mean score in pre-test was 65.40 which increased to 74.23 in post-test. It can be concluded PQRST strategy can be used to improve the students' reading comprehension ability in teaching reading.

2. The students' response on the implementation of PQRST strategy in teaching reading recount text was very high, more specifically in interest, motivation and related to the aspects of reading. It can be seen that the positive response of the students in PQRST strategy can improve the students' interest, motivation and comprehension in each aspect of reading.

Suggestions

Referring to the conclusion above, the researcher would like to put forward some suggestions below:

1. To the teachers
 - a. The teacher should consider the time allocation for the treatments. There must be a good preparation of the time in each step of PQRST strategy, because all steps of the strategy should be applied in classroom completely and systematically.
 - b. The teacher should be able to control the students' activity in the classroom. It is because there are some students who do not understand about the steps of the strategy, and number of the students takes a lot of time in a step.
2. To the further researchers
 - a. It is suggested that further researchers apply PQRST strategy in different skills and different levels of the students by modifying the strategy in each activity of the steps. Besides, it is suggested to use an observation sheet in order to control the students' activity in the class.
 - b. For those who want to conduct the same research, it is suggested to apply interview in collecting the data in order to investigate the difficulties which the students' might face on comprehending a text when the strategy is being implemented in teaching learning process.
 - c. Since PQRST strategy consists of five steps, it is suggested for the further researchers to prepare the time well and to give the students explanation about the time allocation in each of the steps.

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