

## **The implementation of P-Q-R-S-T strategy to improve students' reading comprehension ability at SMAN 3 Bandarlampung**

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### **ABSTRACT**

The objectives of this research were to investigate if there was an improvement on students' reading comprehension and to find out students' attitude toward the implementation of PQRST strategy for teaching reading comprehension. The samples of this research were 30 students of the first year students of SMAN 3 Bandar Lampung. The data were obtained through a pre-test and post-test in which the results were analyzed by using *Paired Sample T-Test*. The results of the research showed that there was a significant improvement in students' reading comprehension since the t-value was 7.844 with the significance level of 0.00 and the students' attitude toward the implementation of the strategy was positive. It can be concluded that PQRST strategy enables students to improve their reading comprehension and they have a positive attitude toward the use of the strategy for teaching reading.

**Keywords:** *PQRST strategy, reading comprehension, students' attitude*

### **I. INTRODUCTION**

There are four skills in English that students need to acquire, i.e., listening, speaking, reading, and writing. Those skills are related to each other and cannot be separated. Therefore, learners need to master all of the four skills. Chitra and Thiagarajan (2001) state that mastering language skills will determine students' communicative competence in the target language. In communication itself, there are two macro skills of language, they are receptive and productive skills. Speaking and writing are parts of productive skills for communicating and delivering learners' ideas, while listening and reading are parts of receptive skills from which learners receive and understand language as well as gain the meaning of the message (Masduqi, 2016).

As a receptive skill, reading plays an important role in expanding students' knowledge of a language through its important activities (Patel and Jain, 2008). It is not simple because the readers should combine their own background knowledge with the information from the text (Anderson, 2008). According to Pang, Angaluki, Elisabeth and Michael (2003) reading consists of two related processes, word recognition and comprehension; word recognition refers to the process of perceiving how written symbols correspond to the spoken language and comprehension refers to the process of making sense of words, sentences, and connected text.

According to Suparman (2005) there are two major reasons for reading, reading for pleasure and reading for gaining information. In order to gain information from a text, learners need more comprehension for understanding the content of the text. McNamara (2006) states that a reading

comprehension strategy is a cognitive or behavioral action that is enacted under particular contextual conditions with the goal of improving some aspects of comprehension. For example, when students find a new word in the text that they do not know the meaning, they consult their dictionary to find the word as a behavior action and read the word's definition in a dictionary as a cognitive action. It is in line with Shihab (2011) reading is sophisticated activity, which includes psychological, linguistic, and sociological aspects. In reading process, we cannot separate reading from comprehension because we take something from reading and deriving meaning from those words in reading text.

The researcher found a problem that the students did not understand the lesson well because most of them just read a text quickly to answer the provided questions that are given by the teacher. As a result, the students did not comprehend the text optimally. It implies that the teacher did not implement an effective strategy to make the students more active and to encourage them to increase their reading comprehension ability. Thus, to solve those problem mentioned, it could be concluded that the teachers need an appropriate strategy to facilitate the students in reading. Teachers have to apply a suitable strategy to improve their students' reading comprehension ability. One of the appropriate strategies which can improve students' reading ability is PQRST strategy. This strategy can improve students' ability in reading by using its steps-these are preview, question, read, summarize and test.

Thomas and Robinson (1982) said 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 a treatment to improve the learners' reading comprehension since it has a well-organized stage. Sulistyono (2011), defines it as a teaching strategy where five stages should be followed to get better reading comprehension for students: Preview, Question, Read, Summarize, and Test. As a strategy, PQRST strategy helps students solve their problems in reading comprehension by using five steps. Previewing is the first step. This step can make students activate their background knowledge. Then, questioning is the second step. It helps students to create their curiosity toward the text. The third step is reading. It can make students increase their concentration. Summarizing is the fourth step that can help the students to recall their understanding of the text. The last step is testing. It helps the students to memorize the text in their long-term memory. Each step of PQRST strategy provides stage-by-stage guidance which is before, during, and after learners do the reading process which is essential for their comprehension.

Therefore, the researcher decided to investigate the improvement of students' reading comprehension ability after the implementation of the strategy and to find out students' attitude toward the implementation of the strategy. Based on the explanation above, the researcher was interested in conducting research about the implementation of PQRST (preview-question-read-summarize-test) strategy to improve students' reading comprehension ability.

## **II. METHODS**

This research used quantitative method which used one-group pre-test post-test design. The researcher investigated whether there was a significant improvement in students' reading

comprehension ability by using PQRST strategy and found out students' attitude after the implementation PQRST strategy. The instruments of this research were reading test and attitude's questionnaire. The researcher took one class through purposive sampling as sample of this research. The population of this research were the first year students of SMAN 3 Bandar Lampung and the sample was X science 1 consisted of 30 students. The researcher conducted the pre-test to measure students' ability in comprehending the text before the treatment. After giving the pre-test, the treatment were conducted in three times. To know the result, the researcher gave post-test to measure students' ability in comprehending the text after the treatment. Then, the researcher compared the result between pre-test and post-test and analyzed it using *Paired Sample T-Test*.

### III. RESULTS AND DISCUSSIONS

#### Results

After conducting the research, the researcher gathers the results of the pre-test and post-test after the implementation of PQRST strategy.

Table 1. Improvement of Students' Reading Comprehension

Mean Score Pre-Test	Mean Score Post-Test	Gain
52.77	71.03	18.26

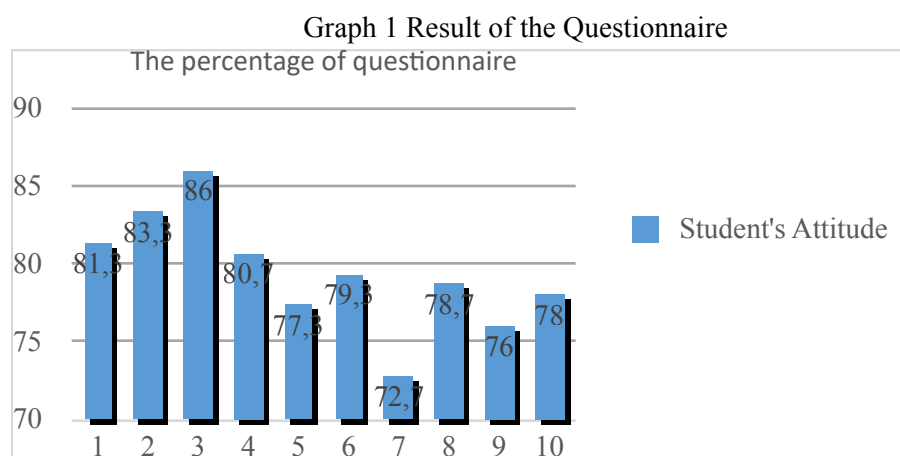
Table 1 shows that the mean score of the pre-test is 52.77 and the mean score of the post-test is 71.03. It is clear that the students' reading comprehension increased after the implementation of PQRST strategy with the gain is 18.26.

Table 2. Analysis of the Hypothesis Testing

#### Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
Pair 1	Posttest – Pretest	1.825601	12.74699	2.32727	13.49620	23.01580	7.844	29	.000

Table 2 provides evidence that the t-value was 7.844 and the two tail significance showed that significant  $< 0.05$  (significant value = .000). It could be inferred that  $H_1$  was accepted since  $0.000 < 0.05$ . It could be concluded that there was an improvement of the students' reading comprehension after the implementation of PQRST strategy for the first grade students of SMAN 3 Bandar Lampung. Therefore, the hypothesis was accepted.



Graph 1 shows the result of attitude's questionnaire. Based on the data obtained from the questionnaire, it was found that the majority of students agree to use PQRST strategy to apply in reading comprehension. It can be concluded that the students' attitude toward the use of PQRST strategy were positive.

## Discussions

### 1. The Improvement of Students' Reading Comprehension using PQRST Strategy

The purpose of this research was to investigate whether there was a significant improvement of students' reading comprehension ability and to find out the attitude after the implementation of PQRST strategy. The students' scores in pre-test and post-test were compared in order to know the improvement of students' reading comprehension. The result of the research indicate that the increase in students' reading comprehension score in the experimental class after treatment is given. The data showed the improvement of reading comprehension ability was at the significance level with significant  $< 0.05$ . The data were gotten after the researcher implemented the strategy. Then, this study found that the implementation of PQRST strategy was effective. After conducting pre-test and post-test, the data were run by SPSS 16.0 for windows and analyzed by using *Paired Sample T-Test*. As a result, the students' score of pre-test and post-test were compared to determine the students' significant improvement.

Syafitri (2017) found that there is a significant difference in reading comprehension between students who were taught using PQRST technique and those who were taught without using PQRST technique. A cluster sampling technique was used in this research. This is in line with Malia (2015)

who also found that the use of PQRST strategy improved the effectiveness of the teaching and learning process which increases students' reading comprehension of hortatory exposition text.

Furthermore, the highest increase of the result is in making inference and the lowest improvement is in identifying the main idea. The improvement of students' score is caused by all the process of applying PQRST strategy. It helps students to associate their background knowledge and information from the text that they have read. This is in line with Graesser and Wiemer (2001) say that inference is the output of the interaction between the reader's knowledge and the information in the text. In the learning process, the researcher asked the students to make a summary from the text that they have read in order to know their output after they read the text. It helps them to comprehend the text easily. In addition, summarize can help them to recall all the specific information from the text. It was proved by Syafitri (2017) about the important of summarizing to comprehend the text well.

On the other hand, the lowest improvement is identifying the main idea. This happens because the students are too lazy to read long sentences and lack of understanding sentence pattern to identify the main idea. It is line with Dwiarti (2005) who says that the length of the sentence and poor of strategy are problems that students are facing in identifying the main idea. Therefore, this might be the reason why identifying the main idea became the lowest improvement.

## **2. Students' Attitude toward PQRST Strategy**

The second research question of the research is to find out how the students' attitude using PQRST strategy in teaching reading comprehension. After the implementation of PQRST strategy, the attitude's questionnaire was administered. The questionnaire consisted of 10 statements that could illustrate whether the implementation of PQRST strategy could give students' a positive attitude and improve their reading comprehension ability or not. According to Mothersbaugh and Hawkins (2016) attitude is divided into three components, cognitive, affective, and conative. Those three components showed students' beliefs, emotions, and also behaviors toward PQRST strategy.

Based on the data, the first component is cognitive. The item numbers of the questionnaire are statement one until three. The first statement is "Saya memahami apa yang dimaksud dengan *PQRST strategy*". The second statement is "Saya yakin bahwa *PQRST strategy* akan menimbulkan hubungan timbal balik yang saling menguntungkan antara siswa dengan guru". The third statement is "Saya memahami bahwa *PQRST strategy* bertujuan agar siswa berperan aktif dalam setiap pembahasan". The researcher found that most of the students preferred the researcher applying PQRST strategy in reading comprehension. It is because PQRST strategy makes them interested in reading comprehension. It made the students know the benefits of using PQRST strategy to comprehend the text.

The second component is affective. The item numbers of the questionnaire are statement four until seven. The fourth statement is "Saya merasa senang karena *PQRST strategy* bermanfaat untuk proses pembelajaran Bahasa Inggris". The fifth statement is "Saya merasa senang dengan *PQRST strategy* karena saya dapat berpartisipasi dalam setiap pembahasan". The sixth statement is "Saya merasa termotivasi ikut dalam pelajaran bahasa inggris menggunakan *PQRST strategy*". The

seventh statement is “Saya merasa lebih percaya diri saat menggunakan *PQRST strategy* dalam pelajaran bahasa Inggris”. Based on the data, the researcher concluded that the students enjoy using *PQRST strategy* in the learning process. It happened because *PQRST strategy* could make the students enthusiastic about using the strategy.

The third component is conative. The item numbers of the questionnaire are statement eight until ten. The eighth statement is “Model pembelajaran *PQRST strategy* dalam proses pembelajaran membuat saya rajin untuk membaca untuk mendapatkan pengetahuan”. The ninth statement is “Dengan melakukan pembelajaran menggunakan *PQRST strategy* memudahkan saya untuk menulis ringkasan dari teks yang telah dibaca”. The tenth statement is “Setelah melakukan pembelajaran menggunakan *PQRST strategy*, saya dapat menjawab pertanyaan-pertanyaan berdasarkan teks yang dibaca dengan baik”.

After the implementation of *PQRST strategy*, it can be implied that the students felt the effect of using *PQRST strategy* in reading comprehension. It was obtained because the strategy could increase their reading comprehension. The result of the questionnaire is positive, which can be concluded that most of the students agree toward using *PQRST strategy* in the learning process of reading. This is in line with Karahan (2007) who states language attitudes let learners have positive influence on learning English and play a crucial role in students’ success or failure in language learning processes.

The positive influence and students’ motivation shows that the effective utilization of *PQRST strategy* in reading activity can make them curious about the text by formulating standard questions and making inference to recall their memory after reading. The standard questions that they have formulated could help them to comprehend the content of the text. It could trigger the students to read the whole text and improve their reading comprehension. Furthermore, the students feel motivated and enjoyable in implementing *PQRST strategy* in teaching reading. The improvement of the students after the implementation of *PQRST strategy* was supported by the result of attitude’s questionnaire. The data showed that 79.33% students agreed that the implementation of this strategy could help them increase their reading comprehension ability. It means that the strategy could make the students to be more active and enjoy comprehending the text well.

#### **IV. CONCLUSIONS AND SUGGESTIONS**

##### **Conclusions**

Based on the result of data analysis and discussions, the researcher draws conclusions that there is a significant improvement in students’ reading comprehension before and after the implementation of *PQRST strategy*. It can be seen from the result of hypothesis that the significance level is lower than alpha ( $0.00 < 0.05$ ). It can be concluded that the use of *PQRST strategy* improved students’ reading comprehension.

Besides that, students’ attitude toward the implementation of *PQRST strategy* in teaching reading comprehension is positive. The majority of students agree if the strategy is applied. They seem to enjoy the learning process.

## Suggestions

Regarding the several conclusions above, the researcher would like to propose some suggestions. Firstly, for the teacher, it is suggested to apply PQRSST strategy as an alternative strategy in teaching reading because it can help the students in comprehending the text easier. It is better for students to preview the text at home. The teacher also has to make a clear instruction in order to control the class, to make sure that the students can follow the instructions and focus to the material. The teacher can apply other kinds of text like descriptive text, recount text, report text, etc.

Secondly, for further researcher, it is suggested to conduct this strategy more than three meetings in order to get more accurate results of data. Longer the frequency of the treatment day is needed to get a better finding. It is also suggested to include another proper method of data collection like interview to make the result of the data more informative. Moreover, it is suggested to analyze the data with others because the data need to be measured one by one.

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