THE IMPLEMENTATION OF P-Q-R-S-TSTRATEGY TO IMPROVESTUDENTS' READING ACHIEVEMENT AT SMA NEGERI 7 BANDAR LAMPUNG

Dwi Fitri Arnaz*, Sudirman, Gede Eka Putrawan
FKIP Universitas Lampung, Jl. Prof. Dr. Soemantri Brojonegoro No.1
e-mail: dwiarnaz@gmail.com

Abstrak. Penelitian ini bertujuan untuk mengetahui apakah (i) peningkatan pemahaman membaca siswamelalui penerapan strategi PQRST dan (ii) aspek apa yang paling meningkat setelah penerapan strategi tersebut. Subyek penelitian ini adalah 31 siswa di kelas X IPA 4 tahun akademik 2018/2019. Desain penelitian adalah one group pretest and posttest. Data dalam bentuk skor diambil dari pretest dan posttest, *kemudian dianalisis dengan menggunakan Paired Sample t-test*. Hasil penerapan strategi P-Q-R-S-T dalam pengajaran teks recount menunjukkan bahwa ada peningkatan yang signifikan pada prestasi membaca pemahaman siswa (p <0,05, p = 0,00). Selain itu, kosakata adalah aspek membaca yang paling meningkat. Secara singkat, dapat disimpulkan bahwa penerapan strategi P-Q-R-S-T memungkinkan siswa untuk meningkatkan prestasi membaca mereka.

Abstract.The research was aimed at knowing whether there was (i)students' improvement on reading comprehension achievement after they were taught through PQRST strategy and (ii)whichaspect of reading that improved the most after the implementation of the strategy.The subjects of this research were 31 students in class X science 4 in the academic year 2018/2019. The research design was one group class pretest and posttest.The data in the form of scores were taken from a pretest and a posttest using reading test, *and then they were analyzed by using Paired Sample t-test.*The result of the implementation of P-Q-R-S-T strategy in teaching recount text shows that there was a significant improvement on the students' reading comprehension achievement ($p<0.05$, $p=0.00$). In addition, vocabulary is the aspect of reading that improved the most. In brief, it can be concluded that the implementation of P-Q-R-S-T strategy enabled students to improve their reading achievement.

Keywords:reading, reading comprehension, P-Q-R-S-T strategy, improvement

INTRODUCTION

Reading is one of the language skills that is most often used to measure student's comprehension of a text. It requires high concentration in it to understand the essence of the reading. It is also supported by Burhan as cited in Slamet (2008) that reading is an act carried out based on the integration of several skills: observing, understanding, and thinking.

In the reading process, we cannot split reading from comprehension, because it involves taking what was just read and deriving meaning from those words. Readers need to understand the content of the reading text in order to achieve the goal of the reading, namely comprehension. According to Nuttall (1982), the purpose of reading comprehension is a part of the process of reading comprehension, that is characterized by the process when the readers get the messages and meaning of the text they have read. Moreover, the message or the meaning conveyed can be in the forms of information, knowledge, and even happy or sad expression messages.

In line with one of the purposes of teaching English in Curriculum 2013, the teachers have to grow awareness of the importance of English as a foreign language to become a major tool of learning. In reading aspect, the competence that should be mastered by the students is in understanding the various meanings (interpersonal, ideational, textual) in a variety of written texts; interactional and monologue texts especially in the forms of descriptive, narrative, spoof/recount, procedures text.

Based on the researcher's pre-observation in SMAN 7 Bandarlampung, it was found that most of the students had some problems in reading comprehension ability.First, the students do not master vocabulary well, this is due to lack of reading experience, and exercise. According to the teacher, in the teaching and learning process, most of them usually use DRA techniques (Direct Learning Activities) and translation by asking the students to read the entire reading text and interpret the sentence individually. Second, the students lack of drawing conclusions or inferences. They find it difficult to make a conclusion from the text that they have read and only re-write the main topic of the text. The last, the teacher's teaching strategy was not suitable for the condition of the students. It seems that the class was boring and not alive.

Thus, to overcome those problems mentioned, it can be concluded that it is necessary for the teachers to apply effective strategies in teaching reading in order to make the students reading comprehension achievement better. One of the appropriate strategies to improve students' reading comprehension achievement is PQRST (Preview-Question-Read-Summarize-Test) strategy. It is a strategy which is commonly used in teaching a language. Considering the importance of reading ability, PQRST is one of the strategies that can lead the students reading comprehension. It is suggested by Thomas and Robinson (1982). As an instructional strategy, PQRST strategy helps students to cope with 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 which is also aimed to improve the students' reading comprehension.PQRST strategy also helps students become active in reading process, make them focus on the text, attract their motivation have a long-term memory in comprehending the text and increase their score on the test.

Additionally,Vazquez, Green and Medina (2006) conducted research related to the application of the PQRST strategy in the teaching of English of the difficult or complex technological subject in Universidad Europea de Madrid, Spain. They found that the teaching of a course through the PQRST strategy, both in English and in Spanish, not only leads to fully satisfactory results but also that this strategy is accepted by the majority of the students involved. In line with the research above,Malia (2015) investigated whether PQRST strategy could improve students' reading comprehension in hortatory text. After conducting two cycles of action research, she found that the use of PQRST strategy improved the effectiveness of the teaching and learning process which then increases the students' reading comprehension of hortatory exposition text.Another research was conducted byPuspitasari (2014) in the tenth grade of SMKN 5 Madiun which aimed to find out whether there is an improvement in students' reading comprehension on the descriptive text through PQRST strategy. The result of the research showed that the implementation of PQRST strategy can improve the students' reading comprehension in descriptive text and it also improves the students' participation in the classroom.

Based on the results of those studies, it can be inferred that all researchers prove PQRST strategy could improve students' reading comprehension. Briefly, those previous studies also show that PQRST is an effective strategy to be implemented in different texts and different levels of students. Thus, from the statements above, the researcher was interested to investigate whether there was an improvement of students' reading comprehension achievement after being taught by using PQRST strategy and to find out the aspect of reading that improved the most after the implementation of the strategy.

RESEARCHMETHODS

The research design used in this research was one group pre-test and post-test sincethere was a pre-test before the treatment and a post-test after the treatment.This study consists of two variables, PQRST strategy as the independent variable and students' reading achievement as the dependent.

The population of this research was the first grade students of SMA N 7 Bandarlampung in the second semester andthe sample was class X science 4 that consisted of 31 students. The class as the sample was taken through one kind of non probability sampling (purposive sampling or judgement sampling).In constructing the research, the research procedure went through these following steps: (1) determining research instruments, (2) try-out the instrument, (3) administering the pre-test. (4) conducting the treatments, (5) administering the post-test, (6) analyzing the data.

The instrument of this research was reading tests consisting of a pre-test and a post-test. The tests were in formsof multiple choice. In analyzing the data, *Paired Sample T-test* was used the sig < (=0.05).

RESULTS AND DISCUSSION

Results

The objective of this research were to find out whether there wasa significant improvement in reading achievement after the implementation of P-Q-R-S-T strategies,and to find outwhich aspect of reading improves the most after the implementation of P-Q-R-S-T strategy.

The totalscore of pre-test was 1592.50, mean score was 51.37, the highest score was 67.50, and the lowest score was 27.50. Furthermore, the highest score of aspects in pre-test was specific information with a total score of 146 and the lowest score of aspects in pre-test was main idea with a total score of 114. After conducting the pre-test and treatments, the researcher administered a post-test. This post-test was administered to measure the students' reading comprehensionimprovement by using PQRST strategy.

From the results of the post-test score, it was found wasthe total of post-test score was 2465, the mean score was 79.51, thehighest score 90, and the lowest score was 70. In addition, the most improved aspect of reading comprehension was vocabulary with an improvement of 94.The researcher used *Paired Sample T-test* (SPSS 16.00 for Windows) was used to test the hypotheses, in which the significance was determined by 0.00<0.05. The data of *Paired Sample T-Test* in the pre-test and post-test were presented in the following table.

Table 1. Paired Samples T-test to find out whether there is a significant improvement on student's reading comprehension achievement or not

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig.
					Lower	Upper			
Pair 1	posttest - pretest	2.81452	12.22988	2.19655	23.65921	32.63112	12.813	30	.000

It can be seen from the table that significance value showed that .000 <0.05. It means that there was a significant improvement on students' reading comprehension achievement after being taught by using P-Q-R-S-T strategy. In other words, the alternative hypothesis was accepted.

Table 2 below illustrates the students' results five aspects of reading comprehension.

Table 2. The Improvement of Each Aspect of Reading

No.	Type of reading aspects	Mean of the Pre-test	Mean of the Post-test	Gain	Percentage
1.	Main Idea	14.25	23.625	9.375	20.71%
2.	Specific Information	18.25	25.375	7.125	15.74%
3.	Vocabulary	14.625	26.375	11.75	25.96%
4.	References	14.625	26.25	11.625	25.69%
5.	Inferences	17	22.375	5.375	11.90%
	Total	78.75	124	45.25	100%

From Table 2, it is proved that PQRST strategy can improve students' reading achievement in all aspects of reading comprehension. The highest improvement was vocabulary with an increase of 11.75 points. Then, references increased by 11.625 points, main idea increased by 9.375 points, specific information increased by 7.125 points, and the lowest improvement was inferences with an increase 5.375 points. It is clear that the strategy applied in this research, PQRST strategy, is evidently effective to improve the students' reading comprehension achievement, especially in reading recount text. It is clear that, the aspect of reading that significantly improves most is vocabulary, then followed by references, main idea, specific information and inferences.

Discussion of Findings

From the data analysis, it can be said that after being taught by PQRST strategy, the students could improve their achievement of reading comprehension. The major improvement, as can be mentioned, was vocabulary.This was reasonable because in the questionning step the students were required to make questions and most of them searched the meaning in dictionary. Furthermore, in the reading step the students were required to read the text carefully to get information related to the W-H questions, underlined and found the meaning of a new or difficult word. These activities molded a new habit for them with respect to understanding vocabulary. Thus, this is the reason why vocabulary takes the first place as the most improving aspects of reading comprehension after being taught using PQRST strategy.

The results of this research were supported by previous related study from Khoiriah (2013),she said thatthe results showed that PQRST strategycan increase students' reading comprehension, especially in terms of specific information.It was because in questioning step which directed to find the information the students needed. It had trained them to choose which information they want to obtain based on their purpose of reading the materials. In other words, questioning

step had maximized students' reading comprehension ability in identifying the information details in the text.

Moreover, Thomas and Robinson (1982) also showed that PQRST is one of strategies that can lead the students reading comprehension. As an instructional strategy, PQRST strategy helps students to cope 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 which is also aimed to improve the students' reading comprehension.

In addition, Johnston & Anderson (2005),also mentioned that techniques like PQRST work partly because they encourage use of some of the memory strategies alluded to above. It could be seen from the teaching and learning process of this study. For example, when the students generated questions to focus reading, they made an elaborative link between what is learnt and what information is to look for. During the treatment process, when the students did the review stage and raised questions, they were given opportunities to formulate their own questions related to the topics being learned and to engage in an active search for information to find answers to their questions.

Finally, in line with the discussion presented previously, it can be stated that PQRST strategy not only was able to improve students' reading comprehension, but also the aspects of reading. The aspects were vocabulary,reference, main idea, specific information and inference. Altogether, it can be approved that PQRST strategy was an effective strategy for teaching reading at the first grade students of SMAN 7 Bandar Lampung.

CONCLUSIONS AND SUGGESTIONS

Referring to the discussion of the research findings in the previous chapters, these following points of conclusions are cited. First, there is a significant difference on students' reading comprehension achievement in recount text after the treatment (.000<0.05). In other words, alternative hypothesis is accepted and the null hypothesis is rejeceed. It means that the use of PQRST strategy improved students' reading comprehension achievement.Second, vocabulary is the aspect of reading that improved the most in the research because in vocabulary test item the students were asked to find the word which has close meaning and the opposite meaning with word on the question. It does not require them to make their own conclusion to find the answer. It helped the students to build up their knowledge about synonym and antonym of words which have not been acquired by the students.

This study also has some implications and suggestions.For the suggestions, the author explains several things to be considered by the teacher, they are: 1)English teacher are recommended to apply PQRST strategy as the alternative strategy in teaching reading using recount text because it can help the students in comprehending the text easier, 2) English teacher should not too much concern

about the students who must answer teacher's question using English, because it will be easier for them to express their idea using Indonesian language. It can help the students easier to relate their prior knowledge to the material, 3) English teacher can use another type of text such as narrative, descriptive, report, hortatory,etc. It will make the students easier to comprehend the text.In addition, the author also has several suggestions for further researchers, they are:1) further researcher may conduct this strategy on different level of students. It can be applied in the junior high school students or university students, 2) further researchers can conduct this research not only in quantitative research but also in qualitative research. So that the results of the research are complete and valid.

REFERENCES

Johnston, B., & Anderson, T. (2005). *Information literacy and study skills: an overview of research for LT Scotland.* University of Strathclyde. Cambridge: Lincoln House.

Khoiriah, N. (2017). The implementation of P-Q-R-S-T strategy to improve students' reading comprehension ability at SMKI Assya'Roniyyah Mataram Baru.

Malia, N. (2015). Using PQRST strategy to improve students' reading comprehension of hortatory exposition texts at grade XI IPS of MA DiniyahPuteri, Pekanbaru.*Journal English Language Teaching (ELT), 1*(1), 1-7.

Nuttall, C. (1982). *Teaching reading skills in foreign language*. London: Heinemann Educational Books.

Puspitasari, L. (2014). Implementing PQRST technique to improve reading comprehension in descriptive text of the tenth grade students of SMKN 5 Madiun.

Slamet, S. Y. (2008). *Dasar-dasar keterampilan berbahasa Indonesia*. Surakarta: UNS Press.

Thomas, E.L.& Robinson, H.A. (1982).*Improving reading in every class.*Boston: Allyn and Bacon.

Vazquez, C. B., Green, R & Medina, J. M. M. (2006).The application of the "PQRST" method to the teaching in English of difficult or complex technological subjects.*Jornadas De InnovacionDocente Universidad Europea De Madrid.1*(1), 1-11.