PQRS (Preview, Questions, Read, and Summarize) Strategy for Teaching Reading Skill: An Action Research at Indonesian Senior High School Students

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Abstract

It is evidence that the literacy and reading proficiency for Indonesian students need to be enhanced. Therefore, the objective of this study is to enhance the reading proficiency and learning engagement of eleventh-grade students at SMA Persada Bandar Lampung in the academic year 2023/2024 through the implementation of the Preview, Question, Read, Summarize (PQRS) strategy. The research involved twenty-two students and followed the Classroom Action Research (CAR) approach, consisting of planning, acting, observing, and reflecting phases within each research cycle. Notably, the progress in students' learning engagement is evident in the mean scores, with the first cycle averaging 35.32 and the second cycle averaging 38.50, indicating an improvement of 3.18 points. Additionally, there was a noteworthy enhancement in students' reading proficiency, illustrated by the mean scores for their learning activities: 58.52 in the first cycle and 70.45 in the second cycle, reflecting an improvement of 11.93 points. These findings affirm that the PQRS Strategy effectively enhances both students' reading ability and their engagement in learning activities. Therefore, it is important to recommend PQRS teaching strategy to be used in English class.

Keywords: *CAR, Reading Comprehension, PQRS (Preview, Question, Read, and Summarize) Strategy*

Abstrak

Hal ini menjadi bukti bahwa kemampuan literasi dan membaca siswa Indonesia perlu ditingkatkan. Oleh karena itu, tujuan penelitian ini adalah untuk meningkatkan kemahiran membaca dan keterlibatan belajar siswa kelas sebelas di SMA Persada Bandar Lampung pada tahun ajaran 2023/2024 melalui penerapan strategi Pratinjau, Pertanyaan, Baca, Rangkum (PQRS). Penelitian ini melibatkan dua puluh dua orang siswa dan menggunakan pendekatan Penelitian Tindakan Kelas (PTK) yang terdiri dari tahap perencanaan, pelaksanaan, observasi, dan refleksi dalam setiap siklus penelitian. Khususnya, kemajuan dalam keterlibatan belajar

siswa terlihat jelas dalam nilai rata-rata, dengan rata-rata skor pada siklus pertama adalah 35,32 dan pada siklus kedua rata-rata 38,50, yang menunjukkan peningkatan sebesar 3,18 poin. Selain itu, terdapat peningkatan yang signifikan dalam kemahiran membaca siswa, yang terlihat dari nilai rata-rata kegiatan belajar mereka: 58,52 pada siklus pertama dan 70,45 pada siklus kedua, yang mencerminkan peningkatan sebesar 11,93 poin. Temuan ini menegaskan bahwa Strategi PQRS secara efektif meningkatkan kemampuan membaca siswa dan keterlibatan mereka dalam kegiatan pembelajaran. Oleh karena itu, penting untuk merekomendasikan strategi pengajaran PQRS untuk digunakan di kelas bahasa Inggris.

Kata Kunci: PTK, Pemahaman Membaca, Strategi PQRS (Preview, Question, Read, dan Summarize).

Introduction

Having a good reading skill can be crutial and benefcial since it could be helpful for someone to understand the information, as well as enhancing vocabulary treasuries (Maximilian, 2020; Maximilian & Ajeng, 2023b). It is in line with the prior researches that have studied the area of reading a foreign language. Based on these researches findings, most students from various educational level agree that having a good ability in English reading is always important both for their academic and their general daily life.

The reason why writer is interested in choosing reading is that one of the topics that can be mastered both theoretically and practically in that field. Students need to understand reading as a whole, not just the traditional reading process, but need to take advantage of the techniques to be used (Setiyo et al., 2023). Reading comprehension is the process of taking information from a passage and understanding it based on what you already know. It can also be defined as a way for readers to become aware of an idea, understand it, and relate it to their own needs and purposes. In addition, problems occur when students do not have the knowledge they have, such as about the concepts contained in the reading, and about the forms of words, sentence structures, and expressions. Therefore, not all students really understand English. They possibly find difficulties in comprehending reading texts.

Muslaini (2017) states that reading is the process of getting information from the written text; from the writer to the reader. Therefore, reading is very important to get more detail information. The process is formed in reading, starting from the author to write something to publishing a book or articles/forums on the internet to what target the reader will read.

According to Spears (2012), the reading process begins with decoding words, that is, deciphering the letters that make up individual words. Creating

reading texts includes a sentence and paragraphs arranged neatly or understood which will form the reading from the arrangement of words made by the author. Nunan (2003) states that reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. This signifies that reading activities should be practiced extensively to attain fluency in the process of reading english both in the form of pronunciation and vocabulary. And it is also reading can connect the reader with the mind of the writer, with the intent of their reading experience and then relate it to the reader's own knowledge.

This study was conducted in SMA Persada Bandar Lampung, since this school is considered to represent the condition and characteristics of senior high school students in Bandar Lampung. Based on the initial investigation from this school, it was observed that students face challenges in comprehending and grasping the content of the reading passages they have been exposed to in their lessons. This difficulty arises due to a lack of cognitive capacity among the students, potentially attributed to an unsupportive classroom environment that hinders the enhancement of their reading skills. The issue may be linked to the uninspiring teaching approach employed by the teacher for reading instruction, coupled with a lack of intensive guidance (Ajeng, 2023; Ajeng & Maximilian, 2023). The unstimulating teaching approach can demotivate students during the learning process, limiting their engagement and participation in sharing their thoughts and ideas within the classroom. In essence, the students primarily adhere to their teacher's directives without ample opportunity for interactive expression.

Preview-question-read-summarize (PQRS) strategy improved the comprehension skills of the students as it motivated them to review the text or book and stimulated their preunderstanding of the text. As per Scanlon (2010) interpretation, this represents the fundamental objective in the context of reading. It means that motivating students in reading can use these strategies, the purpose of reading needs motivation as well.

In order for the content of the text to be understood, former knowledge should be associated with new information; the reader should interpret the text and identify its main idea (Martin & Kragler, 2011; Westwood, 2008). Therefore, there is a process of understanding students' reading by interpreting the contents of the text and must already know what the main idea of information in the text they read. One of the widely recognized methods for enhancing memory retention from reading is the Preview, Question, Read, and Summarize (PQRS) Strategy. PQRS is a strategic approach to reading and memory retention that incorporates both direct and metacognitive teaching principles related to text comprehension. Thus, utilizing the PQRS strategy can aid students in improving their

understanding of the reading material and retaining the meaning of the text content.

According to Heilman et al. (1981), teaching reading is undoubtedly as complex as defining it. The quality of instruction remains the most important factor in reading programs right now, it is generally acknowledged. Understanding the process of learning to read as a prolonged developmental journey is crucial, and effective teaching should be built upon a comprehension of children as individuals in the learning process (Dwi Pornita et al., 2023). These ideas logically flow into a discussion of reading instruction principles.

In addition, Heilman et al. (1981)also mention about crucial factors affecting comprehension is the importance of the reader's background experience(Maximilian, 2023; Maximilian & Ajeng, 2023a). The growth and development of a child's language is one crucial aspect of their background of experiences.

The English teachers find it difficult to impart a thorough understanding of reading. The instructor should think about the best method to use to help their pupils develop reading comprehension. The methods that can be utilized to teach reading are countless. The PQRS Strategy is one of them.

The PQRS Strategy helps in improving pupils' understanding of a book. There are a few stages that need to be taken into consideration while teaching reading comprehension utilizing the PQRS strategy. The strategies will first be explained to the pupils by the teacher. It may be accomplished by outlining each step on the implementation of the PQRS Strategy while reading. The text that will be understood will thereafter be provided by the professors. The PQRS Strategy phases (preview, question, read, summarize) will next be followed by the pupils. The last stage involves evaluating the learning progress by prompting students to express their comprehension of the material.

Given the provided explanation, the writer proposes research entitles: Enhancing Students' Reading Ability by Utilizing Preview, Questions, Read, and Summarize (PQRS) Strategy at the Eleventh Grade of Senior High School Students.

Methods

The study employed the Classroom Action Research (CAR) approach, which is a method utilized to address identified issues in the learning activities within the classroom. This method involves diagnosing and identifying the problem, followed by implementing suitable actions to achieve improved outcomes. The collaborative learning approach in education is particularly effective when employing this method.

The research utilized a designed procedure for Classroom Action Research (CAR) by Kemmis & McTaggart (2014), it consists of several cycle which is each cycle contain four phases of planning, acting, observing, and reflecting.

As stated by Arikunto (2017) that "classroom action research be implemented at least two cycles continuously". This implies that a minimum of two cycles should be carried out for the classroom action research. If the outcomes are not satisfactory, additional cycles can be conducted to meet the predefined objectives (Arikunto & Suhardjono, 2017).

Those were the explanation of the phases:

1. Acting Phase
Arikunto (2017) suggests that the implementation of the action phase should occur consecutively for at least one cycle, and the duration for each cycle should be adjusted based on the material requirements within the semester or the teacher's planned annual program.

2. Observing phase
During the action phase, the classroom activities should be observed in order to know the result of the complementing of the chosen technique observation also used in order to how the effectiveness of teaching learning process whether or not the technique could improve the student's achievement by the researcher.

3. The Last Step.
Following data collection, the writer proceeds to analyze the teaching and learning process data all the action are evaluate and reflection in the end of each cycle.

Participants

The research was conducted at SMA Persada in Bandar Lampung. This study was conducted at SMA Persada Bandar Lampung, since this school is considered to represent the condition and characteristics of senior high school students in Bandar Lampung. It located in Bandar Lampung, Lampung province, at Jl. Imam Bonjol KM 11 No.8 Kel. Kemiling Permai Kec. Kemiling. The research was conducted during the 2023/2024 first semester. The research's participants are eleventh-class students at SMA Persada Bandar Lampung in the first semester of 2023/2024. There are 22 students overall, including both male and female pupils.

Instruments

In this study, the researchers employ both tests and non-tests as research instruments. The exam is used to gather information about pupils' reading abilities. Main idea, supporting idea (finding information), inference, reference, and vocabulary are grading criteria used to assess pupils' ability to read (Maximilian, 2020). The researcher used test first cycle and test second cycle reading exams to asses students' narrative text reading comprehension in the

eleventh grade. Both assessments consist of multiple-choice questions about narrative text topics. This reading exam is a tool for gathering information to help pupils read better. In the meanwhile, this study used field notes and an observation sheet to gather information about the instructional activities of the students.

Data analysis

The researcher conducting utilization of quantitative data analysis for interpret the results from the testing tool, specifically the multiple-choice reading exam. For the assessment tool that does not involve testing, which included students' field notes and observation sheets, qualitative data analysis was performed. In both cycles 1 and 2, the mean scores for students' observation sheets and reading assessments were calculated, and then the researcher compared the results. The outcome of the quantitative data analysis was then used to demonstrate if the pupils' reading comprehension had significantly improved. The results of the qualitative data analysis were then used to demonstrate if the learning activity of the pupils had substantially enhanced.

Results

The Implementation of PQRS Strategy to Enhance Students' Learning Activities

The outcomes reflected in the students' observation sheets for both the initial and subsequent cycles might provide information on the classroom environment, the students' replies, their activity, and also how many undertaking English teachers accompanied the author in carrying out teaching and learning activities during the research, not only observing, but also assessing observation sheets and recording field conditions in the classroom.

The learning activity of the students from the first till the second cycle demonstrated a sufficient substantial development, as per the results of the observational records of the students in each cycle. On the students' observation sheets, the researcher calculated every feature and came up with a mean score of 35.32 in cycle 1. It showed that cycle 1's average student observation sheet scores fell into the "less active" group. The researcher then computed every element on the students' observation sheets and obtained a mean score of 38.50 in the process.
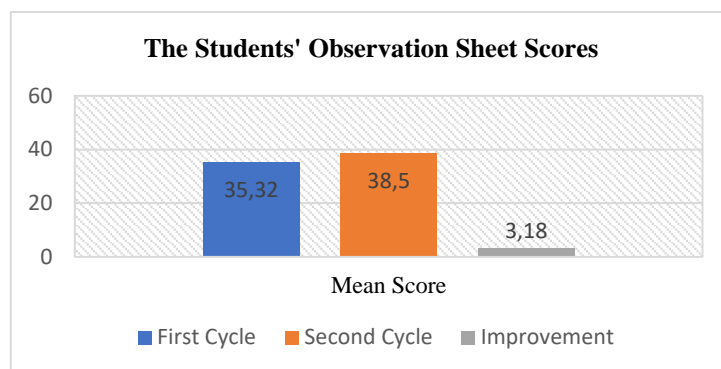
Figure 1. The Scores on the Students' Observation Sheet

As depicted in Figure 1, the mean scores on students' observation sheets were 35.32 from the first cycle and 38.50 from the second cycle. Based on the given description, the researcher deduced that the progression observed in students' observation sheet scores, from cycle 1 to cycle 2, demonstrated an enhancement of 3.18 points. This suggests a minor improvement in pupils' learning activity. It means that there is improvement of students' learning activities when the students learn English using PQRS Strategy. In other words, the PQRS strategy is effective to be implemented in English class. Therefore, this study recommends the English teachers, especially in Senior High School level, to bring PQRS as one of the alternative teaching strategies into their English class to enrich their teaching and learning activities.

The Implementing of PQRS Strategy in Develop Students' Reading Ability

The researcher conducted a reading assessment for the students in each cycle. The assessment for cycle 1 took place on August 28th, 2023, and for cycle 2, it was held on September 4th, 2023. From the first cycle until the last cycle, the results of pupils' reading assessments significantly improve. The researcher determined the average student reading test scores and the proportion of students in each cycle according to the students' reading outcomes test results obtained in every phase.

Table 1. Outcome of Students' Reading Assessment

Elements	Cycle I	Cycle II
The Total Score of Students' Reading Assessment	1287.5	1550
The Average Score of Students Reading Assessment	58.52	70.45

The information in the table above showed a significant improvement in the student's reading comprehension. The students' reading test results for each cycle served as proof. Using the results of the first cycle's reading assessment for students, The researcher achieved a cumulative score of 1287.5 from the 22

students who participated in the test. Calculations show that the average reading test score of students in the first cycle was 58.52, while the average reading test score of students in the second cycle out of a total of 22 students who took the test, was 1550. Calculations show that students in the last cycle had an average reading test score of 70.45.
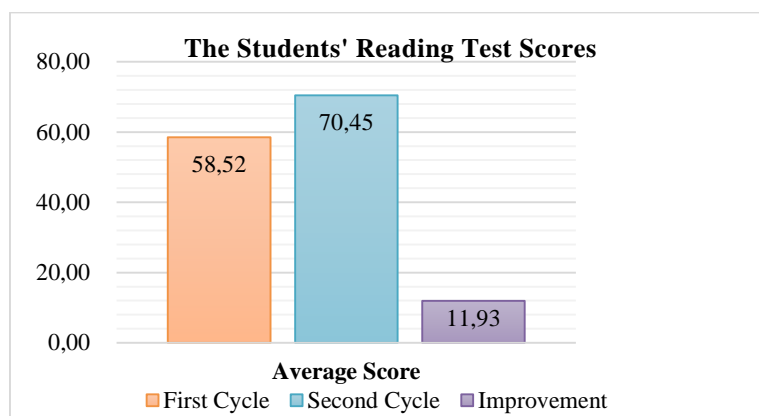

Figure 2. Results Test Reading

As depicted in Figure 2, this can be elucidated that average student scores in the reading assessments during the first cycle and the second cycle amounted to 58.52 and 70.45, respectively. The researcher concluded that there was an improvement of 11.93 points in scores on the reading tests for students from the initial to the subsequent cycle in light of the aforementioned explanation. It suggested that reading comprehension among students has significantly increased.

Table 2. The Percentage of Learning Completion for Students

Criteria	MCC	Cycle I		Cycle II	
		The Quantity of Students	Percentage	The Quantity of Students	Percentage
Passed	≥ 70	9	41%	16	73%
Failed	≤ 70	13	59%	6	27%

According to the information in the table provided, students' education completion significantly increased. In the first cycle, the student's learning completion rate was 41%. It said that nine students had succeeded in meeting the MCC target. As a result, 16 students met the MCC target, or 73% of students completed their learning in the second cycle.
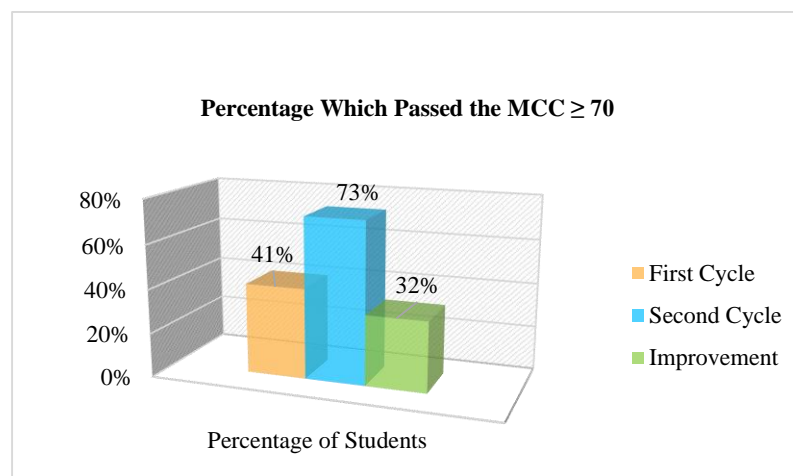
Figure 3. The Percentage of Students in the Study

As illustrated in Figure 3, one could contend that 41% and 73% learning completion rates for students in cycles 1 and 2 respectively. According to the researcher, there was a 32% improvement in the percentage of learning for the student completion transitioning from the initial to the subsequent cycle. This implies that students' learning was now more fully engaged.

Based on the result above, the researchers decided do not continue to cycle three because the criterion had been encountered based on the aforementioned facts. More than 65% of students received grades of at least 70. As a result, this study can be considered successful because it is sufficiently good.

Discussion

The Implementing of PQRS Strategy in Develop Students' Learning Activities

The outcomes of the initial analysis of the initial cycle exposed the student faced confusion and difficulty comprehending the text provided by the teacher. This challenge was primarily due to their restricted vocabulary. A considerable number of pupils struggled with deducing the implicit meaning of unfamiliar words and found it challenging to answer questions related to implied vocabulary or identify the word origins. Understanding the main idea of a text proved to be difficult for these students. Many students were reluctant to answer the questions and were inactive when completing their assignments.

From that point forward, the second cycle's learning process was superior to the first. The outcomes derived from the students' observation sheet throughout the educational process during the second cycle of instruction revealed that almost every student was motivated to complete assignments in accordance with the instructions provided by the teacher. The tasks given to the students could be completed correctly. Students demonstrated a willingness and

enthusiasm to actively engage in reading lessons, expressing confidence in asking questions regarding the assigned material. This showcased the value placed by students on the PQRS strategy for teaching reading. The accounts of cycles 1 and 2 indicate a notable enhancement in students' reading proficiency, depth of learning, and level of learning activity.

The mean score on the observation sheet increased quite clearly, although it did not increase by many points, from the initial cycle to the next or final cycle. Based on data obtained from student observation sheets, the average scores in the initial cycle and the next or final cycle were 35.32 and 38.50 respectively. This shows that there was quite an increase in students' observation sheet scores from cycle I to cycle II, which meant an increase of 3.18 points. This shift shows that students' learning activities moved from the less active category in cycle I to the active category in cycle II.

According to Ulu & Akyol (2016), applying PQRS strategy providing guidance to students prior to, during, and following their reading endeavors is crucial for their competency. This strategy aims to enhance students' ability to learn and remember material presented in textbooks, so that all students in the class could participate and can understanding. By using PQRS Strategy they could actively process and remember the information of the text. It was supported by Westwood (2001) that PQRS strategy involves an action plan to be implemented while the students develop their ability skills. PQRS strategies require the reader or listener to find and core the parts of a story. The writer concluded that in this investigation, using PQRS strategy to teach reading ability to students can improve students' reading comprehension ability. The PQRS Strategies as an approach to enhancing pupils reading proficiency is one of effective and very useful ways, because this can motivate them to reduce weakness and get the results to develop their language learning and create opportunities for them to communicate.

The use of PQRS strategies helped students become more engaged in the classroom environment, more active in exploring their questions, able to recognize the primary concept and specific details explicitly presented in each paragraph and articulate their viewpoints while also responding to those of others. The students would be encouraged to share their ideas more actively through cooperative learning. The researcher concluded that implementing PQRS strategies in educational activities can improve students' reading skills ability of eleventh-class at SMA Persada Bandar Lampung in 2023/2024.

The Implementing of PQRS Strategy in Develop Students' Reading Ability

The students' reading test scores exhibited significant improvement from cycle 1 to cycle 2, as evident in the results of the reading tests conducted during each

cycle. In the initial cycle, the mean score on students' reading tests was 58.52. Furthermore, 41% of students, equivalent to 9 students, successfully reached the Minimum Competency Criteria (MCC) target. Subsequently, during the second cycle, the mean scores of the reading assessments for students increased to 70.45. Additionally, 16 students, constituting 73% of the student body, achieved success in meeting the MCC target. The results of the reading test and the percentage of students who completed their learning from cycle 1 to cycle 2 showed an improvement of 11.93 points and 32%, respectively, in the students' reading test and learning completion from cycle 1 to cycle 2, respectively.

The researcher also provided evidence that using PQRS method could be enhanced and used in classroom settings, particularly when teaching reading proficiency (Ulu & Akyol, 2016). To enhance their reading comprehension, students were encouraged to utilize the PQRS strategies. The researchers expressed interest in using the PQRS strategy to improve students' reading comprehend while conducting research. Researchers concluded from the research findings that students who participate instruction using the PQRS strategy could demonstrate a significant increase in their reading test scores during just six meetings. It can be concluded that the PQRS (Preview, Question, Read, and Summarize) strategies can help students improve their reading ability it well.

PQRS strategy can be useful for students in the process of capturing key words from the text that has been instructed. It is supported by According to Sulistyo (2011) that PQRS (Preview, Question, Read, Summarize) strategy is useful as an instructional reading strategy by paying more attention to key information in reading activities. The writer did the research at 2 cycles with the material of narrative text. Process teaching and learning at the first cycle was not enough better because students have not actively followed the writer's instructions, while in the second cycle they got the lesson fluent and can understand the text clearly. It strengthened by Turkington (2013) who has states that PQRS is a good strategy to help students retrieve information got from their memory after reading. In that statement, The PQRS strategy presents an alternative approach to enhance the engagement of the teaching and learning process. The strategy aims to enhance pupils' skills in comprehending and retaining the content provide in textbooks. It means PQRS can helps capture information from memory of what has been read, and this strategy is not boring, therefore it makes it easier and includes a memory of understanding that is easy to remember for students who are starting to practice reading in English simply.

According to the justification provided, it is concluded that the PQRS approach has the potential to boost pupils' reading skills in relation to the eleventh-grade student at SMA Persada Bandar Lampung who had achieved the MCC target in cycle 2. As an alternative approach to instructing reading within

the classroom, the researcher advises English teachers to use PQRS techniques. As a result, implementing PQRS strategies in teaching and learning endeavors has the potential to enhance reading ability skills among eleventh-class students at SMA Persada Bandar Lampung in 2023/2024.

From the explanation above, that is clear that using the PQRS Strategy will help the eleventh-grade students at SMA Persada Bandar Lampung become better readers. By examining the outcomes of the pupils' reading assessments from cycles 1 and 2, it can be proven. Cycle 1 saw an average student reading test score of 58.52; cycle 2 saw an increase to 70.45. 73% of students passed the Minimum Mastery Criteria in cycle 2, an increase from cycle 1 was 41%.

Conclusion

The writer carried out an action research at SMA Persada Bandar Lampung to assess how effective the PQRS Strategies is in enhancing pupils' reading proficiency. The research involved a series of activities, including reading narrative text, silent reading, group discussions, and writing moral sentences. The outcomes demonstrated a notable enhancement in students' learning achievements through the implementation of the PQRS strategy, indicated by an average mean score of 35.32 in the initial cycle, progressing to 38.50 in the subsequent cycle. Additionally, the average test scores displayed a better, rising from 58.52 of first cycle to 70.45 of last cycle, reflecting a significant improvement of 11.93 points.

The writer suggests that English teachers at SMA Persada Bandar Lampung should be willing to implement the PQRS Strategy, using appropriate strategies, making the teaching-learning process interesting, holding games before assignments, using humor, and motivating pupils to be proactive in the during learning process. The research also highlights the importance of preparing and choosing appropriate strategies for effective teaching and learning.

Based on the findings of this research, it is important to recommend PQRS teaching strategy to be used in English class. It is also proven that PQRS teaching strategy consists of good learning activities for improving the students' reading skill. Therefore, this research suggests the use of PQRS teaching strategy in EFL classroom for enriching students' learning activities and enhancing students' reading skill.

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