IMPROVING STUDENTS' READING COMPREHENSION ABILITY THROUGH P-Q-R-S-T STRATEGY AT SMKI ASSYA'RONIYYAH

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Abstrak. Tujuan penelitian ini adalah untuk mengetahui apakah ada peningkatan pada kemampuan siswa dalam pemahaman membaca setelah belajar menggunakan strategi PQRST. Penelitian ini adalah penelitian kuantitatif. Sasaran penelitian ini adalah 23 siswa tingkat kedua SMKI Assya'roniyyah Mataram Baru, Lampung Timur. Tes membaca, observasi dan wawancara digunakan sebagai alat untuk pengambilan data. Hasil penelitian menunjukkan bahwa ada peningkatan pada kemampuan pemahaman membaca siswa setelah implementasi strategi PQRST. Dapat disarankan bahwa pengajaran membaca menggunakan strategi PQRST dapat membantu siswa untuk menemukan infromasi pada teks dengan mudah.

Abstract. The aims of this study was to find out whether there was an improvement of students' reading comprehension ability after the students were taught through PQRST strategy. This research was quantitative. The subjects were 23 students of the second grade of SMKI Assya'roniyyah Mataram Baru, East Lampung. Reading tests, observation, and an interview were used as the research instruments. The result of the research showed that there was an increase of students' reading comprehension ability after the implementation of PQRST strategy. This suggests that reading through PQRST strategy facilitates the students to find information the text easily.

Keywords: Reading, Reading Comprehension, PQRST Strategy.

INTRODUCTION

Reading is one of the main aspects of English skills taught in the Indonesian schools. Reading plays an important role in all of areas of school. Without adequate reading skills, the students can struggle in many subject areas. By reading, the students may get more knowledge as they are able to comprehend and construct the meaning of the text. This statement is supported by Hill (1997:58), stating that reading is a process to understand a written text which means extracting the acquired information from it as efficiently as possible. Moreover, Snow (2002:11) defines reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. It can be said that reading is essentially an active process.

When reading, the readers should be able to manage every part of the text, because it is easy to comprehend the ideas conveyed on the text when they are able to analyze the organization of the text. According to Doyle (2004), comprehension is a progressive skill in attaching meaning beginning at the same level and proceeding to attaching meaning to an entire reading selection. In teaching reading, most of teachers emphasize on explanation and definition of text, 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, while the idea of reading comprehension is getting the idea of the reading text. Therefore, the crucial thing of teaching reading is leading the students to engage their mind in the text.

Based on the researcher's pre-observation in SMKI Assya'roniyyah, it was found that most of the students had some problems in reading comprehension ability. First, the students tended to be passive when they read the text. Sometimes, they got difficulty on how to pronounce the words and to state the important ideas. When the teacher asked some questions about the text, they did not have any idea related to the text. Second, the students were lack of vocabulary. They did not understand the meaning of the text if they did not consult their dictionary. Third, the students' motivation was very low in learning English. English lesson was seen as the danger. They were not interested in learning English, because they usually used Javanese language in a daily. The last, the teacher teaching strategy was not suitable for the condition of the students. It seems that the class was boring and not alive.

To solve those problems, the teacher should have accurate plans to get an effective way in the teaching learning process. It means the teacher has a great responsibility in considering the strategy that she wants to apply to improve her students' reading comprehension. The researcher is interested to apply PQRST strategy. PQRST (Preview, Question, Read, Summarize, and Test) is one of strategies that can lead the students reading comprehension (Thomas & Robinson: 1982). It provides a step-by step guidance to students before, during, and after their reading

process which is essential for their comprehension. As an instructional strategy, PQRST strategy 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, Septiari (2013) conducted a research which revealed the effectiveness of PQRST reading technique in teaching reading comprehension. She found that PQRST could improve reading comprehension of the eighth grade students of SMPN 2 Banjarangkan. 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. The other research was conducted by Susanti (2013) at the second grade students of SMA PIRI 1 Yogyakarta to find out whether PQRST is effective to improve students' reading comprehension in the teaching and learning process. The result of class action research that she conducted in two cycles, the researcher found that the use of PQRST technique with its accompanying actions was effective to improve the teaching and learning process of reading comprehension. The similar research was conducted by Miqawati and Sulistyo (2014) which aimed at investigating the effectiveness of the PQRST strategy in students' reading comprehension

in different learning styles in the second semester students of Public Administration Department, Faculty of Political and Social Science, University of Bondowoso.

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 good to be implemented in different text and different level of students. Thus, from the statement above, the researcher is interested to investigate whether there is an improvement of students' reading comprehension ability after being taught by using PQRST strategy and to know the aspect of reading sub-skills improves the most.

METHODS

This research was quantitative. In conducting the research, the researcher applied one group pretest-posttest design. The researcher used one class where the students received pre-test before treatments and they received post-test after the treatments. It was conducted at the second grade of SMKI Assya'roniyyah Mataram Baru which the sample was class XI A Accountant major consisted of 23 students in the second semester of academic year 2016/2017. For the data collection instruments, the researcher used pretest and posttest for reading test; moreover, she used observation and interview for supporting the quantitative data. The pretest was applied after doing a try out test. The test was in written form of multiple choice consisted of 30 questions in 60 minutes. The posttest was administered after the treatments

in which the questions were the same with the pre-test but the number was re-arranged. The observation was applied during the treatments to investigate the students' activities in teaching learning process, and interview was conducted after the treatments to know the students' response after being taught through PQRST strategy.

The treatment was conducted in five meetings with three kinds of monologue text of reading comprehension; they were narrative text, spoof text, and hortatory text. To make sure the valid reading test items, the researcher used the suitable material based on the curriculum. In order to make sure that data instruments were reliable, she applied person product moment. After getting the result of the test, the students' score of pretest and posttest were analyzed by using Paired Sample t-test which computed using SPSS 16 program. In addition, observation was described specifically and interview was transcribed clearly.

RESULTS

Before conducting the treatments, the researcher administered the pretest to identify the ability of the students before they got the treatments. As the result, the total score of pretest was 1016; the mean score of pretest was 44.17; the highest score was 70; the lowest score was 26.6; the median was 43.3. From the result of the test, the students' score were various. There were ten students who had 20-40 score, those who had 41-60 score was 11 students and those who had 61-70 score was two students. Since the KKM for English subject is 70, it indicates that there were still many students did not pass the standard score.

After implementing five treatments to the students using PQRST strategy, the researcher administered the posttest to know whether there was increase of students' reading comprehension achievement or not. From the result, it was found that the total scores of post test in the experimental class was 1462.70. The mean score of post test was 63.59; the highest score was 86.6 and the lowest score was 50 and the median was 60.

From the results of pretest and posttest, it can be inferred that there was an increase on students' reading comprehension ability after being taught by using PQRST strategy. The mean score of the pretest was 44.17 increased to 63.59 in the posttest with the gain score was 19.42. Moreover, the researcher also found out the improvement of each aspects of reading. It can be seen on the table below:

Table 1. The Improvement of Each Aspects

Aspects Of Reading	Pretest (%)	Posttest (%)	Increase (%)
Main Idea	39.13	49.27	10.14
Details Information	63.04	90.57	27.53
Inference	41.73	66.95	25.22
Reference	37.26	57.76	20.5
Vocabulary	40.57	55.07	14.5

From the table above, it showed that information details with 27.53% became the aspect which improved the most. The next increase aspect was inference with 25.22%, then reference increased 20.5%, followed by vocabulary 14.5%, and main idea 10.14%. In addition, to prove whether the hypothesis was accepted or rejected, the researcher used t-test formula to analyze the data. The table below shows the result of Paired Samples Test.

Table 2. The Analysis of the Hypothesis Testing

Paired Samples Test

		Paired Differences							
				Std. Error Mean	95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean	Std. Deviation		Lower	Upper	T	df	
Pair 1	posttest - pretest	1.94217E1	5.08366	1.06002	17.22340	21.62008	18.322	22	.000

The table shows that the significant level was lower than 0.05, and it can be stated that PQRST strategy can be used to improve students' reading comprehension ability.

DISCUSSIONS

The results indicated that there was a significant improvement of students' reading comprehension ability after being taught by using PQRST strategy. The researcher found that the use of PQRST strategy could help the students to comprehend the text well. Besides, the five aspects of reading from the test showed that there was an increase between students' pretest and their posttest score. Based on the data of five aspects in reading, the highest increase was information details aspect and the lowest increase was main idea aspect. When they were taught using PQRST strategy, the students became aware of the main point of information found in their reading text. They found the information detail since they got the questioning step which directed to find the information they needed. It had trained the students 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.

During the treatments, the researcher observed the students' activities. Based on the observation, the researcher saw that the use of PQRST strategy in reading could make the students curious about the correct arrangement in comprehending the text and it made them to be more active in the class. The researcher found the students' participation changed gradually after some treatments by using this strategy. Briefly, all of the steps of PQRST contributed in improving the students' reading comprehension, and it was affected the students in learning process as they would activate their knowledge related to reading text.

The students' responses after the treatments were very good. The researcher found that this strategy was appropriate and possible to be implemented in teaching reading. They comprehended the text easily and they were motivated in learning since the class became more fun and interesting. They attracted to follow the teaching learning process. When the teacher made such a group working, it raised their enthusiastic to get the tasks given by teacher done. They were energetic to create a good opinion towards teacher's instruction. From that, they got well interaction between one student to others and also to the teacher. As the result, their motivation to learn English improved . This finding also supported Susanti (2013) who found that the use of PQRST technique with its accompanying actions was effective to improve the teaching and learning process of reading comprehension.

Theoretically, the findings reveal that this study is valuable for examining the effectiveness of the PQRST strategy on students' reading comprehension. The findings provide more additional theory related to the use of the PQRST strategy in the area of reading comprehension. PQRST is an instructional strategy that has been shown to be effective to improve readers' understanding, and their ability to recall information. In other words, the students are more likely to learn, and to learn more, of the material they are reading. Steps in PQRST are also beneficial for aiding the students in comprehending a text. Nunan as cited in Oxford (2003:11) says that in ESL/EFL studies, strategy instruction led to increase EFL learning motivation.

The students become motivated and actively participated in the teaching and learning process. As shown by the students' opinion during the treatments, most of them enjoyed being taught with the PQRST strategy in the experimental class.

In addition, the stages in the PQRST strategy underline the constructivist nature of learning noting that reading is an active, often necessarily selective, effortful and iterative process (Johnston & Anderson, 2005:13). Those two experts 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. It is highlighted by Williams & Burden (1997:121) that predicted questions raised by the students can be categorized as initiating motivation in which students have strong reasons for reading the text.

Beneath it all, PQRST strategy contributed the improvement of students reading comprehension in learning process through several steps. Those steps guided the students to comprehend the reading text. It gave them a chance to

activate their knowledge before they came to reading activity. The involvement of students in learning process by using this strategy had built desire to know, and encouraged them to participate and produce. Besides, PQRST strategy provided a structure for constructing the ideas toward the purpose of reading which students aimed to know. It also established them became aware on the aspects of reading, so they realized what they have learned and evaluated their learning experience. In brief, it can be inferred that the use of PQRST strategy could improve students' reading comprehension ability.

CONCLUSIONS

Based on the results of the data analysis and discussion, the researcher concludes that PQRST strategy is appropriate to be used for reading comprehension, because it can improve the students' achievement. It makes the students more active and motivated. It also improves the students' participations and responses during the treatments. Moreover, finding information details is the aspect of reading which improved the most, because the students are directed to work related to it. The students are guided by the steps of PQRST which help them to achieve the goals of learning process of reading.

SUGGESTIONS

Based on the result of the study and conclusion, the researcher would like to suggest as follows:

1. For the teacher
   The teachers are recommended to train more the students in comprehending the same kind of the text at least for two times. The teachers are also suggested to give such as a game in learning process that attract the students' interest and make the more enjoy full teaching scenario.

2. For Future researcher
   Future researchers should conduct a clear time allocation for every step in PQRST. So, the teaching learning process will be more effective and efficient. Furthermore, in doing similar research, the reading materials and the reading tasks could be modified based on the students' learning ability and interest.

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