

CHAPTER II REVIEW OF RELATED LITERATURE

A. Previous Study

There are some previous studies taken by some researchers around the world related to the use of Preview, Question, Read, Summarize, and Test (PQRST) strategy to enhancing students' reading comprehension. The first research was conducted by Malia (2015). The researcher conducted the research in XI IPS Grade of MA Diniyah Puteri Pekanbaru, entitle "*Using PQRST Strategy to Improve Students' Reading Comprehension of Hortatory Exposition Texts at Grade XI IPS of MA Diniyah Puteri, Pekanbaru*". In this research use classroom action research. This research was conducted in two cycle. In the cycle 1, the students were successful to make considerably positive change in their reading hortatory exposition text through PQRST strategy. It can be seen from the results of students' mean score, based on the results of reading comprehension test that measured their comprehension when reading hortatory exposition text. the mean score of the students' comprehension increased 4.5 points at the end of Cycle 1. However, the mean scores were not significantly increased. Then, at the end of Cycle 2, the mean score of the students' comprehension increased 10.5 points. The improvement from the beginning of the research to the end of Cycle 2 can be categorized as significant. This is one of the reasons for stopping this research at the end of Cycle 2. The result from this research showed that the use of PQRST

(Preview, Question, Read, Summarize, and Test) strategy enhancing the effectiveness of the teaching and learning process which then increases the students' reading comprehension of hortatory exposition text.

The second previous study was conducted from Susanti (2013). The researcher was conducted the research in XI Grade of SMA PIRI 1 Yogyakarta In The Academic Year OF 2012/2013, entitle "*Improving Students' Reading Comprehension Through PQRSST Strategy At Grade XI Of SMA PIRI 1 Yogyakarta In The Academic Year of 2012/2013*". This research is an action research. The data were qualitative and quantitative in nature. This research was conducted in two cycle. The results of the research show the increase of the students' motivation, classroom interaction, and students' enthusiastic in the learning reading process. They also could get involved actively in the reading learning process. The students could interact well with other students, the teacher and the materials during the teaching and learning process of reading. The findings are also supported by the quantitative data. The mean score of the students' reading comprehension test improved from 36.89 in the pre-test to 44.23 in the post-test. It means that there was an increase of the students' reading comprehension ability by 07.34. In conclusion, the use of PQRSST strategy with its accompanying actions was effective to improve the teaching and learning process of reading comprehension.

The last previous study was conducted from Ismiyanti (2017). The researcher was conducted the research in Eleventh Grade of Private Islamic Senior High

School Tahfizhil Qur'an Medan, entitle "*Improving Students' Ability In Reading Comprehension By Using Preview, Question, Read, State and Test Strategy*". This research was applied by classroom action research, it consists of 2 cycles. Based on the research findings, it can be said that through PQRST (Preview, Question, Read, Summary, and Test) strategy in reading comprehension is success since the criteria of success were achieved. Related to the observation result showed that the students' ability were improved in reading comprehension. It can be seen from their participation in the classroom, their motivation in learning reading comprehension in the classroom. And related to the interview result showed that the students were interested in reading comprehension study. And also related to the photography result showed that the activities in learning process, students' participation and activity while study reading.

Based some research explained above, it has been found that there are differences

among PQRST (Preview, Question, Read, Summary, and Test) strategy applied for reading comprehension. In the first previous study, use classroom action research. It is found that the students were successful to make considerably positive change in their reading hortatory exposition text through PQRST strategy at grade XI IPS of MA Diniyah Puteri, Pekanbaru. The second previous study show the increase of the students' motivation, classroom interaction, and students' enthusiastic in the learning reading

process. They also could get involved actively in the reading learning process. The students could interact well with other students, the teacher and the materials during the teaching and learning process of reading at XI grade of SMA PIRI 1 Yogyakarta in the academic year of 2012/2013. This research use classroom action research. And the last previous study also use classroom action research in Eleventh Grade of Private Islamic Senior High School Tahfizhil Qur'an Medan. This research show that through PQRST (Preview, Question, Read, Summary, and Test) strategy the students' ability were improved in reading comprehension. It can be seen from their participation in the classroom, their motivation in learning reading comprehension in the classroom. And related to the interview result showed that the students were interested in reading comprehension study.

Therefore, based on the successful implementation of PQRST (Preview, Question, Read, Summary, and Test) strategy in the previous relevant study, the researcher decided to investigate the implementation of PQRST (Preview, Question, Read, Summary, and Test) strategy to enhancing the students' reading comprehension at the eighth grade of the second semester in SMP Islam Kebumen academic year of 2018/2019. The researcher conducts a collaborative action research in order to find out whether PQRST (Preview, Question, Read, Summary, and Test) strategy can improve students' comprehension in reading and in which aspects of reading improves the most

after being taught by using PQRST (Preview, Question, Read, Summary, and Test) strategy.

B. Review of Literature

1. Concept of Reading and Reading Comprehension

There are some ways that can make people get knowledge or information. One of them is by reading. Reading is a process how to get information from written text. According to Hill (1997:58), state that reading is a process to understand a written text which means extracting the acquired information from it as efficiently as possible. Moreover, Guthrie, Benneth & McGough (2007) as cited in Acheaw (2014:7) Reading is the act of getting meaning from printed or written words, which is the basis for learning and one of the most important skills in everyday life.

The ability how the reader to draw a meaning from the written text which consist meaning and based on the text is reading, they interpret the information of it. It is supported by Grobe and Stoller (2002) as cited in Dewi (2016:2), reading as the ability to draw meaning from the printed page and interpret this information appropriately. By reading the reader able to draw and understand the printed page which include written text as their ability.

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. 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.

From the definition above, it can be concluded that reading is one of language skills that use the critical thinking of the learners. Reading can help the reader to construct knowledge, share opinion, feeling, and experiences. Whereas reading comprehension is the ability to process text, understand the meaning, and to integrate with what the reader already knows.

2. Aspects of Reading

To be able to comprehend the text, the reader should be master some aspect of reading. According to Nuttal (1985), there are five sort reading aspect that should be mastered by the reader to comprehend the text deeply, which is as follows:

a. Identifying Main Idea

Determining idea is one of the most important skills in reading comprehension to grasp and find the main point of the passage by summarizing the passage and look for repetition of ideas or words. The

main idea is important to a reader, because it tells what the story is mainly about. Without knowing the main idea, readers will not know the purpose of the text.

b. Identifying Information Details

Identifying details are the facts and ideas that explain or prove the topic sentence or main idea. Supporting details help the reader knowing more information about the main idea or subject of a passage. They are pieces of information that help the readers see the big picture in a text. Supporting details give readers the answers to questions they might ask before they ask them.

c. Determining Inference

Inference is an educational guess or conclusion drawn based on logic of the passage. An inference is when the students take clues from a story plus what they already know from their own experiences to decide what the teacher means.

The teacher will not always tell them everything, so they need to use inferences to understand and visualize the story. The students will make inferences to help them understand what they are reading. As follow:

- 1) Think about the type of information the teacher is giving.

- 2) Think about how the topic of the text relates to own life or the experiences of students have had.

d. Understanding Vocabulary

The communication will success or not it depends on the accurate vocabulary understanding. It means that to comprehend what the words mean is important in vocabulary. When vocabulary mastery improves, comprehension will be deeper and apply letter sound correspondence to a pretend word and matching it to a known word in the readers' oral vocabulary. Vocabulary means the understanding of word meanings and their use, contributes to reading comprehension and knowledge building.

e. Determining Reference

One of sub process in sentence comprehension is referential representation; this process identifies the references that words in a sentence make to external word. Referential representation is aided by making reference easy to identify. Readers need to identify the reference of a pronoun when the referent appears recently in the text and has been mentioned earlier. It is the signal to readers find the meaning elsewhere in the text.

3. PQRST (Preview, Question, Read, Summary, and Test) Strategy

a. Definition of PQRST (Preview, Question, Read, Summary, and Test) Strategy

PQRST (Preview, Question, Read, Summary, and Test) strategy is a strategy which commonly use in teaching language. Considering the importance of reading comprehension, PQRST (Preview, Question, Read, Summary, and Test) strategy should be implemented as a strategy in teaching reading strategy. PQRST strategy is introduced by Thomas F. Staton which is consisted by P as Preview, Q as Question, R as Reading, S as Summary, and T as Test. Based on the explanation, PQRST (Preview, Question, Read, Summary, and Test) strategy consist of a procedure or step by step how to conduct the teaching reading and it is expected to improve students ability in reading which can influence their reading achievement.

In reading learning, it is necessary to need a strategy that can help the students to enhancing their reading comprehension. Susanti (2013), states that PQRST (Preview, Question, Read, Summary, and Test) strategy as one of the reading strategy can help the students to improve their reading comprehension . PQRST (Preview, Question, Read, Summary, and Test) strategy is a powerful reading technique which provides strong reading background as a key before reading activity. So, the students know what they should do in reading.

The PQRST strategy stands for Preview, Question, Read, State, and Test. There are five steps to the PQRST Literacy Strategy according to Wormerli cited by Susanti (2013: 27). The steps are described below:

1) P – *Preview*.

In previewing, the teacher leads the students to identify the title, picture, figure, number, italic words in the text. The reader can get a sense of where they are going with their reading. This step is usually done by reading the title or headline. The preview stage will give the students an overview of the topics covered in the chapter and how they are organized. The point is to get an idea of the main topics and sections of the text. If they have a general idea about what a reading assignment covers, they will be able to determine how it relates to the course for which they are reading, and what they want to learn from it.

2) Q – *Questioning*.

The teacher develops questions to which the students want to find answers. In this step of the process, the teacher generates questions to help focus reader's reading and find the key points in each section. The questions can lead them to find further information of text. They should avoid adding questions that might distract or change the subject. With specific questions in mind about a reading assignment, they will know exactly what information to look for,

and they will be motivated to find it. This will help them to learn as much as they can from reading. The steps are in the following:

- a) Reread the heading.
- b) Predict questions based on that heading. Include questions based on who; what; when; where; why; and how or by giving lead questions after the teacher gives the text.

3) R – *Read*

The next step is reading the material. The teacher gives the text to the students. It can be in group reading or individual reading activity when it applies by a game. The students also can find difficult or new vocabulary in the text while reading the text. If it is possible, the students may read the text twice.

4) S – *Summarize*

After the students finish reading a section of text, the teacher may ask the students to summarize by recalling the important ideas from the section reader just read. In this step, the students will state the central idea or theme.

5) T – *Test*

In this step, the teacher tries to measure the understanding of the students by giving a test. The teacher can design the test in form of

answering questions or ask the students to teach the reading materials to other students.

PQRST (Preview, Question, Read, Summary, and Test) strategy helps the 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.

b. Procedure of Teaching Reading Comprehension through PQRST Strategy

There are some processes in teaching reading through PQRST (Preview, Question, Read, Summary, and Test) strategy that consist of six stages (Westwood, 2001). It could be done well if the teacher gave the appropriate ways in teaching process as follows:

1) Step 1

In the first step, the teacher introduced the concept of PQRST (Preview, Question, Read, Summary, and Test) strategy and the effectiveness in learning process. The teacher could also tell them main purpose using this strategy. So, the students had motivation to use this strategy.

2) Step 2

The students were given the text of reading by the teacher. As the first step of PQRST (Preview, Question, Read, Summary, and

Test) strategy; previewing. The students can immediately preview the entire chapter by skimming through it to get an idea of the major topics. This is done by reading the chapter outline, and then skimming the chapter, paying special attention to headings of main sections and sub-sections, the kind of the text, the orientation of the text, the verb that is used in the text, and glancing at picture, figure, number, italic words in the text, also noticing the organizational structure text. If there is a summary, take time to consider each point in the summary, questions will come to mind that should be answered later as the students read the full text. The preview stage will give the students an overview of the topics covered in the chapter and how they are organized. The point is to get an idea of the main topics and sections of the text.

3) Step 3

The next step is questioning. In this step, the students tried to ask specific questions in their mind about reading assignment. The students could start this stage by turning the chapter headings and sub headings into questions. The teacher guided the students to generate questions to help focus reader's reading and find the key points in each section. They could use the standard questions such as who, what, why, which, when, where or how. The questions can lead them to find further information of text.

4) Step 4

Next, the students read the material in detail. As the students read, they tried to answer the question which asked in the step Question. Besides, they could give underline the difficult word and pay attention the main idea. If the students get difficulties in comprehending the text, they may read the text twice.

5) Step 5

After the students finished reading the section, the students tried to recall the main ideas and recite the information. Summarizing is a powerful means of fixing the material on the students' memory. The students try to recite the information and they should know how much they can recall the information they get from the text and state it by their own words. Summarizing will reveal blanks in the students' knowledge and help them organize the information in their mind. The students could take notes from the passage they have read.

6) Step 6

In this final step of PQRS (Preview, Question, Read, Summary, and Test) strategy, to know and remember what the students have read. It can be started by recalling as much as they can without looking at the book or their recitation notes. It helps them to think

about the relevance of what they learned and how it all fits together. The reader checks their knowledge by testing themselves to know how far their understanding of the text they read is. It can be done by reviewing all the material and storing it into their long-term memory.

Based on the explanation above, the procedure in teaching reading through PQRST (Preview, Question, Read, Summary, and Test) strategy has six steps. These steps can be applied well if there is the good interaction between the teacher and the students.

c. Advantages of PQRST strategy

- 1) The PQRST (Preview, Question, Read, Summary, and Test) strategy helps to enhance students' comprehension of a text (Susanti: 2013). It helped the students arrange the steps of reading. The students would have a good intention to the text because they had the preview before they analyse the whole of the text.
- 2) The benefits of Questioning step led the students to formulate the questions they need to find. This step helped the students to focus and create the curiosity toward the text. This motivates the students to read (Malia:2015). It made the students found the information details easily. It also made them to focus to the aspects that they should find in the text.

- 3) It helped engage students actively and meaningfully in their reading (Simatupang & Sihombing: 2012). The students will actively involve in comprehending the text.
- 4) This strategy made the students well-planned in reading the text. It made the reading process more effective in order to reach the goals. By knowing this ahead of time, the students able to look for and recognize the most important points when they do read for details. They did not waste time stumbling through the book and finding a starting point (Staton: 1982).

d. Disadvantages of PQRST strategy

- 1) This strategy was time consuming, because it had several stages that should be done by the students in reading. So, it would rather difficult for the students who have difficulties in reading. To solve the problem, the teacher used the simple or short text in order to make the effective time. The students also did the group work to discuss the text in some part of learning process.
- 2) In some stages, the students may get difficulties in doing the step of PQRST (Preview, Question, Read, Summary, and Test) strategy. For example, there are some students with low capability in summarizing, because they are weak to recognize the most important points to find the details. Only the students who have upper knowledge level are able to recall the important points. So, it was dominated by some students who can do this stage. To solve

this problem, the teacher divided the class in some groups or pairing works to discuss the difficult terms. The teacher also asked the students to consult their dictionary.

C. Frame of Thinking

Reading plays an important role in all of areas of school. This skill is important as the students need to be mastered. In teaching reading comprehension, there are some strategies that can help the teacher to reach the aim of teaching learning process. For this research, PQRST (Preview, Question, Read, Summary, and Test) strategy is chosen as a strategy in teaching reading comprehension. This strategy has some several steps that may lead the students to comprehend and construct the text. Those steps are used as the guide for the students in learning process. The researcher believes that this strategy will help the students in constructing the effective way to achieve the goals. So that, the students will easily understand the reading text. Moreover, it can help the students easier to find the details. By having the Questioning step, the students can predict the answer which aims to find the details. The questions can lead them to find further information of text. It may help them to manage which information that they should keep. Therefore, the researcher assumes that PQRST (Preview, Question, Read, Summary, and Test) strategy may be used in teaching reading comprehension to improve the students' reading ability especially in aspect of finding information details.