ENHANCING THE STUDENTS' READING COMPREHENSION BY USING PQRST (PREVIEW, QUESTION, READ, SUMMARY, AND TEST) STRATEGY

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Abstract

The objective of this research is to enhancing the students' reading comprehension by using PQRST (Preview, Question, Read, Summary, and Test) strategy. This research used collaborative action research. It consists of 2 cycle. The result of quantitative data show that the mean score of the students in pre-cycle still 68. Then in cycle I the mean score of the students increased to be 74. And in cycle II the mean score of the students is 78. Meanwhile, based on the qualitative data show that there was improvement of the students' motivation, classroom interaction, and students' enthusiastic in the learning process.

Keywords: Narrative, Reading Comprehension, PQRST Strategy

Abstrak

Tujuan dari penelitian ini adalah untuk meningkatkan pemahaman membaca pada siswa dengan menggunakan strategi PQRST (Preview, Question, Read, Summary, dan Test). Peneltian ini menggunakan metode penelitian tindakan kelas kolaborativ. Penelitian ini terdiri dari 2 siklus. Hasil dari data kuantitatif menunjukan bahwa nilai rata-rata siswa pada pra-siklus masih rendah yaitu 68. Kemudian pada siklus 1 nilai rata-rata siswa meningkat menjadi 74. Dan di siklus II nilai rata-rata siswa bertambah menjadi 78. Sementara itu, berdasarkan data kualitativ menunjukan bahwa terdapat adanya peningkatan dari motivasi siswa, interaksi kelas, dan antusias siswa selama proses pembelajaran.

Kata kunci: Narativ, Pemahaman Membaca, Strategi PQRST

A. Introduction

Reading is one of four language skills that should be mastered by students. Therefore, the main goal of teaching reading especially for junior high school students is to enable them to read book, articles or any other text written in English. Furthermore, the goal of reading is also to find the meaning of what they have read and answer the question based on the reading text.

There are some ways that can make people get knowledge or information. One of them is by reading. According to Hill (1997:58), Reading is a process to understand a written text which means extracting the acquired information from it as efficiently as

possible. In addition, Snow (2002:11) defines reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. It means that by reading the students get more knowledge as they are able to comprehend and construct the meaning of the text.

Based on the observation and questionnaire that has been spread in 8th grade of SMP Islam Kebumen, it was found that some of students still get some problems in comprehending the text when reading an English text such as: they could not understand the text well, students still did not know how to determine the main character, setting, problem and solution. Then the teacher does not apply appropriate strategy in reading, the teacher only ask students to discuss together and ask the students to present it in front of the class. the teacher asked the students to translate the reading text and the last they answer the question given. so those students are not interested in learning reading. Second,

there are some difficult words that the students found. They do not know the meaning of the words. In other words, students had limited vocabulary. Third they have lack of motivation to read that make their achievement in reading comprehension is not satisfied yet. The last, limited time that teachers had and students have to learn reading, so it becomes more complicated for the students to comprehend a reading text.

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. 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. 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, 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 Ismiyanti (2017) at Eleventh grade of Private Islamic Senior High School Tahfizhil Qur'an Medan investigated how PQRST strategy can improve the students' skill in reading comprehension. The result of this research show that through PQRST strategy in reading comprehension learning, the reading teaching learning process is success since the criteria of success were achieved. In addition, the students more interest when learning reading in the classroom.

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. Research Method

This research used classroom action research. It consists of 2 cycles . This research used qualilative dan quantitative data. The qualitative data obtained through observations, photograph taking and questionaire. Its used to see the class situation when the actions applied and to know the information from students before and after classroom action research. The quantitative data obtained from the students' score from pre-cycle until cycle 2. Its used to measure the student's reading comprehension before and after the implementation of PQRST strategy.

C. Finding and Discussion

Before applying PQRST strategy, the researcher give the test to the students to identify the ability of the students before they got the treatments. As the result from the data showed that the students who failed in pre-cycle are 76% (23 students), it is only 23% (7 students) students were pass in the pre-cycle and the other 76% (23 students) who failed. The result of means score in pre-cycle still 68. It is still far from the passing score minimum which is 75. Therefore, from the students' score in reading test above, it can be concluded that the criteria of success had not been achieved yet.

And in the post-test cycle I the means of score also that was still 74. It is still not pass the score minimum which is 75. The students who passed in the post-test cycle 1 were 46% (14 students) and the other 53% (16 students) who failed. So, the researcher needs to conduct the next research.

The results of the students' score in the Post-test of cycle 2 show the means score that were 78. It can be concluded that students' reading comprehension mastery has improved. In addition, the students who passed in the Post-test of cycle II were 80% (24 students) and the other 20% (6 students) who failed. So, the criteria of success were achieved because the percentage of the students' score was more than 75%. Based on the analysis of the students' score in cycle 2, the mean score of test in cycle 2 was 78. It is higher than in pre-cycle and the post-test of cycle 1.

After comparing the test result of pre-cycle, cycle I, and cycle II, the researcher could report that there was improvement on student's reading comprehension. It can be seen in the graphich 1. and table 1.

Graphic 1.

Comparison of the Student's Reading Score in Pre-Cycle until Cycle 2
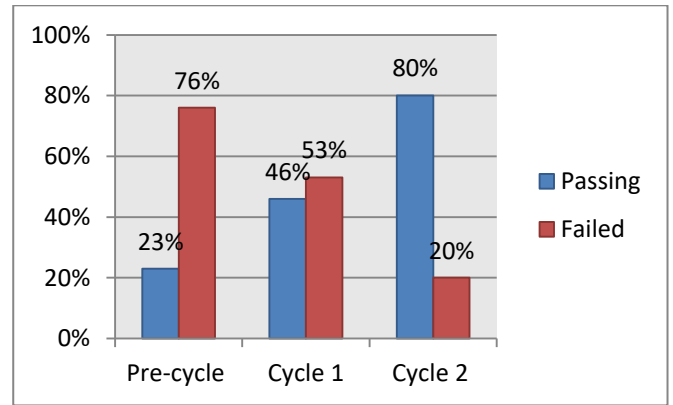
Table 1.

Comparison of the Student's Reading Score in Pre-Cycle until Cycle 2

No	Cycle	Passing	Failed	Mean
1.	Pre-cycle	7 students (23%)	23 students (76%)	68
2.	Cycle I	14 students (46%)	16 students (53%)	74
3.	Cycle II	24 students (80%)	6 students (20%)	78

The result of the qualitative data which was taken from the observation, also found that the class ran effectively. The students paid attention to the teacher during the teaching learning process. They were also active in learning English and enjoying the learning process. Then, it can be said that the qualitative data was also showed the improvement of the teacher and the students' activities during the teaching learning process. It indicated that the application of PQRST (Priview, Question, Read, Summary, Test) strategy could motivate the students became more enthusiastic in learning reading comprehension.

This research had proved that PQRST (Preview, Question, Read, Summary, and Test) strategy was effective to be used in teaching English. It can be seen of the students score improvement in pre-cycle until cycle II. The improvement was because the teacher controlled the class better. Another was because the application of PQRST strategy more help the students in comprehending the text.

The teacher was also easy to apply the PQRST (Preview, Question, Read, Summary, and Test) strategy to help the students in reading comprehension.

D. Conclusions

Based on the results of the data analysis, the researcher concludes that PQRST (Preview, Question, Read, Summary, and Test) 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. The students are guided by the steps of PQRST strategy which help them to achieve the goals of learning process of reading.

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