

Implementing PQRST Strategy To Improve Students' Reading Comprehension At The Tenth Grade Of SMA Negeri 13 Maluku Barat Daya

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ABSTRACT

This research aimed to learn how to implement the “PQRST Strategy” in English class successfully and to find out the responses of the tenth-grade students of SMA NEG 13 MBD toward implementing the PQRST strategy in English class. This study was action research and covered two cycles. Generally, both cycles consist of planning, acting, observing, and reflecting. In collecting the data, this study used quantitative and qualitative methods. The qualitative is related to the observation checklist and questionnaire. The qualitative data were acquired from the pre-test and post-test. The result of the research showed the PQRST strategy has an important role in increasing students' reading comprehension in the tenth grade of SMA NEG 13 MBD. It can be said that this strategy was easier and helped students in the teaching-learning process of the English class activity. It could be proved by raising the students' reading comprehension test scores. The average score on the pre-test was 16,87; on the post-test, it was 63,67, which became 77,91. The PQRST strategy in reading (narrative text) could increase students' reading comprehension skills. Based on the results of the discussion above, it can be concluded that applying the PQRST strategy to the tenth-grade students could be improved. On the other hand, this strategy was effective and an alternative way for the students, even the local teacher, to add their strategy to the teaching-learning process because it interested students in learning and remembering what they learned. It could also be seen from the result after cycle I, which was 43,75%, and then cycle II, where 84,37% of students achieved KKM.

Key words: *PQRST strategy, reading comprehension, Narrative text.*

INTRODUCTION

Reading and listening are receptive skills, whereas speaking and writing are productive skills. As a receptive skill, reading plays a vital role in students' starting to learn. According to Harmer (2007:99) in Riska Rony Setiawan (2017), reading is helpful for language acquisition. Provided that students more or less understand what they read, the more they read, the better

they get at it. This means that reading is very beneficial for acquiring knowledge from not knowing to knowing. Basically, in the reading process, students don't only read a text, but they also need to convey the meaning of the text they are reading.

Consequently, students require other reading skills, according to Grabe and Stoller (2002). Reading comprehension is the ability to understand the information in a text and interpret appropriately what is meant by the text. In the same line, to comprehend a text, a reader must focus on specific aspects such as determining the main idea, finding specific information, making inferences, identifying references, and understanding the meaning of words or detailed information. (Natal, 1982).

METHOD

The research design of this study was Classroom Action Research (CAR), as stated by Nugent, G (2001) in Nikijuluw & Cangkat (2017: 197); Classroom Action Research focuses on improvement, which means adding knowledge when reflecting in teaching practice.

The study was conducted in SMA NEG 13 MBD, a school located in Tiakur city. The subjects for the research were chosen because the students have problems related to reading comprehension.

FINDINGS AND DISCUSSION

Findings

This study presented how the PQRST strategy works and focused on improving students' reading comprehension by conducting a Pre-Test and a Post-Test in the first or second cycles. Both of the meetings in those cycles took place at SMA NEG 13 MBD (Tiakur) for one month.

The goals of this study were to implement the PQRST strategy to improve students' reading comprehension in the tenth grade, to know how successful the PQRST strategy was implemented in the classroom, and to know what the responses of the students toward the strategy as long as the teaching-learning process on. Before the treatment, the researcher did the pre-test to know how well the students comprehended the reading text.

In an effort to solve the problems faced by the students, the researcher started by collaborating with the English Teacher to design the material, divide students into groups (activities), and apply the PQRST strategy. The students were given tasks to do in the group activities, and then the results of the tasks were reported in front of the students and teacher (in group activities).

After finishing the material in cycle one, the researcher gave a post-test for the students. The researcher checked the post-test results of the students and then returned to them. After ensuring their test, research reteaches the material for students to prepare themselves to do the next test in the post-test of cycle 2 because the test grade still needs to be achieved.

1. Result of First cycle.

In general, cycle one consists of four steps (Planning, Acting, Observing, and Reflecting). In this part, the treatment was going on, and to learn the students' abilities previously, the researcher conducted a pre-test to compare the score with the post-test to the subsequent treatment.

1). Planning

In this step, the researcher meets with the school's teacher to discuss anything related to the treatment. It was prepared with a lesson plan, the material, media, a questionnaire, an observation checklist, and others. Besides, there were three meetings in the first cycle that the researcher did.

In the First Meeting, the researcher needs to find out how far the students' standard competence is to understand reading comprehension well. Students will be given the pre-test before the researcher conducts her material. The researcher collected the students' worksheets. Furthermore, the researcher was classified as the first to plan to conduct the main study. Besides, some planning may be intended by the researcher in applying this material. The researcher explained the narrative text at the first meeting before applying the PQRST strategy. The researcher wanted the students to know that there was another strategy for understanding the text. The researcher planned to increase students' motivation through the PQRST strategy in the learning process of reading, especially in reading comprehension.

The researcher wanted to increase students' reading comprehension in the second meeting. The researcher applied the PQRST strategy to the teaching-learning process of class activities and told the students how to use it to improve their understanding of the text. The researcher prepared the observation checklist to determine how much students focused on the material and their interests. The researcher planned to give feedback to the students through their homework or their learning in class.

In the third meeting, the researcher explained how to implement the PQRST strategy for the students who needed clarification about the implementation method. The researcher classified the students into five groups according to the PQRST strategy name in the study group to make them easily remember what they have been learning. The researcher planned to teach the students how to debate or give their opinions about something or other things that are not compatible with their own. The researcher planned to teach the students critical thinking by doing the tasks that needed their minds, such as finding the specific information in the text, determining the main idea, and determining the true or false statements in the task or even others related to it.

2). Acting

The treatment is done at the second meeting on Wednesday, February 01, 2023. This meeting was opened by greetings, praying, checking the students' attendance list, and asking about their condition. The researcher put up the material about the narrative text to start the teaching-learning process. Besides that, the researcher explained the definitions of narrative text, generic structure, social function, and language features. Also, in the teaching-learning process, students were still having a glance to remember the material and giving a few more responses. On the other hand, the researcher used some stories as examples to teach the narrative text, reading comprehension, and the PQRS strategy for the Snow White and Sura and Baya students.

Afterward, the researcher explained to students how and when using the PQRS strategy to understand a reading text. First, the researcher would explain one of the acronyms of PQRS to the students. P: previewing. In this step, the researcher gave one of the titles of the narrative text. It was Snow White. It asked the students to use their pre-knowledge from senior high school or another source to give their opinion about what they have known related to the title. Q= Question. Move to this step. The students answer them by themselves. But, before that, they will find the answers to their questions by reading the text, and then they can do that in the next stage, R= Reaisg.

The students read to find answers and can get what they need from their questions. After finishing the reading, the researcher guides the students to take notes in the form of a summary or state using their own words. As long as the students were doing the summary, the researcher walked around them while looking at what they had worked on, told them again about the material, and remembered what they had to do. After finishing the summary, conclude the material that they have. Any students of them as a delegation to present the result of their assignment in front of the other students. Afterward, the researcher gave some opinions and suggestions related to their material and then corrected the result of their presentation. At the end of the class, the researcher gave more helpful feedback to the students on the learning process.

The teacher gave the post-test to the students after making a treatment to know how far the students' reading comprehension skills were, and then the researcher did it. The researcher gave a test consisting of 19 questions divided into ten multiple-choice questions, four inferential questions based on the acronym of the PQRS strategy, and five critical questions about the five aspects of reading comprehension. The result of the post-test of cycle one can be seen in the table below;

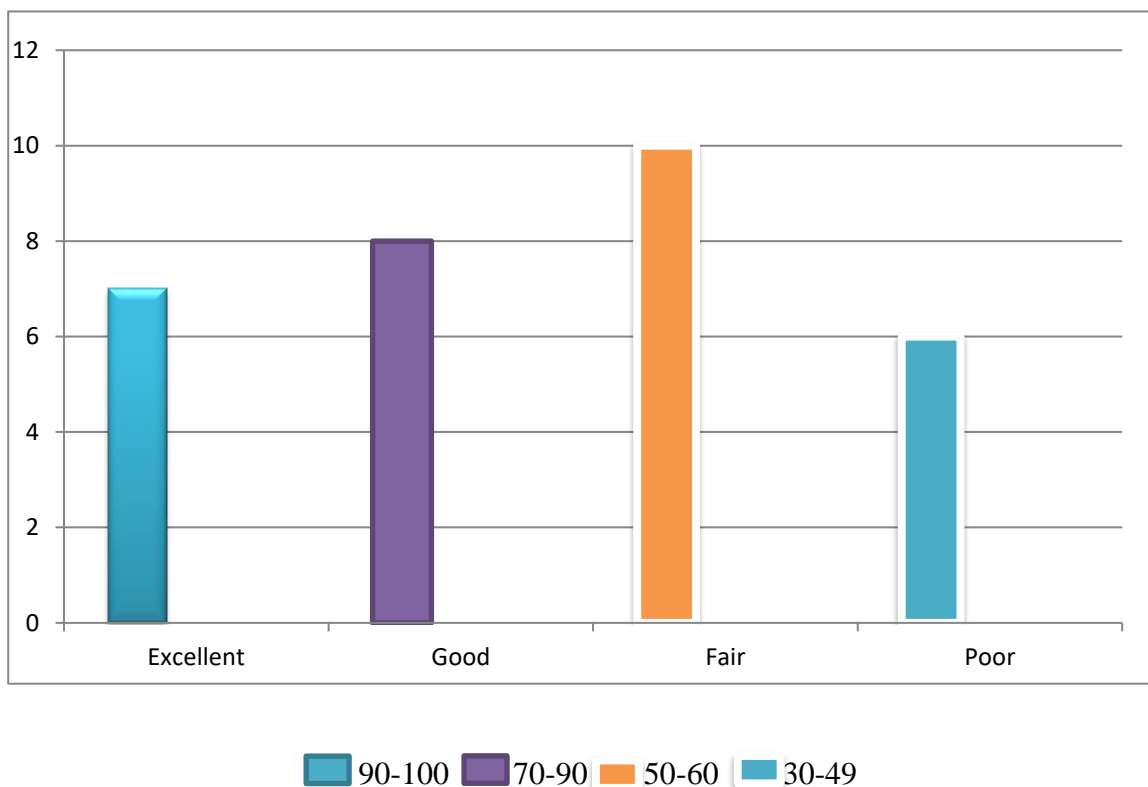


Figure 1. Percentage of students' achievement in 1 post-test.

Figure 2, which can be seen on the bar chart above, shows that fair was dominantly better than good, and poor took position closely with excellent. It can be calculated that 12 (37, 5%) students had a fair score, 6 (18,75%) students got a poor score, while others took a little position of excellent and reasonable. This means that cycle 1 has not been successful yet.

3. Observing

The researcher and the teacher collaborated to observe the learning process in this part. In the learning process, the students were active in class. There were three-step activities that researchers or students observed. That is, pre-activity, during-activity, and post-activity. One by one, the students who felt that all statements on the observation checklist happened during the teaching and learning process could say "Yes" and did it through, giving a thick "Yes" column. It took time on Thursday, February 9th, 2023. It can be seen in every statement of the observation checklist in the appendix.

4. Reflecting.

In this study, all 32 of the students in the class did the pre-test and post-test. This test is used to measure the student's reading comprehension ability. The

students could not yet understand the meaning of the text well. They were still confused about using/implementing the PQRST strategy in the class's learning process. Then, only some aspects of reading comprehension are mastered by students. The cycle showed that only 7 (32,86%) of the 32 students in the class passed the one post-test. From that, it can be inferred that cycle 1 wasn't successful, so the researcher intended to make the next cycle for this study.

DISCUSSION

In general, the data was acquired from the students and the researcher's performance of class action. The PQRST is a strategy that helps students understand reading comprehension well and ease it. It has also been recognized as a five-step strategy. That is, Preview, Question, Read, Summary, and Test. The teaching-learning process in the class was set in pair, individual, or group discussions. The situation in the class was enjoyable when the PQRST strategies were implemented. The students felt comfortable and enjoyed the learning process while giving excellent participation.

Besides, the advantages of the PQRST strategy also significantly helped with an easy-step guide. 'P' stands for previewing. In this step, the students were guided to analyze the topic, subheading, picture, last paragraph, and others using their prior knowledge to describe the text learned. This step could also help the students master the text by recalling the related knowledge. 'Q' stands for questioning. This step is like planning, which motivates students' curiosity and attracts students to be focused on reading the text. This means that in this part, the teacher (the researcher) formulates the questions based on the material that has been taught to be a point target for students to find or even look for. The students could also use some question scripts about WH-Question, such as What, Who, Why, How, or others. 'R' stands for reading. In this step, the students acquire the reading text the teacher gave. In reading, students were divided into groups, paired, and individually to work or even give their feedback and responses. In reading, the students were not only reading to find the answer to the questions, but they also had any vocabulary to produce more knowledge (make a sentence in English) or understand the text well. The students may read the text twice or three times. 'S' stands for summary or state. After answering the students' worksheet (questions parts), the students summarised based on the ideas they had when answering the questions. 'T' stands for testing. In this last step, the teacher (the researcher) gave the test for students to measure how far their understanding of the material to the narrative reading text.

So, it can be said that the PQRST strategy in the teaching-learning process is to find out how far students understand the reading text, look for the many vocabularies, and also know how far students improve in mastering the aspects of reading comprehension (determining the main idea, finding the specific information, understanding the mining of words, making inferences, and identifying references), based on the data analysis above, the result of it

showed the successful of implementing the strategy, which is be found rising the significant digit. In cycle 1 and even in cycle 2, based on the test and final test.

As clarified previously, the stages in PQRST, Sulisty (2011) referred to the PQRST strategy as the teaching strategies, which comprise five stages/schemes: before, during, and after their reading process, which is essential for the comprehension problem. The classroom management, activities, teaching strategy, teaching material, teaching media, and the teaching approach. These points are in line with Ehrman et al. (2003).

Furthermore, it is also supported by the results of a study completed by Kadek Angga Septiary (2013). She found that the PQRST strategy influenced the students' reading skills. There were three factors: teacher, classroom environment, and teamwork.

CONCLUSION

Based on the result and the discussion of the study, it can be inferred that implementing the PQRST strategy to increase students' reading comprehension in the tenth grade of SMA Neg 13 MBD, especially in X MIA3 class, improves success. On the other hand, the PQRST strategy provides easy step-by-step instructions implementation, makes it easy for students to understand the text, and pulls the students' interest in being active in the learning process. Also, this strategy was adequate for the teacher to increase the students' low reading comprehension, even if they did not read comprehension. Students' responses toward the implementation of the PQRST strategy appeared well.

Furthermore, some factors that influenced the success of implementing the PQRST strategy on learning in the teaching process, which then improved students' reading comprehension through the narrative text, are the classroom activities, teaching material, teaching media, and classroom management. These factors need to be taken into serious consideration and also require special attention in implementing any strategy-based teaching, be it PQRST strategies or others.

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