

## **The Use of Preview, Question, Read, Summarize, Test (PQRST) Strategy to Improve Students' Reading Comprehension in Recount Text in First Grade at SMK Negeri 05 Pekanbaru**

**Dhimas Anom<sup>1)</sup>, Dahler<sup>2)</sup>**

<sup>1</sup>Universitas Lancang Kuning

Email : [dimasanom148@gmail.com](mailto:dimasanom148@gmail.com)

<sup>2</sup>Universitas Lancang Kuning

Email : [dhr\\_ikh@yahoo.com](mailto:dhr_ikh@yahoo.com)

**Abstract:** The research aims to know the effectiveness of the PQRST strategy in students' reading comprehension. This research was classroom action research (CAR). This study design by 4 meetings and one result with 3 hours of learning. The subjects were the first grade students of TKJ Department SMKN 05 Pekanbaru consisted of 35 students. Qualitative data were collected by using observation sheets for the researcher and the students, field notes and interview. Then, the quantitative data were collected by reserving in table, graphic, and diagram. After conducting this research using PQRST strategy, researcher got based score was 65 and final scoring 79. The based score was 65 to 79 with increasing point was 14 point. The quantitative data were analyzed by scoring the results of reading comprehension tests and then the results of scoring were calculated to find out the central tendency (mean) for describing improvement of each indicator of reading comprehension in each cycle. During the one cycle, the results of quantitative analysis were related to the results of qualitative analysis in order to explain the factors that cause the improvement qualitatively, The factors increase students 'reading comprehension included teacher, team work and strategy. Based on result, Researcher concluded that PQRST can improve the students' reading comprehension.

**Keywords :** *Reading Comprehension, Recount, PQRST*

### **1. INTRODUCTION**

Reading is one of the language skills that must be mastered by the students. reading is use how student to comprehend from writing skill and be output on speaking skill. they get point clearly point when read based on needed. Students get problem in reading because reading is not an easy work, it is due to the fact that reading is a complex activity. In reading activity a reader has to catch the point or message of what he or she reads. According to Hasibuan

(2007), reading is an activity with a purpose. The purpose of the reading will be achieved not only when the reader comprehends the reading text but also when the reader knows which skill and technique are appropriate for the type of text, and understand how to apply them to accomplish the reading purpose.

The point of reading comprehension in English teaching is to make students able to answered the question based on reading comprehension and to interpret what

they read and also get knowledge and information. According Jeniffer Serravallo (2010:43) stated that comprehension is at the heart of what it means to really read by thinking and understanding and getting at the meaning behind a text.

In Vocational high school, reading comprehension is one of the components that has been taught based on school curriculum (K13 Revisi). Based on this curriculum, students should read a load of model texts in descriptive, narrative, and recount with generic structure and language feature related to environment. They need fast analyze in reading when test held. This research only focuses on reading recount text.

Besides the observation at SMKN 5 pekanbaru on October 2017, the researcher found that it was contrary to the reality in the class. Some of the students still had problems like confuse to find the specific information, students can not find the main idea, students can not find conclusion, and conjunction on context because of their less knowledge. It was still far from the target of the curriculum which had score 75 as minimum standard (KKM). therefore, to improve students' reading Comprehension needs an appropriate strategy or technique required to help students as solution for their problems. In this case, the researcher gives a solution by using Preview Question Read Summarize Test (PQRST) strategy.

PQRST is a classroom approach to facilitate automatic word recognition and Comprehend components involving comprehension. This method helps the students focus on studying and getting the information in a way that relates directly to how they will be

asked to use that information in reading test.

## 2. METHOD

This research was classroom action research. It used to solve the students' problem in teaching and learning process and to improve the students' reading skill. Mills in Creswell (2012: 576) stated that Action research designs are systematic procedures done by teachers (or other individuals in an educational setting) to gather information about, and subsequently improve, the ways their particular educational setting operates, their teaching, and their student learning. Educators aim to improve the practice of education by studying issues or problems they face. Educators reflect about these problems, collect and analyze data, and implement changes based on their findings. In some cases, researchers address a local, practical problem, such as a classroom issue for a teacher. In other situations, researchers seek to empower, transform, and emancipate individuals from situations that constrain their self-development and self-determination.

According to Creswell (2012:592) classroom action research is an informal process of research in which educators engage in a study of their own practices. Individual teachers, teams within a school or district, or school– community inquiry groups undertake this form of research. Based on the explanation above, action research or classroom action research is the way to apply theories or method in the social real or teaching process. The aim is to improve the condition of social fact

or teaching process become well than before.

The participants of this research will be students at SMKN 5 Pekanbaru, and the researcher choose by the students of First grade consisting of 35 students. The research will be conducted at SMKN 5 Pekanbaru in Yossudarso street, Rumbai. The research will be held on January 2018. There are two kinds of instruments. They will be qualitative and quantitative. Quantitative is using test. Qualitative uses observations, field note, and interview.

### **3. FINDING AND DISCUSSION**

#### **A. FINDINGS**

This chapter shows the description data analysis. By conducting the research, the researcher elaborated all of what the researcher found during conducting the research. This research was conducted at SMKN 5 Pekanbaru especially Teknik Keahlian Jaringan (TKJ) class class at tenth grade. They conswasted of 35 students. This research was conducted by having one cycle that applied PQRSST . The duration of each meeting was 3 x 45 minutes. There were four steps for each cycle such as action, plan, observation and reflection.

As stated in first chapter, most of the student of first grade students of SMK Negeri 5 pekanbaru faced problem in reading. The problem could be specified into four namely; orientation, event, re orientation and language feature. This was revealed through based test the study was carried out during the implementation of PQRSST in order to improve students' reading comprehension

Before carrying out this classroom action research, the

researcher got the based score of students from the collaborator. From the based score test of reading comprehension on Recount text result, it was concluded that most of students had problem reading comprehension on Recount text.

Before learning process, the researcher gave based test; consists of 20 questions. It can be seen that the mean of students' reading comprehension on Recount text was 72 . The passing grade of SMKN 5 was 75. we could concluded some of students' had problem on reading Recount text under passing grade.from based test, some students answer wrong option because they confused find best answer, For example, question number 8 on based test, "*Last weekend, I visited my pen pal's house, His name is Anto..*" the question, Who is main character in the text above ? some students answer anto, that's incorrect answer. correct answer is writer. In recount text, The main character is who tell and felt this experience, not who was telling. and number 16,they hard to determined the main idea in second paragraph. they analyze all paragraph, in question they just need analyze second paragraph.so researcher concluded,They still confused to find best answers because they had difficulties to analyze the text.

#### **1. The Result of Cycle 1**

In this phase, the researcher planned and had prepared all of the material to teach the students in the class by use PQRSST in teaching reading comprehension. The researcher prepared the research instruments based on the curriculum; a Recount text in every meeting and the research had four meeting. The schedules of the meeting as follow:

- a. In the first action, the researcher and collaborator decided the story for the cycle. All of those were as in the table below:

**Table 1: The Story and the Schedule for Cycle 1**

Meetings	Story	Dates
1	First time teaching in new English class	Jan 22 <sup>nd</sup> 2018
2	Mix and match	Jan 29 <sup>th</sup> 2018
3	My Idol : Afgan	Feb 05 <sup>th</sup> 2018
4	My first time in Yogyakarta	Feb 12 <sup>nd</sup> 2018
5	Test Cycle 1	Feb 19 <sup>th</sup> 2018

- b. The next, the researcher and collaborator designed the lesson plans which extracted at (Appendix 2).
- c. The last, the researcher and collaborator prepared the observation checklist and field note (Appendix 5 and 4). It was about the activities of the researcher.

Moreover, the activities which have done consist of five activities: preparation, presentation, practice, evaluation, and expansion in a cycle. In generally, activities can be seen in the table below.

**Table 2.  
Figure Out the Activities of  
Teacher for Every Meeting in  
Cycle 1**

Meetings	Activities
1	Giving short explanation about Recount Text and example of the text.
2	Explain and give instruction PQRS

	strategy for strategy comprehend
3	Input PQRS strategy with individual test
4	Input PQRS strategy with group test
5	Test Cycle 1

### 1. Action

- a. The First Meeting ( 07.30-9.45 )

At the first meeting of cycle 1 on Jan 22<sup>nd</sup> 2018. It took three hours (135 minutes). The researcher opened the learning process by saying greeting and students answered the greeting politely. The students also prayed before they studied. Then researcher asked their condition and checked the attendance list. The researcher explained to the students about purpose of this research. Then researcher taught them about Recount text and the strategy that would be applied. Before that, the researcher asked the student what was Recount text. Some students answered, but just a few students answered almost correctly.

- b. The Second Meeting ( 07.30-9.45)

At the second meeting on Jan 29<sup>th</sup> 2018, time took three hours (135 minutes). The first thing that researcher did was opened the learning process by greeting and Students answered the greeting politely. The students also prayed before they studied. Then researcher asked their condition and checked the attendance last. Next, the researcher invited the students to explore their knowledge about the previous material they had learning. Students responded to the researcher's instruction to remind about the lesson in the first meeting. And researcher explain about Past Tense. Researcher explain to

students the vocabularies about the story. Researcher asked one of the students to read the example and her friends pay attention for it.

After giving the example, researcher asked students read the text. After that teacher point one of them to read text. one student one paragraph. After that teacher Gave instructions to students find question based on generic structure and language feature. IN that situation, other student give respond by answer the question based on the text. After this session, teachers clarify the answer and ask student for find conclusion of the text.

c. The Third Meeting ( 7.30-9.45 )

On the third meeting of cycle one on *Feb05<sup>th</sup>2018*, the researcher opened the learning process by saying greeting and Students answered the greeting politely. The students also prayed before they studied. Then researcher asked their condition and checked the attendance list there were a student did not come to class. Subsequent, the researcher invited the students to explore their knowledge about the previous material they had learning. Students responded to the researcher's instruction to remind about the lesson in the second meeting. Researcher explained about Recount text and clarify to students generic structure and language feature in the text.

d. The Fourth Meeting (09<sup>30</sup>- 11<sup>30</sup>)

On the third meeting of cycle one on *Feb12<sup>th</sup>2018*, the researcher opened the learning process by saying greeting and Students answered the greeting politely. The students also prayed before they studied. Then researcher asked their condition and checked the attendance list there were students did not come to class. Subsequent, the researcher

invited the students to explore their knowledge about the previous material they had learning. Students responded to the researcher's instruction to remind about the lesson in the second meeting. Researcher explained about Recount text and clarify to students generic structure and language feature in the text

e. Final test

At the last meeting on *Feb 19<sup>th</sup> 2018*, the researcher opened the learning process by saying greeting and Students answered the greeting politely. The students also prayed before they studied. Then researcher asked their condition and checked the attendance. Then the researcher asked them about its conclusion.

After that, the teacher prepared the students to have a test including the instruction of the text; "don't forget to write down your name and class, there were 20 multiple choice items. and each questions have a 5 point, do it by yourself, and don't cheating"

## 2. Observation

There were some observations that were done by the collaborator and the researcher. Previously, it was observed the teachers' and students' activity while having teaching process by using PQRST . These were applied in every meeting. Also the collaborator took notes about class activity in each meeting. In closing, the collaborator and the researcher worked together to observe the students' reading comprehension related to PQRST .

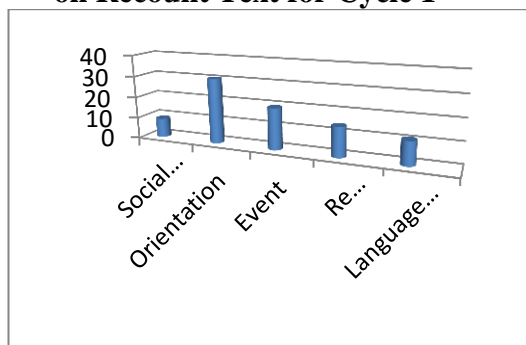
After that, the researcher decided to give the reading test for the students. The average score of the first cycle test was as presented clearly at appendix 9. Details of the

result in cycle 1 of each indicator as below:

**Table 3.**  
**Students' Reading Comprehension on Recount Text for Cycle 1**

No	Indicators	Average
1.	Social Function	9
2.	Orientation	30,5
3.	Event	19,5
4.	Re orientation	14
5.	Language Feature	11,1
<b>AVERAGE</b>		<b>16,8</b>

**Diagram 1.**  
**Students' Reading Comprehension on Recount Text for Cycle 1**

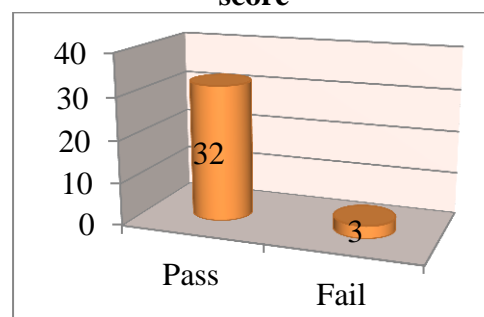


Based on table and diagram above, it could be seen that the students' reading comprehension on Recount text for Social Function was 9, orientation was 30,5, event was 19,5, re orientation was 14, and Language feature was 11,1. So the mean of all indicators in cycle 1 was 16,8. Derived from the diagram, it could be concluded that almost of the students' reading comprehension on Recount text were relatively average. This score was gotten from the reading comprehension on Recount text in cycle 1. Below was the recapitulation of their score in cycle 1.

**Table 4.**  
**The Students' Cycle 1 Reading Score**

Category	Number of Students	Percentage
Pass	32 Students	91,4%
Fail	3 Students	8,6%

**Diagram 2.**  
**The Students' Cycle 1 Reading score**

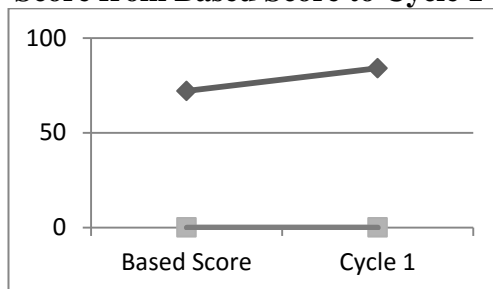


For the clear clarification of the table above, there were 32 students who passed the passing grade criteria, and 3 students who failed. The score of based score was 65 comparing with increasing point 79. The comparison and increase were explained in the table below:

**Table 5.**  
**The Increasing Point of the Average of Students' Reading Score from the Based Score to Cycle 1**

Name of Score	The Average Score
Based Score	72
Cycle 1	84
<b>Increasing Point 13.82</b>	

**Diagram 3.**  
**The Increasing Point of the**  
**Average of Students' Reading**  
**Score from Based Score to Cycle 1**



Based on the result, the collaborator and the researcher agreed on stop the research because the improvements of the reading comprehension. It could be seen from the diagram above. The researcher found from the based score was 72 and for cycle 1 was 84 with increase 12 point.

### 3. Reflection

By the reflection the researcher knew what had been done. . This consisted of some important points. The researcher found some factors Influenced Students' Reading Comprehension on Recount Text through PQRST in cycle 1:

#### 1. The Strategy

There were some factors that influenced the students' reading Recount text; one of them was strategy that was conceptual oriented reading instruction (PQRST). Here, the researcher was as the teacher used one strategy that had improved the students' reading comprehension that was shown by increasing score from based score to cycle 1. It could be identified that all of students understood the step of PQRST and it was one of factor that influenced students' improvement in reading comprehension on Recount text (Appendix 9).

#### 2. The Teacher

Besides the strategy, another factor that influenced the students'

reading comprehension was teacher. The teacher should teach the students by taking the students' interested, included the story was chosen by the teacher in every meeting. Because it made them to follow what the teachers' saying. When the teacher used PQRST , the students was enthusiastic in applying the strategy. Besides that, the teacher also explains the material clearly (Appendix 9). It was supported by teacher's and student's activities in observation checklist and also collaborator's comment in field notes Referring to the observation checklist in appendix 3 and 4 from cycle 1, it could be identified that the students have done all steps in teaching learning activities. It could be seen from the observation checklist that had been given by the collaborator.

#### 1. Team Work

Team work here means students' discussion, it also able to influence the students' reading Recount text comprehension. based on interview ( Appendix 9), when the teacher used PQRST and one of the steps was sharing their comprehend about the story, they were motivated, because when their friend share the text although they need time to socialize , they should be also share their comprehension of the story. From the students' opinion above, it could prove that students were motivated when they sharing their comprehension of story. from the data analysis and the factor above in a cycle, the researcher found PQRST brought improvement to the students' reading comprehension and helped the students to solve their difficulties in reading.

## B. Discussion

Based on the data that researcher has found above, PQRSST is strategies that can lead the students reading comprehension. As an instructional strategy, PQRSST strategy helps students to cope their problem in reading comprehension by using five steps: Preview, Question, Read, Summarize, and Test. This learning was setting by pair and group discussion. Most of the students in the discussion group enjoyed being taught with the PQRSST strategy. It was indicated, PQRSST by discussion helped the students become motivated and actively participate in the teaching and learning process.

The advantages above also supported by easy step in the strategy. In previewing, the teacher leads the students to identify the content. This step is usually done by reading the title or headline. The preview stage will give benefits to students like an overview of the topics covered in the chapter and how they are organized. It helping to get an idea of the main topics and sections of the text. Next step is question, the teacher develops questions which the students want and active 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. 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. 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. 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.

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. In last step, the teacher gives test to measure the understanding of the students. For conclusion, PQRSST strategy in the teaching learning is how to focus on key points in the text, check for understanding, back-track to gain contextual cues and self-correct. The result of the data analysis of the improving strategy in Cycle I showed the increasing point from based test and final test. The effectiveness are served by blue print of based test and final test appendices with parts social function, orientation, event, reorientation and language features. It also can be seen from diagram (diagram 4.3) of the increasing point from based test to final test.

As clarified previously, the stages in PQRSST, Sulistyono (2011) said it reference conceptually the PQRSST strategy is one the teaching strategies which comprise of five stages/schemes: Preview, Question, Read, Summarize, and Test. It provides a step – by step guidance to students before, during, and after their reading process which is essential for their comprehension, PQRSST strategy can lead the students to find the character and help them in language feature problem. The classroom management, classroom activities, teaching strategy, teaching materials, teaching media, and the teaching approach. These points are in line by Ehrman et al. (2003).

Moreover, it is also supported by the result of study that had been done by Kadek Angga Septiari (2013). She found that the PQRSST strategy



significantly improved their students' reading comprehension. Theoretically, the findings of this research was influence the improvements of the students' reading comprehension of recount exposition text are in line with the experts who have used the strategy.

#### 4. CONCLUSION

After conducting this research in improving the students' reading comprehension of Recount text at tenth grade of SMKN 5 Pekanbaru by applying PQRSST and also from test, observation checklist, field notes and interview, the researcher conclusion this research into some conclusions as follow:

1. PQRSST could improve the reading comprehension of tenth grade of SMKN 5 Pekanbaru. It could be seen from the achievement of students where the score of cycle 1 was higher than the based score (65 in based score and 79 in cycle 1)
2. Teaching reading by using PQRSST have some factors that can influence the changing of students' reading comprehension at tenth grade. First is Teacher's Explanation, in explaining; the material about Recount text, the teacher are successful in gaining students attention. Second, Internal Factors, there are some internal factors that influences the students reading skill. There were: students interesting with strategy because enjoy in this class. Third, Strategy of learning. PQRSST gave step easy to understanding. this made students can follow step well and understand how applied this strategy. Last, external Factors there are some external factors

that influenced the students reading skill. There were: teacher, classroom environment, and team work.

#### REFERENCES

- Alderson, J.. *Assessing Reading*. New York: Cambridge University, 2000.
- Bonnie B. Armbruster, Put Reading First: *the Research Building Blocks for Teaching* :Third Edition, USA, National Institute for Literacy, 2000.
- Brown, H. D. *Teaching by Principle an Interactive Approach To Language Pedagogy* (2nd ed.). San Francisco, California: Pearson Education, 2000.
- Brown, H Douglas. *Language assessment: Principle and Classroom Practice*. San Fransisco: Longman, 2003.
- Caldwell, J. S. *Reading Assessment: A Primer for Teachers and Coaches*. New York: The Guildford Press, 2008.
- Champion, Andrew J. *Neuropsychological Rehabilitation: A Resource for Group-Based Education and Intervention*. England: John Wiley & Sons Ltd, 2006.
- Cresswell, W. Jhon. *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*. New Jersey: Pearson Education International, 2008.
- Ehrman, M.E., Leaver. B.L, & Oxford, R.L. *A brief overview of individual differences in*

- second language learning. System*,2003.
- Goode, K., Kingston T., Grant. J. M and Munson L. *Assessment for Learning Shop ETFO : Sucessful Teaching in Combined Grade* ,2010.
- Jennifer Serravallo, *Teaching Reading in Small Group* ;USA, Heinemann, 2010.
- John Kruidenier, *Research-Based Principles for Adult Basic Education Reading Instruction: USA* , The National Institute for Literacy, 2002.
- Johnston, B., & Anderson, T.. *Information literacy and study skills: An overview of research* :LT Scotland,2005.
- Hasibuan & Muhammad Fauzan,*Teaching English as foreign Language (TEFL)*”.Pekanbaru: Alaf Riau Graha UNRI Press,2007.
- Kaner, C. J. D. *Improving the Education of Software Tester* .2003.
- Kemmis, S. and McTaggart, R.. *Action Research Planner*. Victoria: Deaken University Press,1988.
- Murcia, Marianne Celce, *Teaching English as a Second or Foreign language* (3rd edition).Boston: Heilen & Heilen, 2001.
- N.Namdi, K. A. *Guide to Teaching Reading at the Primary School Level*, Paris: *the United Nations Educational, Scientific and Cultural Organization*.2005.
- Nikmatul Khoiriah (2017) *The Implementation Of Pqrst Strategy To Improve Students' Reading Comprehension Ability At Smk Assya'roniyyah Mataram Baru*. Accessed on: November 6<sup>th</sup>, 2017.
- Nunan, David.*Practical English Language Teaching*.NewYork: McGraw Hill,2003.
- PQRST Study Method. <http://www.campusgrotto.com/pqrst-study-method.html>. Download date on November 20<sup>th</sup>, 2017.
- PQRST. <http://faculty.kutztown.edu/rryan/CLASSES/Genpsyc/pqrst.html>. Download date on November 12<sup>nd</sup>, 2017.
- Septiari, K.A. 2013. *Improving Reading Comprehension through PQRST of Eight Grade Students of SMP N 2 Banjarangkan in Academic Year 2012/2013*. Mahasaraswati Denpasar University. <http://unmas-library.ac.id/> Accessed on: November 6<sup>th</sup>, 2017.
- Vrieska, Dea, and Destina Kasriyati. "USING WINDOW NOTES STRATEGY TO IMPROVING STUDENTS'READING SKILL IN NARRATIVE TEXT AT EIGHT GRADE OF MTS TAUFIQ WALHIDAYAH PEKANBARU." *ELT-Lectura* 4.2 (2017).
- Woude, Vander Anne,*Reading for Every Child Fluency: Grade K*, Michigan:Frank Schaffer Publications, 2005.