

IMPROVING READING SKILL OF STUDENTS IN EIGHT GRADE THROUGH PREVIEW, READ, STATE AND TEST METHOD

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Abstract

This research aims to improve students' reading ability by using PQRST. The research was held in eighth grade of Islamic Junior High School. This research is action research that was done in two cycles with three meetings. The research is conducted systematically following the three procedures of action research. They are, planning, action, observation, and reflection. The students have to reach four indicators that is the students understand the purpose of narrative text, identify generic structure, understanding content, understanding meaning narrative text. Moreover, the use PQRST method can improve the students' motivation and participation. Most of the students is able to overcome their own difficulties related to the indicators. The sample of this research is 23 students of eight grade in an Islamic Junior High school. The result of this research is improving students' reading skill as shown from progress the mean of the students' pre-test score and post-test score. The mean of their pre-test is 41. While in the post-test the mean score is 60 and the second post-test is 76. It can be concluded that PQRST Method can improve students' reading skill.

Keywords: Reading, Comprehension, PQRST

1. Introduction

Reading is one of the language skills which is very important to be learned by students. Through this activity, students can improve their own language and experience. They will get information and ideas which they need to know. Moreover, they will be able to know what they do not know before. By reading, people may get a lot of information. The more he/she reads, the more information he/she will get. Reading makes someone smarter and creative (Laddo, 2007).

Talking about reading, Brewster, Ellis and Girard (2002) state that students are often introduced to and learn new vocabulary or grammar through reading short texts in the form of dialogues, descriptions, instructions or short stories, often lavishly illustrated to support the students understanding. They may learn how to learn through that reading. Much of the advice given in the section on teaching listening also applies in the teaching reading.

Reading is about how to understand a written text. It is a complex activity that involves both perception and thought. Reading consists of two related processes word recognition and comprehension. (Bernhardt, 2000). Comprehension is the process of making sense of words, sentences and connected text.

Mikulecky (2008) states that reading comprehension is the cognitive processes that a reader uses in making sense of a text. In this skill the students are expected to comprehend ideational, interpersonal

and contextual meaning within the text to identify the main ideas and supporting details, factual information, and meaning of the words. It means that the students are expected to be able to understand what passage is about and the information that is given by the teacher can be understood by the students.

To make the students understand about reading comprehension, here the researcher PQRST Method in teaching reading skill. PQRST stands for Preview, Question, Read, State, and Test. According to Wormerly (2010) there is Five Steps to the PQRST Literacy Strategy as following:

First, Preview. In previewing, the teachers will lead the students to identify main parts of 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. Second, Questioning. The teacher develops questions to which the students want to find answers. In this step of the process, researchers generate questions to help focus readers reading and find the key points in each section. Third, Read. The next step is read the material. The teachers will give 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. Fourth, State. After the students finish reading a section of text, the teacher may ask or summarize by recalling the important ideas from the section reader just read. In this step, the students will state the central idea or theme. Fifth, Test. In this step, the researchers try to measure the understanding of the readers by giving a test. The teachers can design the test in form of answering questions or ask the students to teach the reading materials to another students.

The reason for choosing this skill to improve reading systems. And to increase interest and willingness to read. However, students can understand the contents of the reading clearly, so students like reading.

In the research, the researcher was interested in observing the activities of the teaching process to know and describe the implementation of teaching reading in class eight student of that Islamic junior high school. There are some points on this research to be observed: class activities, teacher roles, student roles, class procedures and types of testing procedures of test for students.

2. Literature Review

Reading

Reading in general can be defined into several definitions. According to Rivers, reading is a process enunciating the conventional way the sound symbolized by the printed or written markers on the script. Brown (2004) adds that reading is a process of negotiation of meaning. In this process, the readers bring their early thought to the net parts of reading process to finally reach their understanding about the meaning of the text they read.

According to Harmer (2002), when the learners read a story or a newspaper, they deploy range of respective skills. It means that reading is respective skills that require the readers' ability to create interaction between the linguistic knowledge and knowledge of the world.

According to Jain (2008), the types of reading in particular can be divided into:

- a. Intensive Reading. Related to further progress in language learning under the teacher's guidance.
- b. Silent reading. Read a discourse or text without sound is also an activity that is necessary reading skill at the higher grade levels. It trains the students to read silently really c on contracting or mind in order to understand to content of discourse or text
- c. Extensive Reading. The purpose of extensive reading will be to train the students to read directly and fluently in the target language for enjoyment, without the aid of the teacher.
- d. Aloud Reading. The activity in reading aloud is intended to train the students can read with the correct punctuation or speech.

In conclusion media type of reading have for kind, the researcher chooses Intensive reading because in the practice the students guided teacher.

There are two common models of the reading process. They are bottom-up approach and top-down approach.

- a. Bottom-up approach begins when the readers start by knowing the letters or symbols, then recognizing the sound, interpreting the words, and the last is cracking the meaning of the words.
- b. Top-down approach requires reader's knowledge contribution in the process of receiving the incoming information from the text. By using top-down approach, the readers can comprehend the text through guessing or predicting or maximizing the use of their existing knowledge (Alderson, 2000)

Richards and Schmidt (2002) also propose a model of the reading process. It is called interactive reading or interactive processing approach. It is a model of reading comprehension conducted through both bottom-up and top-down models. Based on this reading model, the readers get good understanding through identifying words meaning or sentences accurately and relating the text with the readers experiences or background knowledge.

In the classroom, teaching reading is a way transferring knowledge from teacher to students by using a certain technique of strategy and a certain material in order to master reading itself. Teaching is a complex process it doesn't only give the information from the teacher to the students. According to Harmer (2007) teaching is not an easy job, but it is a necessary one and can be very rewarding when we see our student's progress and know that we have helped to make it happen. It is true that some students can be difficult and stressful at times, but it is also worth remembering that at its best teaching can also be extremely enjoyable.

According to Nation (2009) proposes four principles of the teaching reading. They are meaning-focused input, meaning-focused output, language-focused learning and fluency development.

- a. The first principle is meaning-focused input. This principle requires the teachers to establish practice with a range of reading purposes. They may learn about reading for understanding information, reading for getting new knowledge, reading for pleasure, reading for academic goals, or reading for writing.
- b. The second principle is meaning-focused output. It means that a reading course should be established integrative with other language skills such as listening, speaking and writing. English has four skills that should be mastered. One skill is influenced by the other three skills. Hence, the teaching and learning of reading should integrate with listening, speaking and writing skills. Usually, the role of teaching English begins with reading skill then following by writing skill and listening skill then following by speaking skill.
- c. The third principle is language-focused learning. It means that a reading course should be able to help the students to develop their reading skills as well as knowledge for effective reading.
- d. The last principle is fluency development. There are three main points in this principle. First, the teaching process of reading should help and push the learners to develop fluency in reading. There should also be speed reading practice in words-recognition and in teaching for understanding the teacher should give the familiar topic of the materials and contains no unknown.

PQRST (Preview, Question, Read, State, and Test)

PQRST (Preview, Question, Read, Summarize, and Test) strategy is useful as an instructional reading strategy by paying more attention to key information in reading activities. This strategy is a step-by-step plan that has been proven to raise test scores for students who follow the steps involved. This strategy helps the students focus on studying and prioritizing the information in a way that relates directly to how they will be asked to use the information in an exam. The strategy can be modified to suit any particular form of learning and it can also allow more accurate timing of work. (Sulistyo, 2011).

Based on the concept, PQRST strategy is proposed as the treatment to improve the students' reading comprehension since it has a well-organized stage. The strategy can create an enjoyable learning condition by helping the students to activate their background knowledge before reading and evaluating their comprehension after reading. By creating enjoyable learning condition, it is expected that the strategy can solve the problems in teaching reading and make the teaching learning process run effectively. Womerli (2005) states that PQRST method is for reading comprehension. The activity of this method is

simple to remember, and it use sound practices for reading comprehension. He said that PQRST Method stands for five steps:

- a. P – Preview. In previewing, the teachers will lead the students to identify main parts of 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.
- b. Q – questioning The teacher develops questions to which the students want to find answers. In this step of the process, researchers generate questions to help focus readers reading and find the key points in each section. 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 before the teachers give the whole text.
- c. R – Read The next step is read the material. The teachers will give 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.
- d. S – State After the students finish reading a section of text, the teacher may ask or summarize by recalling the important ideas from the section reader just read. In this step, the students will state the central idea or theme.
- e. T – Test In this step, the researchers try to measure the understanding of the readers by giving a test. The teachers can design the test in form of answering questions or ask the students to teach the reading materials to another students.

There are some processes in teaching reading through PQRST 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:

- a. In the first step, the teacher introduced the concept of PQRST 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.
- b. The students were given the text of reading by the teacher. As the first step of PQRST 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.
- c. 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.
- d. 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.
- e. 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.

- f. In this final step of PQRST 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 strategy has six steps. These steps can be applied well if there is the good interaction between the teacher and the students.

There are some advantages and disadvantages using this method. There are as follows:

- a. Advantages of PQRST Strategy
- Help Student to understand the text easily
 - Can help the respondent to reading specific text
 - Help they student process new information in many ways
 - To reach they students potential in reading passage.
- b. Disadvantages of PQRST Strategy
- Need more time
 - In some of activity the students make confused

3. Research Method

This study was classroom action research (CAR). According to Tomal (2010) action research is a systematic process of solving educational problems and making improvements. There are four steps to conduct classroom action research namely: (1) Plan, involves thinking process and evaluating to reflect the event that have been happened and attempting to find out ways to overcome problems encountered. (2) Action, at this step, we think and consider what action was done, how method will be applied, and what material was provided. (3) Observation, it is some activities that consists of gathering data to identify the result of action. Collecting can be considered from several factors: students, teachers, students' and teacher's interaction. (4) Reflection, it is activity to verify the fairness of data and interpret the data for doing some improvement and revision in other to enhance successful of teaching.

Above, there are four steps of classroom action research. These steps will be applied to each cycle, because action research is cyclical process/ if the result of the first cycle is failed, it can be continued to the next cycle. If there is any alteration significantly or it means that the students' ability in English vocabulary is improved, the cycle has been stopped. The procedure of data collection of the study was conducted in four meetings within two cycles. Each cycle consists of two meetings and involves 4 phases, namely: planning, acting, observing and reflecting.

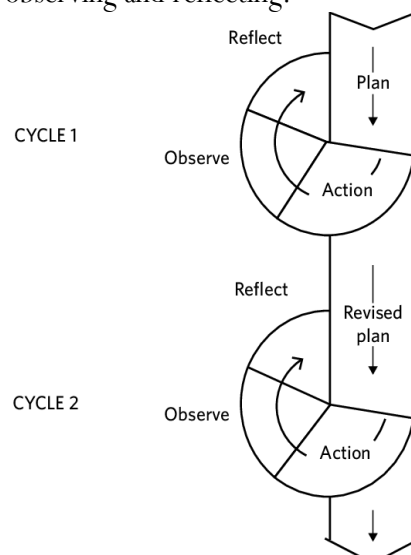


Figure 1. Action Research Cycle

4. Results and Discussion

The research consisted of two cycles with a test after each cycle was done. The researcher conducted the test to know the condition of students' reading skill after implementing the action. The implementation of the research was conducted collaboratively with the English teacher at that school. This research began to give a pre-test. The score of Pre-Test as follow:

Table 1. Pre-test Score

| | | | | | | |
|-------|------|------|----|-----|----|-----|
| Total | 13 | 6 | 50 | 126 | 19 | 960 |
| Mean | 0.56 | 0.26 | 2 | 5.4 | 8. | 41 |

Based on the summary of that table we can see that the mean score is 41, under the minimum score to pass the subject (≥ 75). From the mean score, we can say that lot of students get score under the passing grade.

It is caused because students do not understand the material. Students do not know the text material, the purpose of the text, the generic structure of text, the contents of the text and the meaning of text. In the next meeting the researcher will review 2 indicators, namely indicators understanding the contents of the narrative text and understanding the meaning of the narrative text. Because for the purpose and generic structure of the narrative text the researcher has explained it at the beginning of the meeting. Researchers explain the PQRST method of reviewing the material and asking students to make questions, look for difficult words, and summarize texts and then students read texts. Then, the researcher helps correct pronunciation. The researcher explains about understanding the contents and understanding the meaning of the narrative text.

In the first cycle of the second meeting, researchers used to do a post-test I which consisted of 20 multiple choice questions. It aims to find out the improvement in reading skills and understanding of students after they get treatment.

Table 2. Post-Test Score 1

| | | | | | | |
|-------|-----|-----|------|-----|-----|------|
| Total | 49 | 28 | 4 | 199 | 284 | 1390 |
| Mean | 2.1 | 1.2 | 0.17 | 8.6 | 12 | 60 |

In Post Test 1, the students' grades increased, there were some students who were familiar with the indicators of the purpose of texts, generic structures, understanding content and understanding the meaning of texts. For indicators of the purpose of text, the table above shows students can find out the purpose of the text. The second indicator, General Structure. Some students can use structure. In the indicator of understanding the contents of the text.

Based on the score above, the researcher can compare between mean score of pre-test and post-test 1. It could be seen from the students' mean score table:

Table 3. Score comparison

| No | Mean Score | Percentage Pre-Test and Post-Test 1 | | |
|----|-------------|-------------------------------------|---------------------------------------|-------|
| 1 | Pre-test | 41 | Number of students passed KKM | 0 % |
| | | | Number of students did not passed KKM | 100 % |
| 2 | Post-test 1 | 60 | Number of students passed KKM | 34,7% |
| | | | Number of students did not passed KKM | 65,2% |

The teacher chooses to continue the researcher in the second cycle. The aim is to increase students' scores in reading mastery post-test in the second cycle. Student responses in learning to read increase. That can be seen in observations made by teacher. Students are active and enthusiastic in learning to read using the PQRST technique. The phenomenon in the class also changes. Students are more active than ever and pay attention to the teacher.

Observations were made for the second cycle. Student activities during the teaching and learning process have been observed. Most students are active and enjoy class. Most students already know the

purpose and generic structure of the narrative text and then the students also understand the contents and meaning of the narrative text. Then students take the PQRST test effectively. The researcher designed post-test 2 to find out the improvement in students' reading skills after the second cycle was applied. Collaborators think that students take tests seriously. They do the test individually. The result of the second post-test as follow:

Table 4. Post-Test Score 2

| | | | | | | |
|-------|-----|----|-----|-----|-----|------|
| Total | 64 | 23 | 34 | 227 | 349 | 1760 |
| Mean | 2.7 | 1 | 1.4 | 9.8 | 15 | 76 |

From the Post Test II table above, it can be seen that student grades have increased. Students can master narrative texts, students can also master the indicators conveyed by the teacher. On average, almost all students can complete narrative material well.

Based on the score above, the researcher can compare between score of Post-Test 1 and Post-Test 2. It could be seen from the students' mean score table:

Table 5. Score Comparison

| No | Mean Score | Percentage Pre-Test and Post-Test 1 & 2 | |
|---------------|------------|---|--------|
| 1 Pre-test | 41 | Number of students passed KKM | 0 % |
| | | Number of students did not passed KKM | 100 % |
| 2 Post-test 1 | 60 | Number of students passed KKM | 34,7 % |
| | | Number of students did not passed KKM | 65,2 % |
| 3 Post-test 2 | 76 | Number of students passed KKM | 82,6 % |
| | | Number of students did not passed KKM | 17,3 % |

Based on the table above, it can be concluded that the students' reading comprehension ability increases. From the mean pre-test was 41, increased to 60, in post-test 1 and it became 76 in post-test 2. The test results show an increase in students' reading comprehension ability in texts. That can be seen from the average score between post-test 1 and post-test 2 where the average score in post-test 2 is higher than post-test 1. It can almost be said that their score increased. This happens because students already have a good background in knowledge related to the topic given by researchers in the post-test 2. Furthermore, the application of the PQRST method helps students read narrative text. From the explanation above, the researchers conclude that the PQRST method can improve students' reading ability in narrative text. By applying the PQRST method, students also have a better understanding of text narrative.

5. Conclusion

The result of this research showed that use of method has successfully improve the eighth-grade student reading ability in reading. It makes students more active and motivated. In addition, this also increases student participation and response during treatment. Each step of the PQRST method has benefits for students because it guides them to understand the purpose of the text, understand the generic structure, understand the meaning, understand the contents of the text well is the most improved aspect of reading. The process of applying the PQRST method during treatment shows that the steps of the PQRST method can help students to understand reading texts well.

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