

IMPROVING STUDENTS' READING COMPREHENSION THROUGH PREVIEW QUESTION READ SUMMARIZE AND TEST (PQRST) TECHNIQUE

Ima Rachmawati Sutrisna Putri¹, Luqman Al Hakim²
Universitas Slamet Riyadi

ABSTRACT

The research aims: (1) to find out whether PQRST technique can improve the students' reading comprehension at ninth grade student of SMP 27 Surakarta in the academic year of 2017/2018, and (2) to know how far the improvement students' of reading comprehension using PQRST at ninth grade of SMP 27 Surakarta in the academic year of 2017/2018. The researcher conducted a classroom action research at the ninth grade of SMP N 27 Surakarta from September up to October 2017. This research was conducted in class IX F which consisted of 27 students. The research concerned in improving students' reading comprehension on narrative texts using Preview Question Read Summarize and Test (PQRST) Technique. The research consisted of two cycles. The procedure of action research consisted of planning, implementation of the action, observation, and reflection. In collecting the data, the researcher used observation, interview and document. In analyzing the data, the researcher used quantitative and qualitative data analysis. The result of this research showed that Preview Question Read Summarize and Test (PQRST) Technique can improve students' reading comprehension on narrative texts at ninth grade of SMP N 27 Surakarta in the academic year of 2017/2018. The improvement can be seen from the result of the test. It was 65.8 in pre-test, then it became 72.6 in post-test 1 and it became higher in post-test 2 (82.8). From the result above, it can be concluded that Preview Question Read Summarize and Test (PQRST) Technique can improve students' reading comprehension on narrative texts at the ninth grade of SMP N 27 Surakarta.

Keywords: Classroom Action Research, Preview Question Read Summarize Test (PQRST), Reading Comprehension.

ABSTRAK

Penelitian ini bertujuan: (1) untuk mengetahui apakah teknik PQRST dapat meningkatkan pemahaman membaca siswa pada siswa kelas sembilan SMP 27 Surakarta pada tahun akademik 2017/2018, dan (2) untuk mengetahui sejauh mana peningkatan kemampuan siswa dalam membaca. pemahaman membaca menggunakan PQRST di kelas sembilan SMP 27 Surakarta pada tahun akademik 2017/2018. Peneliti melakukan penelitian tindakan kelas di kelas sembilan SMP N 27 Surakarta dari September hingga Oktober 2017. Penelitian ini dilakukan di kelas IX F yang terdiri dari 27 siswa. Penelitian ini berkaitan dengan meningkatkan pemahaman membaca siswa pada teks naratif menggunakan Teknik Preview Question Read Summarize and Test (PQRST). Penelitian ini terdiri dari dua siklus. Prosedur penelitian tindakan terdiri dari perencanaan, pelaksanaan tindakan, observasi, dan refleksi. Dalam mengumpulkan data, peneliti menggunakan observasi, wawancara dan dokumen. Dalam menganalisis data, peneliti menggunakan analisis data kuantitatif dan kualitatif. Hasil penelitian ini menunjukkan bahwa Teknik Preview Question Read Summarize and Test (PQRST) dapat meningkatkan pemahaman membaca siswa pada teks naratif di kelas sembilan SMP N 27 Surakarta pada tahun akademik 2017/2018. Peningkatan itu bisa dilihat dari hasil tes. Itu 65,8 di pre-test, kemudian menjadi 72,6 di post-test 1 dan itu menjadi lebih tinggi di post-test 2 (82,8). Dari hasil di atas, dapat disimpulkan bahwa Teknik Preview Question Read Summarize and Test (PQRST) dapat meningkatkan pemahaman membaca siswa pada teks naratif di kelas sembilan SMP N 27 Surakarta.

Kata kunci: Penelitian Tindakan Kelas, Preview Pertanyaan Read Summarize Test (PQRST), Reading Comprehension.

INTRODUCTION

Reading is important to comprehend the language that the learners are acquiring and to decode the messages they are receiving. According to Madkour (2016:61), reading is one of the most important components in language learning since it is the complex mental ability requiring cognitive and metacognitive development. It means that the urgency to learn reading skill should be set high in order to determine how well the students acquire and comprehend the language they learn.

Moreover, in this digital era, reading activity has been being everyone's daily activities since reading can be done in various ways. The students can read books, articles, news and stories both in printed and soft file form using other media such as computer, laptop, hand phone, and so on. Due to the importance of reading skill, the teachers' awareness must be increased since most of the materials given at school are provided in written form. The students will find it difficult to develop other language skills when they not understand the meaning of the text, in this case is reading skill, has not been mastered by them.

Regarding to this case, there are several aspects that must be considered. One of them is the students' background knowledge. Students need to build and recall their prior understanding during reading activity since it is very important to enhance students' new understanding about certain context. In teaching learning process, teachers' roles are essential to make the students comprehend the given text and actively engaged in classroom activities.

In SMP Negeri 27 Surakarta, the minimum score criterion (KKM = *Kriteria Ketuntasan Minimal*) for English lesson is 7.50. However, most of the students of SMP Negeri 27 Surakarta especially IX F still have difficulty to achieve this KKM (*Kriteria Ketuntasan Minimal*) because their

knowledge of English is still low especially in reading comprehension.

There were some difficulties faced by students, teachers and school in teaching and learning English. The difficulties were based on some factors: those from by the students, the teacher and the school. Based on the observation by researcher at ninth grade of SMP N 27 Surakarta, there were several difficulties faced by students were as following : (1) they found it difficult to answer the question related to the text; (2) they have difficult to understand the meaning of certain words or phrases; (3) they lack interaction among the member of classroom; (4) the student look bored when learning process; (5) they found difficult to identify main idea, they difficult to understand detail information, they difficult to identify meaning of words and references. The problems for the teacher were as followings: (1) the teacher used the same strategy in teaching learning process; (2) the teacher was less control the class. The other factor were from school: (1) the classroom was not really supported by the standard tools such as LCD Projector, the screen, the speaker and so on. Consequently, the teacher could not show the video or movie to the students for enhancing the learning quality; (2) the books in library were not complete. Based on this condition, the solution has to be applied since reading comprehension is essential to decide whether or not the students acquire the language well.

The more appropriate teaching method has soon to be applied in order to improve the students' reading comprehension. One of the effective method is PQRST teaching method which stands for Preview, Question, Read, Summarize and Test. According to Staton (1982), PQRST method stands for Preview, Question, Read, State, and Test.

Based on explanation above, the researcher intends to conduct a research entitled Improving Student's Reading

Comprehension through PQRST (Preview, Question, Read, Summarize, and Test) Technique (A Classroom Action Research at 9th Grade Student of SMP 27 Surakarta in The Academic Year of 2017/2018).

METHODOLOGY

Participants

This classroom action research was conducted at SMP Negeri 27 Surakarta. It is located on Jl. Transito Pajang Laweyan Surakarta. Meanwhile, the research conducted from September to October in the academic year of 2017/2018. The subject of the research is students in class 9F. There are 27 students, 13 boys and 14 girls. The KKM (*Kriteria Ketuntasan Minimal*) for English lesson is 75.0. It is too high for students especially in class 9F of SMP N 27 Surakarta.

The researcher used Classroom Action Research in this research. Classroom action research is action that teacher conducts during teaching as a part of their teaching duties. According to Burn (2010 : 2). He defines that : “Action research is part of a broad movement that has been going on in education generally for some time. It is related to the ideas of „reflective practice“ and „the teacher as researcher“. Action research involves taking a self- reflective, critical, and systematic approach to exploring your own teaching contexts”

In the Classroom Action Research, the techniques of collecting the data were non-test (observation, interview, documents) and test (pre-test and post test. In the procedure of Action Research, the researcher took two cycles. In analyzing the data, the researcher used two kinds of data analyzing. They were qualitative and quantitative data analysis.

THE RESULT OF THE RESEARCH

The result was carried out at the XI of SMP 27 Surakarta. The research was conducted in collaboration with the English teacher of SMP 27 Surakarta (Mrs.Sri Meiningsih S.Pd) as a collaborator. The

researcher used PQRST technique to improve students“ reading comprehension. Cycle one was held on 9th

September. Cycle two was held 7th October 2017. Before implementing cycle one, the researcher conducted pre-test in 5th September 2017. The mean score of pre-test which was 65.8. It was under the minimum score for English lesson in that school which was 75.

In cycle one, there were two meetings. The first meeting was conducted on Saturday, September 9th, 2017. The second meeting was conducted on Tuesday, September 12th, 2017. After observing and reflecting the action, the researcher found several strengths and weaknesses. The strengths were: . (1) The students got new experience in learning. This technique gave the spirit for the students to comprehend the text.; (2)The students in groups answered the questions or worksheet faster than they worked by himself/herself.; (3) The student“s motivation was improved in learning with PQRST technique. From the result of post-test 1 there was an improvement of the students“ reading comprehension. The weaknesses were: (1) In this cycle especially in the first meeting the students did not understand well the procedures of the technique; (2) The students did not have more opinion to knew the main idea of the text, the implicit information and the meaning of difficult words; (3) The students still needed more explanation and guidance using PQRST technique.

From the reflection above, there were many weaknesses found during cycle one. To solve those problems, the researcher should revise the previous action. The researcher decided to make a new plan to arranged in cycle 2. The

first meeting held on Saturday, 17th

October 2017 and the second meeting held on Tuesday, October 17th 2017. After observing and reflecting the action, the researcher found several strengths and weaknesses. The strengths were: (1) The students looked actively in teaching reading

process; (2) The students' motivation to participate in the learning process improved; (3) PQRST technique was suitable in helping the student in leaning reading comprehension.; While, the weaknesses were : (1)The students was still noisy because they discussed in group so it made the classrom litte bit crowded; (2) It was needed much time to implement the technique.

DISCUSSION

In this chapter, the researcher discussed about research finding from cycle I and cycle II. From the observation, the students had a good progress in teaching reading process. The researcher found the improvements when PQRST technique was implemented in the class.

In cycle 1, the class condition was still passive in learning process, but in cycle II, the researcher found more improvements. In cycle II, the class condition was more active and all of the students more enthusiastic in teaching reading process using PQRST technique.

The improvement after the action was also supported by the score of the test. The mean grade of pre test was 65,8. Compare with the student's score in post test I, it showed that the student's score 72.8. It was higher than the student's score in pre test. In post test II, the students made some improvement and could be seen from their score, it was 82,5. Based on the result above, it can be concluded that PQRST technique was implemented can motivated the students in reading comprehension.

CONCLUSION AND SUGGESTION

Conclusion

Based on the result of the research which aims to improve students, reading comprehension using PQRST (Preview Question Read Summarize and Test), the researcher draws conclusions as follows:

1. PQRST (Preview Question Read Summarize and Test) technique can improve the students, reading comprehension at ninth grade of SMP 27 Surakarta in 2017/2018 academic year. It could be seen from the improvement of the mean score of the test. The mean score of pre-test was

65,8 , post-test 1 was 72,6 and post-test 2 was 82,5. The mean score of post-test 1 and 2 were higher than the minimum score (KKM) in that school which is 75.

2. The use of PQRST technique can improve the students, motivation and class condition in teaching and learning process. It could be seen from the students who got more active in joining class activities, for example like group discussion, they enjoyed working in a group.

SUGESSTION

The researcher would like to give some suggestions related to this research. The suggestions are described as follows:

a. For the Teacher

The teacher should be control the class and give the stimulation to make the student's paid attention about the teacher's explanation. The teacher must be creative in choosing technique.

b. For the Students

The students should be active during teaching and learning process using a new technique. They can be trained to understand the text easier and more fun by group discussion.

c. For the Other Researcher

The other researcher get more information and they can use the PQRST technique for the other skills. They can also implemented this strategy in different types of the text to make the teaching and learning process is more creative and fun.

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