

THE IMPLEMENTATION OF PREVIEW, QUESTION, READ, STATE, AND TEST FOR TEACHING READING IN JUNIOR HIGH SCHOOL

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ABSTRACT

Reading is a skill that people should be familiar with regularly because it is the foundation of language. Readers can learn a lot by reading. Reading encourages the growth of critical thinking skills as well. It also helps people to learn words and pronunciation. The primary goal of this study is to implement *Preview, Question, Read, State, and Test* (PQRST) in teaching reading. The subject in this study is the eighth-grade students of SMPN 3 Abiansemal in the academic year 2023/2024. The class consisted of 31 students lacking reading comprehension, especially in finding the main idea, general and specific information, textual meaning, and references. The researchers used three tests to collect data: pre-test, post-test, and questionnaires. The researchers used the mean score formula when all subjects' pre-test and post-test data were calculated. The result of the questionnaire in this study used to find out and analyze the students' percentages of the subject responses to the techniques is applied.

Keywords: Implementing, Reading Comprehension, PQRST

INTRODUCTION

Reading is a skill that people should be able to use in their daily lives since it is the foundation of language. Reading is a crucial language skill for teaching and learning a foreign language (Brassell & Rasinski, 2008; Krismayani, 2022; Krismayani & Menggo, 2022; Syarfi et al., n.d.). Readers can learn a great deal by reading. In addition, reading fosters the growth of critical thinking abilities because it expands one's vocabulary, helps with spelling and pronunciation, and improves speech (Charters, 2003; Longlong et al., 2017; Syarfi et al., n.d.). Reading allows readers to communicate by taking in a wealth of information from written texts. Thus, readers must have strong reading

comprehension to comprehend the text's facts and content. Reading comprehension requires a great deal of focus and concentration when reading a text. In summary, reading requires the capacity to comprehend, interpret, and evaluate written material to learn new information.

Reading is an excellent source of language learning; language can be acquired from reading instead of being studied directly (Palloan et al., 2021; Pollard, 2008). Students can quickly analyze and predict the material with a strong reading comprehension level. Students who read can connect what they read today and what they have read in the past. Because reading is a receptive activity, it is necessary to anticipate and

assess the contents of a book. Then, based on (Brassell & Rasinski, 2008; Kadek et al., 2021), reading comprehension is the ability to take information from written text and do something with it to demonstrate knowledge or understanding of that information. This means that to read aloud and comprehend what they read, a reader must understand the meaning of a paragraph. Consequently, one of the most crucial English language skills students should acquire is reading comprehension.

Students who read need to pay attention to what they read since reading is more than simply reading; it also requires the reader to recognize what they have read. As a result, the concepts in the reading material can be methodically understood by the children. Reading allows readers to communicate while taking a wealth of knowledge from texts. Reading helps children learn new vocabulary, gain a wealth of knowledge, and get better at pronouncing and spelling words correctly. The researchers discovered that eighth-grade students struggled with reading comprehension based on observations made at SMPN 3 Abiansemal. The students found distinguishing between general and specific information, textual meaning, and textual references in recount texts was challenging. Many things can have an impact on this. Students may need help

comprehending the texts they have been reading. The text's meaning is beyond the grasp of the students. There are several potential causes of the issues that students confront. One of them is that the teacher employed a monotone approach, which is used to explain content in front of the class and ask the students to read some text. This method needs to be applied correctly. Throughout the instructional process, there were no corrections. The teacher employs the reading-aloud technique in SMPN 3 Abiansemal. The teacher needs to adapt her teaching style to her students' abilities. This method is fairly generic and is used by many teachers. The teacher can quickly adopt this method by asking the students to read the material aloud. This indicates decreased student motivation, and identifying and resolving this issue requires teachers to be well-prepared. For this reason, the teaching and learning approach that the teacher employs is crucial to the progress of the students.

Teachers can utilize a variety of ways to help students with this issue by helping them with reading comprehension. One method that can be used to teach reading comprehension is PQRS. According to (Turkington, 2003), this strategy focuses on five steps: Preview, Question, Read, State/Summary, and Test. By using this strategy, teaching reading can

be well-managed. The students follow the reading activity step by step. The first step is Preview; in this step, the teacher asks students to skim the text to find the mind idea. The second step is a Question; students are requested to provide questions related to the text, or the teacher can ask to stimulate the students. The third step is Reading; the teacher asks students to read the entire text. The fourth step is State/Summary; in this step, the students state or make a summary of the text. The last step is the Test; the teacher gives the Test to students to find out their understanding of the content of the text without cheating with their friends or copying the material.

In this study, the researcher tried to conduct PQRST to teach reading comprehension specially to stimulate and engage students in reading comprehension. By implementing PQRST, it can overcome the problem of the eight-grade students of SMPN 3 Abiansemal. Moreover, it can help students more focus and active during learning activities (FizriIsmaliana, Huzairin, 2020; Syafitri, 2017). Therefore, the researcher was motivated and interesting in conducting this research.

RESEARCH METHODS

This research is Classroom Action Research. Action research involves taking a

self-reflective, critical, and systematic approach to exploring the teaching context (Burns, 2009). Classroom action research consists of planning, acting, observing, and reflecting—the subject in this research was the eighth-grade students of SMPN 3 Abiansemal. The VIII C class consisted of 31 students; there were 15 males and 16 females. The researchers selected the grade level because the students struggled with reading comprehension, particularly with identifying the main idea, general and specific information, textual meaning, and textual references in recount texts. Therefore, researchers used two instruments to conduct this research: tests (pre-test and post-test) and questionnaires; the researchers gave the pre-test to the subjects at the first meeting before the teaching and learning process cycle. Meanwhile, the researchers gave a post-test at the end of each cycle to determine the improvement. Thus, at the end of the last cycle, the researcher gave the subjects a questionnaire to find out subjects' feelings after the application of PQRST in reading comprehension. Pre-test and post-test were analyzed by using the mean score formula. Then, the results of the questionnaire under study were applied to determine the percentage of the subjects' responses to the technique.

FINDINGS AND DISCUSSION

Data collection was carried out using research instruments to answer the research problem. PQRST was successfully implemented in this study using classroom action research. Action research in this classroom was carried out in cycles, starting with a pre-cycle. Pre-test, post-test cycle I, and post-test cycle II were the three sets of scores. Following their instruction with PQRST, the subjects' reading comprehension scores increased, as evidenced by these scores. The researchers thought the pre-test, post-test I and II data needed to be tabulated to conduct a thorough analysis. Classroom action research was employed as the research design in this study. This study was conducted using a cyclical procedure that began at the pre-cycle. Additionally, there were two cycles, designated as cycles I and II. The following is a description of the cycle process explanation.

Pre-cycle

The researchers conducted a pre-cycle before using PQRST to teach reading recount texts to determine subjects' beginning reading comprehension. The researchers observed the English teachers' teaching strategies and administered a pre-test to assess pre-existing knowledge about reading comprehension. The interview revealed a minimum passing score for

English subject at SMP Negeri 3 Abiansema was 70. Before administering the PQRST, the researchers watched the students' reactions to the instruction and learning process, particularly about reading comprehension. The researchers found that subjects' disinterest and weariness made communication difficult, indicating a need to enhance reading comprehension and create a stimulating learning environment.

Before using a teaching technique on the research subject, the researchers gave a pre-test to ascertain the subject's prior reading comprehension data. The subjects were required to complete a brief answer activity to administer the pre-test. The twenty-item question focused on identifying broad and specific information, textual meaning, and textual reference. Furthermore, a scoring rubric was used to provide scores. The score shows that there were 1215 total pre-test scores after 31 students. The following formula could be used to get the subjects' pre-test mean score for this classroom action study.

$$\text{Mean Score} = \frac{\sum x}{N} = \frac{1215}{31} = 39.19$$

According to the data, the pre-test average scores for the 31 participants were 39.19. As a result, the pre-test results demonstrated that no subjects could earn the minimal passing score in SMP Negeri 3 Abiansema. Furthermore, most subjects

struggled with reading comprehension, particularly in recount texts. Additionally, using PQRST, researchers attempted to enhance the subjects' comprehension of reading texts based on the situation above. Consequently, the first cycle of classroom action research was carried out by the researchers to improve the quality of instruction and address reading comprehension issues.

Cycle I

In cycle I, the researchers completed four tasks: planning, action, observing, and reflecting. There were two sessions in Cycle I: Session 1 and Session 2. The pre-cycle results of the test were significantly below the minimal passing score. The right teaching approach was required to help the subjects who struggled with reading comprehension. The pre-test results indicated that subject VIII C was needed to enhance their reading comprehension. The researchers used PQRST as a tactic in the classroom for teaching and learning. Planning was the first step in Cycle I. The researchers produced the materials required for using PQRST to teach reading comprehension.

Additionally, the researchers created a worksheet, post-test, learning resource, and teaching module. Initially, the researchers created a lesson plan that followed the syllabus for the VIII C class at

SMP Negeri 3 Abiansemal. Furthermore, each session lasted 80 minutes, implying that cycle I lasted 160 minutes.

Next was action. Sessions 1 and 2 made up Cycle I. In the first session, students carefully observed, inquired, explored associated, and communicated in the classroom. During observation, the researchers clarified the learning material and gave an example of a recount paragraph. The researchers subsequently questioned the individual regarding finding broad information, specific information, literary meaning, and textual references. When interviewing, the researchers used the PQRST in its exploration and association. The subjects were given a recount text and were instructed by the researchers to identify critical information from the questions underneath it. After reading the material, the researchers asked them to identify the primary theme and supporting facts in their own words. They produced their own content and spoke about it using their own language. The researchers focused on four reading elements and administered a post-test to collect data. The study aimed to improve reading comprehension and understanding of the material.

Observation was the third task. The observation aimed to determine how the subjects reacted to PQRST's

implementation. The researchers might see how their work was progressing based on this observation. The researchers observed the subjects' responses to the performance of PQRST in the classroom. The researchers observed how subjects engaged and shared their opinions during the teaching and learning. Some subjects appeared disinterested and unfocused, while others talked and played with their friends. After the attention-giving phase, the planned teaching and learning process resumed. A post-test was administered to gather data on the students' improvement after using PQRST. The first post-test, issued at the end of the cycle I's second session, showed improved reading comprehension. Thirteen students took post-test 1, with a final score of 2423. The mean score formula can determine the first cycle's mean score.

$$\text{Mean Score} = \frac{\sum x}{N} = \frac{2423}{31} = 78.16$$

The analysis of the post-test one mean score for the above cycle indicated that the respondents' reading comprehension for the pre-cycle of cycle I had improved. Post-test 1 had a mean score of 78.16. Twenty-five topics achieved the minimal passing score required for eighth-grade students at SMP Negeri 3 Abiansemal, with improved ability to read recount texts. The study also showed that the remaining subjects performed better

than the pretest. The study should continue to cycle II to develop reading comprehension further using the same teaching strategy, as the success indicator still needs to be met in this cycle.

Cycle II

The researchers have to go on to cycle II after analyzing the findings of cycle I. Cycle II was carried out with the expectation that it would improve more than Cycle I, based on the post-test results from Cycle I. Similar to cycle I, cycle II comprised two sessions, specifically sessions 3 and 4. The researchers still employed the PQRST to improve participants' reading comprehension. Cycle II of the study aimed to enhance students' reading comprehension and general knowledge acquisition. It consisted of two sessions, especially sessions 3 and 4, and involved four interrelated tasks: preparation, execution, observation, and reflection. The researchers revised the learning process to address the weaknesses of Cycle I and developed resources to engage students in an engaging educational environment. The lesson design, learning material, student worksheet, post-test 2, and questionnaire were created for this cycle. The students are given 80 minutes to do their reading comprehension worksheet. The researchers asked the subjects about

finding general information, specific information, textual meaning, and textual reference. In questioning, researchers stimulated the subjects to ask some questions related with the material, then researchers answered the questions. In exploring and associating, this study applied the PQRST. The activity was that researchers gave a recount text to the subjects and asked them to read and think about what the words mean. Before reading the text, researchers asked subjects to look for important information from the questions under the text. After reading the text, the researchers asked them to find the main idea and details related to the main idea. Then, the researchers asked them to present the main ideas and details in their own words. They created their own information using their own words to talk about it. In communicating, the researchers carefully guided them to share their answer in the classroom. In session 2, the researchers also applied PQRST. It was the same as in session 1 to help their understanding. The researchers focused on identifying general information, specific information, textual meaning, and textual reference. The researchers gave the subject students worksheet and asked them to answer ten questions.

The next activity was observation. The researchers observed that the subjects

were more active than the previous cycle. It could be seen from their participation when answering and asking the questions. During the teaching and learning process, the researchers also did an observation. The observation was mainly focused on identifying the situation in the class, and it was intended to establish whether the teaching-learning process by the subjects could bring a positive atmosphere through implementation PQRST. The subjects were motivated and did not feel bored while learning activity. The researchers also found that the subjects were enthusiastic when they were asked to read a recount text. Additionally, after cycle II, the researchers administered a post-test to see whether or not the subjects' reading comprehension had improved when compared to cycle I post-test 1 results. The researchers acquired information on the respondents' development in reading comprehension—which was taught using PQRST—after conducting the post-test of cycle II—the post-test 2 total score of 2731 for 31 participants. The mean score formula that was used to calculate it is as follows.

$$\text{Mean Score} = \frac{\sum x}{N} = \frac{2731}{31} = 88.10$$

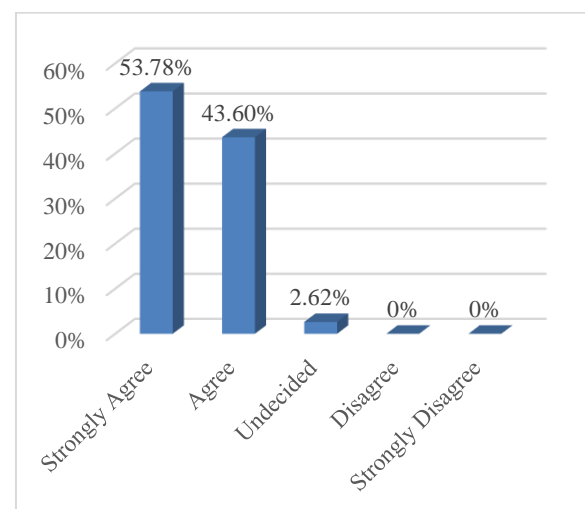
The study found that implementing PQRST improved students' reading comprehension, particularly in identifying literal meaning, textual reference, general information, and specific information. The

second post-test showed that PQRST increased activity and focus during teaching and learning. The post-test mean score in cycle II showed that all subjects achieved the minimum passing score required for eighth-grade students at SMP Negeri 3 Abiansemal. Therefore, this study ended in cycle II.

The study aimed to gather data on using PQRST to improve reading comprehension among students in the VIII C class of SMP Negeri 3 Abiansemal. A structured questionnaire consisting of ten Indonesian sentences was sent to the students to assess their understanding. The questionnaire was evaluated using a 5-point Likert rating scale. The study analyzed the use of PQRST in teaching reading comprehension, revealing responses from subjects in five options: strongly agree, agree, undecided, disagree, and strongly disagree. The questionnaire was evaluated using a 5-1 Likert rating system, with 740 strongly agree, 600 agree, 36 undecided responses, and none disagree or strongly disagree. There were 1376 responses in total to all of the items. The following formula can be used to get the comparative proportion of questionnaire items that reflected the replies of participants who Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), and Strongly

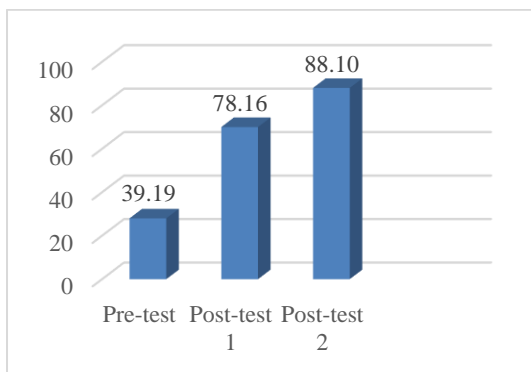
Disagree (SD) on the use of PQRST in teaching reading comprehension:

The questionnaire showed that the application of PQRST significantly improved reading comprehension among subjects. The majority of respondents (53.78%) strongly agree, while (43.60%) agree, and (2.62%) are undecided, and none of the respondents disagree or strongly disagree that PQRST should be implemented to improve reading comprehension. In other words, PQRST was successful in enhancing the reading comprehension of eighth-grade students at SMP Negeri 3 Abiansemal. The results of the questionnaire were consistent with the pre-and post-test results, which demonstrated a significant increase in the participants' reading comprehension, as shown below:



Graph 01. Depicting the Subjects' Responses toward the Implementation of PQRST in Improving Reading Comprehension

To get the necessary data for each cycle of the study, the researcher used two research tools to gather data for each. The average reading comprehension score showed an increase with each cycle. The main factor in concluding the study was the significant improvement from cycle I to cycle II, meeting the success indicator. The results were analyzed using a PQRST, displaying mean scores and the following graphs for further understanding:



Graph 02 Depicting the Subjects' Progressing Achievement of Reading Comprehension after Being Taught through PQRST

The research concludes with success, as the mean score of the subjects increased significantly, as evidenced by pre-test, post-test 1, and post-test 2 results, indicating an improvement in their reading comprehension.

CONCLUSION

Based on the pre-test, post-test, and questionnaire results, the reading comprehension of the eighth-grade students SMP Negeri 3 Abiansemal in the academic

year 2023/2024 can be improved through PQRST. Moreover, the questionnaire results showed the subjects' positive responses to implementing PQRST. This means that the subjects received this technique very well because more than 97% of respondents approved of the implementation of PQRST.

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