THE EFFECT OF PQRST (PREVIEW, QUESTION, READ, SUMMARY, AND TEST) STRATEGY ON READING COMPREHENSION AT FIRST-GRADE STUDENTS OF SMAN 1 SABAK AUH SIAK

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ABSTRACT

This paper discusses an experimental research study regarding the effect of PQRST (Preview, Question, Read, Summary, and Test) strategy on reading comprehension of the first-year students at SMAN 1 of Sabak Auh Siak. The study shows that 65% of the students have difficulties in comprehending the reading passage about a descriptive text. Based on the students' reading indicators, it can be identified that they have difficulties in determining the main idea, locating references, understanding vocabulary, making inferences, and finding detailed information. This study uses a quantitative method on a true experimental design of two groups of first-year students using pre-test and post-test. The study involves 44 students, divided into two classes: the control class with 21 students and the experimental class with 23 students. The instrument is a test that consists of questions with multiple choices and four options (A/B/C/D). In order to analyze the data formula, statistical software namely SPSS version 23 is used to analyze the results of the study. The significant effect of PQRST (Preview, Question, Read, Summary, and Test) strategy on reading comprehension at the first-year students of SMAN 1 Sabak Auh in Kabupaten Siak (2-tailed) is. 000 < .005, which means that the H0 is rejected, while Ha is accepted. Thus, there is a significant effect on first-year students' reading comprehension in descriptive text between the students who are taught by applying the PQRST strategy and those who are not.

Keywords: *reading comprehension, PQRST strategy*

PENGARUH STRATEGI PQRST (PREVIEW, QUESTION, READ, SUMMARY, AND TEST) TERHADAP KEMAMPUAN PEMAHAMAN MEMBACA SISWA TAHUN PERTAMA DI SMAN 1 KECAMATAN SABAK AUH KABUPATEN SIAK

ABSTRAK

Artikel ini membahas sebuah penelitian experimen mengenai pengaruh yang signifikan dari strategi PQRST (PREVIEW, QUESTION, READ, SUMMARY, and TEST) terhadap kemampuan membaca pemahaman siswa kelas satu SMAN 1 Sabak Auh Kabupaten Siak. Penelitian menunjukkan bahwa 65% siswa mengalami kesulitan dalam memahami bacaan tentang teks deskriptif. Hal ini dapat diketahui dari indikator membaca siswa bahwa mereka mengalami kesulitan dalam menentukan ide pokok, mencari referensi, memahami kosakata, membuat kesimpulan, dan menemukan informasi rinci. Penelitian ini dilakukan dengan metode kuantitatif yang menggunakan desain eksperimen sejati dua kelompok siswa tahun pertama dengan menggunakan pre-test dan post-test. Sampel dalam penelitian ini adalah 44 siswa yang terbagi menjadi dua kelas yaitu kelas kontrol (21 siswa) dan kelas eksperimen (23 siswa). Instrumen yang digunakan adalah tes, dan tes tersebut terdiri dari soal-soal pilihan ganda dan empat pilihan (A/B/C/D). Peneliti menggunakan software statistik yaitu SPSS versi 23 untuk menganalisis hasil penelitian. Namun, pengaruh signifikan strategi PQRST (PREVIEW, QUESTION, READ, SUMMARY, and TEST) terhadap kemampuan membaca pemahaman siswa tahun pertama SMAN 1 Sabak Auh di Kabupaten Siak (2-tailed) adalah .000 .005, yang berarti H0 ditolak, sedangkan Ha diterima. Dapat disimpulkan bahwa ada pengaruh yang signifikan terhadap keterampilan membaca pemahaman siswa tahun pertama dalam teks deskriptif antara siswa yang diajarkan menggunakan strategi PQRST dan mereka yang tidak.

Kata Kunci: *membaca, pemahaman, strategi PQRST*

INTRODUCTION

Reading is necessary for obtaining information. For all Muslims, Allah has directed us to read as the basic activity to obtain information. In Al Alaq, Quranic verse 1 says Iqra is the process of reading, so students should read books and other sources for the sake of their studies. Moreover, Allah requests us including students to read a lot in order to obtain knowledge anywhere and anytime since reading is a primary ability of each human being.

Comprehending is a process of arrangement of obtaining and understanding throughout the collaboration and implication of textual content. It consists of three components: the student, the textual content, and the act or cause for studying.(Snow, 2002). So, Reading in English teaching should be progressed by an effective strategy to get the graduate standard. The strategy applied by the educator or teacher is to create the teaching practice effective. A strategy is applied in an effort to improve students' understanding of the written textual content and to remind the learners about the material.

SMAN 1 Sabak Auh District Siak Regency used K13 or curriculum 2013. The primary ability assigned in the syllabus in this school is that students can acquire the material from the descriptive, news item, procedure, recount, and narrative texts. The criteria of minimum mastery for reading comprehension is 65, but 65% of the students have trouble in determining the main idea, locating references, understanding vocabulary, making inferences, finding detailed information (The data was collected during the teaching practice program in 2020). So, PQRST is a reading comprehension teaching strategy that can be used by researchers to overcome the students' problem in reading comprehension.

Petterson (2020) states that "Students can regain information from their memory when using the PQRST strategy. And also, "PQRST is the most effective strategy for developing comprehension of reading passages." PQRST is an acronym that stands for Preview to Discover the Principal Element, Test Question.for developing a question that you need to get. R is to read the reading passage, state or summarize the relevant topic, and test by solving the item of the test "(Wormeli, 2005).

PQRST is the most effective strategy for developing comprehension because help students regain the information, idea and topic got after reading from their memories and also it could motivate the students because this strategy could provide the students in specific formation to obey the reading and collaborating with the reading passage.

LITERATURE REVIEW
Reading Comprehension

There are many definitions of reading. "Reading involves making sense or meaning of texts" (Spratt et al., 2003). Reading means understanding the sense of published texts, i.e. printed signs. Reading is a practice that includes identification and understanding or comprehension skills. Reading is a significant action in society with which one can inform the reader of information. Reading ability is a crucial instrument for educational achievement (Patel and Jain, 2008). Furthermore, according to Harmer (1998) reading provides opportunities to learn language: punctuation, grammar, vocabulary, and the technique to create words, phrases, and passages.

According to Mureillon (2007), "reading is a process of making a sense of written and visual communication. However, understanding on reading isn't easy. Reading is a practiced procedure that necessitates a serious level of effort and ability. Reading comprehension approaches are instruments that talented students apply to resolve the understanding troubles they discover in reading passages".

Reading does not only focus on the meaning or understanding the meaning of what is read by the reader, but other readers also use reading for other purposes, whether forced internally and externally, for example, doing assignments. Reading is likewise a comprehending process. The idea of comprehending is both clear and understated. It

is clear because any person could say that understanding a text is the purpose for reading; it is less clear concerning the ways that such understanding might be carried out by the reader. So, students or anyone in an academic environment must read if they want to analyze new information provided that the reading aspect must be clear. (Grabe & Stoller, 2013)

According to Nunan(2003, as cited in Rahayu 2012) Reading is a primary ability that should be qualified for second language students. So, students should master reading because reading is a primary skill in the second language to get information from reading passages.

According to Longman Dictionary of Language Teaching & Applied Linguistics, "Reading comprehension is the process of identifying the intended meanings of written or spoken exchanges" (Richards & Schmidt, 2010). It means that the process of an individual comprehends the meaning of a verbal or printed exchange. Furthermore, Snow (2002) states that reading comprehension is an arranged procedure of obtaining and understanding through the collaboration and implication of textual content.. So, reading comprehension is the procedure of make a sense from reading passages.

According to Hirai (2010), reading to study and studying to read are dissimilar. It is equally important to study to read and to read to study. But studying to read is the most necessary part of studying. Comprehend refers to how to stress students "comprehend" the text. The emphasis in classrooms should be on student learning. Although the majority of teachers are not reading teachers, they will ensure that their students become effective learners. Academic language strategies can help teachers achieve this goal".

PQRST Strategy

PQRST strategy is proposed by Thomas and Robinson(1982, as cited in Febtiningsih et al., 2013) that can help students retrieve the information gained after reading from their memory. The strategy was intended to improve students' abilities to study, organize the material, elaborate on the material, practice retrieval, and recall the material presented in textbooks. It has

five steps: Preview (skim and scan the chapter to get an idea of its topics and sections), Question (ask the question about what we have already read), Read (find the answer to your question as you read carefully), Summary/ Self-Recitation (summary of what you read in your words), Test (test yourself after finishing the work with the chapter).

In addition, according to Petterson (2020) PQRST Strategy is the greatest that be able to help students regain the information obtained after reading from their memory. The steps consist of Preview, Question, Read, State and Test. PQRST strategy is proposed to develop students' skills to learn and recall reading passages given in texts. In the first stage, the student previews or shows the reading passages to acquire an opinion of its themes and parts, reading the reading passage forms, the segment titles, and the synopsis. The second, third, and fourth stages are used for all segments. Attempting to solve the items of questions like what, when, who, why, where, and how increases students' knowledge. An energetic student inserts organization to the reading passages and sum up the reading passages with keywords. The last step, test yourself after concluding the reading passages. The PQRST strategy trusts on 3 fundamental rules for increasing memory: (1) classifying thereading passages, (2) expanding the reading passages, and (3) practicing remind the reading passages.

Wormeli (2005) also stated that PQRST strategy acronyms for: (P)Preview to classify keywords of reading passages, (Q) increase curiosity by asking questions to which you need to get answer or solves from reading passage, (R) Read the reading passage, two or more times if possible, (S) Summarize the general topics, (T) Test by solving the questions (or explaining the reading passages to other students).

The "P" and "Q" steps are created to engage the brain with the textual content. Even though reading the reading passages two or more times improves understanding or comprehension, it's not permanently achievable. So, test your students to get the general topics for all the chapters.After your students applied through the procedure two or more times, give them P-Q-R-

S-T strategy for whatever reading passages they're learning. In another book, Wormeli (2001) states: "It is inspiring to employ PQRST strategies because it provides students with a set of strategies and instructions for obeying the reading and relating to it.". PQRST strategy gives protection and detailed instructions.

Furthermore, Turkington (2003) states that "many memory experts believe that the "PQRST strategy" is the best study strategy because it facilitates students' regain of material from their memory. PQRST stands for "Preview, Question, Review, State, Test".

Vazquez et al (2006) state that "the PQRST strategy is the strategy of learning that was Developer in the 1980's in the United States as an applicable technique of evaluating and learning reading passages measured to be mainly challenging for learners and was applied effectively in such institutions as NASA.

Besides, according to Wilson (2009) the procedure for PQRST is: Preview: Showing the reading passages to be remembered (i.e., finding a general topic of textual content), Question: Raise the questions about the reading passages (e.g., What is "lead" means in paragraph 2?), Read: Read carefully in order to find the answers to the questions, State: State or summarize the answers and if required read the text once more until it is possible to get the answers, Test: Test consistently for memorizing of the material.

PQRST strategy steps are a potential strategy to develop or increase students' comprehension and adapt to the information taught in complicated studies and make students better without losing material. When using the PQRST strategy, the teacher takes responsibility for the steps categorized as Preview and Read and removes the component of student-teacher collaboration for the steps categorized as Question, State, and Test.

The last two steps are better because the students should be able to make sure that they get information about the texts. The effectiveness of the procedure depends on whether the students are competent at planning the difficulties of a progressively intricate class which the students will have to answer.

Descriptive Text

Kane (2005) stated that in describing something, you describe how it looks, sounds, and tastes. There are many types of perception included in description, but mostly visual ones". In addition, according to Knapp and Watkins (2005)Language systems have a fundamental role in describing spoken and written content and this is one of the first skills emergent language users learn. It is also one of the most commonly used genres in education. So, a descriptive text provides information to the reader about something (animals, humans, things, etc.) in an effective way.

Gerot and Wignell(1995, as cited in Masitoh & Suprijadi, 2015) stated that Texts that describe a person, place, or thing are called descriptive texts. Therefore, descriptive texts are texts that describe a person, place, or thing visually. People, places, and even seasons can be visualized using it.The generic structure of descriptive writing is: the term identification refers to the process of identifying a phenomenon and description is a detailed description of parts, qualities, or characteristics of something.

According to Knapp and Watkins (2005) grammatical features of descriptive writing as in the following: this descriptive text is primarily written in the present tense; its subjects has, eats, sings, plays, and swims. And also relational verbs are used to classify and describe the appearance/nature and part/function of phenomena (is, are, has, have); for example, my favorite pet is the Teddy cat because it is cute and friendly. It is also my friend.

REASERCH METHOD

The researchers applied True Experimental Design to this research, which qualifies it as quantitative research. Two classes were taught, a control class and an experiment class. PQRST is the strategy that was used by the researchers in experiment class Researchers didn't use the PQRST strategy in the control class. The researchers chose a pretest-posttest control group design since separating classes was not necessary. Pretests and posttests were taken by both groups, but only the experimental group received treatment.

To take the sample for this research, the researchers applied random cluster sampling. So, the researchers chose two groups of first-year students in SMAN 1 Sabak Auh District, Siak Regency as samples in this research. A lottery was used to determine whether the class was representative of the general population. There are three rolls of paper with all the names of the group classes written on them. After that, the researcher shook them in a bottle. And finally, two rolls of paper were handed out to the researcher. The research was conducted at SMAN 1 Sabak Auh District Siak Regency which is located at Jl. BOB Kampung Belading, Kec. Sabak Auh, Kab. Siak. The data was collected by using pre-test and post-test. The sample were the first year students of SMAN 1 Sabak Auh Kabupaten Siak in the academic year 2020/2021. The research was conducted in June 2021. The test is the instrument that was used for accumulating the data in this research. The data was analyzed by using SPSS 23 to know the validity, reliability, normality and homogeneity test result. The data was then processed by using Independent T-test.

RESULTS AND DISCUSSION
Validity

Before the pretest, the researcher tested the validity of the test in one of the classes to show whether the test was valid or not. As a result, it could be described as follows:

Table 1. Validity statistics

No	Pearson Correlation sig. (2-tailed)	No	Pearson Correlation sig. (2-tailed)	No	Pearson Correlation sig. (2-tailed)	No	Pearson Correlation sig. (2-tailed)
1.	,534** ,009 23	11.	.528** ,010 23	21.	,489* ,018 23	31.	,549** ,007 23
2.	,565** ,005 23	12.	,463* ,026 23	22.	,572** ,004 23	32.	,427* ,042 23
3.	,515* ,012 23	13.	,601** ,002 23	23.	,554** ,006 23	33.	,430* ,041 23
4.	,470* ,024 23	14.	,560** ,005 23	24.	,550** ,007 23	34.	,421* ,045 23
5.	,434* ,039 23	15.	,430* ,041 23	25.	,574** ,004 23	35.	,504* ,014 23
6.	661** ,002 23	16.	,547** ,007 23	26.	,574** ,004 23	36.	,438* ,037 23
7.	,504* ,014 23	17.	,536** ,008 23	27.	,485* ,019 23	37.	,489* ,018 23
8.	,478* ,021 23	18.	,740** ,000 23	28.	,460* ,027 23	38.	,539** ,008 23
9.	,638** ,001 23	19.	,479* ,021 23	29.	,459* ,028 23	39.	,549** ,007 23
10.	,605** ,002 23	20.	,572** ,004 23	30.	,649** ,001 23	40.	,425* ,043 23

Table 1. It shows the validity statistics. There are 40 questions in the validity test, N (total sample used) = 23, the level of significance or alpha= 5% (0.05) and r table 0.413. So, all the questions are valid because the r alpha value is bigger than the r table value.

Reliability

And the researcher also tested the reliability test to show whether the test was reliable or not. It could be seen as the following:

Table 2. Reliability statistics

Cronbach's Alpha	Part 1	Value	,886
		N of Items	20a
	Part 2	Value	,867
		N of Items	20b
	Total N of Items		40
Correlation Between Forms			,824
Spearman-Brown Coefficient	Equal Length		,903
	Unequal Length		,903
Guttman Split-Half Coefficient			,903

Table 2. Describes reliability statistics. The researcher applied split-half spearman brown. If applying this technique, the results of the correlation analysis should >0.800. So, the instrument or question on the test is reliable because the correlation analysis is 0.903.

In addition, X3 (experimental class) and X1 (control class) were both given a pre-test.

Also, the researcher organized the PQRST strategy for the experimental class, even if the control class was not taught using the PQRST strategy. Then, the researcher also applied the same format and content of their post-test.

Experimental Class
Pre-test

Table 3. Table of Frequency Distribution

Class interval	Frequency	Percentage %
70-80	8	34.78
60-69	4	17.39
50-59	6	26.08
40-49	3	13.04
30-39	2	8.69
Total	**23**	**100 %**

Table 3. Classify frequency distribution. There are 23 students in the experimental group. There are about 8 (34.78%) got the score 70-80, 4 (17.39%) got the score 60-69, 6 (26.08%) got the score 50-59, 3 (13.04%) got the score 40-49, and 2 (8.69%) got the score 30-39. In summary, the students who got the score under 70 were more than those who got 70.

Post-test

Table 4. Table of Frequency Distribution

Class Interval	Frequency	Percentage %
90-100	6	26.08
80-89	9	3913
70-79	6	26.08
60-69	1	4.37
50-59	1	4.37
Total	**23**	**100%**

Table 4. Shows frequency distribution. There are 23 students in the experiment group. There are about 6 (26.08%) got the score 90-100, 9 (39.13%) got the score 80-89, 6 (26.08%) got 70-79, 1 (4.37%) got 60-69, and 1 (4.37%) got 50-59. In brief, the student who got the score 70 were higher than those who got under 70.
Controlled Class

Pre-test

Table 5. Table of Frequency Distribution

Class Interval	Frequency	Percentage %
70-80	8	38.09
60-69	4	19.04
50-59	5	23.80
40-49	3	14.28
30-39	1	4.76
Total	**21**	**100%**

Table 5. Describes frequency distribution. There are 21 students in the controlled group. There are about 8 (38.09%) got the score 70-80, 4 (19.04%) got the score 60-69, 5 (23.80%) got 50-59, 3 (14.28%) got 40-49, and 1 (4.76%) got 30-39. So, the student who got the score 70 were higher than those who got under 70.

Post-test

Table 6. Table of Frequency Distribution

Class Interval	Frequency	Percentage %
80-90	3	14.28
70-79	5	23.80
60-69	7	33.33
50-59	5	23.80
40-49	1	4.76
Total	**21**	**100%**

Table 6. Shows frequency distribution. There are 21 students in the controlled group. There are about 3 (14.28%) got the score 80-90, 5 (23.80%) got the score 70-79, 7 (33.33%) got 60-69, 5 (23.80%) got 50-59, and 1 (4.76%) got 40-49. In summary, the student who got the score 70 were higher than those who got under 70.

Normality

Table 7. Test of Normality

class		Kolmogorov-Smirnova			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Post-test	Control class	,147	21	,200*	,950	21	,343
	Experiment class	,144	23	,200*	,968	23	,646

Table 7. Describes the test of normality. The posttest results of the experimental group obtained significant > 0.05; 0.646 and the results of the posttest of the controlled group obtained significant > 0.05; 0.343. In summary, the data is normally distributed.

Homogeneity

Table. 8 Test of Homogeneity of Variances

Posttest

Levene Statistic	df1	Df2	Sig.
,245	1	42	,623

Table 8. Shows the test of Homogeneity of Variances. Significance after the posttest of the experimental group and the controlled group is 0.623. As a result, the variance between the groups, namely experimental and control, is homogeneous because 0.623 ≥ 0.05.

Result of Independent T-Test

The independent sample t-test is a parametric test used to clarify whether there is a difference in the means of independent groups or unpaired groups whose data are derived from separate subjects. Therefore, to measure the difference between the students' reading comprehension in descriptive text between those that are not taught and those that are taught by using PQRST, the researcher used a t-test applied through SPSS 23. As can be seen from the table below, t-test results are as follows:

Table 9. Result of Independent T-Test

	Class	N	Mean	Std. Deviation	Std. Error Mean
posttest	controlled class	21	63.33	11.708	2.555
	experiment class	23	80.22	11.254	2.347

Table 9. Shows the results of the Independent T-Test. N (number of the case) in the experiment class is 23 and in the control class is 21. Then, the mean in the experiment class is 80,22 and in the control class is 63.33. Moreover, the standard deviation for the experimental class is 11.254 and in the control class is 11.708. And last, the Standard error mean of the experimental class is 2.347 and in the control class is 2.555.

Table 10. Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
posttest	Equal variances assumed	,245	,623	-4.876	42	,000	-16.884	3.463	23.872	-9.896
	Equal variances assumed			-4.867	41,274	,000	-16.884	3.469	23.889	-9.880

Table 10. Describes about Independent Samples Test. The output of the independent sample test presents that the t-test result is 3.876, its df is 42, significant (2-tailed) is .000, mean difference is 16,884 standard error is 3.463, the lower difference interval is 23,872 and the upper difference interval is -9,896. Because significant (2-tailed) is .000 < .005, it means that null hypothesis (Ho) is rejected, while the alternative hypothesis (Ha) is accepted. So, there is a significant difference in using PQRST Strategy toward the Reading Comprehension of the First Year Students at SMA N 1 Sabak Auh District.

Discussion

The researchers found that their prior knowledge helped them comprehend the text after analyzing the data. It was suitable for the PQRST strategy, where the students could improve their comprehension through several steps of the PQRST strategy. It was also supported by the students' achievement on the pretest and posttest.

Appropriate to the result of the score, it was shown that the applying PQRST strategy could improve students' reading comprehension ability for the first-year students at SMA N 1 Sabak Auh. It can be seen by the achievement of the experiment class and the control class. This table shows the average score for pretest and posttest.

In addition, referring to the results, the researchers concluded that the PQRST strategy was a great strategy to support the students' comprehension or understanding of reading texts. This was supported by some researchers as the researcher stated before in chapter II; Thomas and Robinson (1982, as cited in Febtiningsih et al.,2013) PQRST strategy that could help students retrieve the information obtained after reading from their memory. There are five steps: Preview, Question, Read, State, and Test; Petterson (2020) "Students can regain information from their memory when using the PQRST strategy. It also increases memory while reading"; Wormeli (2001). PQRST strategy could motivate the students because this strategy could provide the students in specific formation to obey the reading and collaborating with the reading passage; Turkington (2003) PQRST strategy could help students retrieve information from their memory. Moreover, this research result was also the same as the other researchers. The researcher found that PQRST strategy had a good effect on students' reading comprehension of the first-year students at SMA N 1 Sabak Auh.

CONCLUSIONS AND RECOMMENDATION

Referring to the finding and discussion above, the researchers' conclusions are: PQRST strategy has an effect on students' reading comprehension in descriptive texts compared to students' reading comprehension in descriptive texts who did not use the PQRST strategy. The score in the experiment class was higher than in the control class. It is shown from the mean score. And as a result, hypothesis Ho is rejected and hypothesis Ha is accepted. So, Students' reading comprehension is significantly different in the descriptive texts which are not treated by the PQRST strategy than those which are treated by the PQRST strategy. It can be checked from the score of the data calculation.

As stated in the above conclusion, the researcher's suggestions are: students who have the same problem with this research may apply this strategy to help them comprehend reading passages, students should be motivated to be more active in participating in learning, the PQRST strategy is the most effective way to teach reading comprehension, this strategy is better not implemented with too many students because the teacher's management isn't optimum, specifically in creating questions, for the other researchers who want to expand their research related to this research, may use this paper as a guide.

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