IMPROVING STUDENTS' READING COMPREHENSION BY USING PREVIEW QUESTION READ SUMMARIZE TEST (PQRST) STRATEGY AT ONE ISLAMIC SENIOR IN PALEMBANG

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Abstract:
The objectives of this study were to determine whether there was a significant improvement before and after using PQRST strategy at MA Al Fatah Palembang and whether there was a significant difference in reading comprehension between students taught using PQRST and those who were not. Quantitative research with a quasi-experimental design was utilized for this study. The sample consisted of 40 students of the eleventh grade. To collect data, the experimental and control groups were administered the test twice, as a pre and post-test, respectively. To determine the improvement before and after implementing the PQRST strategy, a paired sample t-test was conducted. The results showed that the p-output (sig. (2-tailed)) was 0.000 less than 0.05. Therefore, the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted. It suggests that using PQRST to teach reading enhances students' reading comprehension. To determine the difference between control and experimental groups, an independent sample t-test was conducted, and the results showed that p-output (sig. (2-tailed)) was 0.000 less than 0.05 and the t-value 3.835 was higher than t-table 2.024 It indicates that there were significant differences between students taught using the PQRST strategy and those who were not. As a result, students can use the PQRST strategy to help them improve their reading comprehension

INTRODUCTION

Learning English is an important thing nowadays. According to Cristianti (2017), English is one of the global languages in the world that is important for communication. Today, politics, science, technology, entertainment and especially in the field of education use English as a communicative language. Setiyaningsih (2013) states that People use English to communicate with others to express their ideas and thoughts. Therefore, the ability to communicate effectively in English is required, as English is used in every aspect of society.

English is one of the disciplines that students in Indonesia are required to learn. English is one of the disciplines in Indonesia's education curriculum and is formally taught from junior high school to university level, according to the 2013 curriculum. Isadaud and Fikri (2021) assert that the government of Indonesia has thoroughly considered the possibility of including English in the curriculum. In order to expand their scientific, technological, cultural, and artistic horizons and to be competitive in the global marketplace, students must possess a good command of the English language.

All the four language skills, Reading plays crucial part in this language skills that should be learned. Richards (2010) asserts the act of reading is conceptualized as a dynamic process that engages the reader in continuous interaction. Gupta (2007) defined reading as the intention of comprehending and relating the material to other readings, concepts, and themes from the text. Therefore, Reading is meant to help one grasp the material deeply as well as to understand it based on the text's substance.

Reading a text and understanding what it means is not a simple activity; students need some kind of strategy to help them understand what they are reading in English. According to Sofyan (2016), one of the most crucial parts of becoming an effective reader is developing a strong reading strategy. Hedge (2003) as cited in Alyousef (2005) states that reading strategy can help students read different kinds of English texts, changing how they read and being able to think critically about what they read.

The preliminary study was conducted at MA Al Fatah Palembang in March 2022. Based on the results of interviews with English teachers at MA Al Fatah Palembang, it appears that the majority of students experience difficulties in reading comprehension, such as a lack of vocabulary, unfamiliarity with reading texts, and difficulty finding information in reading texts. Based on the problems that have been found,

Reading is a complex process, complex to learn and complex to teach, so there must be strategies that can help students read effectively and interestingly. Therefore, the researcher made the assumption that the use of

appropriate strategies might be able to help students to comprehend a text they read.

There are several strategies that can be used by teachers in the classroom. PQRST strategy is one of the most widely recognized methods for teaching reading comprehension. PQRST is a study method that helps students to read and remember the information being read. The PQRST strategy is appropriate for reading because it is designed to teach students how to acquire and remember the material in their textbooks (Petterson, 2002). As a way of teaching, PQRST uses five steps to help students solve their problems: preview, question, read, summarize and test.

LITERATURE REVIEW

Reading Comprehension

One of the skills required to learn in English is reading. Lestari (2011) asserts that reading is a crucial part of learning. Reading serves an important purpose and is a daily requirement for everyone who wishes to obtain the knowledge they need. Mickulecky and Jeffries (2004) states that reading is important because it can help students improve their basic language abilities in English, as well as help them to think in English, increase their English vocabulary, enhance their writing, and discover new concepts, facts, and experiences.

Reading is an activity with the purposes, according to Pang et al. (2003), is to comprehend and implement its meaning. The process of communication includes the step of comprehension, in which the thoughts that were in the minds of the reader and the writer are exchanged. Reading comprehension is the ability to understand, evaluate, and use the knowledge gained from a reader's interaction with an author. Understanding what is being read is the most important part of the reading process because the function of written language is to convey meaning (Manurung et al., 2020). It can be concluded Comprehension implies that there is a two-way interaction between the reader and the writer, with the goal of effectively communicating the meaning of the text.

Teaching Reading Comprehension

Teaching is the process to transfer knowledge, experience, ideas and skill. Teaching reading as part of English subjects aims to help students understand reading material. According to Chaudron (2004), it is difficult for Indonesian students to learn English due to the significant differences in the languages' spelling, sounds, pronunciation, vocabulary, and culture. Teaching reading is difficult because teachers not only get students to read the text, but also to comprehend it. Teaching reading process has to be effective where the

teachers are demanded to utilise the approach, method, or appropriate strategy used in the teaching and learning process.

PQRST Strategy

The PQRST approach is an instructional strategy that helps students to solve the problems they are having with their reading comprehension. According to Wormeli (2010), PQRST strategy has demonstrated an improvement in the readers' ability to recall information as well as their level of comprehension. PQRST strategy is a good way to teach people how to read by getting them to pay more attention to the important parts of what they are reading. Sulistyo (2011) states that PQRST is a step-by-step plan that has been shown to help students improve their test scores if they follow the steps.

PQRST strategy consists of five stages: Preview, Question, Read, State/Summarize, Test. PQRST is one of the strategies for teaching reading. (a) preview, the students look over and stimulate the prior knowledge by considering the titles or subtitles, picture, captions, charts, graphs, bold words and the first sentence to get the main idea of what they are reading. (b) question, The students can make questions about the headings of each section and subsection and use the standard 5w+h. With specific questions based on your preview information, you will know the important facts to look for. (c) read, the students look for the answers for questions they have made. They keep the question in their mind and look for the answers. students can underline the paragraph or write down the answer to the question. (d) Summarize, students can draw their own conclusion based on the key points of information gleaned from comprehension of the book. The memo may be presented as a list of key points, mind maps, or diagrams. (e) test, In the test phase, the teacher might ask additional questions to assess the students' comprehension and ensure that they have mastered the material. After answering the teacher's questions, students can determine their reading comprehension skills from the test.

The PQRST strategy helps students understand texts better. It assisted students in planning their reading activities. Because they were given a sneak peek of the book before reading it in its entirety, the students would have a solid knowledge of it. In questioning step, the students formulated the questions they needed to find. This phase helped students concentrate and develop an interest in the book. This encourages students to read. It enabled students to locate information specifics with ease. It also helped them concentrate on the features of the text they needed to find. It helped engage students actively and meaningfully in their reading. This strategy made students to effectively plan their reading of the text, making the reading

process more efficient. By understanding this, pupils will be able to look for and identify the most significant areas when reading for details.

RESEARCH METHODOLOGY

In this study, the researcher used a quantitative research design based on experimental methods. According to Creswell (2012), experimental research is testing the independent variables to determine whether it influences the dependent variables. The researcher applied a quasi- experimental research design, specifically a non-equivalent group design. According to Cresswell (2012), quasi-experiment is experimental situations in which the researcher assigns, but not randomly, participants to groups because the experimenter cannot artificially create groups for the treatment.

The three classes of eleventh grade students at one Islamic senior high school in Palembang represent the population under study. Thus, the population of the study consists of 56 pupils. The researcher employed convenience sampling in this investigation. Convenience sampling involves the selection of study participants who are readily available and present in the study area. Thus, the study's sample consisted 40 students of the XI MIA 1 and XI MIA 2 courses. XI MIA 1 served as the control group and XI MIA 2 as the experimental group. While the control group did not receive instruction using the PQRST method, the experimental group did. Pre- and post-tests are the study's instrument.

To describe the data, the researcher employed precondition analysis and data description. Every data measure is performed with the SPSS 25 software. Pre- and post-test data from the experimental and control groups are analyzed by the researcher. The post-test results of the students who received instruction using the PQRST approach and those who did not were examined using an independent sample t-test. Students' reading comprehension pre- and post-test results in the experimental group were compared using a paired sample t-test employing the PQRST technique.

FINDING AND DISCUSSION

FINDING

The Description of Data

In description of data, frequency, score, and percentage were analyzed. The scores were acquired from (a) pretest score in experimental group, (b) posttest in experimental group, (c) pretest in control group, (d) posttest in control group. See table 1 & 2 below.

Table 1
Students' Pretest & Posttest Scores in Experimental Group

Pretest		Posttest	
Category	**N (%)**	**Category**	**N (%)**
Very Good (86-100)	0	Very Good (86-100)	5 (25%)
Good (76-85)	0	Good (76-85)	8 (40%)
Fair (71-75)	3 (15%)	Fair (71-75)	7 (35%)
Low (<70)	17 (85%)	Low (<70)	0

Table 2
Students' Pretest & Posttest Scores in Experimental Group

Pretest		Posttest	
Category	**N (%)**	**Category**	**N (%)**
Very Good (86-100)	0	Very Good (86-100)	0
Good (76-85)	0	Good (76-85)	6 (30%)
Fair (71-75)	2 (10%)	Fair (71-75)	4 (20%)
Low (<70)	18 (90%)	Low (<70)	10 (50%)

Descriptive Statistics

Descriptive statistics were obtained from students'' pre-test and post-test scores in the experimental and control group. In descriptive statistic, the number of samples, minimal and maximal score, mean score, and standard deviation were obtained. See table 3 and 4 below:

Table 3
Descriptive Statistics Pre-test and Post-test Scores in the Experimental Group (N = 20)

Group	Min	Max	Mean	Std. Deviation
Pretest Experimental	35	75	58.63	11.398
Posttest Experimental	72.5	90	80.63	6.117

Table 4
Descriptive Statistics Pre-Test and Post-Test Scores in the Control Group (N=20)

Group	Min	Max	Mean	Std. Deviation
Pretest Experimental	32.5	72.5	59.75	9.420
Posttest Experimental	60	85	72.87	6.652

The purpose of the preview question read summarize test (PQRST) technique was to measure the considerable improvement in students' reading comprehension in the eleventh grade based on their pre-test and post-test results. The table below displays the results of the paired sample t-test analysis.

Table 5
Research Finding of Paired Sample T-Test from Students' Pre- test to Post-test Scores in Experimental Groups

Before and after using PQRST Strategy	Paired Sample t-test			Ha
	T	**Df**	**Sig. (2 tailed)**	
	12.342	19	000	Accepted

From the analysis presented in the table, it can be inferred that if the value of the two-tailed significance (sig.) is less than 0.05, the alternative hypothesis (Ha) is accepted. The aforementioned result table indicates that the p-output value was 0.000, which is less than 0.05. Therefore, it can be asserted that there was a noteworthy enhancement in the average pre-test and post-test learning outcomes of students when the PQRST strategy was employed. Consequently, it can be deduced that there is clear evidence of an improvement in students' reading comprehension achievement after being taught the PQRST strategy in the experimental class.

To evaluate the significant disparity in students' reading comprehension scores between those taught using the preview-question-read-summarize-test (PQRST) strategy and those who were not, a study was conducted at MA Al Fatah Palembang. The t-value exceeded the critical t-table value, and the p-output was lower than 0.05. This indicates that there is indeed a substantial difference in the reading scores of students taught using the PQRST strategy and those who were not at MA Al Fatah Palembang.

Table 6
Research Finding of Measuring a Significance Difference Between PQRST and Teacher Strategy

Before and after using PQRST Strategy	Paired Sample t-test			Ha
	T	**Df**	**Sig. (2 tailed)**	
	3.835	38	0.000	Accepted

From the table analysis, it was determined that the p-output yielded a value of 0.000 and the t-value exhibited a magnitude of 3.835. Thus, it can be posited that a noteworthy disparity in students' reading comprehension scores emerged as a result of employing the PQRST strategy, as the p-output registered a value below 0.05. Consequently, one can infer that the null

hypothesis (Ho) was refused, and the alternative hypothesis (Ha) was accepted.

DISCUSSION

Based on the study's findings, it was discovered that the experimental group's pupils' pretest and posttest results had significantly improved. The researcher employed the PQRST strategy in the experimental class to assist students who were struggling with reading comprehension by employing a few techniques. According to Al-Haq (2021), the PQRST technique consists of steps that aid students in comprehending what they read. It is evident that after employing the PQRST technique in instruction, students' reading comprehension significantly improved. The pupils benefited from the PQRST strategy's adoption, which was the cause. First, they started out by simply expressing their opinions on the text's content. Second, they also started to formulate pertinent questions and started to critically analyze the text's important questions. Finally, students were able to retain textual knowledge through their comprehension of the material. Finally, teachers can support and encourage students' learning—particularly reading—by implementing the PQRST technique. This method therefore aids pupils in reading and aids in their retention of the material.

It was shown that whether students were in either the experimental or control group, there was a substantial difference in their pretest and posttest results. While students in the control group were taught using the instructor method known as the discovery learning strategy, students in the experimental group were taught using the PQRST strategy. Although the reading comprehension of the students in the control group improved, it did not alter nearly as much as that of the experimental group.

Based on the explanation above, it can be concluded that both the strategy used in the control group and the PQRST strategy used by the researcher have significant improvement after being taught in the class. Several factors also affect the score differences of students in both control and experiment, including material that is used in class, students' motivation, students interest, teaching method and teacher experience in teaching English. One of the purposes of using diverse teaching strategies is to make learning interesting, inspiring and fun for students. By using the right strategies, teachers can help and motivate students in learning, especially in learning reading. In conclusion, it can be inferred that the PQRST strategy could improve students' reading comprehension.

CONCLUSIONS

Based on analysis data, it is possible to make certain conclusions. First, students in an experimental group that used the PQRST technique during instruction showed a significant improvement in their post-test scores compared to their pretest scores. The results show that using PQRST in the classroom enhances student reading comprehension. The experimental class group outperformed the control class, even though the control class pupils likewise made progress. Second, students reading comprehension differed significantly between MA AL Fatah Palembang eleventh grade students who were taught utilizing the PQRST technique and those who were not.

Students in the experimental group outperformed those in the control group, even though there was a considerable disparity in their results between the two groups. It is reasonable to believe that PQRST improves the reading comprehension of MA AL Fatah Palembang's eleventh grade students. The students in the experimental group were able to improve their achievement in reading such as being able to read content in the text, being able to think critically about significant questions in the text and having better memory retention after learning. Therefore, the PQRST approach presents an acceptable substitute for traditional reading instruction, with a particular focus on enhancing students' comprehension skills.

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