

**The Effect of (Preview, Question, Read, Summary and Test (PQRST)
Teaching Method in Reading Comprehension of The Eleventh Grade Student
of SMA S Imelda Tanjung Medan in Academic Year 2019/2020**

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ABSTRACT

The purpose of this research to find out The Effect of (Preview, Question, Read, Summary and Test (PQRST) Teaching Method In Reading Comprehension. The population of this research was students of class XI of SMA Swasta Imelda Tanjung Medan. The sample of this research were taken from 30 students of experimental group (class XI-MIA1) and 30 students of control group (XI-MIA2). The instrument for collecting data by using multiple choice tests which consisted of 15 items. Based on the results of research that has been done it can be concluded that; The average score in the experimental group was 82 from a maximum score of 95 and a minimum score of 70 and an average score of the control group of 68 from a maximum score of 92 and a minimum score of 50 and in the hypothesis test it turns out that the alternative hypothesis (H_a) is accepted, from the statistical calculation obtained the value of $t_{count} = 8.95$, then the price of t_{count} compared with the price of t_{table} with a significant level $\alpha = 0.05$ obtained $t_{table} = 1.16$, so $t_{count} > t_{table}$ ($8.95 > 1.16$) so that it can be concluded that H_a accepted.

Keywords: Effect, Preview, Question, Read, Summary Test Teaching, Reading, and Comprehension

INTRODUCTION

English as a foreign language has been taught at every level of education beginning from the elementary to senior high school as a compulsory subject. It plays an important role as one of the subjects included in the national examination. The objective of the English teaching and learning is to enable students to communicate in English both in oral and written forms. Therefore, the emphasis of the English teaching and learning is on developing students' four language skills: listening, speaking, reading, and writing. Those language skills

are closely related to each other.

Reading is not an easy skill since it needs comprehension. It is not just pronouncing word, it requires understanding. Comprehending what we read is more than just recognizing and understanding words. True comprehension means making sense of what we read and connecting the ideas in the text to what we already know. It also means remembering what we have read. In other words, comprehending means thinking while we read.

Reading is an activity which all English learners have to do. Nevertheless, it is not an easy skill to master. It is a complex to process that requires a specialized skill of the reader. Besides, it is also a comprehension process as well as writing. Reading skills are one of the first skills that an individual acquires in the early years of education, reading needs identification and also interpretation process which require the reader's knowledge about the language structure used in the text and his knowledge about a given topic. It is the complexity that makes some students less interested in this kind of activity. They find it difficult to understand what is on reading passages since they do not know the technique which can help them to read more effectively and efficiently. This phenomenon happens in almost every language class.

Based on the preliminary observation on the teaching learning process in SMA S Imelda Tanjung Medan, the researcher found some problems in students' reading comprehension. The students still encounter some difficulties in using their English for comprehending English texts because they do not have adequate grammar and vocabulary mastery for understanding them. The students still have difficulties in reading since they may have no interest and motivation and the purpose of reading is never explained to them. Besides, the teacher only uses one method, namely a conventional or lecturing method. In the reading class, the students still have inefficient reading habits because they only read the text and then they could complete the tasks in the reading materials merely by matching the words and the sentences in the tasks with the words and the sentences in the text without knowing what the text is about. As a result, the reading lesson becomes monotonous. SMA S Imelda Tanjung Medan implements the School Based Curriculum in teaching English. In order to make progress in student learning and to teach reading effectively, beneficially, and interestingly, the teacher must be careful in choosing the teaching method.

THEORETICAL

Learning to read is an important educational goal. For both children and adults, the ability to read opens up new worlds and opportunities. It enables us to gain new knowledge, enjoy literature, and do everyday things that are part and parcel of modern life, such as, reading the newspapers, job listings, instruction manuals, maps and so on. Most people learn to read in their native language without difficulty. Many, but not all, learn to read as children. Some student need additional help. Yet others learn to read a second, third or additional language, with or without having learned to read in their first language. Reading instruction needs to take into account different types of learners and their needs. Research has

shown that there is a great deal of transfer from learning to read in one language to learning to read in a second language. Up to now, many definitions of reading have been proposed by hundreds of linguists and scientists. The following are the definitions of reading proposed by some experts. According to Betrice and Linda (1996:1) "reading is one important way to improve your general language skill in English".

Reading Comprehension

Reading as one of language abilities is a process that involves reader, the text, and interaction between the reader and the text. Reading cannot be separated from the knowledge readers bring to a text in understanding reading namely schema and strategies because in the process of decoding written symbols to assign meaning, what writer means may be different from what reader gets. Furthermore, the meaning that one reader gets from a text may be different from that of the other readers that reads the same text. This variation occurs because of influences on the reader by the family, community, and cultural environment and because of individual differences in motivation, aptitude, and other personal characteristic (Aebersold and Field, 2010:15).

PQRST (Preview, Question, Read, Summary and Test) Teaching Method

Teaching learning process, cannot take place without a method .The method is the form of procedures or steps that should be followed in order to achieve the goal of teaching learning process. Method is ways the teacher use to teach students in the learning process. The teacher must really consider what methods which are proper to the objectives of the learning process. As indicated by Brown(2010:16)who define same thodasa generalized set of classroom specifications for accomplishing linguistic objectives. Furthermore, he states that methods primarily tend to be concerned with teachers and student roles and behaviors, and secondarily with features such as objective of learning grammar, sequencing, and materials.

PQRST is one of the reading methods that is similar as the method SQ3R). PQRST stands for the main activities of the preview, question, read, summarize, and test. PQRST is actually a method or strategy to read a book that is primarily intended for study, but the researchers were able to borrow the concept and steps of this method for the purpose of teaching reading to students at the school, especially students who are classified as advanced class

PQRST method in this research is a method of reading the text that consists of five activities there are preview, question, read, summarize, and test and some additional activities consist of discussing the questions, discussing the answers, determining the main sentence, descriptive sentences, main ideas or explanatory ideas.

CONCEPTUAL FRAMEWORK

Reading skill is one of language skill which is needed to be mastered by students, including students' junior high school. Reading skill has significances in determining the students' communicative competence in the target language. Also, having good abilities in reading will help student to absorb a lot of information and knowledge from many resources.

On the teaching and learning of reading skill, there are constraints faced by both teachers and students. As for example, the students face difficulties in comprehend the text because of their less vocabulary mastery. On the other hand, materials and method provided by the teachers are monotonous. As a result, the students cannot develop their reading ability optimally.

Based on the effective method for teaching reading theory, it is known that effective method to teach reading should motivating the students to learn and develop their own reading strategies based on their characteristics and interest. As a result, the researcher use PQRST method as an alternative method to teach reading because they can present both to motivate and develop students' reading strategies based on their characteristics and interest. PQRST method is expected to be effective because the use of it can avoid the weaknesses of conventional method that are common to be used in teaching reading.

PQRST method needs to be utilized in teaching reading because they can present steps to improve the students' motivation and comprehending the text. The students are guided by preview and make some questions before read the whole text. By reading the whole text, the students also tries to find the answer about the questions they made before then they are guided to make summary about the text using their own words in simple sentences. After finish it, they answer the questions related the text given. Consequently, the use of PQRST method needs to be utilized to improve the students' reading comprehension and to get the better outcomes.

Current practice of teaching reading in shows that the teacher still uses conventional method, monotonous reading activities and media that do not arouse the students' motivation in the learning process. This lead to the students' lack of interest in their reading process and lead to the students' difficulties in comprehend the text. Considering these weaknesses, the researcher tries to improve the teaching of reading ability through the use of PQRST method.

Research Hypothesis

Concerning the theoretical review and conceptual framework, hypothesis of the research can be formulated as follows.

Ha: there is difference in the reading comprehension ability between the students taught using PQRST method in narrative text

Ho: there is not difference in the reading comprehension ability between the students taught using PQRST method in narrative text

If H_a is accepted, H_o is rejected and that means there is a significant difference in the reading comprehension ability between the students taught using PQRST method and those taught without using it.

Conclusion

Based on the results of research that has been done it can be concluded that:

1. The average score in the experimental group was 82 from a maximum score of 95 and a minimum score of 70 and an average score of the control group of 68 from a maximum score of 92 and a minimum score of 50.
2. In the hypothesis test it turns out that the alternative hypothesis (H_a) is accepted, from the statistical calculation obtained the value of $t_{\text{count}} = 8.95$, then the price of t_{count} compared with the price of t_{table} with a significant level $\alpha = 0.05$ obtained $t_{\text{table}} = 1.16$, so $t_{\text{count}} > t_{\text{table}}$ ($8.95 > 1.16$) so that it can be concluded that H_a accepted.

Suggestion

Based on this research, the researcher can provide useful advice:

1. Through this research, it is expected that principals will support teacher skills in improving teaching and learning to improve students' reading comprehension and obtain student learning outcomes that achieve KKM scores
2. The teacher is expected to be able to choose the right model in the ongoing teaching and learning process.
3. It is hoped that this research can be a reference source for future researchers.

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