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## THE USE OF P – Q – R – S - T (PREVIEW – QUESTION – READ – STATE - TEST) TECHNIQUE TO IMPROVE STUDENTS' READING COMPREHENSION ABILITY

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### ABSTRACT

*Penelitian ini bertujuan untuk mengetahui apakah penggunaan teknik P-Q-R-S-T (pratinjau, pertanyaan, membaca, menyatakan, dan menguji) meningkatkan kemampuan membaca pemahaman siswa. Ada beberapa sumber referensi yang digunakan penulis untuk menulis jurnal penelitian ini serta melakukan penelitian langsung terhadap siswa kelas X SMA Negeri 1 Silimakuta T.P.2019/2020 dalam teks cerita. Berdasarkan hasil analisis data ditemukan bahwa teknik P-Q-R-S-T (pratinjau, pertanyaan, membaca, menyatakan, dan menguji) secara signifikan meningkatkan kemampuan membaca pemahaman siswa X SMA Negeri 1 Silimakuta T.P.2019/2020.*

*Key Words: Reading Comprehension, Ability, P-Q-R-S-T Technique.*

### I. INTRODUCTION

Reading is also one of a very important skill that should be mastered by students because students can get much information from written text to increase their knowledge. The more students read, the most information they will get. As stated by Gambrell and Dromsky, quoted in Westwood (2001:10) stated that Reading is a process of getting meaning from print. Moreover, Shastri (2010:78) defined that Reading is the most important skill for the learners of English as a second language. So, reading an important language skill that should be comprehended by every student to obtain much information for their future.

Reading in Indonesian language is not similar with reading in English because both of the languages are difference in vocabulary, grammar or structure, dialect, and in intonation. These differences make almost Indonesian students find difficult to read English texts. As stated by Westwood (2001:25) argued that Reading is a very complex skill and for this reason it is not surprising to find that some children encounter difficulties in learning to read and from the writer's experience, it is also found that there are many students who are difficult to understand reading text. They are afraid of making mistakes in pronouncing the vocabulary they read. They cannot determine the main ideas of each paragraph they have read. Almost students do not know the meaning of what they read so that they cannot understand information contained in the text. The students find difficult to state or to retell what they have read. Besides that, the writer finds that the students have no enthusiasm in learning reading and they always feel boring in the teaching-learning activity. In return, the students get low scores in English. So, teachers use appropriate reading comprehension technique as Dakowska (2005:36) stated that a technique is implementation that which actually takes place in the classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. So, the use of an appropriate technique is very vital to improve the students' reading comprehension.

So, the writer intends to do a research on improving students reading comprehension by using P-Q-R-S-T (Preview-Question-Read-State-Test) Technique and the writer uses this technique because Wormeli (2005:131) stated that P-Q-R-S-T Technique is one of a teaching reading technique that can help students to remember what they read and it uses sound practices for reading comprehension and Westwood (2001:62) also stated that P-Q-R-S-T Technique is a simple technique, step-by-step plan of action any child might adopt when faced with a reading assignment. So, the title of this research is "The Use of P-Q-R-S-T

(Preview-Question-Read-State-Test) Technique to Improve Students' Reading Comprehension Ability”.

The problem of this research is: “Does the use of P-Q-R-S-T (Preview-Question-Read-State-Test) Technique improve the Students' Reading Comprehension?” It is to know whether the use of P-Q-R-S-T Technique improves the Students' Reading Comprehension.

The scope of this research is on the use of P-Q-R-S-T Technique to improve the students' reading comprehension at grade X SMA Negeri 1 Silimakuta in academic Year 2019/2020 and the text used is Recount Text. Theoretically, the writer hopes that the result of this research could give information of reading comprehension, reading difficulties, and information of what is meant by P-Q-R-S-T Technique to all readers. Practically, in this research is beneficial to all readers on how to apply P-Q-R-S-T Technique.

Ha : The use of P-Q-R-S-T (Preview-Question-Read-State-Test) Technique significantly improves students' reading comprehension at grade X SMA Negeri 1 Silimakuta in academic year 2019/2020.

Ho : The use of P-Q-R-S-T (Preview-Question-Read-State-Test) Technique does not significantly improve students' reading comprehension at grade X SMA Negeri 1 Silimakuta in academic year 2019/2020.

## II. REVIEW OF RELATED LITERATURE

Reading is important because by reading text, students may get much information from the world. Gambrell and Dromsky, Gagne, Yekovich, and Yekovich in Westwood (2001:10-13) stated that Reading is a process of getting meaning from print. Skilled reading is a highly complex capability involving many component processes and extensive knowledge. For Shastri (2010:78), Reading is the most important skill for the learners of English as a second language. So, it is concluded that reading is the process of making sense of information from written text.

### Reading Comprehension

Rubin and Torgesen in Westwood (2001:10) stated that Reading comprehension is as a complex intellectual process involving a number of abilities. Reading comprehension is thus a cognitive, motivational and affective activity. Cunningham, in Westwood (2001:10) stated also that good readers almost always have some personal feelings or reactions to what they are reading. So, it is concluded that reading comprehension is the understanding of the reader in getting information from text he or she reads.

### Reading Comprehension Level

Smith, in Westwood (2001:21) identified that Reading comprehension is considered to occur at four levels of complexity. These levels are often referred to as literal level, inferential level, critical level and creative level.

### Reading Comprehension Difficulties

Difficulties faced by students when they do reading are: (1) Difficulty in literal level; (2) Difficulty at limited vocabulary knowledge or lack of fluency; (3) Difficulty in readability level of the text; (4) Difficulty in fluency (5) Difficulty about intervention program in reading; and (7) Difficulty in recalling information.

### Factors Influencing Reading Comprehension

Torgesen and Pressley in Westwood (2001:23) stated that a reader's understanding of text is influenced by a broad range of factors, including his or her motivation, interest, vocabulary, general knowledge, knowledge of the particular subject, word identification

skills, reasoning ability, use of effective strategies to identify main ideas and supporting detail, and an appreciation of text structure.

### **Teaching Reading Comprehension**

Teaching reading comprehension in Indonesia has been done for a long time. In school, commonly teaching reading comprehension is focused on the ability in answering questions based on the text merely. That is why students' reading comprehension is still far from what curriculum wanted. Moreover, Shastri (2010:78) has argued that the objective of teaching reading is to help the learner to get information from the printed page effectively, rapidly and with full understanding. Anderson, quoted in Nunan (2003:68-74) also identified that teaching reading comprehension usually has at least two aspects. First, it can refer to teaching learners who are learning to read for the very first time. A second aspect of teaching reading refers to teaching learners who already have reading skills in their first language.

### **Genres**

Genre is the types of texts. As stated by Rohim, et.al (2016:7) defined that genre is the ways that we get things done through language or the ways we exchange information, and knowledge and interact socially. So, genre is a process of social which is gradually and oriented in goal. Then, from all the texts, Recount Text is a text that should be learnt and mastered by students of Senior High School.

### **Recount Text**

Recount Text is a text which retells events. Widiati, et.al (2017:124&138) argued that Recounts record a series of events in the order in which they occurred Cited in English K-6 Modules (2001:105), Recount tells what happened to the readers and it functions to document a series of events and evaluate their significance in some way. The purpose of the literary or story recount is to tell a sequence of events so that it entertains. So, it is concluded that Recount Text is a text that tells about series events in the previous time.

According to Widiati, et.al (2017:125), Recount Text usually starts with orientation, followed by series of events, and ends with a reorientation. The orientation part includes information about who, what, when, and where. The series of events are presented in the order they really happened. The Recount ends with a reorientation which states personal comments about the events.

Cited in English K-6 Modules (2001:29), Recounts are organized to include: (1) An orientation providing information about who, where and when; (2) A record of events usually recounted in chronological order; (3) Personal comments and/or evaluative remarks that are interspersed throughout the record of events; and (4) Reorientation that rounds off the sequence of events.

### **Technique**

Technique is a way of teaching in the classroom which is important to the students to help them acquiring the objectives of their lesson. As stated by Dakowska (2005:36), a technique is implementation that which actually takes place in the classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. So, it is concluded that a technique is a way to carry a particular task that is used by teachers to deliver the objectives of the material to the students in the classroom.

### **P-Q-R-S-T Technique**

P-Q-R-S-T is the abbreviation of Preview, Question, Read, State, and Test. P-Q-R-S-T (Preview-Question-Read-State-Test) Technique is one of teaching reading comprehension technique which is beneficial to improve students' reading comprehension because it helps students to remember what they have read. As stated by Wormeli (2005:131), P-Q-R-S-T (Preview-Question-Read-State-Test) Technique is one of a teaching reading technique that can help students to remember what they read and it uses sound practices for reading

comprehension. This is a great instance of priming the brain. For Westwood (2001:62), P-Q-R-S-T Technique is a simple technique, step-by-step plan of action any child might adopt when faced with a reading assignment. Besides that, Staton, in Latifa and Manan (2018:245) stated that P-Q-R-S-T Technique is used to increase readers' comprehension in reading activity and arouse the reader's capability to remember the information being read. In short, readers will enjoy finding out more of the reading material. This technique can be applied to any types of learning. Through this technique, the students can focus more on working rather than just learning and examine how to use the information in the test. So, it is concluded that P-Q-R-S-T Technique is a technique which is used to increase the students' comprehension in reading and to correlate the passage being read with the students' existing knowledge.

Wormeli (2005:131) stated that to start your students with this technique, explain or show what P-Q-R-S-T stands for:

P : *Preview* to identify main parts. Here, teacher creates an anticipation guide and prime the brain for what is to come. Ask your students to find the central idea or theme for each subsection, not just a global one for the chapter.

Q : Develop *questions* to which you want to find answers. Teacher asks students to create their original questions and to encapsulate the questions to teach to a class mate.

Teacher inspects and possibly revises the students' questions prior to their reading the text.

R : *Read* the material, twice if possible. Teacher asks the students to read the material twice to increase comprehension.

S : *State* the central idea or theme. Teacher asks the students to make summary from the central idea or theme they get from the text.

T : *Test* yourself by answering questions. Students answer questions based on the text, because by answering those questions and sharing their responses with others, students are summarizing the information

P-Q-R-S-T Technique has some advantages in improving students' reading comprehension, as following: (1) P-Q-R-S-T Technique helps students to remember information from the text they read; (2) P-Q-R-S-T Technique helps students to use sound practice in reading text; (3) P-Q-R-S-T Technique encourages students to share response to other students; (4) P-Q-R-S-T Technique helps to enhance students' comprehension of a text; and (5) P-Q-R-S-T Technique motivates students to read and makes students found information details easily.

### III. METHOD OF RESEARCH

The design of this research follows quantitative research design by means of true-experimental research method. Arikunto (2006:86) stated that true-experimental research design is a good design because it has two groups of learning; one group is called as experimental group and the second group is called as control group. The experimental group is taught reading comprehension by using P-Q-R-S-T Technique while control group is taught by using Conventional Technique and the conventional technique which is used here is lecture technique.

#### The Population and Sample of the Research

All students at grade X SMA Negeri 1 Silimakuta in academic year 2019/2020 that consist of 287 students are the population of this research. And the writer takes sample by means of cluster sampling so that there are two groups used here with the equal population and it same with 25% from the total population.

#### The Instrument of Collecting Data

The writer determines that the instrument of collecting the data in this research is objective test form Multiple Choices of Reading Recount Text Comprehension tests. The total items of the multiple choices consist of 25 items with five options namely A, B, C, D, and E.

#### **The Data and Source Data**

Data of this research is the scores of the students in answering reading comprehension Recount Text test. The data of this research is taken from the student at grade X of SMA Negeri 1 Silimakuta in academic year 2019/2020. The Recount Text is taken from the students' handbook based on Curriculum 2013, entitled Bahasa Inggris SMA/MA/SMK/MAK Kelas X, written by Widiati, et.al and published by Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud in 2017.

#### **The Procedures of Collecting the Data**

To collect the data of this research, the writer follows some procedures: (1) Administering pre-test; (2) Giving treatment; and (3) Administering post-test.

#### **The Techniques of Analyzing Data**

The data analysis is started from scoring the students' multiple choices, Tabulating the students' scores, calculating the frequency and normality of the test by using SPSS Version 20.0 for windows, calculating the mean of the pre-test and post-test, calculating the Standard Deviation of the pre-test and post-test, and testing the hypothesis.

### **IV. DATA AND DATA ANALYSIS**

The data analysis of this research consists from experimental group and control group. Each group has data scores from pre-test and post-test activities. The data are the students' scores in answering question of reading comprehension of Recount Text.

#### **Research Findings**

1. Before the treatment of P-Q-R-S-T (Preview-Question-Read-State-Test) Technique in experimental group, the ability of the students in reading comprehension of Recount Text is low since the total score of pre-test data is 2304 with mean is 64,00 and the standard deviation is 13,690, but after the treatment, the ability of the students in reading comprehension of Recount Text is good since the total score of post-test data is 2884 with the mean is 80,11 and the standard deviation is 13,403. This means that P-Q-R-S-T (Preview-Question-Read-State-Test) Technique gives significant value in improving students' reading comprehension ability of Recount Text about 16,11.
2. The lowest and the highest score on experimental group before the treatment of teaching reading comprehension of Recount Text by using P-Q-R-S-T Technique are 36 and 88 and after the treatment becomes 52 and 100.
3. The pre-test data and post-test data of experimental group are distributed normally since  $0,181 > 0,05$  and  $0,072 > 0,05$ .
4. Before the treatment of Conventional Technique on control group, the ability of the students in reading comprehension of Recount Text is low since the total score of pre-test data is 1952 with mean is 54,22 and the standard deviation is 8,305 and after the treatment, the ability of the students in reading comprehension of Recount Text is still low since the total score of post-test data is 2192 with the mean is 60,89 and the standard deviation is 10,949. This means that Conventional Technique gives a little significant value in improving students' reading comprehension ability of Recount Text about 6,67.
5. The lowest and the highest scores in control group before the treatment of teaching reading comprehension of Recount Text by using Conventional Technique are 40 and 72 and after the treatment become 40 and 88.
6. The pre-test data and post-test data of control group are distributed normally since  $0,126 > 0,05$  and  $0,155 > 0,05$ .

7. Based on the testing hypothesis, it is found that  $t_{value} > t_{table}$  ( $6,537 > 1,997$ ), so that Hypothesis alternative ( $H_a$ ) is accepted and Hypothesis null ( $H_o$ ) is rejected. It means that the use of P-Q-R-S-T (Preview-Question-Read-State-Test) Technique significantly improves students' reading comprehension at grade X SMA Negeri 1 Silimakuta in academic year 2019/2020.

## V. CONCLUSION AND SUGGESTION

### Conclusion

1. In experimental group, the students' ability in reading comprehension of Recount Text is low since the total score of pre-test data is 2304 and the mean is 64,00 and then after teaching reading comprehension of Recount Text by using P-Q-R-S-T Technique, the students' ability in reading comprehension of Recount Text is good since the total score of post-test data is 2884 and the mean is 80,11.
2. In experimental group, P-Q-R-S-T (Preview-Question-Read-State-Test) Technique gives significant value on the students' ability in reading comprehension of Recount Text about 16,11 values.
3. In control group, the students ability in reading comprehension of Recount Text is low since the total score of pre-test data is 1952 and the mean is 54,22 and after the treatment of Conventional Technique, the students' ability in reading comprehension of Recount Text is still low since the total score of post-test data is 2192 and the mean is 60,89.
4. In control group, Conventional Technique gives a little significant value on the students' ability in reading comprehension of Recount Text about 6,67 values.
5. Based on the testing hypothesis, it is found that  $t_{value} > t_{table}$  ( $6,537 > 1,997$ ), so that Hypothesis alternative ( $H_a$ ) is accepted and Hypothesis null ( $H_o$ ) is rejected. It means that the use of P-Q-R-S-T (Preview-Question-Read-State-Test) Technique significantly improves students' reading comprehension at grade X SMA Negeri 1 Silimakuta in academic year 2019/2020.

### Suggestion

1. It is suggested that teachers should use P-Q-R-S-T (Preview-Question-Read-State-Test) Technique than Conventional Technique because it has been proved that P-Q-R-S-T Technique significantly improves students' reading comprehension at grade X SMA Negeri 1 Silimakuta in academic year 2019/2020.
2. It is suggested that teachers should always use appropriate reading comprehension techniques for the sake of helping students improving their reading comprehension ability.
3. It is suggested that teachers should dominantly use modern teaching techniques than conventional technique so that students are more interactive in the classroom.
4. It is recommended that students ought to exercise reading any types of text and answer every questions related to the text for better grasping information from any passages.
5. It is recommended that students should motivate themselves to be more enthusiasms in reading because the more you read, the most information you will get.

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