E-Research Review
Jurnal Ilmiah Multidisiplin
Vol. 2, No. 1, Juli 2023 ISSN: 2962-2743

The Effect of PQRST Strategy on Students' Reading Comprehension in Procedure Text.

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Article Info

Article history:

Received: 5 April 2023
Revised: 7 Mei 2023
Accepted: 10 Juli 2023

Keywords:

PQRST Srategy
Reading Comprehension
Procedure Text

Abstract

This research aims to find out the significant effect in using the PQRST Strategy on students' reading comprehension in procedure text at the ninth grade of SMPN 3 Kabila. The population of this research was all students of class IX SMPN 3 Kabila which only has one class with a number of students consisting of 24 students and the sample of this research was all students in class ninth totaling 24 students. The samples were determined using a saturated sampling technique. This research used a quantitative method with a pre-experimental design one group pre-test and post-test. There are two variables in this research, the PQRST strategy as the independent variable and the students' reading comprehension in procedure text as the dependent variable. Data collection techniques in this research used a test, namely multiple-choice tests. The results showed that the mean score of the pre-test was 11.75, and the mean score post-test was 19.38. In addition, the results of the hypothesis of this research found that $t_{count} > t_{table}$ or 24.04 > 2.069 with the level of significance $\alpha = 0.05$. It means that the hypothesis (H1) of this research is accepted. Therefore, it can be concluded that the PQRST strategy has a significant effect on students' reading comprehension in procedure texts at the ninth grade of SMPN 3 Kabila.

Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh yang signifikan dalam menggunakan strategi PQRST terhadap pemahaman membaca siswa pada teks prosedur di kelas IX SMPN 3 Kabila. Populasi penelitian ini adalah seluruh siswa kelas IX SMPN 3 Kabila yang hanya memiliki satu kelas dengan jumlah seluruh siswa yang terdiri dari 24 siswa. Sampel penelitian ini adalah seluruh siswa kelas sembilan yang berjumlah 24 siswa. sampel tersebut ditentukan dengan menggunakan teknik sampling jenuh. Penelitian ini menggunakan metode kuantitatif dengan desain pre-eksperimental, dan one group pre-test dan post-test. penelitian ini menggunakan dua variabel, yaitu strategi PQRST sebagai variable bebas dan pemahaman membaca siswa pada teks prosedur sebagai variabel terikat. Teknik pengumpulan data dalam penelitian ini menggunakan test pilihan ganda. Hasil penelitian menunjukkan bahwa skor rata-rata pre-test adalah 11,75, dan skor rata-rata post-test adalah 19,38. Selain itu, hasil hipotesis penelitian ini menemukan bahwa $t_{hitung} > t_{tabel}$ atau 24,04 > 2,069 dengan tingkat signifikansi $\alpha = 0.05$. Hal tersebut membuktikan bahwa hipotesis (H1) pada penelitian ini diterima. Oleh karena itu, dapat disimpukan bawah strategi PQRST memiliki pengaruh yang signifikan terhadap pemahaman membaca siswa pada teks prosedur dikelas IX SMPN 3 Kabila.

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1. INTRODUCTION

Reading comprehension is one of the English skills that must be mastered by the students because reading is an important aspect for the students to improve their thinking skills and analyzing in understanding the material in the learning process. According to Snow (2002, p.11), reading comprehension is an interactive process related to a written language that builds and acquires meaning simultaneously. In this process, the students are expected to be able to understand the writing in the text and achieve the expected goals in learning.

Klingner, Vaugh, and Broadman (2007, p. 8) argue that reading comprehension is a complicated process requiring interaction between the students and the text by involving knowledge and method to understand the text being read. In other words, the students can understand the reading text. Meanwhile, most of the students still have difficulty comprehending the reading text contents. Therefore, the teacher must know the factors that influence the students' difficulties in reading comprehension.

Based on observations by the researcher at SMP 3 Kabila, the researcher found that most of the students had some problems with reading comprehension, especially in procedure texts. First, the students often spend a long time understanding the reading, which makes students become bored and finally not finish reading. Sometimes they have difficulty analyzing and finding information in reading texts. When the teachers ask some questions, they have no idea related to it. In addition, many of them are lazy to finish assignments because they need didn't understand what they read. Second, most of the students have lack of vocabulary. Third, the student's motivation is low in learning English, especially reading. Reading comprehension was seen as difficult. Lastly, the teaching situation in the learning process looks monotonous, making the students feel bored. Therefore, we need the right strategy to help students succeed in learning reading comprehension.

Based on the problems, using the appropriate strategy in the teaching and learning process to make students enthusiastic in the learning process to achieve learning objectives and improve students' reading comprehension. There are many strategies that teachers can use in teaching reading; one of the appropriate strategies is the PQRST (Preview, Question, Read, Summarize, Test) strategy. According to Petterson (2015, p.262); PQRST is used to help students' to learn and remember presented in the texts. The PQRST strategy involves instructions for the students to use five steps. First, previewing steps involves training students to identify the main parts. Second, in question steps, the students can create and develop a question that they want to find answers to. Third step, the students now have a purpose for reading to answer the question made in the previous step. The fourth step, the students making summarizing the text, and the fifth step is a test for answering questions or testing students' knowledge of reading material.

According to Safitri (2017), PQRST (preview, question, answer, read, summary, and test) is one of the best strategies to increase the students' memory of reading. The strategy can help students improve their reading comprehension skill. The PQRST strategy is also expected to help students to understand the content of the reading text, such as the grammatical structure of the text, aims of the text, and main ideas discussed in the procedure text. According to curricuum 2013 and syllabus 2022/2023 for the first semester class IX of SMPN 3 Kabila, the basic competence is the students are expected to be able to compare social functions, generic structure, and language features and able to capture the contextual meaning of several procedure texts related to food or drink recipes and manuals, short and simple according to the context of their use.

Research Question

The research question of this research: Is there a significant effect in using the PQRST strategy on students' reading comprehension in procedure text at the ninth grade of SMP Negeri 3 Kabila?

Research Objective

To find out the significant effect in using the PQRST Strategy on students' reading comprehension in procedure text at the ninth grade of SMPN 3 Kabila.

Research Significances

Theoretically, the results of this study are expected to provide helpful information to readers about the effect of the PQRST Strategy on students' reading comprehension in procedure text. Practically, the results of this study as a reference for teacher in the teaching process. For students it can motivate to learn English text and also helps students to understand the text using this strategy and it can be a reference for futher researchers.

The Scope and Delimitation of the Research

The scope of the research focuses on find out the effect of PQRST strategy on students' reading comprehension in procedure text. This research is limited to one class, the ninth-grade students of SMPN 3 Kabila, in 2022/2023. The material related to the syllabus in SMP N 3 Kabila, which uses the curriculum 2013, the basic competence (KD 3.4 and 4.1).

2. LITERATURE REVIEW

Definition Reading Comprehension

Reading comprehension is the ability to interpret and comprehend the meaning of the text. According to Grellet (1981, p.3), reading comprehension means the process of understanding texts in order to obtain information needed by the reader as practically as possible. In other words, reading comprehension assesses how well readers comprehend what they have read. Before reading the text, the reader must be able to know the topic of the reading to make it easier to understand and describe the important points in the text. This statement is supported by Grabe and Stoller (2011, p.11); reading comprehension as the ability to comprehend and understand the information in a text. It means reading comprehension is defined as the ability to process and comprehend the meaning of a text. Futhermore, reading Comprehension is a complex process where readers need other skills, such as the ability to think and interpret the meaning of the text. Readers can only understand the text if they identify the words or writings in the text. It means that reading comprehension is the activity of reading to understand the text.

The Aim of reading

According to Grabe and Stoller (2011, p.6-9) argue that the purpose of reading can be divided into six parts: reading to search for simple information, to skim quickly, read to learn from texts, to write and critique texts, integrate information, and reading for general comprehension.

The Aspect of Reading Comprehension

According to Nuttal (1982), as cited in Hidayanti (2018), there are several aspects of reading comprehensionin that must be the students. Refers on identifying main idea, reference, making inferences, identifying detailed information, and understanding vocabulary.

How to Asses students' Reading Comprehension

Assessment is a data collection activity used to determine the ability or achievement of students in learning. It is supported by Martha L.A. Stassen (2001, p.5), who defines *assessment* as the systematic gathering and analysis of information to enhance students learning. It means, this assessment is important because it provides feedback on whether students have succeeded in meeting the learning objectives. In addition according to Brown (2004, p.19-206) an assessment of students' English reading skills consists of several assessments, and those that are often used in assessments include: Multiple choice,Picture-Cued Items, Matching task, Short answer task, Gap-filling tasks, Sentence Completion task.

Definition of PQRST Stratgy

The PQRST strategy is considered capable of making students understand reading and easy to apply, and not difficult for students. The PQRST strategy is considered capable of making students understand reading and easy to apply, and not difficult for students. The PQRST strategy can asisst to improve students' understanding of the text.. According to Khoiriah et al,.(2017), the PQRST strategy assists students in becoming more active in the reading process, focusing on the text, attracting their motivation to having long-term memory in comprehending the text and increasing their score on the Test. It means that the PQRST strategy can be applied to get detailed information from a text.

The Procedures of Teaching Reading Comprehension by using PQRST

The teacher should know exactly what to do to apply the strategy in the classroom. According to Wormeli (2005: 131) the steps taken in learning reading comprehension using the PQRST strategy include Preview, Question, Read, Summarize, and Test:

- Preview: To identify the main parts, the teacher distributes the reading text to students and then directs students to identify the main part of the text they read.
- Question: Develops the question you want to find the answer, the students can build their creative minds by asking questions and making students create their curiosity about the text. So, in this step, the teacher guides to generate questions related to the text to focus on reading each part. The questions include what, where, who, why, and how
- Read: Reads the material, the students were asked to make questions related about the text they read, next step the students started reading the material in detail and trying to find answers to these questions.
- Summarize: Summarizes the central idea, the teacher asks students to create a summary by writing down the important points they get from the reading text
- Test: Test for answering questions or tests students' knowledge of reading material

Procedure Text

According to Harahap (2018, p.130), Procedure text as an English text that explains how something is performed through a sequence of stage. The social function of procedure text is to provide direction about what

readers or students should do in operating and making something. There are various types of procedure texts, including food recipes, place instructions, use of tools, and others. However, in this research, the test procedure concerns food and drink recipes and the steps.

According to Baruick (1999, p. 44-45), procedure text explains how to do something and procedure has several generic structures consisting of goal or title, material and method , and also language features of procedure text.

3. RESEARCH METHODOLOGY

Method of Research

The method of this research is quantitative. According to Cresswell (2012, p.19), quantitative research focuses on statistical analysis (mathematical analysis) of the data, typically numerically. It means, this research method uses data in the form of numbers, which are then measured using statistical techniques to analyze the data so that the researcher can know the results.

Population and Sample

The population of this research was all students of class IX SMPN 3 Kabila which only has one class with a number of students consisting of 24 students. Sample of this research was all students in class ninth totaling 24 students in the first semester of the academic year 2022/2023. This study used saturated sampling as a sampling technique. According to Sugiyono (2013, p.85), saturated sampling is the technique to take when all population members are used as the sample. This is often done when the population is small, less than 30 people. The saturated sampling technique was chosen because the population is small and allows all of them to collect data.

Research Design

The researcher used a pre-experimental design with one group pre-test and post-test design where the researcher used only one class without a comparison class. In this design, before being given treatment, the sample is given a pre-test, then at the end of the lesson, the sample is given a post-test.

The design of One Group Pre-tes and Post-test as follow (Sugiono,2013, p.75):

O_1	X	O_2

Where :

O_1: Pretest. (Before treatment)

O_2: Postest. (After treatment)

X: Treatment (applying the PQRST Strategy)

1. Pre-test
   The researcher provide pre-test before treatment. The pre-test aims to determine students' prior knowledge before implementing the PQRST strategy.
2. Treatment
   After the pre-test was given, the researcher gave treatment to the students by teaching reading comprehension with the PQRST strategy. In this section, the researcher taught the students in six meetings by applying the PQRST strategy in the procedure text following basic competence (KD 3.4 and 4.1).
3. Post-test
   After the pre-test and treatment, the researcher gave a post-test to the students. In this step, the researcher provides the same question as the pre-test. The post-test result was to determine whether the application of the PQRST strategy had an effect on students' reading comprehenson of procedure text.

Variable of Research

There are two variable in this research, which are:

1. Variable X (Independent variable) is "the PQRST strategy"
2. Variable Y (Dependent variable) is "the students' reading comprehension in procedure text

Technique of Collecting Data

The researcher used a test in this study to get the data from students' achievements. The form of the instrument test used is a multiple choice test which refers to procedure text. The test consisted of 50 item question. The test is arranged based on five aspects in reading comprehension, there are determaining the topic or main idea, reference, scanning infromation, synonym/antonym, and detailed information. The instrument test before being used in the pre-test and post-test was tested for validity and reliability. The try-out test was conducted by the same level of ninth grade students. Validity and reliability measurements in this research used the product moment correlation formula and the KR-21 formula. To get the validity of the test, the researcher used the formula as follow (Syahrun &Salim 2012, p.156):

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\}\{N\sum Y^2 (\sum Y)^2\}}}$$

r_{xy}= Correlation coefficient of an item
N = Number of samples
$\sum X$ = The total of score for each instrument
$\sum y$ = The total of score obtained by the all students for one item

By using the level significant a=0,05, it was found that r_{list}= 0,396. Based on the criteria of validity explained that an instruments is valid if $r_{count} > r_{list}$ and invalid if $r_{count} < r_{list.}$. From the results of the validity test, the researcher found 28 items question valid and 22 items question invalid. Reliability results also show a significant value. This can be seen from the results of the reliability test using the KR-21 formula, which obtained a value of 0.804, which is included in the very high reliability category.

Data analysis

The researcher used statical analysis to analyze data. To prove the effect of the PQRST strategy on students' reading comprehension in procedure text, the researcher used a Paired T-test to analyze.

Hypothesis Verification

The hypothesis verification aims to find out to know whether the result of the research is accepted or rejected. The criteria of hypothesis testing are:
H_0 will be rejected if $t_{count} > t_{table}$, it means H_1 accepted.
H_0 will be accepted if $t_{count} < t_{table}$, it means H_1 rejected.

H_0 = There is no significant effect of the PQRST strategy on students' reading comprehension.
H_1 = There is a significant effect of the PQRST strategy on students' reading comprehension.

4. RESEARCH FINDING AND DISCUSSION

Research findings

1. The Description of Pre-Test Data
   Based on the results of the pre-test data, the researcher found the students' highest score was 19, and the student's lowest score was 4. In addition, the mean score ($\overline{X}$) was 11.75, the standard deviation was 4.36.
2. The Description of Post-Test Data
   Based on the results of post-test data, the researcher found that the students highest score was 26 and the students lowest score was 9. In addition to the mean score ($\overline{X}$) was 19.38, the standard deviation was 4.95.

Hypothesis verification

In verifying the hypothesis, in this study used df = (n-1) and the level significant $\alpha = 0{,}05$. Based on the statistical formulation, it acquired the value of list was 2.069. It can be seen in the two-tile test distribution table $\alpha = 0{,}05$ = 2.069. After calculating and determining the value in the distribution table, it can be concluded, the data results proved that the hypothesis (H_0) is rejected and H_1 accepted, t_{count} = 24.04. It means there is a significant effect of PQRST on students' reading comprehension in procedure text

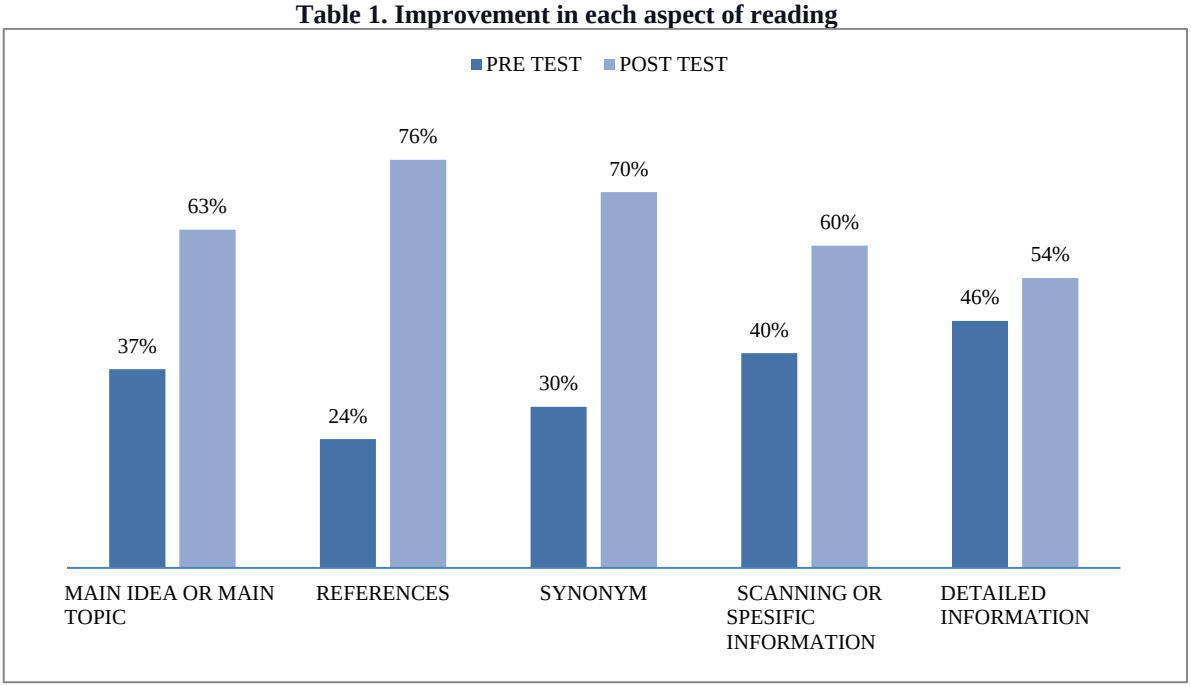
Discussion

This section describe the data that has been collected to answer the research question namely is there significant effect of PQRST strategy on students' reading comprehension in procedure texts. Based on the data from the pre-test analysis, the researcher found that the students reading comprehension was still low. The results of this pre-test also illustrate that students need strategies that can help and develop their interest in learning. Therefore, the researcher applied a strategy that helps students in the learning process, especially in reading comprehension, namely the PQRST strategy.

The total 28 number of question divided into five aspect asses reading comprehension for procedure text. From all aspects, the first was an understanding Determining main idea or main topic that has increased as much as 26%. The next aspect is determining reference that has increased as much as 52%. The next aspect is to identify synonym that has increased as much 40%. The next aspect is to identify scanning or spesific information that has increased 20%. The last was an detailed information, this aspect increased 8%.

Here is a graphic of the increase of the students' reading comprehension in the pre-test and post-

Table 1. Improvement in each aspect of reading



Based on the graph above, the result of the pre test was increased in the post test. It can be concluded that using PQRST Strategy has an effect on students' reading comprehension in procedure text.

This study also found several things that made research using the PQRST strategy successful, namely the use of the PQRST strategy in reading comprehension can make students active in the learning process, can remember the information contained in the text, so the students experienced an increased in scores when doing the test. This statement was supported by Khoiriah et. al.,(2017), PQRST strategy assists students in becoming more active in the reading proces, focusing in the text, attracting their motivation having a long term memory in comprehending the text and increasing their score on the test.

The next finding is the results of the study prove that some students can identify the generic structure and language features in the text by using the five steps of the PQRST strategy which has advantages. This can be seen during the treatment. Then it is also supported by Wormeli (2005 p.131) state that PQRST consists of five steps that provide guidance and benefit to students and facilitate their learning. The first in the preview to identify the main parts, Q develops the question you want to find the answer, R reads the material, S summarizes the central idea, and the last Test for answering questions or tests students' knowledge of reading material. From this statement, it can be said that PQRST is very helpful for students in understanding reading by following each stage in the strategy.

Furthermore, in the treatment section, several things happened during the learning process when applying the PQRST strategy, namely at first meeting, students were still confused about how to apply this strategy to the text they read. Therefore, the researcher re-explained to the students how to apply this strategy. Furthermore, when applied this PQRST strategy the students had difficulty knowing the meaning of the text. This is due to the lack of vocabulary by the students. As a solution, the researcher in each reading text provide some vocabulary related to the topic, so that it is easier for students to interpret a text and also researcher help students if there are questions about the text. Then for several other meetings, the students are already fluent to apply the PQRST strategy to understanding the text.

After going through the pre-test and treatment to further proved whether there is an influence from the PQRST strategy, a post-test was carried out and the results found that the student's score on the post-test was higher than the pre-test In addition, based on the results of the analysis of the calculation of the t-test value, it is known that the value obtained is 24.04 which is higher than the t-table value, namely 2.069 or 24.04 > 2.069 at the level significance $\alpha = 0{,}05$. So it can be concluded that hypothesis H_1 is accepted, it means that there is a significant effect on the use of the PQRST strategy in reading comprehension of procedure texts in class IX students of SMP N 3 Kabila.

5. CONCLUSION

From the results of data analysis, the researcher concluded that the use of the PQRST strategy had a significant effect on students' reading comprehension in procedure text at the ninth grade of SMPN 3 Kabila. This strategy can make the learning process more effective which can make students focus and make the students focused on comprehending a text in reading, especially for procedure text. This can be seen in the results of the different mean values of the pre-test and post-test. Where students' reading comprehension before implementing the PQRST strategy is still low. The results of the pre-test mean score is 11.75 while the post-test mean score is 19.38. In addition, it can also be seen in the results of the t-test there is a difference between t-test scores higher than the t-table or 24.04 > 2.069. So the researcher concluded the hypothesis H_1 is accepted.

SUGGESTION

Based on the research and discussion results, there were some suggestions for the teachers, the students, and the further researcher. For English teachers, the teachers can use the PQRST as a strategy used in teaching English to improve students' reading comprehension. This strategy can make the learning process fun and effective for students. For the students, PQRST strategy is expected to be a solution for the students' improving reading comprehension. In other words, it is suggested that students try this strategy to understand well when reading and answering questions related to the reading text. For the futher researcher, Based on the results of the study, it can be seen that the PQRST strategy can be used to improve students' reading comprehension. Therefore, the results of this study can be used as a reference for the researcher trying to re-analyze this strategy in reading comprehension.

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