

Using PQRST Strategy to Improve Students' Reading Comprehension of Hortatory Exposition Texts at Grade XI IPS of MA Diniyah Puteri, Pekanbaru

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Abstract: Tujuan penelitian ini adalah untuk menjelaskan sejauh mana Preview, Question, Read, Summarize, and Test (strategi PQRST) meningkatkan pengajaran dan proses pembelajaran yang nantinya dapat meningkatkan pemahaman membaca teks hortatory exposition mereka dan juga untuk menjelaskan faktor-faktor apa saja yang mempengaruhi perubahan pemahaman membaca mereka selama penggunaan strategi tersebut. Penelitian ini dilaksanakan dengan desain penelitian tindakan kelas yang prosesnya bersiklus meliputi perencanaan, pemberian tindakan, pengamatan, dan refleksi selama dua siklus. Data kualitatif dikumpulkan dengan menggunakan lembar observasi untuk guru dan siswa. Selain itu, catatan lapangan dan wawancara juga digunakan untuk mengumpulkan data kualitatif. Kemudian, data kuantitatif dikumpulkan dengan memberikan tes pemahaman membaca naratif teks. Data kuantitatif dianalisis dengan memberikan skor pada hasil tes pemahaman membaca lalu hasil pemberian skor dikalkulasikan untuk mencari nilai rata-rata (mean) untuk menjelaskan peningkatan setiap indikator pemahaman membaca di setiap siklus. Hasil dari analisis kuantitatif dihubungkan dengan hasil analisis kualitatif untuk menjelaskan faktor-faktor yang mempengaruhi peningkatan secara kualitatif. Selama dua siklus, penelitian ini membuahkan hasil yang menunjukkan bahwa penerapan strategi PQRST dapat meningkatkan proses pengajaran dan pembelajaran pemahaman membaca teks hortatory exposition siswa.

Key words: reading comprehension, hortatory exposition, PQRST strategy

INTRODUCTION

Reading has become an important skill for senior high school students. Through reading they can get new ideas, obtain needed information, seek support for their ideas, complete their assignments and broaden their interest. At the same time, it is also one of the skills that is considered as success or failure of the students in the national final examination. Because of its importance, teaching reading in the national curriculum is targeted to make students comprehend various kinds of genres. Therefore, it should

be well taught by the English teacher.

However, for many students, reading English as a foreign language is not an easy task. Problems are greater and comprehension failure is common. In reading comprehension, they do not only read the symbols but also be able to understand what they read.

In school based curriculum 2006, the teaching of reading should be based on the genre. At the eleventh grade of SMA, there are five genres are taught, they are report, narrative, spoof, exposition,

and hortatory exposition. The most difficult genre which is taught at senior high school is hortatory exposition. It happens during teaching reading at MA Diniyah Puteri for the XI grade. Most of the students have difficulty in constructing meaning as they read from hortatory exposition. The students' fails to know the component of hortatory exposition text such as; the purpose of the text, main idea, vocabulary, references, generic structure and also the language features. Then, when the teacher asks them about what they have read. They cannot recall the information from the text. They become passive learners. They are lack of self confident during teaching and learning process to answer and ask question from the teacher and other students. Even the teacher asks them to do in group, only few students can stay focus to the text while others only chat with their friends. Therefore, they have poor understanding on hortatory exposition.

From the test on reading comprehension that was held before the research, it was found that the students' ability to comprehend the text was not satisfactory yet. Their average score from the test that the researcher gave was only 65.33 from 30 questions. There were 14 (70%) students whose score were below 65.33. Only 6 (30%) students who could reach the average score. While the minimum criteria achievement (MCA) at grade XI is 70. In other word, their achievement is still under the minimum standard of learning success. Thus, it was targeted that 70% of the participants had reading comprehension score that reach the MCA.

The students' problems occurred because of some factors. The first factor is the students' lack of vocabulary mastery. If the students didn't have enough vocabulary, of course it would be difficult for them to comprehend the reading text. The second factor is lack of background knowledge toward the topic so it hinder them to get the general view of the hortatory exposition text. The next factor is the students' lack ability of recognizing the component of hortatory exposition. Then, it is about students' passiveness toward reading. It could be identified from their attitude toward the text they read, such as they are not curious to read and explore more details information from the text and also the lack of self confident during teaching and learning process .

Finally, the last problems is related to the teacher, such as the teacher's method of teaching reading (pedagogy) and the teaching materials (content). Usually teachers asked the students to read the entire page by reading it loudly. Then teachers explained the difficult words if there was any. If not, they asked the students to answer certain questions which were related to the text, this way of teaching was not interesting to the students. They easily felt bored with reading because the techniques or strategies of teaching reading were not following such kind of interesting reading techniques. Then, teaching material, in this case is its text. The text also plays an important role in students' success with reading comprehension. The teacher only uses the texts which are stated in one book without analyzing it first, whether it is appropriate to her

students or not. The mistake in choosing reading texts can give difficulties for the students to understand the text which make them lazy to read. Those factors can give significance effect to students' reading comprehension of hortatory exposition texts.

To solve those problems, the teacher should have accurate plans to get an effective way in the teaching learning process. There are some strategies of teaching reading which are interesting and can improve students' reading skills. But not all strategies can fit with the text and students' needs. It means the teacher has a great responsibility in considering the strategy that she wants to apply to improve her students' reading comprehension.

PQRST is one of strategies that can lead the students reading comprehension. It is suggested by Thomas and Robinson (1982). As an instructional strategy, PQRST strategy helps students to cope their problem in reading comprehension by using five steps. They are previewing, questioning, reading, summarizing, and testing. Each step of PQRST strategy improves the teaching and learning process which is also aimed to improve the students' reading comprehension. Previewing is the first step of the strategy. This makes the student to activate their background knowledge. The second step is questioning. This step helps the students to focus and create the curiosity toward the text. This motivates the students to read. Reading is the third step. When the students read the text, they already have purpose to read based on the question and this makes them to stay focus and increase their

concentration. Then, summarizing, this activity asks the students to recall all the specific information about the text. And the last is test. It helps the students to put the text into their long term memory.

Briefly, PQRST strategy is able to make students become active in reading process, make them focus on the text, attract their motivation, have a long-term memory in comprehending the text and increase their score on the test.

Related to the description above, the researcher tried to apply PQRST during teaching and learning in order to solve the students' reading comprehension problems in her class. For this purpose, a classroom action research was carried out.

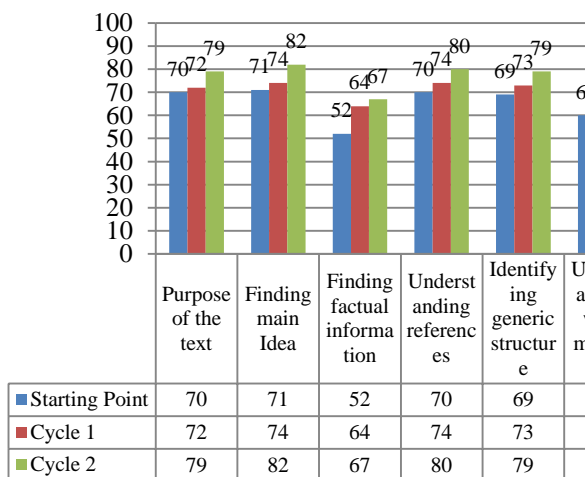
METHOD

As mentioned before, this research is a classroom action research. According to Burton and Barlet (2005:17), classroom action research is the type of research that starts with clearly identified problems or set of questions arising out of teacher's own classroom and the teachers who carry out the research concern with how to solve the problems in order to improve them by examining and developing their teaching. It was carried out at MA Diniyah Puteri Pekanbaru. It is located on K.H Ahmad Dahlan Street, Pekanbaru. The participants of this research were the researcher, a collaborator and second year students of Diniyah Puteri Pekanbaru. The collaborator was one of English teacher at MA Diniyah Puteri. The students were the eleventh grade students of IPS that was 20 students in 2013/2014 academic year.

FINDINGS & DISCUSSION

Based on the findings during Cycle 1 to Cycle 2, which had been carried out for ten meetings, the researcher could answer the research questions. The results of Cycle 2 indicate that the effectiveness of teaching and learning process is getting better. It can be seen from the students' scores that needed more improvement at the end of Cycle 1 are improved by the end of Cycle 2. In addition, the extent of the students' comprehension improvement before and after using the PQRST strategy can be seen in the following graph.

Graph 1. The Improvement of Ss' Reading Comprehension of Hortatory Exposition Text per Indicator



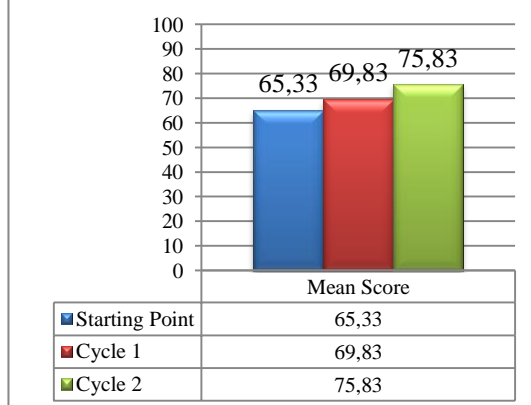
Graph above describes to what extent the use of PQRST strategy improves the effectiveness of teaching and learning process which then improves the students' reading comprehension of hortatory exposition text. As can be seen in the graph, there is no doubt that all indicators of hortatory exposition comprehension were improved after the use of PQRST strategy.

As the consequence of the data above, the improvements of the

teaching and learning process at the end of Cycle 2 can also be seen from the comparison of the mean scores that were gained before researching, in Cycle 1 and in Cycle 2. The following graph describes the improvement chronologically from the starting point, to the end of Cycle 1 and to the end of Cycle 2.

Graph below shows improvement on the teaching and learning process, which can be seen from the results of students' mean score, based on the results of reading comprehension test that measured their comprehension when reading hortatory exposition text. As can be seen from the graph, the mean score of the students' comprehension increased 4.5 points at the end of Cycle 1. However, the mean scores were not significantly increased. Then, at the end of Cycle 2, the mean score of the students' comprehension increased 10.5 points. The improvement from the beginning of the research to the end of Cycle 2 can be categorized as significant. This is one of the reasons for stopping this research at the end of Cycle 2.

Graph 2. The Mean Scores' Improvements of Ss' Reading Comprehension of Hortatory Exposition Text



Futhermore, the number of the students who reach the target (passing grade) of this research was increased. It can be seen in the following table.

Table 1 Recapitulation of Ss Who Reach the KKM Score in Cycle 2

Participant	Final	Note
1	83	Passed
2	73	Passed
3	67	Failed
4	60	Failed
5	90	Passed
6	90	Passed
7	70	Passed
8	90	Passed
9	83	Passed
10	73	Passed
11	70	Passed
12	73	Passed
13	77	Passed
14	63	Failed
15	60	Failed
16	83	Passed
17	73	Passed
18	70	Passed
19	80	Passed
20	87	Passed
Sum of Score	1517	Passed: 16 (80%) Failed: 4 (20%)
Mean Score	75.83	

Table 1 shows that only 4 students failed to reach the KKM. It means 80% of the students increased their reading comprehension of hortatory exposition. Before Cycle 1, only 30% of the students who passed the KKM; then at the end of Cycle 1, it was improved to 55%. Finally, it was improved to 80% at the end of Cycle 2. To sum up, the weaknesses in Cycle 1 are solved. The students' reading abilities in finding factual information and understanding word

meaning from context were improved at the end of Cycle 2. The results of observation and interview indicate that the researcher's actions in Cycle 2 help them to improve their abilities in finding factual information and understanding word meaning from context (see Appendix 8). Moreover, the number of students who passed the KKM increased as it was expected. The results of Cycle 2 show that 80% of the students passed the KKM. In conclusion, the use of PQRST Strategy improves the effectiveness of teaching and learning process which increases the students' reading comprehension of hortatory exposition at grade XI IPS of MA Diniyah Puteri, Pekanbaru is 50%. It was 30% of the students who passed the KKM before researching and it was improved to 80% at the end of Cycle 2. These findings were the reasons for stopping this research at the end of Cycle 2.

During the two cycles, six factors that may influence the students' reading comprehension were identified. They are the classroom management, classroom activities, teaching strategy, teaching materials, teaching media, and the teaching approach.

Among these factors, teacher's teaching strategy has dominant influence in the improvement of teaching and learning process. The results of interview showed that the students did not know how to make questions even though the PQRST strategy had been taught. Thus, at the end of Cycle 1, they had difficulties in finding factual information and understanding word meaning from context. Then, the teacher's teaching strategy is focused on the students' weaknesses. As a result, the

weaknesses in Cycle 1 can be solved in Cycle 2. Accordingly, before using PQRST strategy for teaching reading comprehension of hortatory exposition text, these factors should be considered in designing the lesson plans.

The conclusion that the use of strategy can improve reading comprehension is in line with Wilson (2005:10) who states that PQRST strategy is one of rehearsal strategies that may help improve reading comprehension. Moreover, it is also supported by the result of study that had been done by Simatupang and Sihombing (2012). They found that the PQRST strategy significantly improved their students' reading comprehension.

Theoretically, the findings of this research that reveal some factors influence the improvements of the students' reading comprehension of hortatory exposition text are in line with the experts who have used the strategy. The factors are the classroom management, classroom activities, teaching strategy, teaching materials, teaching media, and the teaching approach. These factors are in line with Paris & Stahl (2005:61), who state that the factors that can influence the students' reading comprehension can be identified from: (1) learner factors, (2) text factors, and (3) instruction factors. Furthermore, Crawley & Merritt (2009:124) state that "the teacher's approach to teaching the structure of informational text improves both comprehension and recall of key text information".

As a final point, PQRST strategy improves the effectiveness of teaching and learning process which is aimed to increase the students' reading comprehension of

hortatory exposition text. The use of PQRST strategy encourages the students to apply rehearsal strategies. Rehearsal strategies refer to practice or repeat something until it is remembered (Wilson, 2005:82). Therefore, the students' practices in using the PQRST strategy could make the better results. Furthermore, the six factors that are found in this research should be considered as the characteristics of the use of PQRST strategy which is aimed to improve the effectiveness of the teaching and learning process.

CONCLUSION

Based on the research findings during the two cycles, it can be concluded that the use of PQRST (Preview, Question, Read, Summarize, and Test) strategy improves the effectiveness of the teaching and learning process which then increases the students' reading comprehension of hortatory exposition text.

Moreover, some factors that influence the changes of the effectiveness of teaching and learning process in reading comprehension of hortatory exposition text during the use of the strategy are also concluded. The factors are the classroom management, classroom activities, teaching strategy, teaching materials, teaching media, and the teaching approach. For that reason, these factors should be considered when using the strategy.

SUGGESTION

Regarding the conclusions of this research, some suggestions that related to the results of this research can be proposed as follows:

1. It is recommended that PQRST strategy should be a necessary part of the teacher's teaching strategy, especially for improving the students' reading comprehension of hortatory exposition text.
2. More research should be carried out to investigate the use of PQRST strategy for improving reading comprehension at different level of students at senior high school.

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