

**AN ANALYSIS OF PREVIEW, QUESTION, READ, SUMMARY,  
AND TEST (PQRST) STRATEGY IN TEACHING READING  
COMPREHENSION**

**( Descriptive Qualitative Research at the Third Grade of Senior High  
School 3 Kepahiang)**

**THESIS**

**Submitted in Partial Fulfillment of the Requirement For Degree  
of Bachelor of Education in English Education**



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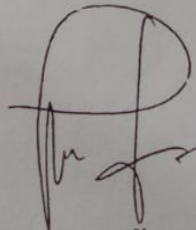
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Setelah mengadakan pemeriksaan dan perbaikan seperlunya, maka kami berpendapat bahwa skripsi ini dibuat dengan sebenar-benarnya atas perhatiannya saya ucapkan terima kasih.

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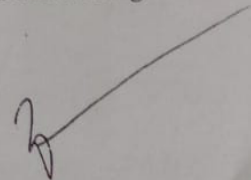
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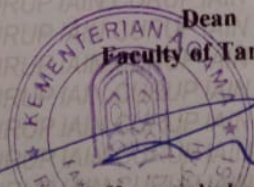
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## MOTTOS

“The struggle you feel today will offer the strength you need  
tomorrow”

“Allah does not burden a soul beyond that it can bear ”

(Q.S Al-Baqarah:286)

“Alhamdulillah for everything in my life, The good and bad,  
some were blessings, some were lessons”

“All praises to Allah for all the things that you have given to  
me”

## DEDICATIONS

In the name of Allah, I dedicate my thesis for :

My beloved parents, Ibnu Nasir and Samsidarwati

My best sister & Step brother, Yesi Nopebrianti & Iwan

My grandmother and grandfather

All of my families

And all my best friends

You are my greatest rewards.

Thanks for always supporting me and standing by my side.

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Curup, February 2023  
Researcher

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## ABSTRACT

**Title** : An Analysis of Preview Questions Read Summary and Test (PQRST) Strategy in Teaching Reading Comprehension at The Third Grade of Senior High School 3 Kepahiang  
**Writer** : Oke Sinambela

This research was focused on the using of PQRST strategy in teaching reading comprehension in SMA N 3 Kepahiang. This research objectives were to find out the teacher implement PQRST strategy in teaching reading comprehension and the impact of PQRST strategy in teaching reading comprehension. This research is a descriptive research which is presented in qualitative way. Subject of the research is an English teacher at SMA N 3 Kepahiang and the students at the third grade. The techniques for collecting data were observation and



interview. Then the instruments were field note and Interview guidance. In analysis of data, the steps were: data managing, reading/memoing, data description, classifying, and interpreting. The result showed: The first, the teacher implement PQRST strategy in teaching reading comprehension at SMA N 3 Kepahiang already good, because the implementation of PQRST strategy as cited by Carol Turkington's theory, the teacher leads students to identify the picture and title, give some questions, give students a text to read, lead the students to make a summary and the last try the students' comprehension by giving a test. Second, the impacts using PQRST strategy, there are some impacts of PQRST strategy, the researcher found out that PQRST strategy helps students in comprehending the text easier, the PQRST strategy can increase students score in Reading Comprehension lesson, PQRST strategy can make the students comprehending the text faster, and PQRST strategy can make the students easier to do exercises.

**Keywords:** Strategy PQRST, Reading Comprehension

## CHAPTER I

### INTRODUCTION

#### A. Background of the Research

The most significant language in the world is English. People from various nations can interact and communicate with one another more easily using English because it is widely used as a communication tool. Additionally, English is important in many contemporary fields, such as economics, politics, culture, communication, and education. As a result, it is crucial to be fluent in English. In essence, there are four skills in English that need to be taught, there are speaking, writing, listening and reading. Reading is one of the most important language skills beside the three other language skills. By reading, the students will get much information and knowledge that is very useful for them in learning process.

According to Grabe, reading is a strategic and complicated procedure protecting a number of skills and strategies that's used by the reader to assume text information, choose key information, prepare and summarize information, screen comprehension, restore comprehension breakdowns, and match comprehension output to reader goals.<sup>1</sup> It means that reading is a manner to comprehend the idea and information within the textual content, and in the procedure

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<sup>1</sup> Grabe W, 1991, *Current Developments in Second Language Reading Research*, *TESOL Quarterly*

of comprehending the information, readers want their





expertise of vocabulary and structure of the language. Students want a lot of practices to have an awesome comprehension.

Reading is a crucial language skill for students to learn, along with speaking, writing, and listening. Students' language and experience can be enhanced through this activity. They will learn the facts and concepts they require. They will also be able to gain knowledge of things they previously did not know. People may learn a lot of information by reading. He or she will learn more as he or she reads more. Through reading, people can locate information from a spread of texts, written or printed, such as letters, buying listing, magazines, newspapers, advertisement and plenty of other materials.

According to Nunan, reading is the most important activity in any magnificence because nearly all of the substances in schools is in a printed form, not simplest as a source of information and a delight activity, however additionally as a mean of consolidating and lengthening one's knowledge of the language, literature, and culture.<sup>2</sup> What the scholars get from reading activity within the study room optimistically can be a meaningful contribution in each elements of existence due to the fact each aspects of lifestyles is related to reading.

Reading comprehension is a fundamental component of

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<sup>2</sup> Nunan, *Language Teaching Methodology*, (Cambridge : Prentice Hall Int, 1991), P. 17

reading, to put it simply. Reading a text involves a wide range of intricate cognitive processes. Based on Snow stated, reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.<sup>3</sup> Therefore, reading comprehension is an intentional, active, interactive process that occurs before, during and after a reader reads a particular piece of writing. So reading comprehension is incredibly complex and multifaceted. Because of this, readers could not develop the ability to comprehend texts quickly, easily or independently..

Reading comprehension is not a single step or easily acquired skill. It is an exceptionally complex process that teachers find difficult to teach. Without satisfactory reading comprehension aptitudes, students can struggle in numerous subject areas. So, the teacher should have exact plans to urge a successful way, in the instructing learning process. Reading strategies are tools that teachers use to help students learn to read and comprehend what they are reading. There are some strategies of teaching reading which are interesting and can improve students' reading abilities. 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.

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<sup>3</sup> Snow, *Reading for Understanding: toward an R & D Program in Reading Comprehension*, (Santa Monica: Rand Corporation, 2002), P. 6



In order to maintain the students' interest, the teacher should employ a variety of strategies when teaching reading. According to Harmer, a strategy is an action the teacher employs to meet one or more of her teaching-learning objectives. The approach can also be thought of as the overall course chosen for the instruction.<sup>4</sup> According to Brown, the main purpose of instructional strategies is to facilitate the use of a variety of instructional strategies. To meet the needs and learning preferences of every student in the classroom, creative teachers employ a variety of strategies and skills rather than just one particular method or technique.<sup>5</sup> It means that teachers play a crucial role in helping students who are struggling with reading comprehension. To improve the quality of teaching and learning, teachers should learn a variety of strategies. If not quickly resolved, the teachers' strategies for teaching reading comprehension become a problem.

One of widely used study strategies to gain students reading especially in content area comprehension is PQRST strategy. PQRST (Preview, Question, Read, Summarize, and Test) is a step by step plan used to improve readers understanding and recall their ability to recall information. Many researches have conducted almost PQRST strategy

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<sup>4</sup>Jeremy Harmer, (2007). *The Practice of English Language Teaching*, 3rd Ed, New York:

<sup>5</sup> Brown, H. Douglas. 2004. *Teaching by principles an interactive approach to language pedagogy*. Longman.

in reading comprehension. All of the result proved that PQRST strategy is exemplary in teaching reading comprehension. Based on analysis pre-observation, there are a few reason why the teacher used PQRST strategy in teaching reading. First, when the teacher asked some questions about the text, they did not have any idea related to it. The students got difficulty on how to analyze the text and state the important ideas. Second, the students were lack of vocabulary. They did not understand the meaning of the text if they did not consult their dictionary. The last the students were not interested to learn English, because they usually used their daily language.

According to Westwood, in teaching reading comprehension, PQRST strategy can lead the students to find the ideas and help them in the vocabularies problem, than the activity of PQRST strategy can improve the students interest because they give students an identifiable structure to follow for reading and interacting with the material.<sup>6</sup> In this case the use of PQRST strategy is very helpful for the teacher. So, the teacher choose PQRST strategy in teaching reading comprehension beacuse this strategy is compatible to solve those problem.

The researcher has interviewed the english teacher of Senior High School 3 Kepahiang about the strategy that she uses in teaching

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<sup>6</sup> Westwood, p. (2001). *Reading and learning difficulties: approach to teaching and assessment*: Australia Acer press

reading comprehension at the third grade, and the researcher found the phenomena, The phenomena affected the students skill and students scores in reading comprehension lesson, the teacher said before she uses PQRST (preview, questions, read, state, and test) strategy a lot of students get low score under KKM (72), the students scores to comprehend the text was not satisfied. But now the teacher teaching reading comprehension by using PQRST strategy, and the students score were increased.

Before using PQRST strategy the average of students score was 65, then after using PQRST strategy the average of students score was 80, it can be seen in appendix B. And the students score to comprehend the text was satisfied, students easier to find the main ideas of the text, students comprehending what the text mean and learning process had been interested and the students more enthusiastic in reading comprehension lesson. This research was conducted at The Third Grade of Senior High School 3 Kepahiang, because in pre-observation the researcher has interviewed some teachers in different schools in Kepahiang about the strategy that their uses in teaching reading comprehension and found that only in this school the teacher used the PQRST strategy.

Based on the phenomenon, The researcher was motivated to conduct descriptive research with the title **"An Analysis of Preview Questions Read Summary and Test (PQRST) Strategy in Teaching**

**Reading Comprehension at The Third Grade of Senior High School 3 Kepahiang” to analyze English teacher strategy.**

## **B. Research Questions**

The focus of this research is to Analysis Teacher’s Strategy in Teaching Reading Comprehension at The Third Grade of Senior High School 3 Kepahiang. Thus, the main problem will be broken down into the following questions:

1. How does the English teacher implement the PQRST strategy in teaching reading comprehension at the Third grade of Senior High School 3 Kepahiang ?
2. What are the impacts of PQRST strategy in teaching reading comprehension at the Third grade of Senior High School 3 Kepahiang ?

## **C. The Objective of the the Research**

1. To know how the teacher implement the PQRST strategy in teaching reading comprehension at the third grade of Senior High School 3 Kepahiang.
2. To know the impacts of PQRST strategy in teaching reading



comprehension at the third grade of Senior High School 3 Kepahiang.

#### D. Operational definition

To avoid misunderstanding and misinterpretation of the meaning of term in this research, the operational definition is provided. It is expected to give common understanding and interpretation between the writer and the readers, those are:

##### 1. PQRST Strategy

PQRST strategy is one of the teaching strategies which comprise of five stages/schemes: Preview, Question, Read, Summarize, and Test. It can be used to improve readers understanding and focus on prioritizing the information in a way that relates directly to how they will be asked to use that information.<sup>7</sup> In this research PQRST strategy is the strategy that implemented in teaching reading comprehension by using five steps (Preview, Question, Read, Summarize, and Test). It means the teacher previews the title or headline, generates questions, demands the students to read the material, asks the students to summarize, and measure the understanding by giving a test. This strategy is applied by English teacher at SMA N 3 Kepahiang to her students at the third grade. It uses to enhance the students score in

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<sup>7</sup> Staton, T. F, *The "PQRST METHOD" of Reading a Textbook How to Study*, (Houghton. : 7th Edition, 1982), P. 11

reading comprehension descriptive text.

## 2. Reading Comprehension

Reading comprehension is the readers understand the content of the text by involving prior knowledge, knowledge of structure, and the readers' active to look information.<sup>8</sup> In this research, reading comprehension is the process of constructing meaning through the text, clear understanding and identifying information details. In other words, reading comprehension is the activity that is used by the students at SMA N 3 Kepahiang to understand or to find the meaning of the text.

### E. Significance of the Research

Hopefully the result of this research will be useful:

#### 1. For English Teachers

The finding are expected to be useful contribution that can be transferred to learners based on their characteristics. By considering each student may employ different strategy, the teacher can take one of the strategies in teaching reading for comprehend to their students. Based on the statement above, teacher has to have a strategy to make the student's ready to speak. By applying the correct strategies in teaching and learning process.

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<sup>8</sup> Jean Wallace and Charles Temple, *Understanding Reading Problem*, (United States of America: Harper Collins College Publisher, 1994), 34.



## 2. For The Next Researcher

This thesis will give some contribution and information for next researchers about strategies in reading used by the third grade of Senior High School 3 Kepahiang. The result of the research is expected to give some contributions for students, teachers, and future researches.

## F. The Organization of the thesis

**Chapter I introduction:** in this chapter, the researcher describes about background of the research, research questions, the objective of the research, operational definition, significance of the research, and the organization of the thesis.

**Chapter II review of the related literature:** in this chapter, the researcher explains about the the definition of PQRST strategy, the steps of teaching reading comprehension through PQRST strategy, the advantages of PQRST strategy in Teaching Reading Comprehension, the definition of the reading comprehension, kind of reading comprehension, the model of reading comprehension, the levels of reading comprehension, the definition of teaching, the definition of strategies, and review of related finding.

**Chapter III Research Methodology:** in this chapter, the researcher explains about kind of the research, subject of the research,



Technique of Collecting Data, Research Instrument, and Techniques of Data Analysis.

**Chapter IV Findings and discussion:** in this chapter, the researcher explains about the Implementation of PQRST Strategy in Teaching Reading Comprehension at the Third Grade of Senior High School 3 Kepahiang and The impacts of PQRST Strategy in Teaching Reading Comprehension at The Third Grade of Senior High School 3 Kepahiang.

**Chapter V Conclusion and Suggestion:** in this chapter, the researcher explains about conclusions of this research and suggestions from the researcher.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. The PQRST Strategy

##### 1. The Definition of PQRST Strategy

In relation to the teaching reading comprehension, technique is useful to use. The use of PQRST strategy may support the process of teaching reading comprehension. Moreover, conceptually the PQRST strategy is one the teaching strategies which comprise of five stages: Review, Question, Read, Summarize, and Test. It provides a step-by step guidance to students before, during, and after their reading process which is essential for their comprehension. Each stage gives benefits to students in facilitating their learning. The stages in the PQRST strategy underline the constructivist nature of learning noting that reading is an active, often necessarily selective, effortful and iterative process.

One of the best-known techniques for improving memory from reading is called the PQRST strategy (Preview, Question, Read, Summarize, and Test). The strategy is intended to improve students' abilities to study and remember material presented in textbooks. In the first step, the reader previews the chapter at hand to get an idea of its topics and sections, reading the chapter outlines, the section headings, and the summary. The second, third, and fourth stages apply to each section. Trying to answer questions like what?, who?,

when?, where?, how?, and why? improve our learning. An active reader adds structure to the text a

summarizes the text with keywords. The fifth step, the test, takes place after finishing the work with the chapter.<sup>9</sup>

It is means in this step, the reader previews the chapter at hand to get an idea of its topics and sections, reading the chapter outlines, the section headings, and the summary. One of the best-known strategies for improving memory from reading is called the PQRST (Preview, Question, Read, Summarize, and Test). In teaching reading comprehension, PQRST strategy can lead the students to find the ideas and help them in the vocabularies problem. In this case, the use of PQRST strategy is very helpful for the students as many of students are weak in finding details information.

One of the widely used study strategies to gain students" comprehension especially in content area reading is PQRST, which stands for Preview, Question, Read, Summarize, and Test.<sup>10</sup> PQRST is a memory trick itself it's an acronym that stands for: Preview, Question, Review, State, Test. Here is how the method would work if you were preparing for a major test.<sup>11</sup>

That means one of the generally utilized investigation methodologies to pick up students" appreciation particularly in

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<sup>9</sup> Rune Pettersson, *Information Design: An introduction*, (Amsterdam/Philadelphia: John Benjamins Publishing Company, 2002), P. 242

<sup>10</sup> Alfi Hidayatu Miqawati, & Gunadi Harry Sulistyono, "The Pqrst Strategy, Reading Comprehension, and Learning Styles" in Indonesian Journal of Applied Linguistic, (East Java: University of Bondowoso & State University of Malang), Vol. 4 No. 1/ July 2014, P.126

<sup>11</sup> Carol Turkington, *Memory: A Self-Teaching Guide*, (United States of America: John Wiley & Sons, Inc., 2003), P.62

content region perusing is PQRST, which remains for Preview, Question, Review, Summarize, and Test. PQRST strategy during a training session offered by my school district several years ago. The basic format that students should follow when reading a chapter is: a) P Preview to identify the main parts; b) Q Develop questions to which you want to find answers; c) R Read the material; d) S Summarize the central idea or theme; e) T Test yourself by answering questions, or teach it to a classmate. The PQRST strategy relies on three basic principles for improving memory: (1) organizing the material, (2) elaborating the material, and (3) practicing retrieval.<sup>12</sup> The main goal of PQRST strategy is to help students to advance their reading comprehension. PQRST strategy consists of these 5 steps below:<sup>13</sup>

a) P (Preview)

In this first step, the reader determines what the entire text is about by skimming through it all so they know they're going to be covering. One way to do this is to read the little, and then notice the graphs, pictures, diagrams in the text. Next, read the introduction and summary or the first paragraph, also notice the organizational structure text. The point is to get an idea of the main topic and sections of the text. One of the best things about previewing is that

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<sup>12</sup> Rune Pettersson, *Information Design: An introduction*, (Amsterdam/Philadelphia: John Benjamins Publishing Company, 2002), P. 242

<sup>13</sup> Carol Turkington, *Memory: A Self-Teaching Guide*, (United States of America: John Wiley & Sons, Inc., 2003), P. 64

it takes very little time to do. Once they've had some practice, they'll usually be able to preview a text quickly. If they have a general idea about what a reading assignment covers, they will be able to determine how it relates to the course for which they're reading, and what they want to learn from it.

b) Q (Question)

After preview the text, the students as the readers determine what they are exactly looking for while reading. The students should make question based on what they have read before. The questions can lead them to find further information of text. They should avoid adding questions that might distract or change the subject.

With specific questions in mind about a reading assignment, they will know exactly what information to look for, and they will be motivated to find it. This will help them to learn as much as they can from reading. The questions are maybe a. Who is/are the major character/s? b. What do/does the major character/s look like? c. Where did the story take place?

c) R (Read)

The third step is R or Read. In this step, the readers read the whole text. And while reading it, they also try to find the answers of the questions they made before. Here, they should remember the features that they notice during the last wo steps: heading, special term, pictures, and summaries. Those can be used to guide them



toward the main ideas.

d) S (Summary)

After reading the text, the readers should know how much they can recall the information they get from the text and state it by their own words. Highlight, only the most important words. Without looking at the book, ask the students to recite the main idea of the text generally and the main idea of each paragraph. Then tell themselves in a sentence or two what they've read. Finally, scan over the section quickly to pick up any essential points they may have missed.

e) T (Test)

The last step is T or Test. At the end of the reading activity, the reader checks their knowledge by testing themselves to know how far their understanding of the text they read is. It can be done by reviewing all the material and storing it into their long-term memory.

From description above, the researcher was supposed to do teaching reading by using PQRST strategy. The researcher assumed that using such this strategy is necessary to help the students in reading comprehension. The PQRST strategy helps not only the teacher in teaching process, but also helps the students to read the text and find the details easily.

## 2. The Steps of Teaching Reading Comprehension through PQRST





## Strategy

There are some processes in teaching reading through PQRST strategy that consist of six stages (Westwood, 2001). It could be done well if the teacher gave the appropriate ways in teaching process as follows:<sup>14</sup>

### 1) Step 1

In the first step, the teacher introduced the concept of PQRST strategy and the effectiveness in learning process. The teacher could also tell them main purpose using this strategy. So, the students had motivation to use this strategy.

### 2) Step 2

The students were given the text of reading by the teacher. As the first step of PQRST strategy; previewing. The students can immediately preview the entire chapter by skimming through it to get an idea of the major topics. This is done by reading the chapter outline, and then skimming the chapter, paying special attention to headings of main sections and sub-sections, the kind of the text, the orientation of the text, the verb that is used in the text, and glancing at picture, figure, number, italic words in the text, also noticing the organizational structure text. If there is a summary, take time to consider each point in the summary, questions will come to mind that should

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<sup>14</sup> *Ibid.*, P. 21-23

be answered later as the students read the full text. The preview stage will give the students an overview of the topics covered in the chapter and how they are organized. The point is to get an idea of the main topics and sections of the text.

### 3) Step 3

The next step is questioning. In this step, the students tried to ask specific questions in their mind about reading assignment. The students could start this stage by turning the chapter headings and sub headings into questions. The teacher guided the students to generate questions to help focus reader's reading and find the key points in each section. They could use the standard questions such as who, what, why, which, when, where or how. The questions can lead them to find further information of text.

### 4) Step 4

Next, the students read the material in detail. As the students read, they tried to answer the question which asked in the step Question. Besides, they could give underline the difficult word and pay attention the main idea. If the students get difficulties in comprehending the text, they may read the text twice.

### 5) Step 5

After the students finished reading the section, the



students tried to recall the main ideas and recite the information. Summarizing is a powerful means of fixing the material on the students' memory. The students try to recite the information and they should know how much they can recall the information they get from the text and state it by their own words. Summarizing will reveal blanks in the students' knowledge and help them organize the information in their mind. The students could take notes from the passage they have read.

#### 6) Step 6

In this final step of PQRST strategy, to know and remember what the students have read. It can be started by recalling as much as they can without looking at the book or their recitation notes. It helps them to think about the relevance of what they learned and how it all fits together. The reader checks their knowledge by testing themselves to know how far their understanding of the text they read is. It can be done by reviewing all the material and storing it into their long-term memory.

Based on the explanation above, the procedure in teaching reading through PQRST strategy has six steps. These steps can be applied well if there is the good interaction between the teacher and the students.

### 3. The Advantages of PQRST Strategy in Teaching Reading



## Comprehension

There some advantages of using PQRST strategy in teaching reading comprehension. The following are the advantages of PQRST strategy :

- a) The PQRST strategy has been empirically shown to be able to improve students' reading comprehension.<sup>15</sup>
- b) The PQRST is a time-honored way of learning effectively. But there are other things to keep in mind that can help you record, retain, and retrieve information very effectively.<sup>16</sup>
- c) The PQRST is another useful internal technique to be applied for retaining lists of information.
- d) Use the PQRST method and similar devices for making sense of reading assignments, for instance, from textbooks.<sup>17</sup>
- e) This strategy made the students well planned in reading the text. It made the reading process more effective in order to reach the goals. By knowing this ahead of time, the students able to look for and recognize the most important points when they do read for details. They did not waste time

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<sup>15</sup> Alfi Hidayatu Miqawati, & Gunadi Harry Sulistyono, "The Pqrst Strategy, Reading Comprehension, and Learning Styles" in Indonesian Journal of Applied Linguistic, (East Java: University of Bondowoso & State University of Malang), Vol. 4 No. 1/ July 2014, P. 126

<sup>16</sup> Carol Turkington, *Memory: A Self-Teaching Guide*, (United States of America: John Wiley & Sons, Inc., 2003), P. 64

<sup>17</sup> Rick Wormeli, *Meet Me in the Middle: Becoming an Accomplished Middle-Level Teacher*, (Portland: Stenhouse Publishers, 2001), P. 16

stumbling through the book and finding a starting point.<sup>18</sup>

- f) PQRS is an instructional strategy that has been shown to be effective to improve a reader understanding, and his/her ability to recall information. In other words, the reader is more likely to learn, and to learn more, of the material he/she is reading.
- g) Steps in PQRS are also beneficial for aiding the students in comprehending a text.
- h) It is simple to remember, and it uses sound practices for reading comprehension.<sup>19</sup>

## B. Reading Comprehension

### 1. The Definition of Reading Comprehension

According to Michelle Maxom, reading is one of the key skills in language learning. It reinforces the skills students acquire in speaking, listening and writing.<sup>20</sup> Most people spend their time to read an article, a book, a newspaper and others. This activity needs some skills in order to understand it. However, some of the people cannot read well. Whereas Geoffrey Broughton said that reading is a commonplace of teacher education that teachers tend to teach by

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<sup>18</sup> Staton, Thomas F. 1982. *How to Study*, 7<sup>th</sup> Edition. Nashville: Illinois University press.

<sup>19</sup> Rick Wormeli, *Summarization in any subject: 50 techniques to improve student learning*, (Alexandria, Virginia USA: Association for Supervision and Curriculum Development, 2005) P. 131

<sup>20</sup> Michelle Maxom, *Teaching English as a Foreign Language for Dummies*, (England: John Wiley & Sons, Ltd Publisher, 2009), 139.

the methods which were used by the teachers who taught them.<sup>21</sup> However, reading is not only producing sounds in the printed symbol but also making sense to comprehend the text. Through reading, people can increase vocabularies, obtain knowledge, and so forth. Hence, the readers need greatly reading comprehension to achieve the purpose of reading.

Elizabeth argues that comprehension is an active process that produces the meaning for the printed language then concern with new word.<sup>22</sup> In addition, Gillet and Temple argues that comprehension is the readers understand the content of the text by involving prior knowledge, knowledge of structure, and the readers' active to look information.<sup>23</sup> Comprehension means making sense of what one reads. A reader who comprehends text is an active reader. It can be concluded that comprehension is a complex process to produce meaning from the text by involving prior knowledge to understand the text.

According to Kintsch, reading comprehension is the process of creating meaning form text.<sup>24</sup> Furthermore, Janette defines that reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word

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<sup>21</sup> Geoffrey Broughton and Friends, *Teaching English as a Foreign Language, Second Edition*, (London: University of London Institute of Education, 2003), 89.

<sup>22</sup> Elizabet S. Pang, *Teaching Reading*, (Chicago: University of Illinois, 2000), 14.

<sup>23</sup> Jean Wallace and Charles Temple, *Understanding Reading Problem*, (United States of America: Harper Collins College Publisher, 1994), 34.

<sup>24</sup> Abbas Pourhosein Gilakjani, "How Can Students Improve Their Reading Comprehension Skill?", (Iran: Islamic Azad University, 2016), Vol.6 / May, 230.

reading, word and world knowledge, and fluency.<sup>25</sup> In other word, to be successful at reading comprehension, students need actively process what they read. The at processing skill requires that students have automatic reading skills and fluency, necessary vocabulary, and text appropriate background knowledge.

Chiara Maneghetti et.al said that reading comprehension is a complex cognitive ability requiring the capacity to integrate text information with the knowledge of the listener/reader and resulting in the elaboration of a mental representation.<sup>26</sup> Furthermore, Guthrie states that reading comprehension involves the processes of constructing conceptual knowledge from the readers' cognitive skill and motivation in the text.<sup>27</sup> The good comprehension in reading helps gaining the great knowledge easily. Nevertheless, most people still have low comprehension in reading and the problems appear because they are infrequent practicing reading. As a result, reading comprehension can be obtained by reading many kinds of source frequently. Meanwhile, Haris and Sipay assert that reading comprehension is a product of the interaction between the knowledge of language symbol and the reader's reading skills,

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<sup>25</sup> Janette K. Klinger, *Teaching Reading Comprehension to Students with Learning Difficulties*, (United States of America: The Guilford Press, 2007), 2.

<sup>26</sup> Chiara Maneghetti, et.al, *Components of Reading Comprehension and Scholastic Achievement*, in International Journal in Science Direct. (Italy: Department of General Psychology, University od Padova, 2006),1.

<sup>27</sup> Jhon T. Guthrie, *Motivating Reading Comprehension to Students' with Learning Difficulties*, ( New York: The Guilford Press, 2007), 8.

cognitive skills, and experience.<sup>28</sup>

Based on the statement above, it can be inferred that reading comprehension is the understanding the content of written text to get information by activating the reader's prior knowledge. Reading cannot reverse understanding because the purpose or result of reading is to understand what has been read. Reading without understanding what has been read is useless. The readers are not reading a set of words in a sentence but also should be able to comprehend the text in order to get the message and information from what they have read.

## 2. The Kind of Reading Comprehension

Pearson and Nicholson categorized Reading Comprehension into four categories namely, literal Reading Comprehension, interpretation Reading Comprehension, critical Reading Comprehension, and creative Reading Comprehension.

### a) Literal Reading Comprehension

The first category does not include the thinking skills. Teachers do not need special help on this. It is as the skill of getting the primary, direct literal meaning of a word, idea, or sentence in context. There is no depth in this kind of reading. For example, the type meaning questions: "What did little brother want to eat?" Giving the answer requires no thinking

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<sup>28</sup> Albert J Harris and Edward, *How to Increase Reading Ability*, (USA: The Alphine Press, 1984), 12.



because there are the exact words given in the book. It is the simplest from locating in text because the information is stated directly in the text. Question assessing literal comprehension skills examine how well student can identify and understand information that is directly stated in a text.

b) Interpretative Reading Comprehension

Interpretative is the label for a very usable category of thinking skills, which should be emphasized in reading. This term could be used in a sense broad enough to cover all of the thinking skills. In general, it may be said that interpretation probes for greater depth than literal comprehension.

c) Critical Reading Comprehension

The critical reading skill category is the one most directly in need of development in American life at the present time. According to smith, critical reading includes literal comprehension and interpretation as previously defined, but it goes further than either of these in that the reader evaluates, passes personal judgment on the quality, the value, the accuracy and the truthfulness of what is read.

d) Creative Reading Comprehension

The term "creative reading" is frequently used in as broad a sense as "inferences," "critical reading" and other current popular terms which many have fallen into the habit of



employing as one label-to cover all thought processes in reading. Creative reading accompanies and grows out of literal comprehension, interpretation or critical reading, but it is different from any one of these. Creative reading in its higher form starts with a question or an inquiry which arises in the mind of the reader, personally, and is usually carried forward with high motivation, often a sense of urgency.<sup>29</sup>

Based on the explanation above, the researcher focused on literal reading comprehension. These levels consist of cognitive claim on the reader. Literal comprehension question needs to be asked because factual information is the main focus on reading material. Literal comprehension analyze how to student can recognize and get information that is directly states in a text.

### 3. The Model of Reading Comprehension

There are several models of reading as follows:

#### a) The Top-down Model

In top-down models the reader's prior knowledge and cognitive and linguistic competence play key roles in the constructions of meaning. This means that between knowledge and competence linguistics interrelated in interpreting a text reading.

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<sup>29</sup> Vila Panton Smith, *The Many Faces of Reading Comprehension*, (Kansas City: ERIC, University of Southern California, 2003), 9.

b) The Bottom-up Model

The Bottom-up model suggests that a reader reads the word, and sentences and looks at the organization of the text (without relating it to experience or prior knowledge) in order to construct meaning from what was written in the text meaning depends both on knowledge of vocabulary plus syntax. In other word, in bottom-up processing the reader must recognize of linguistics signal.

c) The Interactive Model

The Interactive Model argues that both top-down and bottom-up processes occur when a person reads a text. From the above two models it can be a single chain of the reading process. In other word, in bottom-up processing the reader must recognize of linguistics signal.<sup>30</sup>

#### 4. The Levels of Reading Comprehension

According to Alice C. Omagio in Sanggam's book, there are four different levels of proficiency readers as follow.<sup>31</sup>

a) Novice-level readers

Novice-level readers, the readers that are able to recognize the writing symbol, words, and expression that is used in some texts containing general topics of their common experiences, such as basic classroom object, colors, numbers,

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<sup>30</sup> H. Douglas Brown, *Teaching by Principles*, (San Francisco: San Francisco State University,2000), 298.

<sup>31</sup> SanggamSiahaan, *Issues in Linguistics*, (Yogyakarta: Grahallmu, 2008), 106.

telling times and dialogues with a comprehension at minimal except for simple memorized material.

b) Intermediate-level reader

Intermediate-level reader, the readers that are able to find the main gist, key ideas, and some supporting details of explanation text types on familiar topics such as simple instructions, general information, meeting arrangements, well with some common misunderstanding of finer point.

c) Advanced-level reader

Advanced-level reader refers to the reader that have capability to comprehend main ideas, most supporting details of the abstract and factual topics with familiar context in description, narrations and non-technical prose which contain newspaper accounts, directions, academic text, current events, press, politics, economics, with an enhancement of detail comprehension, but still not totally precise.

d) Superior-level readers

Superior-level reader refers to the readers that have capability to comprehend most materials on concrete and abstract topics, get main idea and most of supporting details, and understand new vocabulary in context through contextual guessing strategies.

Based on the explanation above, the student of Junior



High School included in advanced-level readers, they must be able to comprehend main ideas, most supporting details of abstract and factual topics with the familiar context in description, narrations and non-technical prose.

### C. Definition of Teaching

Teaching is a process to give lesson to students. According to Nana Sudjana in Djamarah, as well as learning, teaching is a process that is a process to arrange, organize the milieu of the students so that it can to motivate students to learn. In other words, teaching is giving helping process to students in learning process.<sup>32</sup> Then, Harmer stated that in teaching process there are a number of question that must be considered by teacher before start the lesson. They are.<sup>33</sup>

a) Who exactly are the students for this activity?

Their age, levels, cultural background and individual characteristic have to be taken into account when deciding to use an activity. Teachers often have a section called description of the class in their plans to remind themselves and or an observer what they know about their students.

b) Why do you want to do it?

There has to be a good reason for taking an activity into a

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<sup>32</sup> Syaiful Bahri Djamarah & Aswan Zain, *Strategi Belajar Mengajar* (Bandung: PT Rineka Cipta, 2006) p. 39.

<sup>33</sup> Jeremy Harmer, *How to Teach English* (Malaysia: Longman, 200) p. 123-124.

classroom apart from the fact that the teacher happens to like it or because it looks interesting.

c) What will it achieve?

It is vitally important to have thought about what an activity will achieve. It might give students a greater understanding of an area of vocabulary. It might give them fluency in one particular topic area or it might have the effect of providing students with better strategies for coping with long and difficult stories told orally, for example.

d) How long will it take?

Others demand setting up time, discussion time, students planning time, etc. One of the things that undermine the student's confidence in the teacher is if they never finish what they set out to do. One of the things that irritate those most is when teacher is run after the bell has gone because they have to finish an activity. Thinking about how long an activity will take is a vital part of planning.

e) What might go wrong?

If teacher try and identify problems that might arise in the lesson, they are in much better position to deal with them if when they occur. The attempt to identify the problems will also give the teacher insight into the language and / or the activity

which is to be used. Teachers often call this anticipated problem in their plan.

f) What will be needed?

Teachers have to decide whether they are going to use the board or the tape recorder, an overhead projector or some role cards. It is also important to consider the limitations of the classroom and the experiment. In their plans, teachers usually indicate the teaching aids they are going to attach copies of print material the student are going to work with.

g) How does it work?

Experienced teachers may have procedures firmly fixed in their minds but even they, when they try something new, need to think carefully about the mechanics of the activity. Teachers often call this procedure in their plans and indicate what kind of activity it is, sometimes in note form.

h) How will it fit in with what comes before and after it?

An activity on its own may be useful, engaging and full of good language. But what connection if any does it have to the activities which come before and after it? Perhaps two or three activities are linked by topic, one leading into the other. Perhaps an activity has no connection with the one before it; it is there to break up monotony in a lesson or to act as a 'gear change'. The point of answering this question for ourselves is to ensure that



we have some reasonable vision of the overall shape for our lesson and that it is not composed unrelated scraps.

Then, in learning process there are five phases that must be done by the teacher, so their teaching become more effective. As quoted by Richards from Hunter & Russel model's they are:<sup>34</sup>

- 1) Perspective or opening. The teacher asks the students (for himself or herself) the following question: what was the previous activity (what was previously learned)? What concepts they have learned? The teacher then gives the preview of new lesson.
- 2) Stimulation. The teacher (a) poses the question to get the students thinking about the coming activity; (b) helps the students to relate the activity to their lives; (c) begins with an attention grabber: an anecdote, a little scene acted out by peer teachers or lay assistant, a picture or a song; and (d) use it (the response to the attention grabber) as a lead into the activity.
- 3) Instruction/participation. The teacher presents the activity, checks for student understanding and encourages the active students' involvement. Teacher can get students to interest by the use of pair work and / or group work.
- 4) Closure. For this phase the teacher checks what the

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<sup>34</sup> Jack C. Richards & Willy A. Renandya, *Methodology in Language Teaching* (USA: Cambridge University Press, 2004) p. 32-33.



students have learned by asking question such as “what did you learned? How did you feel about these activities?” The teacher then gives a preview about the possibilities for future lessons.

- 5) Follow-Up. The last phase of the lesson has the teacher using other activities to reinforce some new ones. The teacher gives students opportunities to do independent work and can set certain activities or tasks taken from the lesson as homework.

Based on the statement above, the writer concluded that teaching was giving helping process to students in learning process. In teaching process, there were some aspects that must be considered by a teacher. They were the background of the students, the reason of the learning, the purpose of the learning, the timing, the problems in learning process, the aids of the teaching, and the link of the before activity and after it. Then, there were five phases that must be done by a teacher in teaching process so that, the teaching can be success; they were opening of the learning, stimulation, instruction, closure and follow-up of the learning.

#### **D. Definition of Strategies**

There are some definitions of strategies according to experts. Strategies derived from the word “strategy” that means a plan that is intended to achieve a particular purpose or the process of planning



something or carrying out a plan in a skillful way.<sup>35</sup> J.R. David in Sanjaya defines strategy as a plan, method, or series of activities design to achieve a particular educational goal.<sup>36</sup>

Then, Ahmadi and Prasetya said that generally, strategy defined as an outline to achieve a specific purpose. In learning, strategy defined as the efforts of the teachers in learning process so that the purposes of the learning can be achieved.<sup>37</sup> Next, according to Sanjaya Strategy is different with method, approach and technique. "Istilah pendekatan merujuk kepada pandangan tentang terjadinya suatu proses yang sifatnya masih umum. Oleh karenanya strategi dan metode pembelajaran yang digunakan dapat bersumber atau tergantung dari pendekatan tertentu". It meant that approach refers to assumption about the process of something generally. Therefore, strategy and learning method may comes from or depend on particular approach. For example there are two approaches in learning, they are teacher-centered approach and students- centered approach.<sup>38</sup>

Strategy is a plan, and method is a way to do something. "Strategi menunjuk pada sebuah perencanaan untuk mencapai sesuatu, sedangkan metode adalah cara yang dapat digunakan

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<sup>35</sup> A. S. Hornby, *Oxford Advanced Learner's Dictionary* (New York: Oxford University Press, 2000) p. 1338.

<sup>36</sup> Wina Sanjaya, *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan* (Jakarta: Prenada Media Group, 2010)p.126.

<sup>37</sup> Abu Ahmadi & Joko Tri Prasetya, *Strategi Belajar Mengajar* (Bandung: Pustaka Setia, 2005) p. 11.

<sup>38</sup> Wina Sanjaya, *Op.Cit*, p. 127.

untuk melaksanakan strategi". (Strategy refers to a plan of operation achieving something; while method is a way in achieving something). For example in expository strategy teacher use lecture or discussion method by using sources of learning include of using teaching media.<sup>39</sup>

Then, technique is a way of implementation a method it self. Bambang said that technique is implementational, meaning that technique is something that actually takes place in language teaching or learning in the classroom. For example the teacher often praise when a student has made a good thing in learning. Techniques are not exclusive to certain methods. To some extent, different method may have some similar technique event though they must have other different techniques. Language teachers may develop their own techniques as long as the techniques are still consistent with assumptions or theories of the method from which the technique derive. Therefore, the position of the technique is at the implementation phase and it is often called procedure while approach, strategy and method are at the level of design.<sup>40</sup>

From the assumption above, the writer concluded that teaching strategies was a plan of the teacher designed learning process in achieving learning purposes. The strategy must be done

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<sup>39</sup> *Ibid.*

<sup>40</sup> Ag. Bambang Setiyadi, *Teaching English as a Foreign Language* (Yogyakarta: Graha Ilmu, 2006)p.14.

depends on approach that used, and how to operate the strategy teachers might used some methods of learning. In using method of learning teacher might use some technique that relevant to the method, and in using the technique might be different from a teacher with another.

#### E. Review of Related Findings

There were some researchers that studied about reading comprehension. Rudi Hartono who was studied about Improving Student' Reading Comprehension by using Preview Question Read Summary and Test (PQRST) Strategy at the Eight Graders of Junior High School 2 Sekampung East Lampung 2020 academic year found that PQRST strategy can improve reading comprehension and PQRST strategy can improve learning activity at the eighth grades of Junior High School 2 Sekampung East Lampung.<sup>41</sup>

According to journal of Alfi Hidayatu Miqawati and Gunadi Harry Sulisty The PQRST Strategy, Reading Comprehension and Learning Styles, The concluding of their research found that the PQRST strategy was effective in the teaching of reading comprehension in that students who were taught by using the PQRST strategy achieved better scores in reading comprehension than those taught using translation and reading aloud. But, it was

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<sup>41</sup> Rudi Hartono, *Improving Student' Reading Comprehension by using Preview Question Read Summary and Test (PQRST) Strategy at the Eight Graders of Junior High School 2 Sekampung East Lampung 2020 academic year.*

also found that there was no difference in the reading comprehension of students with different learning styles taught by using the PQRST strategy and translation and reading aloud strategy. Students with different personality learning styles who were taught by using the PQRST strategy did not achieve better scores in reading comprehension than those taught using translation and reading aloud. The last finding showed that there was no interaction between teaching strategies and personality learning styles. Thus, the significant achievement gained by the experimental group was only attributed to by the teaching technique implemented, which was the PQRST strategy. In addition, empirically the students' personality learning styles played no role in affecting the students' reading comprehension.<sup>42</sup>

According to thesis of Nopri Malia who was studied about Using PQRST Strategy to Improve Students' Reading Comprehension of Hortatory Exposition Texts at Grade XI IPS of MA Diniyah Puteri, Pekanbaru, she 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

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<sup>42</sup> Alfi Hidayatu Miqawati and Gunadi Harry Sulistyio *The PQRST Strategy, Reading Comprehension and Learning Styles*. Indonesian Journal of Applied Linguistics, Vol. 4 No. 1, July 2014, pp. 123-139

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.<sup>43</sup>

Based on the concluding of thesis and journal above, the researcher interested to do a research about An Analysis of PQRST Strategy in Teaching Reading Comprehension at the Third Grade of Senior High School 3 Kepahiang.

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<sup>43</sup> Nopri Malia, *Using PQRST Strategy to Improve Students' Reading Comprehension of Hortatory Exposition Texts at Grade XI IPS of MA Diniyah Puteri, Pekanbaru*

## CHAPTER III

### RESEARCH METHODOLOGY

This chapter describes the method used to conduct the research. It consists of kind of the research, subject of the research, research setting, source of data, technique of collecting data, research instrument and technique of data analysis.

#### A. Kind of The Research

This research is classified as descriptive which is presented in qualitative way because it analyzes the data in the form of words descriptively. This qualitative study did not try to quantify or to count anything or to use statistical methods since it attempted to understand other person"s perceptions and motivations.<sup>44</sup> So the researcher describe and analyze the condition of teaching reading comprehension in classroom by the teacher using PQRSST strategy and not to quantify or to count anything or to use statistical methods. Seville and friends say that the descriptive method is designed to gether information about the real situation now (as last).<sup>45</sup> It means that the researcher designed to gather information about the how the teacher implemented the PQRSST strategy in teaching reading comprehension.

The researcher chooses descriptive method because the researcher aimed to describe the condition of teaching reading in

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<sup>44</sup> Health Research Authority, What is a qualitative study? (<http://www.hra.nhs.uk/patients-and-the-public-2/types-of-study/what-is-a-qualitative-study/>, accessed on February 23, 2023)

<sup>45</sup> Sulis Mas'ud, *The Language Style Used in Titanic Movie*, (Malang, 2010), P. 32

classroom using PQRST.





The researcher also presented the implementation of PQRST in teaching reading comprehension. Creswell, Fraenkel and Norman mention that qualitative research refers to a research which the study investigates the quality of relationships, activities, situations, or materials which are as the collected data in the form of words or pictures rather than numbers.<sup>46</sup> Thus, the data which are collected by the researcher are in the form of words, and they are described by using words.

Furthermore, Sukmadinata explain that Qualitative research is a research which has a purpose to describe and analyze the real phenomenon, social activity, attitude, belief, perception, and people's thought individually or in a group.<sup>47</sup> So, this research uses qualitative research because the data is analyzed in descriptive phenomenon such as words, phrase, clause, sentences and utterance. So in this research, the researcher describe or analyze the using of PQRST strategy in teaching reading comprehension at SMA N 3 Kepahiang. With descriptive qualitative method, we collect data, compiled systematically, factual and accurate, also designed to gather information about the real situation.

## B. Subject of the Research

Spradley explains that in qualitative research, population is called

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<sup>46</sup> Jack R. Fraenkel and Norman E. Wallen, *How to Design and Evaluate Research in Education*, (New York : Mc Graw-Hill, 2009), P. 422-423

<sup>47</sup> Prof. Dr. Nana Syaodih Sukmadinata, *Metode Penelitian Pendidikan* (Bandung: Remaja Rosda Karya, 2007), P. 183

as social situation which includes three elements : place, actors and activity. Sugiyono gives detailed explanation that a qualitative research does not use population term, because the qualitative research is set out from a case of the research.<sup>48</sup> Subject of the research is an individual who participates in a research, in line with Subana who stated that subject was someone or something that hits the wish obtained information.<sup>49</sup> The researcher used total sampling to assess the subjects. Total sampling is a sampling technique that used when all the members of the population are able to be used as research samples, this technique used if the population is small.<sup>50</sup> The subject of this research are an English teacher that implement PQRST strategy and the third grade which is consist of 2 classes, there are IPA class and IPS class, IPA class consist of 19 students and IPS class consist of 17 students. So, All of the students at the third grade consist of 36 students. The the researcher took all of the students of that two classes as sample for interview, so total respondents or samples of this research were 36 students.

### C. Technique of Collecting Data

In completing the data, the next step of this research is collecting the data. The function of collecting data is to answer the research questions. So in this research, there are two ways in collecting data as

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<sup>48</sup> Sugiyono, *Metode Penelitian Kombinasi*, (Bandung : Penerbit Alfabeta, 2011), P. 297

<sup>49</sup> Jack Francklin and NarmalleWallen, *How Design and Evaluate Research in Education*. Graw Hill, international Eddition, p. 78

<sup>50</sup> *Ibid.*, p. 112

follow:

### 1. Observation

Observation is a technique for verifying or nullifying information provided in face to face encounters. Sugiyono states that observation is a complex process, a process created from biological and physical process.<sup>51</sup> In this observation the reasearch, the researcher used non participant observation. Non participant observation is when the observer observedes the group passively from a distance without participating in the group activities.<sup>52</sup> Here the reseracher did not try to influence them or take part in the group activities. The reseacrher observed the English teacher in the class when the learning process was running. This teachnique to convince the answered of the research quetion number one it is how the teacher implement PQRST strategy in teaching reading comprehension||.

### 2. Interview the students

The data could not be valid if the researcher only used observation for collecting the data. Thus, making use of the other technique of data collection was of importance. In this regard, the researcher used an interview with the respondent or subject. Nasution said that interview was a verbal communication, similarly

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<sup>51</sup> Prof. Dr. Sugiyono, *Metode Penelitian Kombinasi* (Bandung : Alfabeta, 2011), P. 196

<sup>52</sup> Ibid. p

as conversation to take information.<sup>53</sup> Interview is used to gain information which cannot be gained through observations. Through this activity, the researcher was able to know what are the impacts of PQRST strategy.

The interview was conducted to some students who were the participants of teaching learning process. The interview was about the English teaching learning process at the third grade students which was conducted after the teacher implementing PQRST strategy in teaching Reading Comprehension. In addition, the researcher will use tape recorder or voice recorder as reminder, and the researcher thought it are as substitution tools to scrutinize a whole interview. In this research, interview use to get information more detail about the impacts of PQRST strategy in teaching reading comprehension.

#### **D. Research instrument**

There are two instruments that researcher used in this research for collecting the data as follow :

##### **1. Field Note**

The first procedure used in collecting the data for the current research was by conducting non-participant observation where the observer did not follow to take part in the activities being observed. This observation have been done by researcher along three times.

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<sup>53</sup> S. Nasution, *Metode Research* (Jakarta: Bumi Aksara, 2003) p. 113.

The first observation has done on July 4<sup>th</sup> 2022, the second observation has done on July 6<sup>th</sup> 2022 and the last observation has done on July 8<sup>th</sup> 2022. In other word, the researcher only became an observer who focused on how to observe, to study, and to take notes on the behavior or the phenomena being observed. And the researcher didn't take a video during the observation was done because the teacher felt objection if the researcher did it.

This observation technique was applied for convince the answering the first research question. Moreover, the observation done had been known by the subjects studied. The field note here made by analyzing the theory provided in chapter II by Carol Turkington's theory. The theory was divided into several items to be observed. The detail of the field note can be seen on the tabel below:

**Table 1**  
**Field note**

<b>Topic</b>	<b>Step</b>	<b>Teacher act</b>	<b>Checklist</b>	<b>Notes</b>
	1. P (preview)	The teacher give the text to students and ask them to immediatly preview the entire chapter by skimming through it to		

		get an idea of the major topics		
	2. Q (question)	The teacher ask the student to make specific questions in their mind based on the text		
	3. R (read)	The teacher ask the student to read the material in detail and try to answer the question they made		
	4. S (summary)	The teacher ask the student to recall the main ideas and recite the information they get from the text and state it by their own words		
	5. T (test)	The teacher ask the student to recalling as much as they can		

		without looking at the book or their recitation notes		
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## 2. Interview

The interview process was directed to the all of students at the third grade at SMA N 3 Kepahiang. The interview was done by researcher at July 5<sup>th</sup> and 9<sup>th</sup> 2022. Thus, this technique tried to answer the second research questions in this research. The interview was made by the Wormeli's theory. The theory were divided into several indicators for each variabel. The interview guidance can be seen on the table below.

**Table 2**  
**Interview guidance**

<b>Variable</b>	<b>Indicators</b>	<b>Questions</b>
The student's interest in learning Reading	The students more interesting in learning Reading Comprehension when the teacher	Does the strategy that teacher uses in teaching Reading Comprehension

Comprehension	implemented the PQRST strategy	interesting ? explain it !
The student's ability in comprehending the text	The students comprehending the text easier when the teacher implemented the PQRST strategy	Does the strategy that teacher uses can make you easier to comprehending the text ? explain it !
The student's score in learning Reading Comprehension by using the PQRST strategy	The students score increased after the teacher implemented the PQRST strategy	Does the strategy that teacher uses can increase your score in Reading Comprehension lesson ? explain it !
The student's time in comprehending the text	The PQRST strategy can make the students comprehending the text faster	Does the strategy that teacher uses can make you comprehending the text faster ? explain it !
The student's ability do the	The students do the exercise easier after the	Does the strategy that teacher uses



exercise	teacher implemented the PQRST strategy	make you easier to do exercises ? explain it !
Student's opinion about PQRST strategy	The PQRST strategy is good strategy in teaching in Reading Comprehension lesson	Does it a good strategy for the teacher implemented in Reading Comprehension lesson ? explain it !

### E. Technique of Data Analysis

After the data was collected from the technique for collecting data, it's means observation and interviews, the researcher continued to analyze the data. Gay states that for analyzing, classifying, interpreting and representing the findings in a written report.<sup>54</sup> For analyzing the data in this research, the researcher did these step. The firts, before the data from observation and interviews were read and able to be interpreted, it was managed by envisioning what the data from observation and interviews look like. The researcher divided the data based on the sources. The second, the researcher check the data from observation and interview. And analyse about the how the teacher implement PQRST strategy, and the impacts of using PQRST strategy in reading comprehension at SMA N 3 Kepahiang. The researcher used

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<sup>54</sup> Gay P. 239

some steps provided by Bashir in Ripah, they were data managing, reading/memoing, description, classifying, and interpreting.<sup>55</sup>

### 1. Data Managing

There were two kinds of data provided in this research. The first was in form of observation gotten from of English teachers to answer in first questions. the next data was gotten from Interview analysis. The second data will determine the second questions. The first and the second data are connected. Meaning that the first data influenced the second data because the first data from observations used to determine the impacts of PQRST strategy toward students.

### 2. Reading/Memoing

After all the data were gotten and managed, the researcher read them many times to reach better understanding of those data given by students by answering the questionnaire consisted by several questions. there the students were given their opinion about PQRST strategy that implemented by the teacher. Meanwhile in second data the researcher read the result of the first data carefully.

### 3. Description

In this phase, the researcher described all the data that would be classified in the next step. The student's answers to be described

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<sup>55</sup> Ripah, *"Comparative Analysis of English Translation Techniques of Surah Al-Haaqqah by Abdullah Yusuf Ali and MarmadukePickhtall"*. Skripsi. (Prodi TadrisBahasaInggris STAIN Curup, Curup, 2016), p. 36-37.

by the researcher to figure out the how an English Teacher Implement PQRST strategy. Besides that, the second data was described by the researcher by analyzing English Teacher lesson plan fullfill PQRST technique.

#### 4. Classifying

After a long describing processes finished, the researcher classified them based on the theory provided on the second chapter. For how to formulate learning objectives. About the document analysis the reseracher was divided or categorized the data.

#### 5. Interpreting

This was the last step in this data analyzing. Here, the researcher interpreted all the data based on all theories related and the research questions emerged early.

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. Findings

On this data presentation the researcher described about result of research on the field based on the observation and interview result as the primary data to better understand about An Analysis PQRST Strategy in teaching Reading Comprehension at the Third Grade of Senior High School 3 Kepahiang.

##### **1. Implementation of PQRST Strategy in Teaching Reading Comprehension at the Third Grade of Senior High School 3 Kepahiang.**

To analyze the implementation by the teacher of PQRST strategy in teaching reading comprehension at the Third Grade of Senior High School 3 Kepahiang, the researcher conducted an observation 3 times on July 4<sup>th</sup>, 6<sup>th</sup>, 8<sup>th</sup>, 2022. There are two classes IPA consists of 19 students and IPS consists of 17 students at the third grade in Senior High School 3 Kepahiang. Besides that, the researcher also did an interview with all of the students at the third grade about PQRST strategy.

PQRST strategy has 5 steps and it has been explained by the researcher in chapter two. According to Carol Turkington there

are some processes in teaching reading through PQRST strategy that consists of 5 steps there are previewing, questioning, reading, summarizing and the last step is testing or answering the questions from

the text. The implementation of PQRST strategy by the teacher described in the following paragraph.

### **Meeting 1**

**Date** : July 4<sup>th</sup> 2022

**Topic** : Descriptive Text "Eifel Tower"

**Participants** : 19 students (IPA Class)

In the first observation the teacher gave the students descriptive text about "Eifel Tower", after that the teacher gave the students text and teacher did the first step of PQRST strategy which is introduce the concept of PQRST strategy. The teacher explained about definition and the steps of PQRST one by one, after that the teacher asked to the students whether they understand about the explanation or not. All the students said that they understand about the explanation.

#### **1) Previewing**

In this step students are asked to guess what about the text is by seeing the picture of the text and the teacher asked the students one by one about the text. From guessing the text about by seeing the picture of the text, all students could answer correctly about what the text is.

#### **2) Questioning**

In this step the students are asked to make the question about the question by using the clues that they gave from previous step which is preview the text by guessing the picture of the text.



The teacher asked the students to make questions using WH questions. From preview what the text about, the students could make a question that is possible to be asked in the test, for example the students could make the students about where the Eifel Tower took place or who did build the Eifel Tower.

### **3) Reading**

In this step, the teacher asked the students to read the whole of paragraph of the text about "Eifel Tower". The text consists five paragraphs. After that the teacher asked the students to find the main idea of the text and underline the difficult word. In this step the students also could answer the question that they have made before.

### **4) Summarizing**

After the students read the whole of the text, the teacher asked the students to make a summary of the text. The teacher instructed the students to make a summary by including the main idea of the text and in this step they could recall the information they get from the text and state it by their own words.

### **5) Test**

In this step the teacher instructed the students to answer the question based on the text. There are seven questions in essay form. The questions are about main idea, referent, synonym, antonym and summary. In this step the teacher wanted to check the students understanding about the text. It took about fifteen minutes.



Based on the first observation the teacher did all the steps of PQRST strategy based on the theory, in the last step the teacher instructed the students to answer the question based on the text, There are seven questions in essay form. The questions are about main idea, referent, synonym, antonym and summary. almost of the students got the good scores.

### **Meeting 2**

**Date : July 6<sup>th</sup> 2022**

**Topic : Descriptive Text "Kangaroo"**

**Participants : 17 Students (IPS Class)**

In the second observation, the teacher gave the students descriptive text about "Jumping Animal", and the teacher asked the students to answer the questions based on the text and using PQRST strategy to answer the questions without explained about the PQRST strategy because the teacher has explained it in the first observation. The teacher did not give any instruction to students.

#### **1) Previewing**

In this step the teacher asked the students about what the text is by guessing the title of the text. the teacher also asked the students about the main idea of the text by skimming the paragraph.

#### **2) Questioning**

In this step just like in first observation, the teacher asked the students to make the question using WH questions. The teacher



gave the example about the question that the students should make. For example, how long Kangaroo can jump or where is the habitat of Kangaroo.

### **3) Reading**

In this step, the teacher asked students to read the whole of the text and asked them to find their main idea and underline the difficult word. The text consists of three paragraphs. In this step the teacher asked the students to answer the questions that they have made.

### **4) Summarizing**

In this step the teacher asked the students to make a summary about the text. The students are asked to write the important information that they have found from reading the text.

### **5) Test**

In the test the teacher gave the students seven questions in essay form. The questions are about main idea, referent, synonym, antonym and summary. It took about ten minutes.

In the second observation, the teacher also did all the steps of PQRST based on the theory, in the last step the teacher gave the students seven questions in essay form. The questions are about main idea, referent, synonym, antonym and summary, all of the students got the good score.

### **Meeting 3**

**Date : July 8<sup>th</sup> 2022**

**Topic : Descriptive Text “Monas: National Monument”**

**Participants : 19 Students (IPA Class)**

In third observation, the teacher gave the students text entitled “Monas: National Monument”, as same as the second observation the teacher did not give any instruction to students. The teacher only asked the students answer the questions through PQRST strategy.

#### **1) Previewing**

In this step the teacher asked the students to guess what the text about by seeing the title and skimming the paragraph. Students were asked to describe what the text about.

#### **2) Questioning**

In this step the students are asked by the teacher to make question by their own idea about the text. The teacher asked the students to make the questions using WH questions. The teacher gave the example of the questions that the students should make. For the example, when The Monas is built.

#### **3) Reading**

In this step the teacher asked the students to read the entire of the text. The text consists of three paragraphs. While reading, the students could answer the questions that they have made before.

#### **4) Summarizing**

In this step the teacher asked the students to summarize the important information of the text.

#### **5) Test**

In the test, the teacher gave the students seven questions in essay form. The questions are about main idea, referent, synonym, antonym and summary.

As in the previous observations, in the last observation the teacher also did all the steps based on the theory of PQRST strategy, the teacher gave the students seven questions in essay form. The questions are about main idea, referent, synonym, antonym and summary and almost of the students got the good score.

## **2. The impacts of PQRST Strategy in Teaching Reading Comprehension at The Third Grade of Senior High School 3 Kepahiang**

The researcher did an interview with the students for answering the research question about the impacts of PQRST strategy. The researcher did the interview at July 5<sup>th</sup> and 9<sup>th</sup> 2022. In the interview the researcher asked the students about the impacts of PQRST strategy. In this interview, the researcher took all of the students at the third grade, so there are 36 students as respondents in this interview. The result of interview about students' opinion about PQRST strategy can be seen from the table below.

Questions	Students
<p>Is the strategy that teacher uses in teaching Reading Comprehension is interesting ?</p>	<p>Data showed that all of the students said that the strategy that teacher uses in teaching Reading Copenhension is interesting, Each students said that strategy is a good strategy used by teachers in Reading Comprehension lessons, because it makes easier to understand the text, because the steps in the PQRST strategy is systematic.</p>
<p>Is that strategy can make you easier to comprehending the text ?</p>	<p>All of the students who answered the interview, students said that is a good strategy used by teachers in Reading Comprehension lessons, because it makes easier to understand the text, because the steps in that strategy very help the students to comprehending what the text mean is easier.</p>
<p>Is that strategy can increase your score in Reading</p>	<p>Data showed that all of students said that their score increased after the teacher using that strategy because that strategy very useful to</p>

<p>Comprehension lesson ?</p>	<p>comprehending the text easier than before.</p>
<p>Is that strategy make you comprehending the text faster ?</p>	<p>All of students agreed that strategy make them faster to comprehending the text because the step is very good and systematic, so that strategy make them comprehending the text faster.</p>
<p>Is that strategy make you easier to do exercises ?</p>	<p>Data showed that 33 students say that by that strategy they can do the exercises easier because they were comprehending almost all the content of the text. And 3 student said that he doesn't comprehending all the content of the text, so that he was a little bit hard to do the exercises.</p>
<p>Is that strategy is good implemented in Reading Comprehension lesson ?</p>	<p>All of the students said that strategy is very good in reading comprehension lesson, because there are systematic step that very help the students to comprehending the text easier so that it can increase their scores and student's ability to comprehending the contents of the text.</p>

In the first question the researcher asked the students about "Is the strategy that teacher uses in teaching Reading Comprehension is interesting?". All of students said that the strategy that teacher uses in teaching Reading Comprehension is interesting, Each students said that strategy is a good strategy used by teachers in Reading Comprehension lessons, because it makes easier to understand the text, because the steps in the PQRST strategy is systematic. E said that *"ya, itu merupakan strategi yang menarik untuk belajar Reading Comprehension, itu memudahkan saya untuk memahami isi teks dengan lebih mudah dari sebelumnya karena terdapat langkah-langkah yang sangat bagus dan sistematis sehingga saya bisa memahami teks."* It mean that strategy is interesting to learning Reading Comprehension lesson, she can comprehending text more easily than before because there are very good steps and systematic.

Another student S stated that *"ya menurut saya itu merupakan strategi yang menarik digunakan oleh guru di pelajaran Reading Comprehension, karena memudahkan saya memahami isi teks, soalnya langkah-langkah dalam strategi tersebut membantu siswa untuk memahami teks lebih mudah"*. According to S, that strategy is a interesting strategy used by teachers in Reading Comprehension lessons, because it makes easier to understand the

text and the steps in it strategy help students to comprehending the text easily.

In the second question the researcher asked the students about "Is that strategy can make you easier to comprehending the text?". All of the students who answered the interview, students said that is a good strategy used by teachers in Reading Comprehension lessons, because it makes easier to understand the text, because the steps in that strategy very help the students to comprehending what the text mean is easier. I argued that *"ya, menurut saya dengan guru menggunakan strategi tersebut lebih memudahkan saya memahami isi teks dari sebelumnya karena terdapat langkah-langkah yang bagus sehingga saya hampir memahami semua apa maksud dari teks"*. I said that strategy make her can comprehending the text easier than before caused the there are good steps so that she almost comprehending all of contents in the text.

Student AL tell that *"dengan strategi tersebut saya dapat memahami dan mengambil informasi didalam teks dengan lebih mudah karena terdapat langkah-langkah yang menarik disana"*. AL telled that with the that strategy, she can comprehending and retrieve information in the text easily, because there are interesting steps.

In the third question the researcher asked the students about "Is that strategy can increase your score in Reading Comprehension lesson?". Data showed that students said that their score increased after the teacher using that strategy because that strategy very useful to comprehending the text easier than before. M answered that *"ya, benar sekali, dengan strategi tersebut nilai saya meningkat dari sebelumnya, yang tadi rata-rata 60 meningkat menjadi 80 ,itu merupakan strategi yang bagus karena memudahkan saya memahami isi teks"*. It mean that strategy is a strategy can increase her score in Reading Comprehension lesson than previously.

Student Y also said *"ya, nilai saya meningkat ketika guru menggunakan strategi tersebut, yang tadinya rendah dan sekarang lumayan tinggi, karena saya lebih memahami isi teks"*. Y stated that her score increased after the teacher implemented that strategy because she comprehending the content of the text.

In the fourth question the researcher asked the students about "Is that strategy make you comprehending the text faster?". All of students agreed that strategy make them faster to comprehending the text because the step is very good and systematic, so that strategy make them comprehending the text faster. R responded that *"ya, dengan strategi tersebut saya bisa memahami isi teks lebih cepat dari sebelumnya karena terdapat langkah-langkah seperti membaca sekilas, membuat pertanyaan,*



*menyimpulkan dan sebagainya sehingga saya bisa memahami isi teks lebih cepat*". R said by that strategy she can comprehending the text faster because there are nice steps such as preview, make questions, summary, and others.

Student T answered *"ya, saya bisa lebih cepat memahami teks ketika guru menggunakan startegi tersebut dan itu startegi yang sangat bagus diterapkan dalam pelajaran Reading Comprehension"*. T also said by that strategy she can comprehending the text faster and that is a good strategy implemented by the teacher in teaching reading comprehension.

In the fifth question the researcher asked the students about "Is that strategy make you easier to do exercises?". Data showed that students said that by that strategy they can do the exercises easier because they were comprehending almost all the content of the text. D said that *"iya, dengan strategi yang digunakan guru tersebut membuat saya lebih mudah mengerjakan latihan soal karena saya memahami isi teks tersebut"*. D telled that she can do the exercises easily by that strategy caused she comprehended almost all of the content of the text.

Student U also said *"iya, dengan memahami isi teks sekarang saya lebih mudah mengerjakan latihan soal, itu merupakan strategi yang sangat bermanfaat sekali untuk"*

*memudahkan kita memahami teks sehingga mengerjakan latihan soalpun lebih mudah*". U said that now she can do the exercises easier because she was comprehended the text by that strategy.

In the last question the researcher asked the students about "Is that strategy is good implemented in Reading Comprehension lesson?". All of the students said that strategy is very good in reading comprehension lesson, because there are systematic step that very help the students to comprehending the text easier so that it can increase their scores and student's ability to comprehending the contents of the text. R directly answered *"ya, belajar menggunakan strategi strategi tersebut dapat meningkatkan kemampuan saya dalam memahami dan mengambil informasi didalam teks, langkah-langkah dididalamnya pun sistematis dan menarik, jadi strategi yang diterapkan guru ini sangat cocok dan bagus"*. It mean that strategy can improve the students's skill in comprehending and retrieve the information in the text and also the steps is systematic and interesting, so she agreed that strategy is suitable to teacher implementing in teaching reading comprehension.

Student F commented *"ya tentu saja, strategi ini sangat bermanfaat sekali untuk membantu siswa dalam memahami teks dengan cara yang berbeda agar siswa tertarik dan semangat dalam memahami isi teks, jadi strategi ini sangat bagus diterapkan oleh"*

*guru agar siswa lebih udah memahami isi teks".* F stated that this strategy is very useful to help students understand the text in a different way so that students are interested and enthusiastic in understanding the content of the text. So this strategy is suitable to teacher implementing in teaching reading comprehension.

From the interview result above, the researcher found that PQRST strategy is good used by the teacher. it could be seen from interview above, students said the strategy that teacher uses in teaching Reading Comprehension is interesting, Each students said that strategy is a good strategy used by teachers in Reading Comprehension lessons, because it makes easier to understand the text, the steps in the PQRST strategy is systematic, they also said that PQRST strategy steps is very help the students to comprehending what the text mean is easier. Also the students said that their score increased after the teacher using that PQRST strategy because that strategy very useful to comprehending the text easier than before.

All of students agreed that strategy make them faster to comprehending the text because the step is very good and systematic, so that strategy make them comprehending the text faster. the students said that by that strategy they can do the exercises easier because they were comprehending almost all the content of the text and can increase their scores and ability to

comprehending the contents of the text. From interview result PQRST strategy is a good strategy used by the teacher in Reading class, it's impacted to their score and their skill in comprehending the text.

## **B. Discussion**

In discussion, the researcher tried to analysis how the English teacher implement the PQRST strategy in teaching reading comprehension at the Third grade of Senior High School 3 Kepahiang What are the impacts through the students The result of this research dealt with the answer of the problem statement which aimed firstly, started by observed directly the process of teaching reading comprehension and how the teacher implement the PQRST strategy in teaching reading comprehension. Secondly, continued by the use of interview the students to find what are the the impacts through to them after the teacher using that strategy.

### **1. Implementation of PQRST Strategy in Teaching Reading Comprehension at the Third Grade of Senior High School 3 Kepahiang.**

Based on the observation's result the researcher found out the implementation of PQRST strategy by in Teaching Reading Comprehension at the Third Grade of Senior High School 3 Kepahiang. The following are steps that teacher implemented when apllied that strategy.



#### A. Preview

In this step the teacher asked the students about what the text is by guessing the title of the text. the teacher also asked the students about the main idea of the text by skimming the paragraph.

#### B. Question

In this step the students are asked to make the question about the question by using the clues that they gave from previous step which is preview the text by guessing the picture of the text. The teacher asked the students to make questions using WH questions.

#### C. Read

In this step, the teacher asked the students to read the whole of paragraph. In this step the students also could answer the question that they have made before.

#### D. Summary

After the students read the whole of the text, the teacher asked the students to make a summary of the text. The teacher instructed the students to make a summary by including the main idea of the text and in this step they could recall the



information they get from the text and state it by their own words.

#### E. Test

In this step the teacher instructed the students to answer the question based on the text.

From the explanation above the teacher has implemented PQRST strategy in teaching reading comprehension as same as Carol Turkington's theory. Because the teacher did the first step by lead students to immediately preview the entire chapter by skimming through it to get an idea of the major topics. Then, the students should make question based on what they have read before.. Next, the students read whole of the text. And while reading it, they also try to find the answers of the questions they made before. After that the students recall the information they get from the text and state it by their own words. The last the students checks their knowledge by testing themselves to know how far their understanding of the text they read is.

## **2. The impacts of PQRST Strategy in Teaching Reading Comprehension at The Third Grade of Senior High School 3 Kepahiang**

In order to answer question number two, which the impact of PQRST strategy through the students, the researcher throughly

gathered the data needed by interviewing all of students at the third grade, so there are 36 students as respondents in this interview. The researcher gave six questions to the students. In the interview result, the researcher found out the students' opinion about the PQRSST strategy and the impacts through the students, there are :

**1. The PQRSST strategy that teacher uses in teaching Reading Comprehension is interesting**

Students said that the strategy that teacher uses in teaching Reading Comprehension is interesting, Each students said that strategy is a good strategy used by teachers in Reading Comprehension lessons, because it makes easier to understand the text, because the steps in the PQRSST strategy is systematic, so make them more enthusiastic in learning reading comprehension lesson.

**2. The PQRSST strategy can make easier to comprehending the text**

All of the students who answered the interview, students said that is a good strategy used by teachers in Reading Comprehension lessons, because it makes easier to understand the text, because the steps in that strategy very help the students to comprehending what the text mean is

easier.

**3. The PQRST strategy can increase score in Reading Comprehension lesson**

Data showed that student's score increased after the teacher using PQRST strategy because that strategy very useful to comprehending the text easier than before.

**4. The PQRST strategy can make comprehending the text faster**

All of students agreed that PQRST strategy make them faster to comprehending the text because the step is very good and systematic, so that strategy make them comprehending the text faster.

**5. The PQRST strategy can make easier to do exercises**

Data showed that by PQRST strategy the students can do the exercises easier because they are comprehending almost all the content of the text.

**6. The PQRST strategy is good implemented in Reading Comprehension lesson**

All of the students said that PQRST strategy is very good in reading comprehension lesson, because there are systematic step that very help the students to comprehending



the text easier so that it can increase their scores and student's ability to comprehending the contents of the text.

Based on the interview result the reseacher conclude that PQRST strategy has the good impacts to students and recommended for teachers to implement this strategy in teaching reading comprehension. Because PQRST strategy can improve students' skill in comprehending the text, so it helps students easier answer the questions in exercises. PQRST strategy has interesting steps and systematic that can help the students easier to comprehending the text and make them more enthusiastic in learning reading comprehension class. PQRST strategy also can make the student's score increased and can make the students faster in comprehending the text.





## CHAPTER V

### CONCLUSION AND SUGGESTION

This last chapter presents the important points from discussions in the research. Besides, it also suggests some recommendations for the readers and for English teachers.

#### A. Conclusions

Based on the observation and interview, it can be concluded that PQRST strategy is very helpful in reading comprehension at the third grade of senior high school 3 Kepahiang. In each step of PQRST strategy such as, previewing, questioning, reading, summarizing and test, has difference difficulty. PQRST strategy helped students in understanding the text with the terms students are should instructed by teacher for using PQRST strategy. The students who applied the PQRST strategy were able to answer the questions in exercises easier. Each step in PQRST strategy makes students easier in understanding the text. The PQRST strategy also can improve students' reading skill and can increased their scores.

In observation result the researcher found that teacher has implemented PQRST strategy in teaching reading comprehension as same as Carol Turkington's theory. In the interview with the students about their opinion about PQRST strategy, the researcher found the impacts of PQRST strategy through the students, first, PQRST strategy that teacher uses in teaching Reading Comprehension is interesting, so

it make the students more enthusiastic in learning reading comprehension lesson. Second, PQRST



strategy can make students easier to comprehending the text, third PQRST strategy can increase students score in Reading Comprhension lesson, fourth, PQRST strategy can make the students comprehending the text faster, and the last PQRST strategy can make the students easier to do exercise

## **B. Suggestions**

There are many problem that teacher faced in teaching reading. The problems are students cannot find out the main idea, specific information, textual reference and word meaning, and make a good summary of the text. To solve those problems, the teacher should have accurate plans to get an effective way in the teaching learning process. There are some strategies that can help teacher to solve those problems. The teacher can choose the best strategy that help teacher in teaching and learning in reading class.

The teacher should consider an appropriate strategy to be applied to support their students in learning reading comprehension. Not only teacher, the students are expected to have their own strategy to make reading run well achieving the goals of learning. Students also need a strategy which is fun for them and understandable for them to implement it. PQRST strategy is one of the strategy that researcher recommended for teachers implemented. Because this strategy can improve students skill in reading comprehension and also helped students to comprehending the text easier, so that make their scores



can increased. This strategy also has steps that systematic and interesting which make the students comprehending the text easier by the steps.

For the readers, hopefully this research can be good reference for next research and also this research can be helpful in improving reading comprehension skill.

# APPENDICES



## BIOGRAPHY



Oke Sinambela was born on October 5<sup>th</sup>, 1998 in Ujan Mas Bawah, Kepahiang. He is the second child from 2 siblings, he has a sister, her name is Yesi Nopebrianti, his father name is Ibnu Nasir and his mother name is Samsidarwati. He finished his elementary school in 2011, junior high school in 2014 and senior high school in 2017. He continued his study in State Islamic Institute of Curup (IAIN Curup) and took English Study Program Faculty of Tarbiyah as his major. Finally, he graduated his study at State Islamic Institute of Curup (IAIN Curup) and has gotten S1 degree in English Study Program Faculty of Tarbiyah on 2023 with the title of his thesis "An Analysis of Preview, Question, Read, Summary, and Test (PQRST) Strategy in Teaching Reading Comprehension at The Third Grade of Senior High School 3 Kepahiang.



**APPENDIX A  
FIELDS NOTE**

**Meeting 1**

**Date : July 4<sup>th</sup> 2022**

**Topic : Descriptive Text "Eifel Tower"**

**Participants : 19 students (IPA Class)**

Topic	Step	Teacher act	Checklist	Notes
"Eiffel Tower"	1. P (preview)	The teacher give the text to students and ask them to immediately preview the entire chapter by skimming through it to get an idea of the major topics	√	

	2. Q (question)	The teacher ask the student to make specific questions in their mind based on the text	√	
	3. R (read)	The teacher ask the student to read the material in detail and try to answer the question they made	√	
	4. S (summary)	The teacher ask the student to recall the main ideas and recite the information they get from the text and state it by their own words	√	
	5. T (test)	The teacher ask the student to recalling as much as they can without looking at the book or their recitation	√	

		notes		
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## Meeting 2

Date : July 6<sup>th</sup> 2022

Topic : Descriptive Text "Kangaroo"

Participants : 17 Students (IPS Class)

Topic	Step	Teacher act	Checklist	Notes
"Kangaroo"	1. P (preview)	The teacher give the text to students and ask them to immediately preview the entire chapter by skimming through it to get an idea of the major topics	√	
	2. Q (question)	The teacher ask the student to make specific questions in their mind based on the text	√	
	3. R (read)	The teacher ask the student to read the	√	

		material in detail and try to answer the question they made		
	4. S (summary)	The teacher ask the student to recall the main ideas and recite the information they get from the text and state it by their own words	√	
	5. T (test)	The teacher ask the student to recalling as much as they can without looking at the book or their recitation notes	√	

### Meeting 3

Date : July 8<sup>th</sup> 2022

Topic : Descriptive Text "Monas: National Monument"

Participants : 19 Students (IPA Class)

Topic	Step	Teacher act	Checklist	Notes
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"Monas"	1. P (preview)	The teacher give the text to students and ask them to immediately preview the entire chapter by skimming through it to get an idea of the major topics	√	
	2. Q (question)	The teacher ask the student to make specific questions in their mind based on the text	√	
	3. R (read)	The teacher ask the student to read the material in detail and try to answer the question they made	√	
	4. S (summary)	The teacher ask the student to recall the main ideas and recite the information they	√	

		get from the text and state it by their own words		
	5. T (test)	The teacher ask the student to recalling as much as they can without looking at the book or their recitation notes	√	

## APPENDIX B

### STUDENT'S SCORE BEFORE AND AFTER THE TEACHER IMPLEMENT THE PQRST STRATEGY

Table 1

#### Score of IPA Class

The student's score before  
after

The student's score

No.	Name	Score
1	AP	60
2	AAF	70
3	DA	50
4	EEY	65
5	ER	75
6	IS	65
7	DPS	70
8	FE	70

9	HV	75
10	H	60
11	IPG	65
12	IM	55
13	LM	70
14	MS	85
15	MKBM	60
16	NDP	70
17	RS	75
18	S	65
19	ULAV	70
<b>Avarage</b>		<b>65</b>

<b>No</b>	<b>Name</b>	<b>Score</b>
1	AP	75
2	AAF	80
3	DA	80
4	EEY	75
5	ER	95
6	IS	75
7	DPS	80
8	FE	80
9	HV	85
10	H	90
11	IPG	85
12	IM	85
13	LM	80
14	MS	85

15	MKBM	70
16	NDP	80
17	RS	85
18	S	80
19	ULAV	80
<b>Avarage</b>		<b>80</b>

**Table 2**  
**Score of IPS Class**

The student's score before  
after

The student's score

<b>No.</b>	<b>Name</b>	<b>Score</b>
1	AL	70
2	AM	55
3	AM	65
4	DS	75
5	DM	60
6	DS	75
7	DNR	65
8	DSA	70
9	EA	75
10	EP	65
11	FM	65
12	R	70
13	SA	75
14	TY	65
15	TAW	40
1	Y	75



6		
1 7	YK	65
<b>Avarage</b>		<b>65</b>

<b>N o.</b>	<b>Name</b>	<b>Sc ore</b>
1	AL	90
2	AM	75

3	AM	75
4	DS	80
5	DM	80
6	DS	85
7	DNR	85
8	DSA	70
9	EA	75
1 0	EP	75
1 1	FM	85
1 2	R	70
1 3	SA	95
1 4	TY	85
1 5	TAW	80
1 6	Y	80
1 7	YK	80
<b>Avarage</b>		<b>80</b>

**APPENDIX C**  
**INTERVIEW GUIDANCE**

Variable	Indicators	Questions
The student's interest in learning Reading Comprehension	The students more interesting in learning Reading Comprehension when the teacher implemented the PQRST strategy	Does the strategy that teacher uses in teaching Reading Comprehension interesting ? explain it !
The student's ability in comprehending the text	The students comprehending the text easier when the teacher implemented the PQRST strategy	Does the strategy that teacher uses can make you easier to comprehending the text ? explain it !
The student's score in learning Reading Comprehension	The students score increased after the teacher implemented the PQRST strategy	Does the strategy that teacher uses can increase your score in Reading Comprehension lesson

n by using the PQRST strategy		? explain it !
The student's time in comprehending the text	The PQRST strategy can make the students comprehending the text faster	Does the strategy that teacher uses can make you comprehending the text faster ? explain it !
The student's ability do the exercise	The students do the exercise easier after the teacher implemented the PQRST strategy	Does the strategy that teacher uses make you easier to do exercises ? explain it !
Student's opinion about PQRST strategy	The PQRST strategy is good strategy in teaching in Reading Comprehension lesson	Does it a good strategy for the teacher implemented in Reading Comprehension lesson ? explain it !

**APPENDIX D**  
**STUDENT'S LIST NAME**

**STUDENT'S LIST NAME OF IPA CLASS :**

No	Name
1	Ananda Prayoga
2	Anjelita Anjas Fadila
3	Diki Aliansa
4	Enja Efrizan Yudika
5	Ertha Reza
6	Iwan Saputra
7	Diah Permata Sari
8	Fenti Eriyanti
9	Herlina Violita
10	Hesta
11	Indah Putri Gayatri
12	Intan Mutiara
13	Loundri Maspella
14	Mesi Susanti

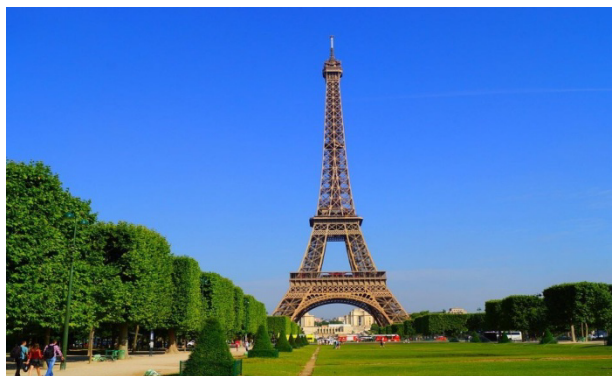
15	M. Khadavi Bryan M
16	Niken Dayu Prasasti
17	Repi Septa
18	Suci
19	Ulan Lovi Audia Vetira

**STUDENT'S LIST NAME OF IPS CLASS :**

No	Nama
1	Adinda Lestari
2	Anis Marsela
3	Ansi Mardalova
4	Depi Susiyanti
5	Defri Masita
6	Devia Sari
7	Devita Nanda Ria
8	Dias Septian Aditia
9	Ebi Ananda
10	Erlan Pranata
11	Fintari Meylista
12	Rendi
13	Shafrina Aulia
14	Tiara Yolanda
15	Titi Ayu Wandira
16	Yuliana
17	Yuyun Kirani

**APPENDIX G**  
**EXERCISES**

**The Eiffel Tower**



The Eiffel Tower is an iron lattice tower located on the Champ de Mars in Paris. Built in 1889, it has become both a global icon of France and one of the most recognizable structures in the world. The tower is the tallest building in Paris and the most-visited paid monument in the world; millions of people ascend it every year. Named for its designer, engineer Gustave Eiffel, the tower was built as the entrance arch to the 1889 World's Fair. The tower stands 324 metres (1,063 ft) tall, about the same height as an 81-story building. Upon its completion, it surpassed the Washington Monument to assume the title of tallest man-made structure in the world, a title it held for 41 years, until the Chrysler Building in New York City was built in 1930; however, due to the addition in 1957 of the antenna, the tower is now taller than the Chrysler Building. Not including broadcast antennas, it is the second-tallest structure in France after the 2004 Millau Viaduct.

The tower has three levels for visitors. Tickets can be purchased to ascend, by stairs or lift, to the first and second levels. The walk to the first level is over 300 steps, as is the walk from the first to the second level. The third and highest level is accessible only by elevator. Both the first and second levels feature restaurants. The tower has become the most prominent symbol of both Paris and France, often in the establishing shot of films set in the city.

1. What year was the eiffel tower built ?
2. How tall is the eiffel tower ?
3. What country is the eiffel tower ?
4. What are the main thoughts of the second paragraph ?
5. What is the synonym of purchase ?
6. What is antonym of tallest ?
7. What are the main thoughts of the first paragraph ?

## Kangaroo



Kangaroos known as Australian animals are animals that have pockets in the stomach. Other traits such as having a habit of walking by jumping, right foot and left foot are both moving to jump, the hind legs have large soles and function to depart so that the speed can reach 40 to 70 kilometers per hour, the kangaroo has a tail that serves important in jumping is balancing and manjadi the third leg while walking, have no milk teeth, the senses of vision is not working properly, sense of smell and hearing very sharp, easy to find and aggressive with sound source and thin hairy. Australian jumping animals can be found in Eucalyptus forest, grassland, outdoors, bushes and tropical rain forests. Nevertheless, there are many types of kangaroos that will differentiate their habitat, such as over tree branches, mountainous areas and beaches.

Kangaroos are classified in herbivore animals or animals that only eat plants, while the types of food for kangaroos are all plants, shoots, fruits, leaves and grasses. Animals are also a nocturnal animal is very active at night, many activities that do such as foraging, drinking and gathering food. With a magical bag, kangaroos are able to keep



drinking water supplies. Because of this kangaroos can survive not eating and drinking in a long time . Is not it amazing? Kangaroos are viviparous animals or retain their generation by way of giving birth, the marriage between male and female kangaroos first. The next period is female kangaroo will have less than 35-40 days of pregnancy. Then the newborn baby has not yet formed, the eyes are blind, not yet having the perfect tail, the legs have claws that are useful for crawling and heading to the parent pouch, inside the magic bag the kangaroo baby will breed properly and safely.

Kangaroo magic bag is equipped with putting and also the milk glands that will be useful for breastfeeding period of about 3 to 9 months. But there are also kangaroo babies who do not get into the bag and do not suckle but he will always be around his mother to avoid the threat of predators like wild dogs, foxes and eagles. In general kangaroos are able to live for 9 to 28 years. Because the population is not many governments are issuing protection legislation for kangaroos and to prevent manhunt poaching by humans. There are two types of kangaroos, for more details see the following explanation.

tree Kangaroo : This type of kangaroo is very fond of living in the branches of the tree and just down for drinking water. The muzzle of tree kangaroos is very pointy, the tail is long, and round and feathery, the search for food at night, during the day they will sleep, one kind of tree kangaroo ie *Dendroegus pulcherrimus* / kangaroo golden coat tree which has a lighter color face (pink ) and fluffy.

LAND Kangaroo : This terrestrial kangaroo is often seen in the bushes in the forest or pasture, the muzzle is not very pointed, the fur is not bushy, the tail is pointy and the hind legs are longer.

1. What are the features of kangaroos?
2. What is kangaroo food?



3. Where is the kangaroo habitat?
4. How do kangaroos multiply?
5. What is the function of kangaroo pouch?
6. What are the main thoughts of the second paragraph?
7. Mention the difference between tree and land kangaroos?

### National Monument



The National Monument or are largely known as Monas is one of the famous landmarks in Central Jakarta, Indonesia. The construction was started in 1961 and was officially opened for public in 1975. This obelisk monument was built to commemorate Indonesian people struggle in obtaining their independence from Dutch colonialism.

The full height of Monas is 132 meters, soaring from the ground to the sky. It consists of three different parts of level. The upmost part is a flame shaped crown which is covered by 45 kg of gold. It weighs about 14.6 tons and has a height of 17 meters. The second part is the top platform. It has rectangular shape with the size of 11 by 11 meters.

Visitors can reach it by using the elevator; it takes about three minutes long. From this platform, they can see a vast and clear view of the whole city. The last part is the lower platform. This rectangular platform has a width of 45 meters for each side. Inside this lower section, there is a chamber of freedom. It keeps many authentic symbol and documents of Indonesian freedom.

1. What year was the Monas built ?
2. How tall is the Monas ?
3. What country is the Monas ?
4. What are the main thoughts of the second paragraph ?
5. What is the synonym of struggle ?
6. What is synonym of independence ?
7. What are the main thoughts of the first paragraph ?



## APPENDIX H DOCUMENTATION



The teacher explained about the definition and the steps of PQRST Strategy



The teacher implemented the PQRST Strategy in the class



**Learning process in the classroom**



**The researcher interview the students**

