IMPROVING READING COMPREHENSION OF GRADE XI STUDENTS OF POST HARVEST DEPARTMENT AT SMK NEGERI 1 KAROSSATHROUGH *PQRST* METHOD

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Abstrak

Tujuan penelitian ini ialah membuktikan bahwa penggunaan metode PQRST dapat meningkatkan pemahaman membaca siswa kelas XIJurusan TPHP SMK Negeri 1 Karossa. Peneliti menggunakan penelitian tindakan kelas dengan dua siklus. Alat yang digunakan untuk mengumpulkan data adalah lembar pengamatan dan tes. Dalam melaksanakan penelitian, peneliti menggunakan metode PQRST untuk meningkatkan pemahaman membaca pada teks prosedur. Peneliti menggunakan metode PQRST dengan melakukan beberapa langkah yaitu siswa melakukan pra-membaca, membuat beberapa pertanyaan, membaca teks bacaan secara keseluruhan, meringkas teks, dan melakukan tes. Peneliti juga membagi mereka dalam beberapa pasangan agar mereka bisa berbagi dan saling menolong satu sama lain. Ini sangat berguna untuk meningkatkan pemahaman membaca siswa. Pada siklus pertama siswa yang mendapatkan nilai sesuai standar ketuntasan minimal adalah sejumlah 10 siswa atau 62.5% dari total siswa yang diteliti. Jumlah ini belum mencapai kriteria sukses penelitian, dimana nilai yang ditetapkan adalah 70%. Penelitian dilanjutkan ketahapan selanjutnya dan pada siklus kedua. Jumlah siswa yang memperolehnilai kriteria sukses adalah sebesar 81.25%. Pada siklus dua, kriteria sukses penelitian telah didapatkan dan penelitian dihentikan setelah siklus dua.

Kata Kunci: *Peningkatan, Metode PQRST, Teks Prosedur, Pemahaman Membaca*

The role of English in this century is incredibly powerful in all spheres of life. It is the best way to get access to new information and a practical medium for global communication. The development of new technology has rapidly expanded the worldwide use of English and it seems that the future of English as an international language is undoubtedly evident and this is an irresistible trend. As a result of rapid globalization, mastering English creates a huge demand in the area of teaching English for those people who can communicate in English orally.

In Indonesia, English is neither a native nor a second language. It is a foreign language. Considering to its importance as a language of international communication, English becomes one of the subjects taught at school and university level. Furthermore, since English is learnt as a foreign language, the students are expected to master it in order to be competent in oral or written communication. In order to master or to use the language communicatively, they need to learn the language skills like listening, speaking, reading, and writing and there is no skill which is better than others. It is seen as the whole ability and learning the language. In order not to be illiterate in any language skills, they also need to learn English components including grammar, pronunciation, and vocabulary. These components can support learners' competence both in learning and using the language.

Reading is one of the skills that is very important to be mastered by the students. Most of the knowledge presented in the form of written language, so the students have to read in order to acquire knowledge. By mastering reading skills, it will be easy for them to get information from various sources. The more students read, the more information they will get. Through reading, the students will increase their knowledge and broaden

their horizons. This of course can help them improve their learning achievement.

In contrary, the problem of students in reading skill still exists at school. This phenomenon also could be seen in SMK Negeri 1 Karossa particularly in the grade XI students of Post Harvest Department. After conducting the preleminery observation at SMKN 1 Karossa, the researcher found that some students were not fluent in reading, they lacked of comprehending the text, it is hard for them to catch the meaning of the text and they could not conclude the main idea of the text, procedure text particularly. Though, the text was explained several times, the students were still confused in mastering the content and showing uninteresting feeling. It was also proved from the students' scores last semester were under the KKM, 65 for English subject According to syllabus in standard competence, the students have to be able to understand the text and simple essay (procedure text).

In fact, when the researcher read the books of strategies in teaching, the researcher found some good methods in teaching reading. One of alternatives method is PQRST (Pre Read, Question, Read, Summary, and Test) method. With this method, the students is forced focusing to the text and read the text again.

The researcher believed that by using the PQRST (Pre Read, Question, Read, Summary, and Test) might be suitable on the students' reading comprehension in procedure text. Moreove, the text should be read in full of concentration and it had been found that the method is appropriate for the students, senior high school students, particularly. Thus, it was necessary to do classroom action research entitled Improving Reading Comprehension of Grade XI Students of Post Harvest Department at SMK Negeri 1 Karossa through PQRST Method.

Based on the background above, the researcher formulated the research question as follows: *"How can the reading comprehension of grade XI students of Post Harvest department of SMK Negeri 1 Karossabe improved through PQRST method?"*

The objective of the research was to improve the reading comprehension of grade XI students of Post Harvest department at SMK Negeri 1 Karossa through PQRST method.

The Nature of Reading

Reading is a process of decoding written symbol into meaning which is understood by the reader. Simple definition of reading can be derived from Widdowson (1979) who defines reading as the process of acquiring linguistic information through written words. Therefore, understanding information of words and sentences in paragraphs is the goal of reading activities. A reader observes written form of language when he/ she reads. It depends on what sort of information that a reader eager to find out within any printed materials that he/she reads.

Reading Comprehension

Reading comprehension is the interaction that happens between reader and text. More than merely decoding words on a page, comprehension is the intentional thinking process that occurs as we read. Reading comprehension requires the reader to actually know and understand what they are reading. If persons understand words meaning but they do not really understand what they are reading, then comprehension is not achieved yet.

To get meaning is the point of comprehension. It is done through a process of recognition of written words in text by utilizing one's knowledge or what he/ she could relate to get the meaning. Hollingsworth (2007: 36) says, "Comprehension as the ability to grasp meanings of written symbols." Comprehension deals with the ability of a reader to understand what he/ she reads. It is

an effort to recognize words and interpret the meaning of those words based on the readers' capability.

Types of Reading Comprehension
Reading Aloud

The reading aloud mode are used depends on readers proficiency which they prefer to affect their comprehension. Kragler (1995) found that beginning readers who read aloud had higher reading placement scores than beginning readers who read silently.

Silent reading

One's reading ability greatly depends on how he process words effectively and efficiently; to do this he/ she tends to do silent reading. Taylor (2011:12) states "It is generally agreed, I think, by all educators that reading proficiency is the key to success in all learning and that silent reading is the dominant form of learning". Areader have to know how to process words meaning when reading sentences or paragraphs and thus he/ she have to do silent reading to comprehend.

Fluent readers do silent reading when he/ she tries to get meaningful message and information from a text. He/ she reads a paragraph over and over and tracks some messages within it.Taylor (2011:39) argues "There is no more definitive means of evaluating a reader's fluency or efficiencyin silent reading than administering an eye-movement recording.Silent reading rate and resulting comprehension may be used as generalgauges of reading efficiency.

Levels of Reading Comprehension
Literal

Literal comprehension deals with precise meaning of words within a passage. It means that what is stated is just so the meaning. In literal comprehension a reader decodes words he read explicitily based on his/ her understanding of the words meaning. Sadoski (2004:87) states "Literal comprehension deals only with the textually explicit, with what is directly stated." Readers knowledge to translate a word meaning which affect a reader ability in literal comprehension.

Inferential

The inferential comprehensionis the level of comprehension in which one is able to get the meaning to what is implied but not explicitly stated. Unlike the literal comprehension, the inferential comprehension goes further it in which it deals with implying words meaning or sentences based on understanding of wht behind the words stated in whole sentences. Sadoski (2004:89) argues "But inferential, interpretive comprehension goes far beyond the determination of word meanings. It is involved with building a mental model of the whole situation implied by the text with reasonable certainty".

CriticalReading

Critical reading means evaluating and judging. Readers who are in this level of reading comprehensionare able to take evaluation and then to critisize the content of paragraphs he/ she read they have read based on their asumptions to the strengths and weaknesses of the writing. Sadoski (2004: 89) states "critical reading involves an open-minded assessment of a work's form, style, credibility, depth, and relative stature among other works of the same kind".A reader in this level of reading comprehension do reviewing to contents of texts. He is going to for instance, take some points which are regarded as necessary within the contexts or to emerge question to the texts credibility. By doing so, he/she intends to assess the reading texts strengths and weaknesses.

Reading Instructions

In reading instruction, a teacher should adapt and has adequate knowledge of reading process which is done by an individual. Harmer (1991) states that "reading is an exercise dominated by the eyes and the brain.

The eyes receive themessages and the brain then has to work out the significance of these messages. A readingtext moves at the speed of the reader. The fact that reading texts are stationary is clearly a huge advantage". Thus, reading is regarded as one of the essential language skills which must be covered in every language lesson and thewhole process of learning itself.

Reading instructions can be seen as activities of the teacher to get the students comprehend reading passages.There are two approaches to get to reading comprehension, namely the systematic instruction and the explicit instruction. Both are considered reliable and effective approach in teaching reading. (Learning Point Associates, 2004)

Kinds of Text

Procedure Text

Procedure text is a text that is designed to describe how something is achieved through a sequence of actions or steps. It explains how people perform different processes in a sequence of steps. This text uses simple present tense, often imperative sentences. It also uses the temporal conjunction such as first, second, then, next, finally, etc. The generic structures of procedure text are 1. Goal/ aim, it contains the purpose of the text. (e.g : How to make spaghetti), 2. Material or ingredient, it contains of the materials that used in the process. (e.g : the material to cook omelet are egg, onion, vegetable oil, etc), and 3. Step, it is contain of the steps to make something in the goal. (e.g : first, wash the tomatoes, onion, ..., second cut the onions becomes slice. . .)

Narrative Text

The generic structures of narrative text are orientation, complication and resolution. Each of the part consists of different contents, i.e. in orientation it introduces the participants, setting of place and or time. The structure of narratives is often called a "story grammar" (Klinger, et.al.,2007). This term refers to the different elements the reader can expect to find in a story, such as the characters, setting, plot (including a problem that needs to be solved), and are solution to the problem. Narratives include different types, or genres, that can vary somewhat from this basic story grammar template. Narrative texts include fiction, fantasy, fairytales, folktales, fables, mysteries, plays, and real-life adventures. For example, fables are short stories with a typical story grammar but with the addition of amoral.

Readers remember stories better when they are organized in familiar ways. The best narratives are highly specific, full of details that paint a vivid picture for the viewer, so before you begin to draft your script or collect visual materials, sketch out the fine points of your event. Several common grammatical patterns of narrative texts. They are: specific, often individual participants with defined identities; major participants are human or sometimes animal with human characteristics; use of action verbs referring to events; use of past tense to locate events in relation to speakers' or writers' time; use of conjunctions and time connectives to sequence of events; use of adverbs and adverbial phrases to indicate place and time; use of adjective to describe nouns (Arroyani, 2010). Those features of narrative text affect for reader that is they appear to induce visualization in the reader as part of the reading process.

Descriptive Text

Descriptive text is a text which list characteristics of something. It is aimed at describing a particular person, place, or thing. McWhoter (1989: 174) states: "Descriptive articles and essays present ideas by providing details about characteristic of people, places, and things." Also, Bates (2006: 54) defines: "Descriptive writing is writing that uses a lot of adjectives to show readers someone or something in a very detailed manner."

Based on the above quotation, the descriptive text provides the readers as many

details as possible, so that they can imagine the manner of someone or something being talked about. In addition, the details are intended to appeal to their senses, to help them create a mental picture, or to make them feel a situation of something being described.

Recount Text

A recount text is a text which tells about something that happened in the past. The details in a recount can include what happened, who was involved, where it took place, when it happened and why it occurred. Its purpose or goal is to entertain or inform about the past activity to the reader or listener. Recount text can be factual information, such as a newsstory or procedural information, such as telling someone how you built something or personal information, such as a family holiday or your opinion on a subject.

There are three generic structure of recount text, namely: 1). Orientation, it is about introduction the participants, place and time. It tells who was involved, what happened, where the events took place, and when it happened. 2). Events**,** describing series of event that happened in the past. Telling what happened and in what sequence. 3). Reorientation : It is optional. It consists of closure of events/ending. It is stating personal comment of the writer to the story. Besides, it also has some language features: 1). Introducing personal participant; I, we, my group, etc. 2). Using chronological connection;then, first, after that, etc. 3). Using linking verb; was, were, saw, heard, etc. 4). Using action verb; buy, go, speak, etc. 5). Using simple past tense.

PQRST Method

Definition of PQRST Method

PQRST method is intended to improve students' ability to study and remember the material presented in textbook (Patterson. 2002:3). This method is used for making sense of reading assignment. The method gives the students motivation because the students can identify the text easily. It also provides security and specific directions, Wormeli (2001: 4-5).

According to Staton (1982) PQRST method has been shown to improve a reader's 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 has read. This method prioritizes the information in a way that relates directly to how they were asked to use that information on the text. There are five steps in PQRST such the following:1) Preview: They only read in a few second (skimming). 2) Question: The students will arrange the question in which they want to know about the text. 3) Read: The students will read through all the text that the writer had been given. 4) Summary: In this step, students will make summary. 5) Test: The students will answer the question in which the teacher has made.

The Goals of PQRST Method

Vazquez (2006:7) this teaching method is hoped that the following academic goals would be reached: (1) Encourage the student to improve their previous background knowledge of fundamental concepts through the Q (Question) stage. During this stage any gaps in background knowledge are easily detected; (2) Motivate the Students to actively reflect upon the material being studied prior to its presentation in class and to search for explanations or solutions on their own (3) Prepare the students to participate in the R (Lecture class) stage with an inquiring attitude towards the material being explained in class; (4) Motivate the students to deepen their understanding through a period of reflexive study(S – stage) which will serve to prepare them for the final stage; (5) Encourage the students to test their degree of mastery of the material by posing increasingly complex problems which they themselves will solve; (6) Encourage the development of

autonomous learning in students principally during the State and Test stages; (7) Improve student performance as reflected in the final results obtained by the students; (8) And finally, to confirm that by applying this new teaching method, the teaching of a particular course in English does not necessarily lead to a lessening of the student's ability to absorb the material being taught.

The Procedure of PQRST Method

Peterson (2002:3) In the first step, the reader previews the chapter at hand to get an idea of its topics and section, 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 your learning. An active reader adds structure to the text and summarizes the text with keywords. The fifth step, the test, take place after finishing the work with the chapter. The PQRST method relies on the basic principles for improving memory: (1) organizing the material, (2) elaborating the material, and (3) practicing retrieval.

Teaching Reading (Procedure Text) through PQRST Method

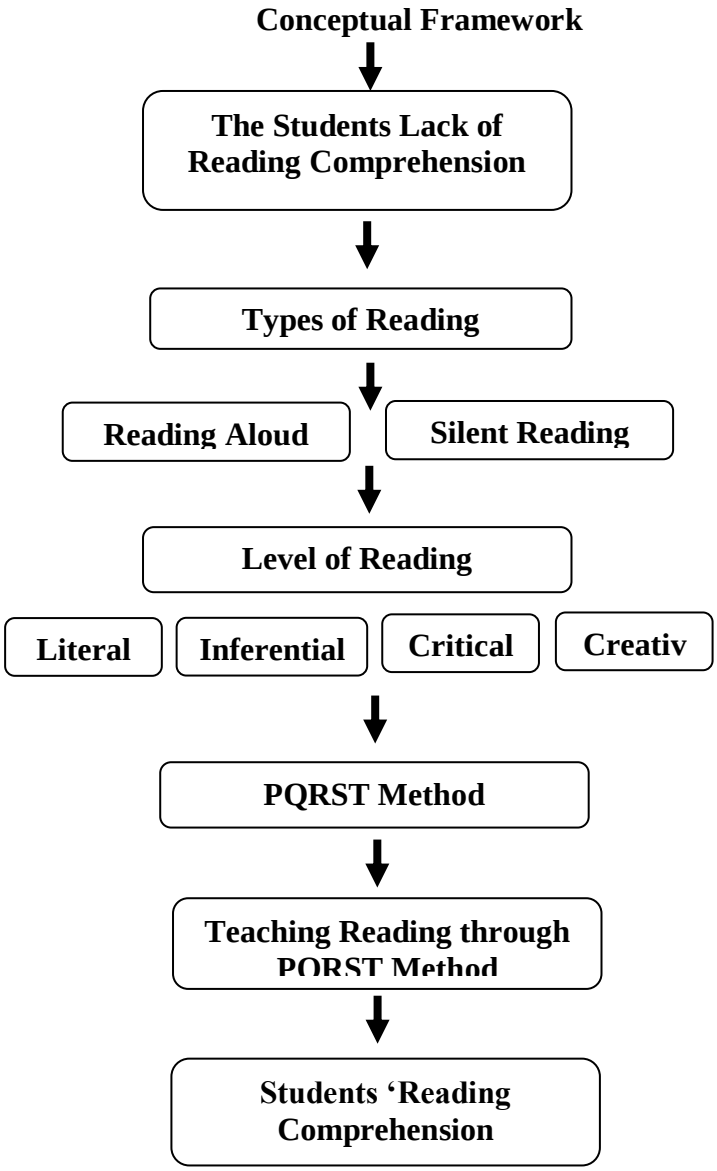
Here, there are some teaching procedures will be used to teach reading according to Wormeli (2001:4), the basic format that students should follow when reading a chapter is P (Preview to identify they main parts), Q (develop Questions to which you want to find answers), R (Read the material), S (State or Summarize the central idea or theme), T (Test yourself by answering questions, or teach it to a classmate).

By using this method, the researcher did some teaching procedures as follows:

1. Teacher greeted and asked the students' condition before learning.
2. Teacher checked the attendance list.
3. Teacher checked the students' preparation.
4. Teacher and students prayed together before teaching and learning begun.
5. Teacher motivated the students.
6. Teacher conveyed the learning objectives to the students.
7. Teacher explained some ways and general information about PQRST method.
8. Teacher gave the texts and asks the students to use PQRST method.
9. Students did the preview to know the text well.
10. Teacher asked the students to ask some questions related to the text.
11. Students read a whole text to get all the answers.
12. Students summarized what have been read.
13. Students answered the questions made before.
14. Teacher checked the students' exercises and discussed them to the students.
15. Teacher did a reflection by giving a question about the material.
16. Teacher and students concluded the material.
17. Teacher gave homework to the students.
18. Teacher closed the material.

Conceptual Framework

One of the important tools in conducting the research is conceptual framework. Macve (1997) states that the conceptual framework aims at establishing a common framework of theory that will both identify the important basic questions to be asked. It is expected to produce significant areas of agreement about how to find the answer. In this case, the PQRST method as an independent variable is predicted to be able to influence the students' reading comprehension as a dependent variable. It is supposed that the students' reading comprehension can be improved after conducting the PQRST method.



RESEARCH METHOD

Research Design

The research was a classroom action research designed as a qualitative study. It studied the process and the result of the process after collecting the data and then they were explained in the form of words (descriptively).The aim was to observe the implementation of PQRST method in improving reading and to solve the problem in the teaching of reading. The research was done cyclically. In action research, the writer used collaborative research approach. The cycle included the following steps, namely planning, action, observation, and reflection.

The research was done at SMK Negeri 1 Karossa. The researcher took the grade XI students of Post Harvest Departement as the subject of the research. The number of the students was sixteen students. All students were taken as the subject of the research. The special treatment was given to all of the students. They all were involved in the teaching learning process. Variables are the conditions or characteristics that the teacher

manipulates, controls, or observes. There were two types of variables in this research namely independent and dependent variables. The independent variable of this research was the use of PQRST method, while the dependent one was the students' reading comprehension.

The research instruments used during the study were test items and observation check list.The tests were arranged based on the objective of the research that was to gather information of the students' achievement in English reading comprehension.The researcher provided observation list as the instrument for collecting data of the students' activities during learning. There were two kinds of observation list, one was used for observing the students activities and the other one was used for observing teachers' activities during the English teaching learning process. All data needed in the research were gathered from all the instruments used through the reading test and observation.

The students' individual scores were calculated by using the formula proposed by Sugiyono (2013: 123):

$$\sum = \frac{x}{n} x\ 100$$

Where:
$\sum$ = the students' individual score
x = the obtained score
n = maximum score

In this research, the criteria were based on agreement has been set by the school for each subject at SMK Negeri 1 Karossa. The individual minimum criterion of mastery was 65 and the classical mastery was 70%.

Research Findings and Discussion

From the research, it was shown that the process of learning procedure text by using PQRST method had given a positive result. The use of PQRST method improved the students' learning achievement of procedure text. The students' reading comprehension achievement, based on the test on the first cycle shown that the score was lower than the minimum criteria, 62.5 % that means that research must be continued to second cycle.

By having some revisions in the way of teaching, it has shown that the score of the second evaluation was greater than the minimum criteria, 81.25% which means that the research criteria of success has been reached.

Based on the data analysis, the students' activities during teaching and learning process by using PQRST methodin the first cycle hadnot enough improvementbecause the students do every activity individually. Therefore, the result of the first evaluation did not reach the minimum criteria. Thus, the researcher did the next cycle to improve their reading comprehension. During learning, the students cooperated within their pairs, because the researcher set them into pair to have new situation in learning. They did preview, made questions, read the text, summarized the text in pair, except did the test. They did it them selves. The students were more active on the second cycle of the research especially on the third and the fourth meeting, because they got used to do the reading with a good and fun method. They also shown positive attitude by trying to answer the questions by their own after they have been read the whole text.

How the PQRST method works for students?

The use of PQRST method in teaching procedure text worked properly. The students' activities during teaching and learning process ran well since the method was fun and had some steps to do. They were interested to join the teaching and learning activities as they were provided with interesting material. Moreover, the the text given were the text that was familiar to them. So that, it could make them reading anf tried to understand the text well. By doing this, there is a good chance for the students to improve reading comprehension.

Using PQRST method to teach procedure text is helpful to make the students to be familiar with procedure text. By reading the text with good steps, it is easy for the students to understand the text because they may involve into the text or the structure of procedure text; they may easily observe the ingredients or the steps how to make or to do it. It eases the students to catch the ideas as they are provided with the clear picture.

Reading the procedure text step by step makes the students doing interesting activities as they preview, make some questions, read a whole text, summarize and do a test among friends on their effort to comprehend the text. A strategic plan is needed to make the activity go as the plan. The students need to be managed well by setting them in a situation in which their participation during teaching and learning are running well. When dividing them into pairs, a teacher must make sure that all the students would do the instruction well. It must be set so that there should be not only some pairs who are more dominant during learning activities.

Some consideration for using PQRST method in teaching procedure text is that the teacher must not interrupt the students too much. He has to let the students read without interrupting because they may lose their concentration to comprehend the text. By letting the students read and do the next steps, they could understand and enjoy the text as well. Furthermore, the students may find some unfamiliar words in the ingredients or in the steps of making things and thus they may ask questions about those words meaning while previewing, making questions, reading, or summarizing. The teacher must not always respond to the questions by helping them directly. Through pairs, the students have better chances to share and guess the meaning of unfamiliar words since they can contextualize meaning of unfamiliar words with the materials given.

To get prior knowledge is the target of using PQRST method in teaching procedure text. As it is mentioned above, a method provides the students with steps to understand a text easily. Thus, by previewing a text before reading a whole text, the complexity of the text may be decreased because the students have already had experience with the text. On the other words, by having knowledge on the text that they are going to read, it is easy for the students to comprehend the text.

CONCLUSION AND SUGGESTION

Conclusion

After discussing and analyzing the data in the previous chapter, the researcher concluded that the use of PQRST method in teaching procedure text has promoted the students to actively participate during the teaching and learning process of reading. Based on the result of the evaluation, the criteria of research success was reached in the second cycle of the research, in which 81.25% of the students got score ≥65. Therefore, the use of PQRST method in teaching procedure text give positive impact to improve the achievement on reading comprehension of grade XI Students of Post Harvest Department at SMK Negeri 1 Karossa.

Suggestion

The researcher would like to share some suggestions to develop teaching and learning of reading as follows:

1. Teachers of English must consider effective way of using method to teach reading and one of them is to use PQRST method whichis appropriate in order to find better way to improve learning outcomes of reading comprehension to procedure texts.
2. Teachers should manage effective ways of getting the students to be active in teaching and learning process. By putting the students into pair or group consisted of few students (three or four students), most of students are active to learn.

3. For students, it is suggested that they should try to learn through PQRST method in order to help them improve their reading comprehension.

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