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## IMPROVING STUDENTS' READING SKILL THROUGH PREVIEW, ASK QUESTION, READ AND SUMMARIZE STRATEGY (PAQRS) AT SENIOR HIGH SCHOOL

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### ABSTRAK

Membaca sebagai salah satu komponen bahasa Inggris yang harus dipelajari. Komponen ini membantu siswa untuk meningkatkan kemampuannya dalam membaca. Selain itu, membaca juga berkaitan dengan keterampilan berbicara, mendengarkan, dan menulis. Penelitian ini bertujuan untuk mengetahui peningkatan kemampuan membaca siswa melalui strategi PAQRS pada siswa kelas XI (IPS I) SMA Negeri 19 Makassar. Penelitian ini menggunakan penelitian tindakan kelas (PTK) yang dilaksanakan dalam dua siklus, yaitu pada setiap siklusnya terdiri dari: perencanaan, tindakan, observasi dan refleksi. Dalam siklus terdiri dari empat kali pertemuan yang disertai dengan tes. Dalam pengumpulan data, peneliti menggunakan data kuantitatif (tes) sebagai data utama dan data kualitatif (wawancara, dan catatan lapangan) sebagai data pendukung. Hasil penelitian menunjukkan bahwa terdapat siswa (18,91%) yang mencapai KKM dan rata-rata siswa pada tes siklus I sebesar 67,35. Sedangkan siswa yang mencapai kriteria kelulusan sebanyak 30 siswa (81,08%) dan rata-rata siswa pada tes siklus II adalah 76,72. Dari hasil penelitian menunjukkan bahwa rata-rata siswa meningkat dari siklus 1 ke siklus 2. Kesimpulan penelitian ini bahwa strategi PAQRS berhasil meningkatkan kemampuan membaca siswa.

**Kata Kunci:** Keterampilan Membaca; Strategi PAQRS, Strategi Meringkas

### ABSTRACT

*Reading as one of the components of English that must be studied. This component helps students to improve their abilities in reading. In addition, reading is also relates to skills of speaking, listening and writing. The aim of this research is to know the improvement of students' reading skill through the PAQRS strategy in class XI (Social Studies I) at SMA Negeri 19 Makassar. This research used a classroom action research (CAR) that conducted in two cycles, namely in each cycle consisted of: planning, action, observation and reflection. In cycle consists of four times meetings accompanied by a test. In collecting data, researcher used quantitative data (test) as the main and qualitative data (interviews, and field notes) as supporting data. The results of study showed that there were students (18.91%) who achieved the minimum completeness criteria and the average of students was 67.35 in the first cycle test. While there were 30 students (81.08%) who achieved the graduation criteria and the average of the students was 76.72 in the second cycle test. From result of the research show that the average of students increases from cycle 1 to cycle 2. The conclusion of this study that PAQRS strategy successful improves students' reading skills.*

**Keywords:** Reading Skill, PAQRS Strategy, Summarize Strategy



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## INTRODUCTION

Based on curriculum 2013, the teaching of reading as a part of the English subject where the aims of teaching reading to gain students comprehend in reading. However reading is the challenging task for Indonesia specially for the students. The objective in teaching reading is to help students comprehend the meaning of the text to produce the main idea and get the purpose of the text. Teaching reading is one of the important factors to get success in teaching English. Students can broaden their experience, develop new concept, resolve their problem, and extend their horizon of thinking by way of reading. Those are needed to know the development and change in the world. Yet, the benefit of reading have not become aware yet of most of people in our surroundings (Martika & Hermayawati, 2016).

In fact, a research on reading skill in Indonesia has revealed that students' skills particularly in reading comprehension are still far from satisfactory. Sukyadi and Hasanah (2010) state that around 37.6 % of 15 year old students are merely able to read the text without understanding the meaning carried by the text. Only 24.8 of them are able to correlate the text with their prior knowledge. It means that many students still have insufficient ability to comprehend the text.

Reading becomes important because it will bring some advantages. By reading, the students will gain a lot of information from various sources that can add their insights to the world and its development (Nurwanti, 2022). They also get more additional knowledge which has not gained from lessons at school from the teacher's explanations (Hudri & Irwandi, 2018). Furthermore, Reading is a complex process that requires the analysis, coordination, and interpretation of a variety of sources of information. To understand a text, the students obviously needs to be able to (1) read the words, (2) retrieve the words' meanings, (3) put the words together to form meaningful ideas, and (4) assemble a larger model of what the text is about (Muddin & I, 2018).

Additionally, Scanlon, Anderson and Sweeney (2010: 10) states that there are many reasons why getting students to read English texts are an important part of the teacher's job. In the first place, many students want to be able to read text in English either for their careers, for study purposes or simply for pleasure. Anything we can do to make it easier for them to do these things must be a good idea.

Teaching English for Senior High School, especially in reading class for the first grade, conveys the competence of identifying ideational meaning in the text, identifying interpersonal rhetoric in the context, and reading loud the text. But it is not easy to implement reading competence to students. Teacher face some problems in teaching English especially in reading comprehension. For instance the teaching method often makes students bored, the student are not motivated to learn since they have limited opportunity to express their idea (Sujarwo, et al., 2019; Imran, et a., 2022; Nurjannah, 2022). The approach of teacher to the students is not compatible and sustainable because teacher has limited knowledge of it, the facility is not proper ( et al., 2017).

Based on interview all students of class XI (IPS 1) at SMAN 19 Makassar in 2021. the researchers found out the students' problem in reading. Students

cannot understand the content of the texts, the lack of enthusiasm students to read and the teacher should be more creative and select in applying method or strategy in teaching and learning process. Before interview students the researchers asked to teacher English in IPS to know level reading in student class XI.IPS, and according teacher the level of students is still low. While, in the learning reading there are target to be achieved for example in scanning and skimming technique. Scanning is reading a text quickly in order locate a specific item of information. We simply have or eyes though the text until we find we are looking for, whether it is a name, or less of specific information. And Skimming is a form of repaid reading for finding the general ideas- or- gist- of passage or a book. It sowed students still far from the target to be achieved so students should improve their skill in reading.

Based on the problems the researchers want to improve students' reading skill by using PAQRS strategy to improve students' reading skill specially in reading at eleventh grade in SMA Negri 19 Makassar. The researcher believed that PAQRS strategy will give positive impact to students specially in reading ability. The researcher hopes this research will give some new to students and teacher specially in reading learning process.

Thomas and Robinson (1992) state that the students can be interested in learning English especially on their reading ability through PAQRS. PAQRS also can make the student easier to remember the text that they have read. PAQRS is a series of technic which ask the students to skimming before they read whole of the text, then the students asked to write question about what they have been previewed, then the students read the whole of the text and summarize the text. While, Budinuryanto (1997:) conveys that PAQRS is actually a method or strategy to read a book that is primarily intended for study, but the researchers were able to borrow the concept and steps of this method for the purpose of teaching reading to students at the school, especially students who are classified as advanced class.

Many researchers have reported exposing some previous finding related to this research as follow: Dwi Eka Martina, Iskandar As, and Yuliana (2018) in their research stated that PQ4R is an effective strategy in teaching reading. And Nurul Lailatul Khusniyah (2018) in her research showed that the use of PQ4R significantly improved students' reading comprehension given the statistical evidence ( $5.38 > t\text{-table } (1.99)$ ) (Sujarwo, Sukmawati, Yahrif, 2019). Susanti (2018) in her research that PQRST technique with its accompanying actions was effective to improve the teaching and learning process of reading comprehension. Hetty, (2018) in her research that PQRST strategy had given positive impact to students specially in reading ability. The researcher hoped this research had given some new to students and teacher specially in reading learning process.

## **METHOD**

### *The Subject*

The research was conducted at eleventh grade students of SMAN 19 Makassar that consisted of 37 students in XI (IPS 1) where 18 were females and 19 were males. which was located on Jl. Pangeran Pettrani Lr. III No 4 Makassar.

### *Research Method*

This research was Classroom Action Research (CAR) to solve the problem on students reading skill. The research method was qualitative and quantitative to collect the data. Quantitative was the main data and qualitative was the supporting data. Quantitative data consisted of reading test while qualitative consisted of observation checklist, interviews, field notes and documentation.

#### *Research Design*

There was four phases each cycle, namely: (1) Planning, (2) Action, (3) Observation, (4) Reflection. The researcher would start by doing cycle 1. In the cycle 1 the students score doesn't increase then the researcher was continue to the next cycle by renewing the purpose of steps to solve the problem. The new cycle it would be improve the teaching decision. If the new cycle was planning and its improve students ability in reading, the cycle was stopped. If it do not, the next cycle was continue until the result was reached.

#### *Data Analysis*

There were two kinds of technique to analyzed the data as follow:

a. Qualitative Analysis

Analyzing the students' activity in the learning process based on the field notes, observation checklist, documentation.

b. Quantitative Analysis

The data of students' learning result in test, Pre-test, post-test, an evaluation of Cycle I and Cycle II would be analyzed through quantitative data analysis in descriptive statistic.

### **RESEARCH FINDING**

The implementation of Preview, Ask question, Read and Summarize ( PAQRS ) Method to improve students' reading skill was conducted in two cycles. In every cycle, there four meetings; three meetings for teaching material and one meeting for test in the end every cycle to measure the students' progress. This research was conducted one month from August to September 2021.

#### *Post-test 1*

In the post-test 1 the students score got improving and had given reaction to pay more attention to the teacher and material. The result of post-test showed the average score of the class improved to 67.35 which there were 7 students who passed the Minimum Criteria of Completeness (KKM) 75. The average derived from the following formula:

$$\bar{X} = \frac{\sum X}{N}$$

$$X = \frac{2492}{37}$$

$$X = 67.35$$

Then, the percentage score of students' test result that was passed the Minimum Criteria of Completeness KKM, the researcher used the following formula:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{7}{37} \times 100\%$$

P = 18.91%

*Post-test 2*

In the post-test 2 the students score got improving significantly. The students could understand about reading material. Based on the table 4.8 above, total score of the students was 2839 and the researcher applied the following formula to get the average of the students' test:

$$\bar{X} = \frac{\sum X}{N}$$
$$X = \frac{2839}{37}$$
$$= 76.72$$

Then, the percentage score of students' test result that was passed the Minimum Criteria of Completeness (KKM):

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{30}{37} \times 100\%$$

$$P = 81.08\%$$

Based on the result of the pre-test, post-test and test in cycle 2, the researcher felt satisfied because the students had significant improvement from the score they got from test of cycle 1 and test of cycle 2. They were more active in teaching and learning process better than the action of cycle 1. It can be seen in following transcript interview:

“R : Did you feel that there were some benefits that you could take in several meeting?”

S3 : *yes ma'am ,of course there were some benefits in several meetings*

S2: *easy Ma'am, because easy to study and also gave us knowledge for study reading*

S1 : *there is many benefits ma'am, because there a many new words who can got in study reading.*”

The researcher asked that student that “Did you feel that there were some benefits that you could take in several meetings?”, the students said that “yes of course, there were some benefits in several meetings, such as it could increase their knowledge in studying English, they had given many chances to asked during teaching and learning process so that they were more enthusiastic to follow the instruction and then it was different from cycle I, in cycle II that topic were in the form of some questions so they could discuss directly with their friends.”

Based on the interview above that the researcher did in teaching and learning process in the class and from the students' responds, it obtained that the students more interesting to study by using PAQRS Strategy while their vocabularies were increased too. Then, the most of students responded the researcher actively. The researcher concluded that PAQRS Strategy, the could improve reading skill of students, they were more motivated to work in pairs

and discuss with their friends.

## DISCUSSION

The implementation of PAQRS Strategy at class XI Ips 1 of SMA Negeri 19 Makassar shown that there was an improvement of the students' reading skill significantly. It can be seen by their score that increased step by step, even in the pre-test, post-test, and test of cycle 1, most of the students had not passed the maximum standard score, but in the pre-test, post-test and test of cycle 2, the students' reading skill was increased. The result of the students' test as follows.

**The Data of Test Result Students' Improvement**

No.	Cycle	Mean	Percentage
1.	Pre-test	55.81	2,70%
2.	Post-test I	67.35	18.91%
3.	Post-test II	76.72	81.91%

The mean of the students' score in the post-test II was highest, it could be showed that the students' reading skill through PAQRS from 67.35 to 76.72.

From the table above, the result showed the increasing of the students' score from the pre-test to post-test 1, post-test 1 to post-test 2. In the pre-test the students who passed the KKM were 1 students of 37 students (2.70%). In the post-test 1 there were 7 of 37 students (18.91%) passed the KKM. The last, in the post-test 2 the students passed KKN were 30 students of 37 students (81.91%).

As the result, the researcher concluded that the students' reading skill at class XI IPS 1 of SMA Negeri 19 Makassar could increase by using PAQRS Strategy Therefore, the improvements' category of students can be seen in the following table;

**The Students' Improvement in the Classroom**

No	Before the Actions	Cycle 1	Cycle 2
1.	The students were not interested in studying English grammar.	There were only few students that interested to begin the teaching and learning process	Most of the students were enthusiastic to begin the teaching and learning process
2.	The students' vocabulary mastery was low	There were few students who asked the researcher the meaning of unfamiliar word in the sentences.	Most of the students paid attention to the words that have been taught by the researcher. So that they could read the text without asking the researcher when they found unfamiliar words.
3.	The students difficult	There were only	Most of the students were

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	to memorized the material of analytical exposition text	few students difficult to memorized the analytical exposition after watched the video on You tube	good in memorizing the material analytical exposition
4.	The students got confused when they forgot about the material analytical exposition	There were only few students often got confused when they forgot about material analytical exposition	Most of the students did not got confused out the material analytical exposition
5.	The students did not show a willingness to learn English reading because they had already exhausted after did other subjects (biology and mathematics), students could not concentrate well because of sleepy, exhausted and boring.	There were only few students show a response to learn English reading.	Most of the students show a response to learn English reading.

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## CONCLUSION

The implementation of PAQRS strategy are first the students doing a preview with the text, the students find difficult word in the text, underlined it. Second, the students made a question about the text. Third, the students read the text and find the answer of the question in preview step. Fourth, the students make summarize of the text. The use of PAQRS strategy in teaching reading skill was successful. The researchers conclude from cycle I and cycle II. From the research, the researcher seen that the students are still get some difficulties in reading a text, they get difficulties in translating the words. Through PAQRS strategy, its help the students to find the key word of the text that the students read. So, the students can be easier to understand the text that they have been read.

There is a significant influence of using PAQRS strategy in improving students' reading skill for the second grade students of Senior High School 19 Makassar. It can be seen from the score of test which are increased from the result of the calculation of t-test in two cycles. The t-test of the cycle I is 67.35 and t-test of the cycle II is 76.72. The researcher concludes that there is a significant influence of using PAQRS Strategy in teaching reading for Eleventh Grade students of Senior High School 19 Makassar in the academic year

2020/2021.

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