

# TEACHING NARRATIVE TEXT BY USING PREVIEW, QUESTION, READ, STATE, AND TEST (PQRST) TECHNIQUE

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## ABSTRACT

This study was aimed to investigate the effects of Preview, Question, Read, State, and Test (PQRST) technique in teaching reading at the first grade students of MAS Insan Qur'ani Aneuk Batee, Aceh Besar. A quasi experimental research was used and the data were collected through tests and questionnaire. The sample of the research was two classes; religious class as the control class and the science class as the experimental class. The sampling technique used was random sampling. The data were analyzed by utilizing Mann-whitney test and Levene test for t-test while percentage calculation for questionnaire. Based on the mean score, the experimental groups students had higher reading scores (79) than those of control group (55.5). The students' reading achievement in both groups was different as indicated by t-score. The result of t-score between two groups is 4.425 with the significant difference score is 0.000 which is lower than  $\alpha = 0.05$ . Therefore, it could be concluded that the PQRST technique effectively improved the students' achievement in reading skill such as main idea, inference, reference, vocabulary and stated detail as well as gave many advantages to the students.

Keywords: *reading comprehension, teaching reading, PQRST technique*

## INTRODUCTION

Reading is one of the English skills that should be taught at school as central of the learning process and it is considered as one of the most

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important skills. Through reading students can develop the other language skills such as writing and speaking. Also, it can improve the language components, for instance vocabulary and grammar. Related to that, Nunan (1991) says that there is a correlation among four skills which are speaking, reading, listening, and writing and through reading the language learners can develop the skills mentioned previously. Therefore, teachers have to teach reading integrated with other language skills in order to encourage and advance the students' ability in reading.

By reading, students may gain important information since reading provides a lot of knowledge, ideas and inspirations. Brown (2001) defines reading as a process of understanding meaning and connecting to the text through a correlation of reader's existing knowledge and background knowledge, information in the text, and the attitude of the reader in reading. In short, reading is a process between the reader and the text. It is not just an activity to read what is printed and written, but also about how the reader gets the message from the text. The way people comprehend reading is related to how they connect the ideas of the text already read and the process of identifying meaning from the text.

Next, reading is crucial and important for students because the success of their study depends on their ability to read. Most of the materials given by the English teacher are presented in the written form, for example in the form of handbooks or modules. It means that to understand the materials, students must be able to comprehend the text. Then, reading comprehension is one of the skills examined in the national examination. For this reason, reading comprehension skill is needed.

According to Neufeld (2005), comprehension is the process of building up an understanding of a text. He also says that there are two substantial factors included in comprehension which are the appropriate previous knowledge used by the reader in understanding the text and the reader actively get involved in the text by focusing to the text being read. There are several factors are included in comprehension – i.e. knowing the meaning of words used by the author, identifying the author's purpose, constructing ideas, knowing the connection among words and ideas, and giving judgement and evaluating.

Based on the preliminary study conducted in November 2017 related to teaching reading, the writer found several problems happened

at MAS Insan Qur'ani, Aceh Besar. First, it was found that the teacher mostly explained about the material without engaging the students' participation. So, the student received the information passively only by listening to the teacher's explanation. Consequently, several students were sleepy and bored in teaching and learning process.

Then according to the English teacher at the school, many students had difficulties in comprehending what they have read. For instance, the students failed to notice detailed information on the text, such as main idea, vocabulary in context, stated detail, reference and inference. Moreover, the writer also gathered and analyzed the most current standardized test of the first grade students in reading comprehension in order to support the data. In reviewing the past classroom records kept by the teachers from previous semesters in the area of comprehension, the writer found that the students performed poorly in reading comprehension test. It was found that only 45% of the students could pass the average minimum standard score (KKM) (i.e. 70) set up by the school in reading while the others' scores were below the standard.

Related to the condition stated above, the writer assumed that the use of appropriate teaching methodology is a way that may overcome the problems. In this study, the writer proposes to implement Preview, Question, Read, State, and Test (PQRST) technique as one of solutions to improve the students' reading skill. This technique was developed by Staton (1982). According to him, PQRST technique is used to increase readers' comprehension in reading activity and arouse the reader's capability to remember the information being read. In short, readers will enjoy to find out more of the reading material. This technique can be applied to any types of learning. Through this technique, the students can focus more on working rather than just learning and examine how to use the information in the test.

Moreover, Wormely (2010) says that five steps in PQRST technique will help reader to comprehend the text easily. To support it, Haeriyanto (2012) adds that since this technique has a well-organized steps so it is used to increase the students' comprehension in reading. Through this technique, the readers can correlate the passage being read with their existing knowledge. Also, the readers can examine their understanding after reading. Due to this statement, the writer believes that this technique can be used as an effective technique in teaching reading.

## LITERATURE REVIEW

### **The Nature of Reading**

In the literature, reading has been defined in a number of different ways by many experts. Frank (2004) defines reading is a process of setting up new knowledge in the mind. It requires the reader's attention to get the new knowledge. Next, Grabe and Stoller (2002) define reading as the ability to understand meaning from the written page and understand the information correctly. Perhaps, students just read without knowing the meaning of what they read. So, it emphasizes not only on reading practice in a reading activity but also on comprehending a reading passage. As a complex activity, there are two activities are included in reading which are seeing and thinking activity. Moreover, Harmer (2001) adds that eyes and brain are frequently used in this activity. Since reading is as visual information, eyes play an important role. Their role in reading are frequently used. They are devices for collecting information to the brain, then, the brain determines what and how its perceptual decisions are formed based on information from the eyes which is influenced by prior knowledge (Frank, 2004).

In other words, reading can be defined as an ability of understanding written words and understand the meaning correctly. It involves both seeing and thinking activity. The eyes collect and deliver information to the brain, then the brain processes the information in order to construct the meaning. In addition, reading is an active thinking process that depends not only in word recognition skill but also on the reader's own experiences and previous knowledge. The readers will understand the text easily if they are familiar with the text given.

### **Types of Reading Activities**

#### ***Extensive Reading***

In extensive reading, the reader usually reads for pleasure and performs outside of the classroom. The reader will deal with a longer text as a whole which requires the ability to understand overall meaning. In addition, to get the overall information about essay, longer text, and book the reader can use extensive reading (Brown, 2001). It prevents the learners to find out the unfamiliar words directly, because they are expected to understand the meaning in general form not by look up the words they do not know.

### ***Intensive Reading***

Intensive reading, a classroom-oriented activity, is focusing on semantic and linguistic detail of a text as the aim of understanding exact meaning (Brown, 2001). In intensive reading, the process of scanning takes a more major role than skimming. The reader is trying to understand all the information given. In addition, intensive reading is stressed on the obtaining of specific information in the text.

### ***Reading Comprehension***

Reading comprehension is the essence of reading. A reader's success in reading is evaluated by the ability and the extent of understanding the ideas or information found in reading text. According to Snow (2002), there are three elements involved in reading comprehension – i.e the reader, the text, and the activity or the aim of reading. Further, he adds that reading is an activity to understand meaning through dealing with printed text. Besides, Nunan (2003) adds that reading comprehension is a process of constructing meaning by integrating the information from the text and readers' background knowledge. Background knowledge helps the reader to comprehend the text easily.

### **Types of Reading Comprehension**

According to Richards (2010), the level of reading comprehension can be classified into four levels, as follows:

#### ***Literal Comprehension***

The readers do not need to infer the meaning from the text since it is stated explicitly in the text. The reader only recognizes and understands the author's main ideas and details.

#### ***Inferential Comprehension***

This type of reading is to discover the information which is not clearly stated in a passage, however, the reader has to use his experience and intuition by inferring.

#### ***Critical Comprehension***

It is a reading to see the differences between the information in a text with the reader's knowledge and value. Readers need to identify the purposes of reading texts as well as reviewing what they already know about the topic. Then readers are expected to apply the reading

skill related to information given in the passage so that they are able to make judgment.

### ***Appreciative Comprehension***

Reading to get emotional or other kinds of valued response from the text is called appreciative comprehension. It is based on deeper understanding and even emotional reaction to the author's language, ideas, imagination and values.

### **Aspects in Reading**

Related to the aspects in reading, Ellery (2009) proposes several aspects in reading which are as follows:

#### ***Main Idea***

Main idea is a complete sentence including both topic and idea that the author wishes to express about the topic. To find the main idea, the reader should look for the sentence that reveals the overall meaning of the text. It is mostly found in the first sentence of the paragraph.

#### ***Vocabulary***

Vocabulary is important in reading. It shows that students are easier to comprehend the text if they have much vocabulary. It is useful to make students able to recognize the meaning or message which is explicitly or implicitly stated in a text.

#### ***Reference***

Here, students have to find the relationship that connects a word, usually a pronoun to the more concrete noun that it replaces. The reference can be found explicitly in the text.

#### ***Inference***

Sometimes the topic of the text is clearly stated in the text. Thus, the students must read carefully in order to understand the text being read. In other words, inference question asks students to draw a conclusion by themselves based on the text they read.

#### ***Fluency***

The reader's competence to read fastly and accurately is called fluency. Thus, it needs the reader to mix and use various reading skills at the same time.

### **Comprehension**

Comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.

### **Detail Information**

The type of these questions are asked about a piece of information and not about all the information in the text. The answers are usually found in the text and also a restatement of the sentences in the text. In other words, the correct answer has the similar ideas with the text, but the words used are different.

### **Genre of the Text**

There are a lot of types of the texts in English since the texts are written with different aims. Generally, the texts could be divided into two types which are literary and factual text (Hall, 2001). Narrative, poetic, and dramatic texts are included in literary types while descriptive, recount, explanation, discussion, information report, exposition, and procedure belong to the factual text.

In this study, narrative text is used in conducting the research. There are several reasons for choosing narrative text. Firstly, narrative is one of the texts that should be mastered by the first grade students at senior high school. Secondly, based on the researcher's preliminary study, the students found some difficulties in comprehending narrative text.

### **Concept of Narrative Text**

According to Kane (2000), narrative text as a meaningful series and events written in words. It can be imaginary story or based on a real incident. Moreover, the story of animals (fable), the story of citizen (folktale), and legend can be found in narrative text (Mukarto, 2007). In other words, narrative text is a written text contained a message which is aimed to make the reader understand meaning of the story

### **PQRST Technique**

PQRST technique is an abbreviation of Preview, Question, Read, State, and Test technique. This technique is used to increase readers' comprehension in reading activity and arouse the reader's capability to remember the information being read. In short, the readers will enjoy to find out more of the reading material. This technique can be adapted to

any types of learning. Through this technique, the students can focus more on working rather than just learning and examine how to use the information in the test. By applying this technique, the information will directly enter the reader's long term memory (Staton, 1982). He further adds that the students will have better time management practices since it consists of five different steps. So, instead of wasting time to study for a whole topic, students can work efficiently since this technique make students learn accurately.

Moreover, this technique is aimed as the treatment to improve the students' reading comprehension since it has well-organized stages. The technique can create an enjoyable learning condition by helping the students to activate their background knowledge before reading and evaluating their comprehension after reading (Haeriyanto, 2012). Then, Wormerly (2010) adds that the stagess in PQRST are also important for aiding students in comprehending a text. Related to that, Johston and Anderson (2005) state that the stages in PQRST technique can make learning becoming more active, effortful and interactive which is suitable with the theory of constructivist nature of learning.

According to Wormerly (2010), there are five stages of PQRST technique. In the preview stages, the readers are asked to do skimming or look at a glance in order to find out the topic of the text and the features of the text including the title, figures, graphs, major headings, paragraphing, or the point in the reading text. Then in question stage, the readers are asked to read the heading of the text again and arrange several questions about the text. Still, the reader are not allowed to read the whole text in this stage. Next, the readers read the whole text carefully in read stage and try to find out the main ideas and detail information. Moreover, the readers have to rewrite or restate the information from the text being read with their own understanding in the state stage. Last, the readers look back to the questions they have arranged previously and answered them in order to check their comprehension.

## **RESEARCH METHODOLOGY**

This study was carried out at the first year students of MAS Insan Qur'ani aneuk Batee, Aceh Besar in te academic year of 2016/2017. The experimental research was used in this study. By using random sampling technique, the writer took two classes form all of the population as the sample of this study. The experimental class was



represented by the science class while the control class was represented by the religious class.

The instrument which were employed to collect the data in this study were test and a set of questionnaire. The test was used to collect the data concerning the ability of students in reading. While, the questionnaire was employed to support the main data regarding to the students' response toward the use of PQRST technique in teaching reading. The close-ended questionnaire consists of ten question in which the participants had to choose one of the answers which describe them well. The five point Likert scale provided in the questionnaire are strongly agree, agree, strongly disagree, disagree, and neutral. In addition, these questionnaire items are adopted and modified from Rusmiati (2013).

The two questions posed for this study were: (1) Do the students in Insan Qur'ani who are taught by using PQRST technique in reading comprehension get higher scores than those who are taught by using Three Phases technique?, (2) What are the students' responses toward the use of PQRST technique in teaching reading comprehension?

Moreover, the test was conducted for both of experimental and control class with the different treatments. The time needed in collecting the data was 6 meetings, starting from pre-test to post test (12x45 minutes). On the other hand, the questionnaire was only given to the experimental class at the end of learning in 10 minutes.

Furthermore, the technique used in analyzing the data are t-test and percentage. T-test was used to examine and interpret the data while the percentage formula was used to analyze the data from questionnaire.

## **RESULTS AND DISCUSSIONS**

Below is the results of the data based on two types of data; the first type of data was taken from a series of tests of experimental class and control class, while the second type of data was obtained from the questionnaire of experimental class. Further, the first data calculation was assisted by using SPSS version 22.

### **Results of Tests**

Pre-test and post-test were conducted for both experimental and control class. In order to analyze the data form pre-test and post-test,

the scoring criteria were made based on five aspects in reading: i.e. main idea, stated detail, inference, reference, and vocabulary.

T-test is used to examine the data of pre-test form the experimental and control classes. T-test is a way to interpret whether there is a significant result o students' achievement before the implementation of any treatment. Below are the statistical summary of the t-test, as follows:

**Table 1. Statistical Summary of T-test for Experimental and Control Classes**

		Levene's Test for Equality of Variances									
		t-test for Equality of Means									
		Sig.		Mean		Std. Error		95% Confidence Interval of the Difference			
		F	Sig.	Df	Differe	Differe	Lower	Upper			
Da	Equal	.0	.8	4.4	38	.0	11.750	2.6553	6.374	17.12	
ta	varian	41	41	25		00	00	7	49	551	
	ces										
	assum										
	ed										
	Equal			4.4	37.9	.000	11.750	2.6553	6.374	17.12	
	varian			25	64		00	7	32	568	
	ces										
	not										
	assum										
	ed										

This test is used to see the difference of the test scores between the experimental and control groups. The hypothesis test uses the reliability of 95% indicating the alpha score is 5% or 0.05. The null hypothesis is rejected if the significance value is more than the alpha score.

- Hypothesis :
- $H_0$  : The two populations are identical or the data of both classes are not different.
- $H_a$  : The two populations are not identical (the result scores of both classes are different).

The basic criteria of t test by using the level of significance 5% ( $\alpha = 0.05$ ) are:

If Sig. obtained  $> 0.05$ ,  $H_0$  is accepted

If Sig. obtained  $< 0.05$ ,  $H_a$  is accepted

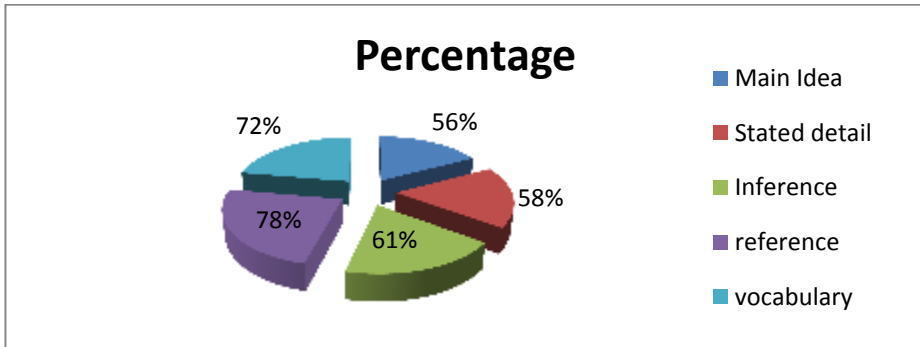
It can be seen that t obtained for the data is 4.425. The significance value is 0.000. It means that the significance value is lower than the alpha score (0.005). Thus, it can be concluded that the two populations are not identical or  $H_0$  is rejected. So, there is any difference in score between the experimental and control class.

Below are the mean score of the experimental and control classes in order to know the achievement of the students in reading skill after the treatment.

**Table 2. Statistical Summary of Mean Score between Experimental and Control Classes**

Post-Test	N	Mean
Experimental Group	20	79
Control Group	20	55.5

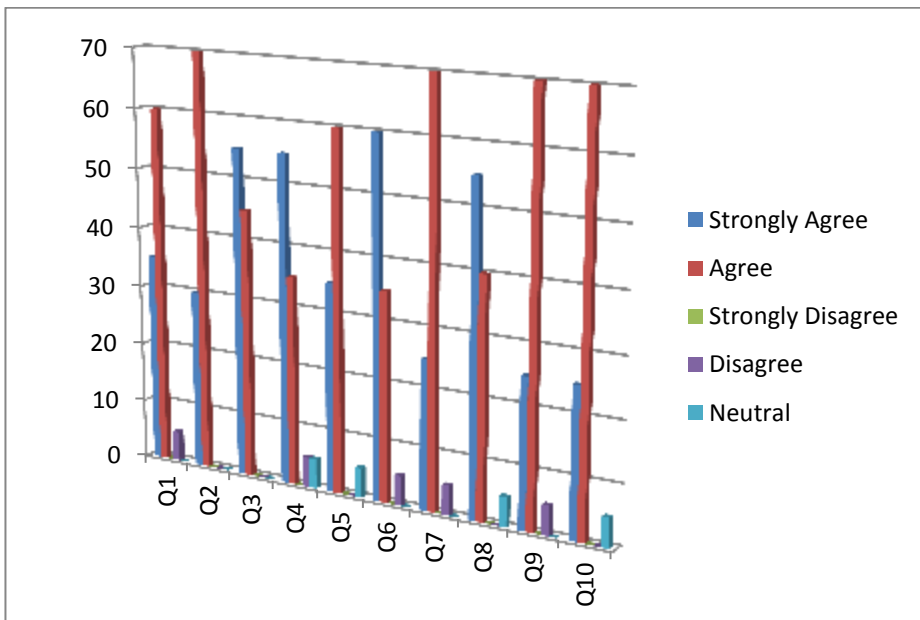
The mean score of the treatment group is 79, whereas the mean score of the control group is 55.5. The mean score of the experimental group is higher than the mean score of the control group indicating that the two populations are not identical. It means that the students who were taught by using PQRST technique achieve higher scores than the students who were taught by using conventional technique in reading comprehension. Thus, the PQRST technique can effectively improve the students' reading comprehension. Below is the result of students' achievement in five aspects tested in reading comprehension.



**Figure 2. The Result of Students' achievement in Five Aspects Tested in reading Comprehension**

**Results of Questionnaire**

The data of the students' response toward the implementation of PQRST technique in teaching reading were obtained through questionnaire. The questionnaire consisted of ten question given to 20 students of experimental class. The chart below represent the result of the students' response, as follows:



**Chart 1. Students' Response toward the Use of PQRST Technique in Teaching Reading**

## **Discussion**

Regarding to the research findings, there are two points that need to be further elaborated in this discussion which are the effectiveness of the PQRST technique in teaching reading on reading achievement and the students' response toward the use of PQRST technique in teaching reading at MAS Insan Qurani Aneuk Batee, Aceh Besar.

### ***Effectiveness of PQRST Technique on Students' Reading Achievement***

Based on the research findings, it revealed that there was a significant difference between the result of post-test on the experimental group and the control group. Based on the result of t-test, it was confirmed that the significance value is 0.000 which is lower than 0.05. It means that the experimental and control group have different achievement in reading comprehension. The result of this statistical analysis indicates that the use of PQRST technique to improve students' reading comprehension was more effective than teaching reading by using conventional technique such as Three Phases Technique.

Related to the students' score, it found that students got better score after the treatment. First, 37% of the students could answer the question about main idea before the treatment and 56% after the treatment. The score increased about 19%. Second, 40% of the students could answer the question about stated detail before the treatment while 58% could answer it after the treatment. It increased about 18%. Then 40% of them could answer the question about inferences while 61% could answer it after the treatment, it increased about 21%. In reference, 37% of the students could answer it and 78% after the treatment, it increased about 41%. Last, 49% of them could answer the question about vocabulary before treatment. In contrast, 72% of the students could answer the question after the treatment. The score increased about 23%. In short, the highest improvement was 41% in reference section.

Many researchers in the previous studies showed an agreement with the findings of this study. Elisabet, Apriliaswati and Suhartono (2014) claimed that this technique improved students' reading comprehension. Besides, Miqawati and Sulisty (2014) also found that PQRST technique statistically impacted students' reading comprehension, which supports the finding of this research.

Moreover, there are several factors that assume to cause the effectiveness of PQRST technique in teaching reading which can support the result of the treatment. First, it provides a step-by-step guidance to students prior, during, and after their reading process which is essential for their comprehension. Each stage gives benefits to students in facilitating their learning (Sulistyo, 2011). In line with that, during the treatment students focused to learn and they knew what to do next, so they did not waste the time to chat with their friend. Second, Champion (2006) argues that PQRST technique also increases the extent to which information is processed by the brain, but it is used for written material, such as that in a newspapers' article. When the students have to deal with the long article, they can apply this technique in order to get the important information in preview step without reading the whole article. Then Turkington (2003) says that many experts believe that PQRST is the best study technique because it helps students retrieve information from their memory. Since PQRST consists of several steps, it makes the students read the text carefully with a purpose. In applying the technique, the students can read the text for several times, so the information will directly enter students' long-term memory. As a result, it makes the students memorize and recall the information easily.

***Students' Response toward the Use of PQRST Technique in Improving Students' Reading Comprehension at MAS Insan Qur'ani***

The findings of the questionnaires have answered the second research question. The result of the questionnaire show that the students had positive reponse toward the use of PQRST technique in teaching reading.

For the first statement of the questionnaire, mostly the students chose agree that the use of PQRST technique could make them feel comfortable in reading. The similar finding was also found by Susanti (2013) in her action research.

Then, 70% of the students agreed that their ability in reading increased through the application of this technique. The findings support the data from the experimental group that there was an improvement in the post-test score after the implementation of PQRST technique in teaching reading.

Most of the students responded strongly agree to the use of this technique in motivating them to read. To support it, the research from

Susanti (2013) showed positive results in students' motivation, classroom interaction and students' enthusiasms in the reading process.

Next, the use of this technique could activate students' background knowledge. From several meetings, the students looked more active than in the first and second meetings. They were trying to find out the materials related to the next topic and it became their background knowledge when they were asked to explain about their insights of the topic discussed.

Moreover, most students responded that PQRST technique is a fun technique and they need a fun strategy in learning. These findings prove the theory of Brophy (2004) which stated that maximize pleasure and minimize pain, children learn to experience satisfaction in setting and working toward goals, acquiring new knowledge, developing their skills, and satisfying their curiosity.

In addition, the students responded that the technique made them more confident in learning and more curious with the content of the passages given. Mostly the students chose strongly agree for both of the statements.

Besides, most of the students responded strongly agree that this technique should be applied for students whose motivation in reading is low because it encourages students to involve in the learning process. This finding is in line with the finding from Blanco and Alvarez (2006) who stated that the application of this technique could motivate the students in learning and it would be useful for students' professional development.

Last, this technique could help the students solve several difficulties they faced in learning. This finding supported the data gained from the experimental group, where the post-test score of the experimental class students improved after the implementation of PQRST technique.

Related to the weakness of this technique, the students wrote that time management in implementing this technique is a crucial factor that the teacher should focus on because this technique consists of several steps. Then, the stating stage was a little bit difficult for them and they needed to practice using this technique frequently.

In short, there are several benefits of this technique according to the students: they were more focused on learning; they knew what to do next; they did not waste time to do such unimportant activities; they could understand the text easier; and this technique helped them to solve the difficulties they faced in reading.

## CONCLUSION AND SUGGESTIONS

There are two points that can be concluded related to the implementation of PQRST technique in teaching reading based on the result of the research.

First, since PQRST Technique consists of several steps, it could improve the students' background knowledge by relating their existing knowledge (prior knowledge) to the new knowledge in the previewing step. Also, it improved the students' critical thinking by constructing several questions related to the text they had learned in the questioning step. Besides, the students became more active because there were several steps to follow and they knew what to do next in the reading activity. Moreover, the research proves that several passive students became more active during the treatment especially in the questioning and stating steps. Related to the students' achievement, the score of two classes were different. The significant value of two groups was 0.000 which was lower than the level of significance ( $\alpha = 0.05$ ). Specifically, the students get higher score in reading after the treatment rather than the score before the treatment. It was proven by the mean score of the treatment group is 79, whereas the mean score of the control group is 55.5. It means that the students who were taught by using PQRST technique achieve higher scores than the students who were taught by using conventional technique in reading comprehension. Therefore, PQRST technique was considered as one of effective ways in improving students' reading skill, particularly in the aspect of main idea, stated detail, reference, inference, and vocabulary.

### Suggestions

It is suggested that English teachers who find similar problems in teaching reading comprehension change their reading classes from a traditional atmosphere to be a more dynamic and communicative situation. Teachers could use PQRST technique in order to make the learning process more enjoyable and dynamic for students.

For further research, since this study was conducted with a limited number of participants, it is suggested that other researchers expand the replication of this study with a larger number of participants at different levels of proficiency over a longer period of time.



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