

## **Fostering Learners' Reading Comprehension Through Adopting Preview, Question, Read, Summarize, And Test (Pqrst) Strategy**

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### ***ABSTRACT***

*As part of English proficiency, reading plays a pivotal role in every aspect of life. Given the fact that reading English is still a big deal for most learners, they often avoid practicing such skill. As a consequence, EFL learners, for the most part, keep suffering from the complexities in reading. Besides, the teaching in Indonesia is mostly teacher centered approach in that it makes them passive. This present paper expounds on PQRST strategy in reading. This paper attempts to eliminate the reading disabilities. PQRST which stands for Preview, Question, Read, Summarize, and Test is strongly recommended to be employed by the students in coping with difficulties in reading. This strategy has the power of succeeding in reading the text since complete steps are sufficiently provided. Hence, comprehension in reading the text will be improved with this strategy.*

*Keyword: English Proficiency, Reading, PQRST*

## **Introduction**

Four integral parts of English must be learnt by most of the students in order to become proficient in English. The four micro reading skills include speaking, listening, reading, and writing. English language learners (EFL Learners) often face some complexities learning English due to the fact they have to deal with the four micro skills at once. Likewise reading, people, including students have a hard time dealing with this skill even though some are not. This cognitive skill has long been discussed and learned by a bulk of people including the students. This skill involves a host of processes including a lower level process such as decoding the print as well as higher level processes involving syntax, semantics, and also integration of ideas with the readers' global knowledge (Nassaji, 2011, p. 173).

The purpose of this reading activity is to receive some information and develop one's knowledge. Therefore, this reading difficulty must be coped with so that the readers are capable of reading the text. Ulker (2017) states that reading plays an important role in any educational system, so improvement of reading skill is vital, which is possible with the help of effective reading strategies. Reading English can also facilitate language developments. The more the students read, the more they develop their vocabulary knowledge, (Chou, 2011:108). In addition, Nassaji (2011, p.173) states that reading is not merely a literacy skill for comprehension but also a necessary tool for developing linguistic competence. Therefore, reading is of essential to be learned. However, reading English is still puzzling for a number of EFL students in particular. When the readers collect some papers and read them singly, it must be done with structural strategy. Without this, the readers are incapable of reading the text.

These days, students, for the most part, EFL students in which his first language is not English confront reading with dull, boredom feelings. This occurs because they only read the text with no suitable technique for copying with this. In a specific location, the researcher also found that some students

reveal their complexities until they perceive to quit reading. In fact, the problem comes because they have neither vocabulary nor they possess certain strategy in reading the text. As is the case with several EFL classrooms in Indonesia that reading is still a big deal. Therefore, the students are in need of certain strategy in reading. One of the appropriate strategies that can be used is preview, question, read, summarize, and test (PQRST). A number of researchers have probed the effectiveness of this strategy. As what has been stated by Thomas and Robinson (1982), Spache and Berg (1978), and Robinson (1970) in Syafitri (2017:18) that PQRST is a simple study technique which can significantly improve understanding and memory.

### **Reading Comprehension**

As a micro skill, reading plays a crucial role in the life of people. The people must practice reading in their daily life so as to gain a multitude of knowledge. Likewise, as students from the beginner to the advanced level need to practice reading every day. Nunan (1991) states that reading is the most important activity in any class, not only as a source of information and a pleasure activity, but also as a mean of consolidating and extending one's knowledge of the language, literature, and culture. In any case, reading is inspirable to comprehension. When the individual does reading a text, they need to comprehend the text fully and properly. Richard and Schmidt (2010: 483) states that understanding in reading is called as reading comprehension. Moreover, Trezek and Mayer (2015) in Ulu and Akyol states that learning to read is a hierarchical, developmental process, and comprehension is driven by the reader's language abilities as well as the phonological information derived from text. If looked at the points in the statement, interpretation in reading the text is of importance. It means that the readers should gain solid understanding after they read a text.

### **Teaching Reading In Indonesia**

As a teacher, he should have a number of knowledge, including a content knowledge, pedagogical knowledge, curriculum knowledge, knowledge of the learners, and knowledge of educational context, (Shulman, 1987, cited in Perkins,1999). Therefore, it emphasizes that teachers should also have strategies in teaching their students as well as know what the students' needs in the classroom. In any case, the condition of teaching in Indonesia is still teacher-centered approach for the most part. This method has long been implemented by a number of stakeholders especially EFL teachers. This strategy makes a number of the students bored even passive in the classroom. The students become spoon-feeding students since they are always centered upon their teachers in learning. As a result, they are hard to fully involve in the process of learning. Therefore, it needs to be improved so that the students can also practice and actively participate in the classroom. Freiberg (1999) cited in Garret (2008) states that such a shift requires teachers to adopt a person-centered, rather than a teacher-centered, orientation toward classroom management, which features shared leadership, community building, and a balance between the needs of teachers and students. This is to say that the students should also participate in the teaching and learning process. Teaching reading also needs to be combined. It means that teachers can be facilitator of reading and the students may also participate in the reading lesson so as to achieve the reading goals.

### **A Number Of Factors Influencing Reading Comprehension**

The following is a number of factors affecting readers' reading comprehension clarified by Dennis (2008) in Giloakjani and Sabouri.

a. Complexity of text

Having knowledge of vocabulary is the most important thing in reading. This vocabulary affects the readers' understanding upon the text. Dennis (2008) states that a lot of vocabulary assists learners in explaining the

- unknown words through applying the opinions of context.
- b. Environmental condition  
The readers may need a solid understanding upon the text. When the readers are interrupted by unsafe condition, they will find it difficult to comprehend the passage. Therefore, readers need to be in safe environments when reading the text. On the other hand, readers will lose their concentration in understanding a text when they are disturbed by televisions or radios (Dennis, 2008).
  - c. Anxiety  
Reading for a test, for examples, is different from reading for pleasure/ enjoyment. Sometimes, readers feel anxiety when they become the test-takers of reading. This will lead to poor understanding in reading the text. As a result, they fail to comprehend the text. Dennis (2008) states that learners who experience this anxiety may not completely understand the instruction and this may lead to confusion and poor comprehension of the reading task.
  - d. Interest and motivation  
It is of essential that EFL teachers facilitate their students with many interesting materials. The students will be highly motivated when they are provided with the interesting materials. On the other hand, they will be bored when they are only given a monotonous or materials of reading. As a result, they will achieve a lack comprehension in reading. Dennis (2008) asserts that learners' interest and motivation are of importance in acquiring reading comprehension skill.
  - e. Decoding and word recognition skill  
The readers need to demonstrate this skill when reading the text. The readers who have enough vocabulary will easily understand the meaning of the words. On the contrary, those who have been lack of vocabulary knowledge will find the passages hard to understand.

Dennis (2008) states that readers who have enough vocabulary will be faster to figure out the meanings of the passage than those who should suppose the meaning of unfamiliar words based on the clues of the context.

f. Medical problems

Reading comprehension difficulties are also concerned with medical problems such as speech problem and hearing impairments (Hallowell, 2013). She emphasized that readers with less speech and hearing difficulties are less to participate in oral reading and class discussions. These factors may influence readers' reading comprehension. The teachers should be able to know these two things.

### **A Brief Overview Of Pqrst**

In the case of reading, the readers should have certain strategy in order that their students can reach good understanding in reading the text. The following is one of the good strategies in reading. PRST includes several aspects required to perform, including preview, question, read, summarize, and test. Staton as cited by Simatupang and Sihombing (2012) stated that PQRST strategy can be used to improve readers' understanding and to help readers focus on prioritizing the information in a way that relates directly to how they will be asked to use that information. Based on this view, this strategy is of use in improving the students' understanding upon the text. The students with this strategy will be able to comprehend and convey the information in the text properly.

Sulistyo (2011) classifies PQRST as follows:

#### *Preview*

At the early stage, the reader must be able to recognize figure, table, graphs, major headings and the points in the text. This stage has two aims: activating the prior knowledge the readers have. The readers should relate their past experiences with the one in the text and it also establishes the students'

understanding upon the topic. The students must be able to find the topic in the text.

### *Question*

The readers are strongly encouraged to have direct questions related to the topic they have found in the text held in the previous activity. So the readers will have guided reading.

### *Read*

After finding the topic and raising the questions, the readers are then encouraged to read the text. when reading the passage in the text, the readers have to check the answers of the questions raised before by the readers. Question of which answers are not found in the reading materials may be revised and new questions may be made up along the way of reading process until relevant and satisfying answers are found.

### *Summarize*

Upon the completion of reading, the students are required to write the main points, mind mapping, making flowcharts, and labeling diagrams as notes. This is important to increase the students' understanding upon the text.

### *Test*

After doing the four important things above, the teacher may administer the students/ the readers a test. The test is used to check whether the readers have comprehended the text or not. Gunadi (2011: Sembilan<sup>5</sup>) states that the test is used is to unsure that students' understanding of the text is not accidental, that is the students really understand the text thoroughly. A variety of test tasks needs to be utilized. The task should include a number of abilities from Lower order thinking skills (LOTS) and Higher Order thinking skills (HOTS) that are well designed.

Following that, the writer also provides examples of PQRST in the following.

### *Preview*

Example of text:

### **Preview**

Identifying the topic, see the following:

Elephant, horse, snake, chicken, lion, duck,

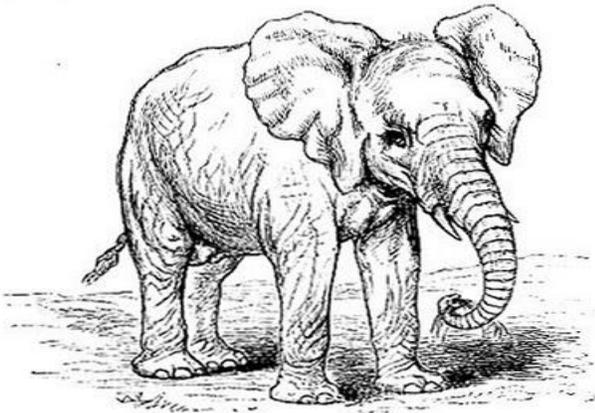
pig, bird, horse, snake, lion, elephant, lion,  
bird, horse, elephant, duck, chicken, pig,  
wolf, bird, horse, lion, pig, snake, chicken.

In this case, the students are able to identify the topic. The teacher may directly ask the students to find the topic in the text. The topic in the text is “**Animal**”. The students may say one word only to find the topic in the text.

### **Question**

#### **Elephant as the funniest thing**

In the world, there are many animated thing we can find. It includes human being, plants, and animal. But animal is one of the funniest animated ones in this life. The animal includes, but not limited to, elephant, snake, lion, chicken, pig, wolf, and horse. For example, elephant is the funniest animal in this world. This animal has loud voice. With big body it has, elephant can save from other dangerous animals. This animal is also preserved by a number of people because of its pursuance.



*Adopted from :*

<https://www.shutterstock.com/search/elephant+black+and+white>

#### **How to raise a question?**

Is it true that elephant is the funniest animal?

Is it true that the animal is preserved by a number of people?

Is that animal has loud voice?

**Read**

The learners may read the information relevant to the question they pose previously in order to find the answers.

For example:

Question raised previously is: *Is it true that the animal is preserved by a number of people?*

Then reader may find the answers of the questions in the text.

Therefore, the answer is: Yes. *This animal is also preserved by a number of people because of its pursuance.*

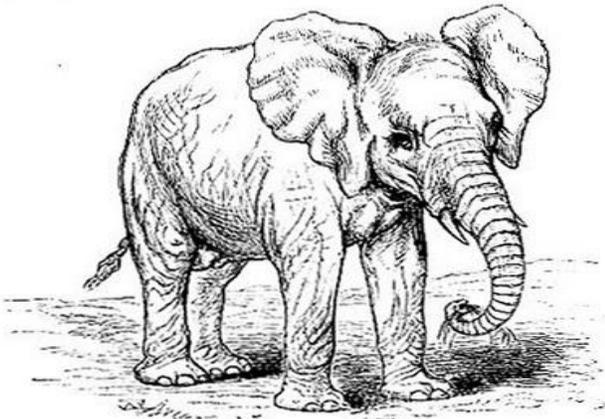
**Summarize**

In this step, the readers may be able to write some important points in the text, making flowcharts, and labeling diagram as notes.

For example:

**Elephant as the funniest thing**

In the world, there are many animated thing we can find. It includes human being, plants, and animal. But animal is one of the funniest animated ones in this life. The animal includes, but not limited to, elephant, snake, lion, chicken, pig, wolf, and horse. For example, elephant is the funniest animal in this world. This animal has loud voice. With big body it has, elephant can save from other dangerous animals. This animal is also preserved by a number of people because of its pursuance.



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Some important points can be written in terms of the text above:

1. There are three animated things: human being, plants, and animal.
2. Elephant is included in the funniest animal in the world.
3. Elephant is mostly looked after by a number of people due to its pursuance.

### **Test**

In this case, the teacher may administer a test for their students:

For example:

1. How many animated things in this world?
2. In what line does the author explain about the perseverance of the animal, elephant?
3. Why do people like to preserve the elephant?

### **Conclusion**

Having strategy in reading is of essential. The strategy is used to improve the understanding upon the text the readers read, particularly learners learning foreign language. PQRST is best suited to teaching reading skill to the students. The students as readers will be more capable of reading the text since this covers sufficient activities to reach solid understanding in the text. PQRST is strongly recommended for the teachers to apply in the EFL classrooms for better reading.

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