IMPROVING STUDENTS’ CONCLUSION MAKING SKILL BY USING PREVIEW, QUESTION, READ SELF RECITE AND TEST

Iwan Setiawan, Luwandi Suhartono, Urai Salam
English Study Program of Language and Art Department of Teacher Training and Education Faculty of Tanjungpura University Pontianak
Email: iwan_ponpesdu24@yahoo.com

Abstract: The purpose of this research is to investigate how does the use of PQRST improves conclusion making skill in reading comprehension to the eleventh grade of Madrasah Aliyah Darul Ulum. The research method that used is class room action research. The participants of this research are 25 students. The result of data analysis showed that in the first cycle students felt uncomfortable because it was first time for them to apply PQRST strategy. The teaching learning process was passive. Then in the second cycle, students started enjoying the class and understanding the steps of PQRST although there are a few steps that was still not maximized. They were eager to share their ideas with their peers. Later in the third cycle, the students did the roles of PQSRST strategy in good way. Students were active in all steps and they average score was 78,20.

Keywords: Conclusion making skill, PQRST


Kata Kunci: Kemampuan membuat kesimpulan, PQRST
English is a foreign language for the Indonesian people. It is used in oral and written communication. Most people concern that English is difficult because they need to deliver in two-ways communication. Therefore, it is understandable if most Indonesian do not use English to communicate one another. Only some of who are able to understand English. In addition, people do not only consider one aspect of English skill, but there are some other aspects to be considered. One aspect that must be understood is reading.

Reading is one of the aspects of the English language. However, Reading does not only mean reading a text, but understanding the contents of the text and they will get a lot of information. In reality, most students still have difficulties when they understand the information in texts. Nist, Simpson Anderson, and Armbruster (2000: 19) stated there are still many students who do not understand on what they read, that makes difficult to distinguish the important information they need to understand. While reading to be able to understand the content well and correctly, a reader is required to be able identify the main idea of a passage, summarizing the contents of the text, generating questions about the information in the text and look for clues to answer these questions.

In reading comprehension a reader must understand the information in the text such as the ideas that have been presented by the writer in the text. However, not all the information in the text is explicitly stated by the writer, but rather be implied. Thus, in order that the reader can know the meaning of the information implied or unstated, the reader is required to analyze the relationship between words, sentences, and paragraphs in the text.

The information and ideas implied or unstated in the text, the reader can know and understand it with one of the reading strategy is by way of conclusion making skills. In making a conclusion the most basic thing are getting and analyzing the facts that are in the text. Mammen (2010:3) stated that a conclusion is a sensible decision that is reached based on facts and/or details. Thus, a reader looks for evidence in the text and make conclusion based on that evidence. In this case, the evidence is based off of the words, phrases, so in the end the reader can get informations and the implicit ideas. Adler (2004) stated that in making conclusion helps the students to: (a) Identify or generate main ideas. (b) Connect the main or central ideas. (c) Eliminate unnecessary information. (d) Remember what they read.

Based on the writer's experience while teaching second grade students of Madrasah Aliyah Darul Ulum in academic year 2013/2014, the problem has been known as on the fact most of them could not understand the text properly and the students were not capable to find ideas presented in reading, especially the ideas were not explicitly stated. This is in line with the evidence when they do exercise to answer the questions, they could not answer the questions correctly or standard score.

One of the ways to improve students' conclusion making skill in reading comprehension is by using PQRST strategy. PQRST is a strategy that helps students understand and remember the reading material. PQRST
strategy is a simple strategy using action steps and children are easy to apply when faced with the task of reading (Westwood 2001:63)

PQRST strategy is a learning strategy that asks students to perform Preview (rapid reading task with attention to the titles and the main topic, the general objectives and summaries, as well as the formulation of these works), Question (explore the topic and the main title by asking questions whose answers can be found in reading, and then try to answer it), read (reading task of reading materials carefully by asking the check in a second step), Self Recite (do a summary manner in research and keep in mind about information that is considered important after a stage 3 or stage reading) and Test (trying to create problems and answer questions posed by the information that is read).

Staton Added (p.1) PQRST method is a strategy undertaken in stages, if the later steps in this strategy is followed correctly, then this strategy is helpful for improving the understanding and student test scores. Because, in the application of PQRST strategy, demonstrating how to focus on key points in the text, check for understanding, back-track to gain contextual cues and self-correct. This modeling helps children to internalize the steps in the procedure, how to question, check, reflect and summarize. “The children are then taken through several sessions of guided practice using appropriate texts until they are confident about using the strategy independently” (Westwood 2001:62)

The five steps that will be applied PQRST strategy have the advantage. In preview step of the PQRST strategy there are some benefits that will be found. Cause in the review process, the reader should not be read as a whole and detail, but the reader enough to read in brief. Thus, this review process is very useful for the reader to get a general overview the contents of the text.

In addition, readers will also be assisted to see and find the main points in the text quickly, even if the readers do not understand or read the entire text as a whole. With this process, the student will be familiar with the text. And then, the preview step will help students in understanding the text indirectly.

The second step is question. Question step will help the readers to read more in the spirit, because the questions that have been prepared by the reader. Thus, they will be more focused on the contents of the text based on questions. The questions that have been created will also help in facing the exam. So, it will help to get good grades. Moreover, with these questions, the reader will be helped in doing the test varied. Palincsar stated, “questioning is important because it improves comprehension and helps the students integrate information. Students can practice writing " where, when, why, and how" questions and get feedback from their peers and the teacher. Furthermore, generating-question is effective. According to Adler (2004), it: (a). Gives students a purpose for reading. (b). Focuses students' attention on what they are to learn. (c). Helps students to think actively as they read. (d). Encourages students to monitor their comprehension. (e). Helps students to review content and relate what they have learned to what they already know.
Reading is the third step in PQRST strategy. This step is very useful for the reader to help understand the text in detail. In this process, they will try to find an answer to what they have made indirectly. So at this stage, the reader really understand each of the paragraph.

The benefit of self recite step, the reader will be helped to try to conclude and to check what they have read. Moreover, by making conclusions will increase the confidence of the reader in making a statement based on the text and take the important parts that need to be delivered.

In the last step is test. The implementation of the test is very useful for the readers. Because the test as a tool to measure how far the level of our understanding of the text that we have studied / read. With the values we’ve gained will be motivating for us to continue to get maximum results.

In this study the writer specifically investigate how does the use of PQRST improves conclusion making skill in reading comprehension to the eleventh grade of Madrasah Aliyah Darul Ulum.

**METHOD**

The research method used in this research is classroom action research which provides the information about situations and condition that occur in the present. Mettetal (2001:11) Classroom Action Research is a method used to determine what is best in your own classroom so that you can improve student learning process in four steps.

The procedures of data collection in this research through several steps or cycles. Kemmis & McTaggartin Burns (2010: 8-9) as for the steps in action research in the following : (a). Planning, (b). Action (c). Observation and (d). Reflection.
The participants in this research is 25 students. The data was collected by observation checklist and achievement test. Observation checklist that used to observe the activities in the classroom during the implementation of PQRST started from the first cycle to the third cycle. The tests are administered in the form of objective tests. This consists of 20 multiple choice questions that contain some aspects of which are defining the main idea, reading defining the structure, supporting the idea of defining and interpreting the words or the sentences. Multiple choice can be scored objectively and can measured learning outcome directly.

The first is to get the score of each student. The formulas used are as follows:

\[ S = \frac{R \times 100}{N} \]

- \( S \) : score of individual students
- \( R \) : Number of correct answers
- \( N \) : The number of questions for the test
- \( SM \) : Standard mark (100)

Once the individual score of each student has been collected, the writer made the average student scores. The formulas used are as follows:

\[ M = \frac{\sum x}{N} \]

- \( M \) : mean score
- \( \sum x \) : total score students who take the test
- \( N \) : number of students who take the test

To determine student success in reading comprehension by using the PQRST strategy, the writer use the SKM (exhaustiveness minimum standard) is 70. Thus, if the average score obtained 70 or more, then the use of PQRST strategy succeeded, but if the average scores of less than 70, then the use of reading comprehension in the PQRST strategy did not success.

FINDINGS AND DISCUSSION

Findings

Previous to conduct the research, level of student mastery in English subject in class XI B Madrasah Aliyah Darul Ulum in Academic Year 2013/2014 about basic competence " Understanding the meaning of short functional text and essay in report, narrative, and analytical exposition in the context of daily activities and to access science " is still very low. Based on the analysis, it can be seen the problem has been known as on the fact most of them could not understand the text properly and the students were not capable to find ideas presented in reading, especially the ideas were not explicitly stated.

On the other hand, the lack of students absorptive in learning materials cause the teachers are still using conventional learning model,
where is teaching learning activities are still centered on the teacher, while the students’ activities are still ignored. In the conventional teaching learning, the all the information comes from the teacher, while the students accept passively. In the other to, they don’t understand the content of the text, how to find the information and ideas implied or unstated in the text. Students just do all the tasks by the teacher, but never get feedback. So, in this situation the teacher can not know the weaknesses. Teaching learning process which centered on the teacher can lead to boredom, lack of participation and learning activities for students.

In an effort to improve teaching learning outcomes, the writer used PQRST strategy (preview, question, read, Recite and self test) in classroom action research. This research was conducted collaboratively between writer and English teacher. The research was conducted for three (3) cycles. In general, classroom action research procedures are performed every cycle, namely: planning, acting, observing and reflecting.

Based on the results tests in the first cycle, the data obtained as follows:

| Table 1 |
|----------------|----------------|
| Students Score In the first cycle |
| Madrasah Aliyah Darul Ulum |
| In academic year 2013/2014 |

<table>
<thead>
<tr>
<th>No</th>
<th>Describes</th>
<th>First cycle</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Average</td>
<td>57,20</td>
</tr>
<tr>
<td>2</td>
<td>Highest score</td>
<td>75</td>
</tr>
<tr>
<td>3</td>
<td>Lowest score</td>
<td>30</td>
</tr>
<tr>
<td>4</td>
<td>Total of students pass</td>
<td>8 students</td>
</tr>
<tr>
<td>5</td>
<td>Total of students not pass</td>
<td>17 students</td>
</tr>
<tr>
<td>6</td>
<td>Percentage of Students pass</td>
<td>32 %</td>
</tr>
<tr>
<td>7</td>
<td>Percentage of Students not pass</td>
<td>68 %</td>
</tr>
</tbody>
</table>

The percentage of students pass in the first cycle was 32,00 % and in the first cycle the average was 57,20. The highest score in the first cycle was 75. And than for the lowest score was 30. While students who have not passed 17 students or 68,00 %.

In the first cycle results showed that the student mastery of learning materials still include the category was not well. There are some students working on other things outside of learning, so that students were attention less and they were not observe the teacher’s explanation. And then they were much speak for themselves, especially the students who sit in the back.

Students did not understand what they were reading, despite being translated by the teacher. There are some students who did not understand of vocabulary. Then, a lot of students did not have dictionary, so that when they do not know the meaning of the words or sentences, they could not found the
meaning. Thus, students are still difficult to find the main ideas in each paragraph.

When the teacher explains how to make or arrange the questions related to the text, the students did not record teacher's explanation. So that, when they try to frame the questions, many of students make the questions that are not related to the text.

Another aspect that causes for the students to lack an understanding of the steps PQRST strategy is the lack of student motivation in english learning. In the other to, there are some students out of the classroom with out apparent reason. In the end, when they were given the questions relating to the text, many of them are not able to answer questions correctly.

Based on the evaluation of student mastery in learning materials in the first cycles. Teacher did some Reflections in the second cycle. (1) Teachers give a lot of questions relating to the text, so that students’ attention focused on the teacher. (2) Teachers provide a detailed explanation to create questions related to the text. (3) Teachers provide an explanation to determine the main ideas in the text. (4) Teacher gives way to conclude the content of the text of the main ideas that have been found. (5) The teacher told the students to bring a dictionary. (6) The teacher asked the students not to leave the room without a clear reason, so they do not miss the explanation given. The results of the test in second cycle, the data obtained as follows:

**Table 2**

**Students Score In the first to second cycle**

<table>
<thead>
<tr>
<th>No</th>
<th>Describes</th>
<th>First cycle</th>
<th>second cycle</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Average</td>
<td>57,20</td>
<td>70,60</td>
</tr>
<tr>
<td>2</td>
<td>Highest score</td>
<td>75</td>
<td>85</td>
</tr>
<tr>
<td>3</td>
<td>Lowest score</td>
<td>30</td>
<td>50</td>
</tr>
<tr>
<td>4</td>
<td>Total of students pass</td>
<td>8 students</td>
<td>17 students</td>
</tr>
<tr>
<td>5</td>
<td>Total of students not pass</td>
<td>17 students</td>
<td>8 students</td>
</tr>
<tr>
<td>6</td>
<td>Percentage of Students</td>
<td>32 %</td>
<td>68 %</td>
</tr>
<tr>
<td></td>
<td>pass</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Percentage of Students not</td>
<td>68 %</td>
<td>32 %</td>
</tr>
<tr>
<td></td>
<td>pass</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The results on the second cycle. It can be described that using PQRST strategy improved in the second cycle and the average was 70,60. The highest score of the students in the second cycle was 85 and the lowest was 50. Students who have mastery increased. When the first cycle there was 8 students or 32 % to 17 or 68 % in the second cycle. While, there are the decreasing the students who have not passed 17 students or 68 % to 8 students or 32 %.

The writer conducted observations during teaching learning process in the second cycle. The data showed that the 1). students are no longer working on other things outside of learning, so they observe and give more attention
teacher's explanation. 2). Students in the back had not speak for themselves, they have started to focus on reading material provided by the teacher. 3). Students have the dictionary as a support for the material. 3). Students record and marking material that is less understood. 4). Students begin to ask the questions about material that has not been understood. 5). Students are able to make the questions relating to the text, although not all the questions that they make related to the text. When read in detail, the students are able to find the main ideas in each paragraph by marking the underline on the main idea. Some students who dare to deliver the conclusions they have made in class and they begin to do the task. The students have felt happy and interest to use PQRST strategy.

The writer did the reflection in the second cycle. Teachers provide a detailed explanation to create questions related to the text. And then the teachers provide an explanation for the finding main ideas in the text. In the other side the teacher gives way to conclude the content of the text of the main ideas that have been found.

The reflection and re-planning of the implementation in the second cycle is progressing and should be followed up, so that learning activities need to be continued in the third cycle. It is based on the second cycles have made progress in which the students activity in learning activities has led to PQRST.

In the other to, the writer and English teacher trying to continue in the third cycle 3. It is to improve learning outcomes especially to improve students’ conclusion making skill using PQRST strategy.

The results of evaluation on third cycles showed that (1) Students pay attention and observe the teacher's explanation. (2) They could created questions related to material that is not yet understood. (3) The students marking the words or sentences that is less understood. (4) Students record the teacher's explanation. (5) Students make a conclusion/summary based on the texts. (6) Students have dared to present their conclusions to the class. (7) Students respond to other students' questions and give suggestions or comments. (8) Students answer the questions given by the teacher. (9) They enjoy learning by using PQRST strategy. Students was mastery in making conclusion using PQRST. They average score was 78.20. This suggests that to understand a text is no longer an issue for the students, cause the students' used PQRST strategy to be able to understand or conclude the text very well. The percentage of learning mastery was 100 % of the 25 students . While achieving the highest score was 100 and the lowest was 70.

In the other to, the data showed that the result of in the first cycle that the student mastery of learning materials still include the category was not well with the average score was 57.20. There are 17 students who did not complet or about 68%. While students who completed just 8 students or 32%. In the second cycle they got good category. The average score was 70,60. In addition the percentage of learning mastery has been increased 32 % in the first cycle to 68 % in the second cycle . The results on third cycle, students' mastery in learning materials using PQRST was very well, they average score was 78,20. The percentage of learning mastery was 100 % of the 25
students. While achieving the highest score was 100 and the lowest was 70. Thus has been able to achieve the minimum completeness criteria (KKM) which has been set is 70.

**Tabel 3**

**Students Score in Each Cycle**

Madrasah Aliyah Darul Ulum

In academic year 2013/2014

<table>
<thead>
<tr>
<th>No</th>
<th>Describing</th>
<th>cycle I</th>
<th>cycle II</th>
<th>cycle III</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Average</td>
<td>57.20</td>
<td>70.60</td>
<td>78.20</td>
</tr>
<tr>
<td>2</td>
<td>Highest score</td>
<td>75</td>
<td>85</td>
<td>90</td>
</tr>
<tr>
<td>3</td>
<td>Lowest score</td>
<td>30</td>
<td>70</td>
<td>70</td>
</tr>
<tr>
<td>4</td>
<td>Total of students</td>
<td>25</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>5</td>
<td>Students not pass</td>
<td>17</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>6</td>
<td>Students pass</td>
<td>8</td>
<td>17</td>
<td>25</td>
</tr>
<tr>
<td>7</td>
<td>Percentage</td>
<td>32 %</td>
<td>68 %</td>
<td>100 %</td>
</tr>
</tbody>
</table>

**Discussion**

The implementation of teaching learning process at the first cycle is not accordance with the lesson plan. This situation, because most of students are not familiar reading in detail, making the question based on reading, and then searching the answers from the text, summarize and perform tests that leads to learning PQRST models completely and thoroughly.

The writer helps and guides the students who do not understand the steps of PQRST strategy. At the end of the first cycle, the writer got the conclusion that the students are not familiar with the conditions of learning using PQRST strategy.

To improve the implementation in the first cycle. It is necessary to reflection and re-planning. The steps of improvement should consider the condition of the students who are not familiar with the PQRST strategy, so it still feels less happy and enthusiastic in teaching learning process. While, there are some students are still hesitant to ask questions and express opinions in class and they need the attention or intensive guidance.

The writer needs to fix the weaknesses and maintain the success that has been achieved in the first cycle. Then, the implementation of the second cycle the writer needs to motivate and guide some students to be more active and can master the steps of PQRST strategy. As for students who have mastered the learning using PQRST strategy, the writer should give the recognition or reward.

The planning of the second cycle is also based on the planning of the first cycle, where the writer motivates students to be more active in learning activities, guiding students who are still having trouble finding discourse and difficult vocabulary from texts, composing the questions correctly, concise and relevant through question words, guiding the students to summarize and
present it in class and give awards to students who are reading well presented.

Furthermore, the implementation of the second cycle, teaching learning process had led to the PQRST models. Students have been able to work on the worksheet provided by the writer well and on time. In addition, there have been activities to assist each other in mastering the subject through discussions and questions asked. Most of the students feel motivated to ask and respond to the presentations of other students. So that, created an atmosphere for effective learning and fun.

The reflection and re-planning of the implementation at the second cycle was progressed. The writer needs to be followed up, so that learning activities in third cycle more optimal progress. It is based on the second cycles, teaching learning activities that have made progress in which the students activities has led to PQRST steps. The students initiative in the teaching learning shown by the attitude of courage in asking opinions, advice, suggestions or objections in learning activities. The involvement of students indicated in a sense of responsibility, active participation and they are able to complete tasks on time, as well as the ability of students to make a the conclusion based on the text and they present it to the class.

Then, at the end of the discussions the students had to present their work . the improvement students' in learning activities can not be separated from the participate the teacher who has given intensive guidance to students who are still experiencing difficulties in reading comprehension.

So that, in the second cycle teachers are able to maintain teaching learning process using PQRST strategy and the teacher can improve student learning outcomes through the second tests with an average value 70.60 while the level of students mastery in the second cycle increased to 68 %.

The third cycle is based replanning second cycle, where the writer motivates and guide students in order to increase the activity of learning through reading comprehension given to students. Then, the writer gives awards to students who have the best presentation, as well as providing a moral message that relates to reading.

At the last, the implementation of the third cycle is more advanced learning environment that based on the PQRST strategy. Where, the students are capable to complete the worksheets provided by the teacher better. They have demonstrated the existence of the mutual aid and cooperation, among the students to master the learning material through discussion, question and answer. The students already motivated to better understand and comprehend English subject.

Reflections on the success obtained in third cycle, because the students activities has been very well in using PQRST strategy. And then the students got the goals of PQRST. Blanco and Alvarez (2006:2) said that the application of PQRST strategy also has several goals. The goal of PQRST are as follows: a). Stimulate students to improve their previous knowledge by analyzing in depth the Q-(Question) stage. This stage detects lacks in their education. b). Motivate Students to actively reflect on the subject before being explained in class, and to look for explanations or solutions by
themselves. c). Prepare students to meet stage R (Reading) with an inquisitive attitude towards the topic that is going to be explained. d). Motivate students to look deeply into a reflexive study (S-State stage), which is preparatory for the final stage. e). Stimulate students to ask themselves increasing complexity problems T (Test) through which their degree of knowledge can be evaluated. f). Promote among students autonomy in learning, most of all through State and Test Stages and Improve student’s final results performance.

In the last cycle students are able to understand the reading actively, so they understand the task given by the teacher and do it better. Increased activity and student learning outcomes is driven by the desire of teachers to maintain an atmosphere of active learning and fun, so that the students can understand and implement learning PQRST models.

CONCLUSION AND SUGGESTIONS

Conclusion

The writer describes the conclusions about the results that have been obtained from the discussion in the first cycle to the last cycle. (1) The ability of the students XI grade Darul Ulom Islamic Senior High School in the academic year 2013/2014 to make a conclusion on reading comprehension has improved. (2) by using strategies preview, question, read, self recite, and test (PQRST) can help improve the ability to conclude a text. (3) Increasing the ability of students making conclusion in reading comprehension can be seen from the average value in each cycle. In the first cycle the average is 57.20 (not well). Then increased in the second cycle with an average of 70.60 (enough). Later in the cycle to the last three or showed the average is 78.20 (very good). (4) In the first cycle, the writer came to the conclusion that the students are not familiar with the conditions of learning with the PQRST strategy. (5) In the second cycle learning environment has led to the PQRST strategy. The students are able to apply PQRST strategy to understand and infer the content of the text. Although there are still some steps in the PQRST strategy that has not been done perfectly. (6) Then, on the last cycle, as a whole the students are able to apply the steps preview, question, read, self recite and they were able to finish the test very well. (7) With many provide examples of the application PQRST strategy help students to continue to practice. (8) Monotony of learning activities that teachers can change with increased motivation and enthusiasm the students to learn by using reading strategies.

Suggestions

After concluding the research findings, the writer gives some suggestions as follows: 1. In the application of PQRST strategy, teachers should provide more detail in the example as well as the explanation for self recite step. 2. A teacher should be able to manage as time effectively as possible in the implementation of this PQRST strategy. 3. Teachers should give more attention to students who still lack comprehension of subject matter or the material, especially on the english subjects. 4. To the school and
the teacher should provide many references, thus deepening and enrichment of the subject matter is effectively.

REFERENCES


Mammen, Kamala Suzanne. 2010. Drawing Conclusion and Inference. Texas: Bryan House Publisher.


