ENHANCING PQRST LEARNING MODEL FOR VOCATIONAL HIGH SCHOOL STUDENTS' LEARNING READING

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Abstract

This study aimed at finding how the PQRST learning model is applied in teaching and learning reading for students of vocational high school. The design of the research was descriptive qualitative. The data were activities of teaching and learning reading which were collected by using observation, interview, and documentation techniques. The data were, then, analyzed descriptively. The result showed that the students' achievement was 64.52 before applying PQRST learning model and 77.09 after using it. The number of students who passed minimum completeness criteria increased from 12 to 20 out of 21 students. It is, then, recommended that English teachers use PQRST learning model to improve students' reading comprehension.

Keywords: *Reading; Learning Model; PQRST*

Abstrak

Penelitian ini bertujuan untuk mengetahui bagaimana model pembelajaran PQRST diterapkan dalam belajar mengajar membaca bagi siswa SMK. Desain penelitian adalah deskriptif kualitatif. Data tersebut adalah kegiatan belajar mengajar membaca yang dikumpulkan dengan menggunakan teknik observasi, wawancara, dan dokumentasi. Data tersebut, kemudian, dianalisis secara deskriptif. Hasil penelitian menunjukkan bahwa prestasi siswa adalah 64,52 sebelum menggunakan model pembelajaran PQRST dan 77,09 sterlah menggunakannya. Jumlah mahasiswa yang lolos kriteria ketuntasan minimal meningkat dari 12 menjadi 20 dari 21 mahasiswa. Maka, disarankan agar guru bahasa Inggris menggunakan model pembelajaran PQRST untuk meningkatkan pemahaman bacaan siswa.

Kata Kunci: *Membaca*; model pembelajaran; PQRST

INTRODUCTION

Reading could be understood as an interactive activity between the printed symbols and the readers. The interactive activity means the readers visualize the printed symbols and conceptualize them in their mind (Grabe & Stoller, 2020). Those can be processed in the form of bottom-up and top-down approaches (Nadea et al., 2021).

In the bottom-up approach, a reader needs to grasp units of phonemes, graphemes, and words. Then, he tries to link them cognitively to his mind (Haryono & Tukiyo, 2022; Nadea et al., 2021). The bottom-up approach in the reading process is a theory emphasizing that the comprehension of a text starts from small parts or basic components, such as letters, words, and phrases, which are then assembled into a whole meaning. This approach assumes that the reading process is linear and starts from the introduction of linguistic elements to finally reaching an understanding of the meaning of the text.

The stages of the bottom-up approach start from symbol recognition. Readers recognize the letters and symbols in the text visually. The second is decoding, the letters are converted into sounds (phonemes), then assembled into words. Third, the reader recognizes words based on phonemes and spelling patterns. Furthermore, the words that have been recognized are assembled into phrases or sentences to form local meanings. The last is global understanding. Once all the small parts are understood, the reader begins to grasp the meaning of the text as a whole.

While, a top-down approach is an approach that uses the readers' knowledge to produce meaning from a text (Nadea et al., 2021). It can be started by making predictions from the title of the reading text which may have an hypothesis about what the author wants to say.

A top-down approach to the reading process is a theory that emphasizes the role of the reader's knowledge, experience, and context in understanding the text. The reading process starts from the reader's hypothesis or prediction about the content of the text, which is then confirmed or adjusted based on the information found during reading.

The top-down approach stage begins with the activation of the schema. In this case, the reader uses background knowledge (schemata) to build expectations about the content of the text. Then, entering the prediction stage based on the title, image, or keyword, the reader makes a prediction about the content and purpose of the text. Next is the reading of the text. At this stage the reader reads to confirm or correct the prediction. In the next stage, i.e. evaluation and revision, and conclusion of meaning, if the information in the text does not match the prediction, the reader revises the hypothesis and builds a new understanding. Finally, the reader integrates the information from the text with prior knowledge to form a global understanding.

In the process of reading activity, a reader is expected to gain information and make meaning from written symbols or texts. The output of this activity is getting the meaning of the text. Getting the correct message from a

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text concerning the author's story is one of the purposes of reading. In carrying it out, the reader or student considers his abilities, experience, and knowledge (Idolani & Novita, 2022). Therefore, the students need to motivate themselves to achieve their reading goal.

The ability is supported by three linguistic aspects, they are grammar, vocabulary, and spelling or pronunciation. Grammar is a set of rules for constructing, matching, ordering, or changing words to communicate meaning. In understanding or identifying meaning and information in a text, readers must first understand the grammatical structure and then learn the vocabulary (Cárdenas, 2020).

The importance of vocabulary in word recognition cannot be underestimated. Children with a larger vocabulary understand the text better than those with a smaller one. Knowledge of vocabulary is confined to be a crucial tool to enlarge and broaden students second or foreign language capacities. By sufficient words recognition in the target language, students can hopefully be successful in second or foreign language communication mastery (Alqahtani, 2015). The last aspect that supports reading ability is spelling. Spelling is a unique and complex thing for readers since different languages convey different spelling. Spelling recognition is of crucial subskill in familiarizing codes in a language (Wai et al., 2014). Spelling could help readers understand the meaning of a text since words in a text are expressed by using correct and acceptable spelling. Spelling could be applied in the written forms of language

skills as reading and writing while pronunciation concerns with oral language skills as listening and speaking. The three aspects work together supporting one's ability in mastering language skills.

Learning in educational units is carried out interactively, inspiringly, fun, and challenging to motivate students participating in the process of learning actively. Besides, in Indonesian context, students' learning is supposed to provide sufficient experiences for enhancing initiation, creativity, independence, and physical and psychological development of students. By applying an innovative, fun, and challenging learning model, students will be more active in classroom participation. Appropriate learning model will help teacher create appropriate educational settings. It is needed so that students may learn and grow emotionally and intellectually better (Nurdyansyah & Fariyatul, 2016). Learning is an essential element of growth (Rehalat, 2014). Growth is a process of taking information that follows up to provide outputs or outcomes.

The students' outcomes can be improved if teacher implements an appropriate learning model out of his repertoires. The learning model that can be worth implemented in teaching and learning reading is the PQRST which refers to steps of Previewing, Questioning, Reading, Summarizing, and Testing. It is one of the learning models in the learning process. PQRST includes steps for better understanding a text, such as P (Preview) or skimming the contents of the book, Q (Question) or asking, R (Read) or reading, S (Summarize) or summarizing, and T

(Test) or test oneself (Ariska et al., 2022).

Students' reading skills can sometimes be declining. They have difficulty reading both at the basic level and at a high level even though with the current state of the world these skills are urgently needed (Schuller-Zwierlein et al., 2022). On the other hand, there are internal and external factors that cause students not to reach the reading skills (Lisdayanti, 2020). The internal factor concerns with lacking motivation and laziness. Then, seen from the external factor students are unable to understand and interpret the precise word due to lack of vocabulary.

Based on the explanation above, the writers conducted a research on enhancing the PQRST learning model for providing fruitful learning experience in understanding reading texts. This research was held at one of Vocational High Schools in Klaten regency in Central Java. Therefore, this research aimed at describing process, students' reading achievements, obstacles faced by the teacher, and the solution to lessen them.

RESEARCH METHOD

Descriptive qulitative approach was determined to be the design of this study. It aimed at describing, explaining, and validating social phenomena that occur through interviews and observations (Ramdhan, 2021). In this research, the writers describe the teacher's implementation of PQRST learning model in students' reading activities. The subjects of this research were the eleventh grade students in the field of Multimedia

expertise at one of the vocational high schools in Klaten regency. The number of students was 21 consisting of 15 males and 6 females.

The data were reading learning activities that implement the PQRST learning model along with the student's achievement scores, the obstacles faced by the teacher, and the solutions made by the teacher. The data were collected from learning process, informants consisting of teachers and students, and documents. Observation, interview, and documentation techniques were used to collect data. In analyzing the data, the writers applied descriptive analysis which refers to Miles, Huberman, and Saldana's (2014) model as shown in figure 1 below.
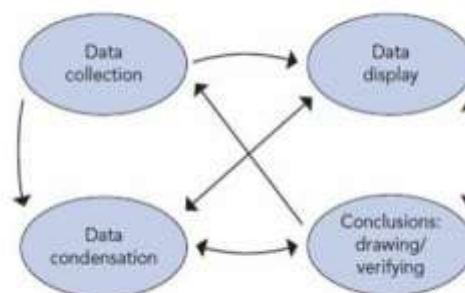

Figure 1. Data Analysis Technique

RESULT AND DISCUSSION

The process of teaching, of course, followed the prescription of PQRST learning model consisting of previewing, questioning, reading, summarizing, and testing. The process of conducting every step in the classroom teaching and learning can be described below.

a. Preview

Teaching and learning process was started with preview stage. The students were instructed to preview and check out titles and the part of the paragraph of the text to be studied. They followed the teacher's instruction actively. In this stage, the activity was

conducted by skimming or identifying the main sections.

b. Question

After previewing, the students proposed questions before reading the entire text. They were asked to write down their own questions, at least two questions. Then, they began to think what would be questioned in the text. In this stage, students concentrated on their questions which guide them to understanding the text and collaborate with their fellows. They were having discussions with their seatmate(s) to make some questions. They were commanded to state their questions one by one. However, some students seemed difficult to do it. For this, the teacher helped them in making question examples.

c. Read

The third stage was reading activity. At this stage, students were asked to read the entire text. They read the text as an effort to answer the questions arranged before. They actively read the text. Sometimes, they found some difficult words and asked the teacher about it. Then, the English teacher helped them by translating them in Indonesian and sometimes guided them to open their bilingual dictionaries.

d. Summarize

At this stage, the teacher directed the students to make a summary of what they had read before. It was done individually. They wrote their summary in written form. It aimed to recall and express the main idea or theme of the text.

e. Test

In the last stage, the students were tested by answering the questions. The questions were constructed in such a way that students could answer them with the help of their reading experience. It aimed at measuring the students' understanding of the text. The students' answers were supposed to be the output of learning process. At the end, the teacher asked the point of the text to each student orally. The students responded the teacher's questions. Then, the students' scores of reading test is presented in table 1 below.

Table 1. Students' Scores of Reading Test

No.	Name	Before Using PQRST		After Using PQRST	
		Score	Category	Score	Category
1	Student 1	63	B	81	A
2	Student 2	56	C	75	B
3	Student 3	63	B	81	A
4	Student 4	63	B	88	A
5	Student 5	69	B	81	A
6	Student 6	56	C	69	B
7	Student 7	63	B	75	B
8	Student 8	69	B	75	B
9	Student 9	69	B	81	A
10	Student 10	75	B	88	A
11	Student 11	63	B	69	B
12	Student 12	69	B	81	A
13	Student 13	69	B	75	B
14	Student 14	75	B	88	A
15	Student 15	38	D	50	C
16	Student 16	75	B	81	A
17	Student 17	63	B	69	B
18	Student 18	75	B	81	A
19	Student 19	63	B	81	A
20	Student 20	56	C	69	B
21	Student 21	63	B	81	A
	Total	1355		1619	
	Average	64.52		77.09	

The minimum completeness criteria in English subject in Vocational High School in which the research was conducted was 66. The students scores and averages increase. Before PQRST learning model was implemented, the average score was 64.52 which was categorized as "low". Twelve students did not reach the minimum cpmpleteness criteria. The highest score was 75 which was obtained by 4

students and the lowest was 38 gotten by 1 student. After PQRST learning model was applied, the average score was 77.09. It was in a "good category". One student did not reach the minimum completeness criteria. The highest score became 88 which was obtained by 3 students and the lowest score was 50 obtained by 1 student.

Based on table 1 above, the writers classified the students' scores based on category and frequency which is stated in table 2.

Table 2. The Frequency of Students' Scores

No.	Category	Score	Frequency
1	A	80-100	12
2	B	60-79	8
3	C	40-59	1
4	D	20-39	0
	Total		**21**

Based on table 2 above, there were four categories of students' scores, namely A, B, C, and D refering to very good, good, sufficient, and poor respectively. While the teaching and learning reading by implementing conventional model (before PQRST learning model was implemented), 21 students had not been able to reach the minimum completeness criteria. From these results, it could be stated that it had not been successful because the minimum completeness criteria in English subject, 66, could not be reached fully. However, after the PQRST learning model was applied in teaching and learning reading, as many as 20 students were able to achieve minimum completeness criteria. The students' reading achievement before and after being applied PQRST learning model can be seen in chart 1 below.
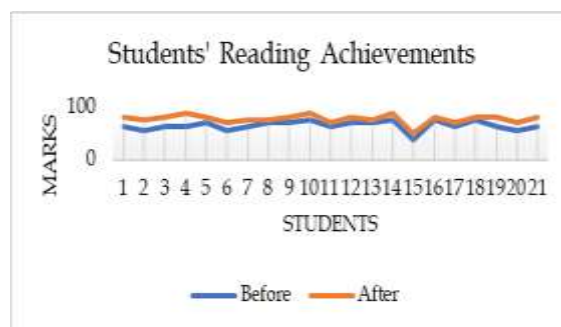

Chart 1. Students' Reading Achievements Before and After the PQRST Learning Model was Implemented

Based on Chart 1 above, the students' reading achievement was increasing after PQRST learning model was implemented. It could be proved by the students' scores between the use of the conventional learning model (before PQRST learning model was applied) and the PQRST learning model. The condition strenghtened the finding of a research conducted by Abdillah (2020) that PQRST learning model could motivate students to be more active and understand the meaning of a text more easily. This was proved that when the teacher gave students questions in the reflection section, they can answer them more responsively.

Besides that, in the process of learning which applied PQRST learning model, the English teacher positioned more as a facilitator, and sometimes a director. By this, the students could focus on the learning experiences. In turn, the students can reach the goal of education while at the same time the teaching and learning process can be impactful (Block et al., 2004). Getting the direction fron the teacher, the students became active in the class. It could be seen especially when the teacher gave them questions. They tried

to answer them enthusiastically. The teacher's activities could be explaining and elaborating some difficult question by translating it and giving clues to the students. Those activities made them focus more on the learning experiences and interested in the lesson better. The previous research also stated that teaching and learning reading by using the PQRST learning model successfully gained the students' attention (Anom & Dahler, 2018).

During the teaching and learning reading by applying the PQRST learning model, the teacher faced some obstacles. One of them was that the students were lack of vocabulary. Most of them said that they found difficulties in figuring out the meaning of unfamiliar and difficult words (Alqahtani, 2015). Moreover, in reference to teacher's explanation, some students could not make questions focusing to the content of the text. The students were not used to interpreting and making questions by themselves before. Therefore, it needed solution to overcome these problems.

Cooperation plays a crucial role in the process of teaching and learning since it provides motivation and creates situations that can develop students' reading skills (Juarsih, 2014). This could give solution to the obstacles done by the English teacher in his process of teaching and learning. The cooperation could be done among teacher and students in compromising the time. To at least lessen the obstacles, the teacher gave the students more time in the questioning stage. Then, she also asked them to look up their dictionaries. She also made examples regarding the step of making questions based on the text.

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CONCLUSION

PQRST learning model could be implemented well for teaching reading to students of vocational high schools. It can be proved by the following fact. First, the process of learning reading was running well because students gave positive responses to the teacher's stimulus during classroom activities of learning reading. The students joined lesson carefully and carried out teacher's instructions actively. The teacher and students provided positive responses on the implementation of the learning model.

The second fact was that the students' reading achievements increased after the PQRST learning model was implemented. The average score was increasing from 64.52 to 77.09. Twenty out of 21 students passed the minimum completeness criteria while only 12 students passed before PQRST learning model was implemented. This fact could hopefully inspire other English teachers to be more creative by trying various learning model on teaching and learning process.

Besides, some suggestions are made about the study's process and findings for the English teacher, students, and school. For the English teacher, he is demanded to be sensitive to the students' character and needs in the learning process. He can, therefore, decide innovative learning models to make the teaching and learning activities run well and be suitable with students' needs and characteristics.

Choosing suitable learning models makes the students more active.

For the students, they should increase their vocabulary by practicing reading text in English. If some words are unfamiliar, the students should write them down and search them in the dictionary to get the meaning. They need to be more confident in learning English. Besides that, they also should learn how to pronounce the English word correctly.

For school, it is recommended to motivate English teachers to implement the PQRST and other fruitful learning models in the teaching and learning reading. Besides, school manajement could motivate teachers to be more creative in implementing different learning models and strategies.

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