

## TEACHERS' PERCEPTION TOWARDS PQRST STRATEGY IN TEACHING READING COMPREHENSION

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### Abstract

*The purpose of this study was to understand how teachers perceive towards PQRST strategy in teaching reading comprehension at SMPN 5 Tanjungpinang. Teaching reading strategies come in many forms. PQRST is one of them. Reading comprehension can be improved through a strategy called PQRST (Preview, Question, Read, Summarize, and Test). A well-developed reading program provides students with step-by-step guidance before, during, and after the reading process which is vital to their comprehension. This study examined how English teachers approach teaching their students. The study design consists of descriptive qualitative research with an analysis approach. The setting of the study is at SMPN 5 Tanjungpinang. Interviews and questionnaires were used in data collection. Researchers use a questionnaire to assess teachers' perception of PQRST at SMPN 5 Tanjungpinang. The results indicate that teachers perceive this strategy positively in teaching reading comprehension.*

Keywords: Reading comprehension, Teachers' perceptions, PQRST Strategy

### I. Introduction

Listening, speaking, reading, and writing are the four language abilities to master. Reading has been one of the abilities stated as a part of crucial capacity in extending readers' viewpoints and allowing them to see the world. The capacity to read allows readers to take control of their own information and, as a result, to make decisions about their own destiny. Having the ability to read empowers the reader to take control of his or her own knowledge and to decide on the direction of his or her future. English is one of the skills taught in all schools in Indonesia. According to Brown (2000), it is a process of understanding written texts by extracting as much information as possible from them.

This is a crucial talent since the students must have been grasped. Students may suffer in various subjects of study if they do not have appropriate reading skills. Students can acquire more knowledge through reading since they become familiar and develop the material has a meaning. While reading, they process the reading material according to its objectives. As Salmi Zaki Yanti (2017) stated, she observed in her thesis that students still have difficulty reading because she observed them during the apprenticeship. As a result of these difficulties and the fact that the students of the first grade of senior high school struggle to master the reading texts, many students in this class dealt with these difficulties.

For English teachers, teaching reading is challenging because sometimes students find a lot of problems in understanding the reading material. As Septiari (2013) indicates, one of the problems that she found in reading comprehension was that students were unable to identify the central concept, precise details, a literary reference, and the meaning of words. Students have difficulties in identifying the main idea while reading a text, referring pronouns to nouns, and making a summary of the text.

Despite these problems, the teacher needs to devise an effective plan for teaching reading. It is possible to teach reading in some interesting ways to increase students' ability to read, however, not even all the reading strategies are suit to the texts and the needs of students. So as teachers, we must know how to select what strategies to apply our students to teaching reading.

Since reading is of utmost importance for students, English teachers should teach their pupils how to master reading skills by using various strategies. There is a recommendation that teachers not only use a conventional teaching method like reading aloud and translating or delivering the content but also use a certain strategy to motivate students' reading abilities so they can understand reading texts. This strategy for teaching reading comprehension entails previewing, asking questions, reading, summarizing, and testing. Students learn how to overcome their reading comprehension issues by following the five steps of the PQRST learning technique.

These five steps are systematic stages that make it easier for students to understand the content of reading, reading texts needs to use reading techniques that have a systematic, efficient and practical approach, so that obtaining information for readers will be easier and faster. From the description of the steps above, it can be seen that the PQRST method can help students understand learning material, especially for difficult material and can help students concentrate longer. The researcher can be identified some problems such as, teaching reading is challenging for English teachers, reading is challenging for students, strategies that used by the teacher can make it difficult for students to understand the lesson, especially in terms of reading. Dealing with the problems above, the researcher focused on the teachers' perception towards PQRST strategy in teaching reading comprehension. The purpose of this research is to describe and analyze how teachers' perception towards PQRST strategy in teaching reading comprehension.

Finally, based on the explanation above, it showed that strategy in teaching and learning process is important. Furthermore, one of the most essential aspects influencing the success of reading instruction is the teachers' strategy. As a result, I'd like to conduct an interview with the teachers to learn more about their perspectives on teaching reading comprehension utilizing the PQRST strategy.

## **II. Research Method**

A descriptive qualitative approach was used in this study. This is a form of qualitative research that utilizes qualitative data to describe a description of the past. Sociological studies, phenomena, and circumstances are commonly studied using qualitative descriptive research. In order to analyze data, this study utilized the theory of Miles, Huberman, & Saldana (2014). They suggested that the process of data analysis can be divided into three steps: data reduction, data display, and conclusions.

The researcher focused on the teachers' perceptions of the PQRST approach in teaching reading comprehension throughout data reduction. The researcher presented the data in the second phase by simplifying it and using the original text in the form. The final step, conclusion, a stage in the analytical process that aims to find the meaning of the data collected by comparing it to similar data, or comparing it to differences to draw conclusions as an answer to current problems, and this stage aims to find the meaning of the data collected by comparing it to similar data or comparing it to differences to draw conclusions as an answer to current problems. The English teacher is the research subject in this study, and there are two of them.

## **III. Findings and Discussions**

The English teachers at SMPN 5 Tanjungpinang have a favorable perspective of the PQRST

scheme in improving reading and comprehension as a result of this study.

Table 4.1 Teacher's Perspective

N O	Statement	Teachers' Perspective	
		Mrs. N	Mr. Z
1	It is simpler to teach reading comprehension utilizing the PQRST strategy.	Negative	Positive
2	Using the PQRST strategy to teach reading comprehension results in a more effective learning process.	Positive	Positive
3	Students' interest in learning can be increased by employing the PQRST strategy to teach reading comprehension.	Positive	Positive
4	Students' reading ability can be improved by employing the PQRST strategy while teaching reading comprehension.	Positive	Positive
5	Using the PQRST strategy to teach reading comprehension is more enjoyable than using the other strategy.	Positive	Negative
6	There are certain benefits to teaching reading comprehension utilizing the PQRST strategy.	Positive	Positive
7	There are some difficulties in utilizing the PQRST strategy to teach reading comprehension.	Negative	Positive
8	It is difficult for teachers to teach reading comprehension using the PQRST strategy.	Negative	Positive
9	The PQRST strategy is perhaps the only way of teaching reading comprehension.	Negative	Negative
10	It's tedious to teach reading comprehension using the PQRST strategy.	Negative	Negative
11	Reading comprehension can be taught effectively with the PQRST strategy.	Positive	Positive
12	As one of the strategies for improving reading comprehension, PQRST can be used by students.	Positive	Positive
13	The PQRST strategy assists students in overcoming their reading comprehension difficulties.	Positive	Positive

SMPN 5 Tanjungpinang teachers' opinions of the PQRST strategy were collected via responses to a questionnaire. Analyzing the data referring to perception occurs after the data have been collected. The first English teacher's answer and the second English teacher's answer differ greatly from all statements.

## Discussion

According to the description and analysis data, the teacher believes that the PQRST strategy is an effective method of teaching reading comprehension. Based on previous research by Fitri Dwi

Purwati (2018) stated that the teacher gives positive perception of reading comprehension is taught with PQRST strategy. Research shows that the application of the strategies have some benefits to students in finding basic ideas, references, synonyms and antonyms in a descriptive text. Based on the students' opinion of PQRST strategy is 99% saying that PQRST strategy is good for teachers and students in the reading comprehension classes, because PQRST strategy has steps that can help students in reading classes.

Using PQRST assists students with a better comprehension of texts (Susanti, 2013). Students can plan how to read by using this strategy. Due to the preview, they get before they analyze the entire text, students will be very interested in the reading material. Moreover, they will be more prepared when reading the texts with this method.

PQRST is strategies that can lead the students reading comprehension. As an instructional strategy, PQRST strategy helps students to cope their problem in reading comprehension by using five steps: Preview, Question, Read, Summarize, and Test. According to the teachers, the steps at PQRST make them easy to teach the students, like in previewing step, the teacher leads the students to identify the content by reading the title, also in questioning step, the teacher usually give the students some questions according to the reading text that given to the students, so that the teacher can find out whether the students understands or not about the reading text, also in summarize step, when summarizing students will understand and usually students summarize the important points, it means that the students have understood about the reading text.

Based on the questionnaires and interviews that have been done by the researcher, researcher found that the application of PQRST strategies helps students understand the reading material that have been given by the teachers through one of the steps, namely question step, but only help the students who are knowledgeable at the summary step. Students with low knowledge will not be able to benefit from this method, as they will not be able to recognize the most important point in the reading text to identify its details. Summarizing will help students discover gaps in their knowledge and help them organize information in their minds, as stated by Westwood (2001). A few students, however, are less adept at summarizing.

#### **IV. Conclusion**

The teachers gave a positive perception of the PQRST strategy in learning to read comprehension. When the teachers teach in accordance with the steps in the PQRST strategy, it will make students understand more about the reading material provided.

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