CHAPTER I
INTRODUCTION

1.1 Background of the Study

Reading is one of the English Skills that is very important for success in learning the language. It is important because it helps students develop other related skills like grammar, vocabulary, and writing. Reading allows language learners to explore topics they love and stories that engage them. Reading is a complex skill, and it involves a whole series (Broughton et al., 2003:89). Based on the definition above, it could be concluded that it is a complex process of thinking in assigning materials that involve most of the readers' intellectual act, such comprehension to get idea or information extended by the text. It gives basic information and knowledge about the world around us. In conclusion, reading is an activity to understand the reading texts to obtain information from the texts.

Reading is looking at a series of written symbols and getting meaning from them. When the students read, they use their eyes to receive written symbols (letters, punctuation marks, and spaces), and they use their brains to convert them into words, sentences, and paragraphs that communicate something to us. Reading also provides opportunities to study language, vocabulary, grammar, punctuation, and how they construct sentences, paragraphs, and texts (Harmer, 2007:68). If they want to get information about something, they should read. Moreover, the students could get and find new knowledge. Therefore, the students are expected to gain wider knowledge. Mastering reading comprehension is very important, but many students still have difficulty in reading. Most students have difficulty understanding texts.

Teaching reading comprehension to students is an important thing that teachers should consider, and the teacher could play the main role in classroom

reading. Teaching should be a process where the teacher and the student try to understand the text which has been read clearly and in detail. The teacher should be creative and active in delivering reading texts. According to Linse and Nunan (2005:69), reading is a skill that includes making sense of and deriving the meaning from the printed word on paper. In reading, the readers must be able to decode or sound out the printed word comprehend. By reading, students can expand their science horizons, get the information themselves, and increase their knowledge and new ideas. The influence of reading is very large in improving students' thinking.

Based on an interview with one of the teachers at SMPN 5 Sukawati Gianyar, it was found that most of the eighth-grade students lacked an understanding of reading texts. The students could not identify general information, specific information, textual reference, and textual meaning in the texts. Most students could only read without understanding the meaning of the text. The teacher uses the monotone technique to teach reading. The teacher explains the material and shows examples, then students are asked to read their paragraphs based on the examples given. Sometimes students are asked to read a paragraph without guidance on how to read a good paragraph. Moreover, the reading process does not get clear attention without considering the text and other criteria. In addition, in reading comprehension, especially narrative text, they still have difficulty generating and retrieving from a narrative text structure.

Besides, the teacher in the school used the reading-aloud technique. The teaching technique used by the teacher was not appropriate for the student's ability, especially for the eighth-grade students in the SMPN 5 Sukawati. In the reading-aloud technique, the teacher only focused on students being able to read. The teacher only justified the pronunciation; this method was ineffective for the

students. When students read, the teacher did not explain the text and asked them what they did not understand from the text, the difficult words, or something about the text. Sometimes the teacher did not facilitate the students to understand the contents. The reading-aloud technique bored students because they only focused on reading without understanding the contextual meaning of the text.

Reading is the process of putting the readers in contact and communicating ideas. When the teacher taught in the class, students were only asked to read in front of the class. The teacher only focused and justified the pronunciation, and the other friends only listened to what the friend was reading in front of the class. Other students were not allowed to understand the contents, and after their friends finished reading, the teacher did not repeat or explain the content. Then the teacher asked them to work on the questions on the student worksheet. When students answered the student worksheet, they were given little time to do it. Many students tended to cheat with other friends when the time was up.

To solve the students' problems, the researcher found interesting and effective teaching techniques to generate and organize ideas into good reading comprehension, PQRST. Champion (2006:85) states that PQRST aims to help remember written information. PQRST stands for Preview, Questions, Read, State/Summary, and Test. In the preview stage, the page of the text to be studied is checked through previewing. In the question stage, students are given several questions before reading the whole chapter. In the reading stage, students try to find answers to all the questions asked previously. In the state/summary stage, students summarize, or record points-important points related to what they have read. Finally, in the test stage, the teacher asks students to answer the questions on the worksheet. This enables them to practice their reading comprehension.

By implementing PQRST, teaching reading comprehension can be more easily. The five steps help students find and remember the main idea of the text that they have read. In this technique, students actively process information in the text, increasing the likelihood that they remember what they have read. This technique requires students to short excerpts of the material and rearrange its contents, including main ideas and specific details, in their own words. This technique helps them improve their memory for important information. It can guide the students' reading participation and help teachers manage their classes. Based on the problem faced by the students, the researcher was very interested in implementing PQRST. Students could improve their reading comprehension and learn faster if the procedural steps of this technique were well implemented.

By considering the benefits of PQRST to stimulate and engage students in reading comprehension, the researcher chose PQRST as the teaching technique to be applied in this study. It was expected that the implementation of PQRST could overcome the problems of the eighth-grade students of SMPN 5 Sukawati in reading comprehension. Research has shown that students' understanding and retention scores increase in proportion to the quality and quantity of paraphrased statements they make when reading a passage. Therefore, it was necessary to conduct research entitled "Improving Reading Comprehension of the Eighth-grade Students of SMPN 5 Sukawati in Academic Year 2022/2023 through PQRST"

1.2 Research Problem

Based on the background of the study stated above, the eighth-grade students of SMPN 5 Sukawati in academic year 2022/2023 still faced problems in reading comprehension, especially in finding general information, specific

information, textual meaning, and textual reference. Therefore, the researcher decided to use PQRST in teaching reading comprehension to the eighth-grade students of SMPN 5 Sukawati in academic year 2022/2023. Based on the background above, the present research problem can be formulated as follows: can reading comprehension of the eighth-grade students of SMPN 5 Sukawati in academic year 2022/2023 be improved through PQRST?

1.3 Objective of the Study

The research objective was the goal set by the researcher to do or be achieved during the study. To give direction to this research, it was necessary to state the goals to be achieved. There would be a guide in making every necessary decision, which becomes the starting point of completed research. According to the research problem, reading the understanding of class VIII students of SMPN 5 Sukawati must improve. In accordance with the research problem that has been formulated, this research was intended to find solutions or answers to the research problem. Based on the research problem formulation, this study aimed to determine whether PQRST can improve reading comprehension for the eighth-grade students of SMPN 5 Sukawati in academic year 2022/2023.

1.4 Limitation of the Study

In general, reading comprehension is a complex variable and has a broad scope in terms of research. Therefore, to focus on certain areas of reading comprehension is very necessary. To avoid misunderstanding and misleading in conducting research, it must be limited. In relation with the object of the study, this study was focused on improving reading comprehension of the eight-grade students

of SMPN 5 Sukawati in academic year 2022/2023 through PQRST. In the present study, MPN 5 Sukawati applied 2013 curriculum so that the lesson plan and the learning material were based on the curriculum and syllabus of the eight-grade students of SMPN 5 Sukawati. Thus, the study focused on the fourth main competency and basic competency as the requirement to construct the lesson plan.

Based on syllabus of the eight-grade students of SMPN 5 Sukawati, the third main competency was understanding, applying, and analyzing in accordance with the curious of insight related to phenomena and events, and applying procedural knowledge in specific studies to solve the problem, the researcher focused on the third basic competence (3.14) that was understanding the social function, text structure, and linguistic elements of narrative texts in the form of Indonesian fables and legends, according to the context of their use. The reading comprehension that would be improved was limited to the narrative text. Moreover, reading comprehension in the present study was also focused on identifying general information, specific information, textual meaning and textual reference.

1.5 Significance of the Study

One of the practical reflections taken into account in undertaking the present investigation is the significance of the expected research findings. The researcher paid attention to using PQRST to improve the reading comprehension of the eighth-grade students of SMPN 5 Sukawati in academic year 2022/2023. The research findings are expected to give theoretical and practical information about the importance and usefulness of using PQRST in teaching reading, especially if they want to understand narrative texts. Both theoretical and practical are important to ensure that this research provides benefits. In addition, this theoretical and practical

learning supports and strengthens a well-presented explanation. The theoretical and practical significance could be elaborated as follows:

Theoretically, this research aims to strengthen reading comprehension theories. The results of this research are expected to help in doing or conducting something related to reading comprehension as a source of information. The findings of using PQRST support and contribute to the theory of developing students' reading comprehension. The theories used in this study could enrich the existing references and support the explanation. The findings of this study could be used as empirical evidence, which is expected to provide information to other researchers in the future if they wish to conduct classroom action research on students' reading comprehension. Therefore, these theories could assist teachers in understanding and developing the teaching and learning process.

Practically, the findings of this study are expected to give benefit for teachers, students, and other researchers. This study could be useful for teachers to apply PQRST in teaching reading comprehension. It helps improve the students' reading comprehension and makes the learning process interesting. Meanwhile, for the students, this study helps them easily comprehend their reading, especially in identifying general information, specific information, textual meaning, and textual reference. Besides, the students can remember what they have read in the text. At last, this study is expected to motivate other researchers to conduct research by using PQRST in teaching reading comprehension.

1.6 Definition of Key Term

The title of the present study is "Improving Reading Comprehension of the Eighth-grade Students of SMPN 5 Sukawati in Academic Year 2022/2023 through

PQRST." It is necessary to define the key terms used in the present study. To avoid misunderstanding, this study should provide a clear insight into what this study was concerned about. It is expected to be meaningful for the readers when they read the present study. Furthermore, the key terms used in the present study are reading comprehension and PQRST. Thus, the researcher needs to give clear information and operational definitions concerning the key terms. There are some operational definitions of the key terms used in this study as the following:

1. Reading Comprehension

   Reading comprehension is the ability of the eighth-grade students of SMPN 5 Sukawati to understand a reading text that involves finding general information, specific information, textual meaning, and textual references to the reading texts.

2. PQRST

   PORST is a step-by-step plan that has been proven to raise students' reading comprehension, which stands for Preview, Question, Read, State, and Test. In preview, the teacher tells the students preview to identify the main ideas. In question, the teacher answers the questions while explaining the learning material. In Read, the teacher asks students to read the text carefully. In state, the teacher asks students to identify general information, specific information, textual meaning, and textual reference. In the test, the teacher asks students to answer the questions on student worksheet.

CHAPTER II
THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

In this chapter, some important points include theoretical and empirical reviews supporting this study. There are conceptions of reading comprehension, the implementation of PQRST in teaching reading, and reading assessment. The related theoretical review is scientifically expected to contribute some references and how the research should be conducted based on some relevant theoretical construct and empirical evidence. This chapter mainly aims to provide some theoretical reviews relevant to the scope of the present study based on the experts' points of view. The theoretical reviews strengthened the study by supporting theories from the experts. The theoretical frameworks discussed in the present study are as follows: reading comprehension, PQRST, and assessment of reading comprehension. The theoretical frameworks are elaborated as the following discussion:

2.1.1 Reading Comprehension

Reading comprehension is a never-ended idea to be discussed. Reading is part of language competencies. This is crucial in enhancing the students' expertise. Reading comprehension is described as the extent of information of textual content that has been examined. Understanding textual content comes from the interplay among the phrase which might be written and the way to cause expertise outdoor the textual content. Patel and Jain (2008:113) state that reading comprehension is the maximum beneficial and crucial ability for people. This skill is extra crucial than talking and writing. Reading is a procedure while readers analyze what they examine and contain an educational context as part of expertise.

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Meanwhile, reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency (Anderson et al. in Klingner et al., 2007:2). In the process of reading, the readers need to construct meaning. They should connect words and sentences to get meaning to understand what the readers have read. In addition, reading is necessary to understand what we have read to catch the information from the reading texts. Reading can discover the meaning of sentences and increase understanding of what is read. Reading comprehension is not only a matter of knowing and remembering the meaning of all words in the texts, but it is more about how the students build and construct the meaning of the text.

According to Johnson (2008:3), state that reading is the act of creating meaning with the text. This process will require the use of background knowledge, vocabulary, and experience of the readers to help them comprehend the text. If there is no meaning being created, there is no reading. Reading has become a constantly developing skill. Like any skill, the readers get better at reading by practicing. Conversely, if they do not practice, they will not get better at reading passages or texts, and their skills may deteriorate. In reading, the readers integrate visual and non-visual information. While reading, the visual information found on the page is combined with the non-visual information in your head to create meaning.

Snow (2002:11) states that reading comprehension is simultaneously extracting and constructing meaning through interaction and involvement with written language. The meaning of extract and construct above is the determinant of reading comprehension. If the reader can construct the meaning of the text, it means they have comprehended the reading text or written language. In reading comprehension, three elements are entailed. The first is the reader, who is doing the

comprehension. The second is the text that is to be comprehended. The third is the activity in which comprehension is a part. To understand the text, the two linguistic components that must be mastered are grammar and vocabulary. Without reading comprehension, students cannot understand the information contained in the text.

Brassell and Rasinski (2008:18) state that reading comprehension is the ability to take information from written and do something with it in a way that demonstrates knowledge or understanding of the information. In addition, textbooks, newspapers, magazines, and articles on the internet are examples of reading sources that can increase students' ability and knowledge in language learning. Meanwhile, the problem in reading comprehension is understanding the meaning of the text. The problem is solved by the intentional action of the reader, which includes the purpose of reading and the ability to draw upon prior knowledge. They also mention that reading comprehension is the ability to take information from written text. Textbooks, newspapers, magazines, and articles on the internet are examples of reading sources to increase the student's ability.

Lems et al. (2010:170) describe that reading comprehension is not static competency. It varies according to the reading purpose and the text involved. Some benefits can be taken from reading 12 texts; for instance, reading text can give opportunities to study vocabulary, grammar, pronunciation, and how the readers construct sentences, paragraphs, and texts. By reading, students will get information that can enrich their knowledge and enhance their mind concepts. Woolley (2011:15) states that reading comprehension is making meaning from text. The goal is to understand what is described in the text rather than obtaining meaning from isolated words or sentences. In understanding a reading text, information develops mental models or representations of the text's meaning during the reading process.

Furthermore, Smith (2004:1) states that reading is the most natural activity in the world. Reading comprehension is different from reading ability. Reading comprehension is a process of constructing meaning, which involves the combination of initial knowledge and previous experience, information about the text, and the manner the reader takes in relationship to the text. Besides that, reading ability is determined by the readers' culture, the purpose of reading, and motivation. The readers' culture affects the degree of understanding that matches the writer's culture. The motivation in reading is needed to influence the interest, purpose, and emotion of the writers with the reading texts.

Richards and Renandya (2002:277) state that reading for comprehension is the primary purpose for reading (though this is sometimes overlooked when students are asked to read overly difficult text): raising students' awareness of the main idea in the text and exploring the organization of the text is essential for good comprehension. Comprehension arises from a series of cognitive processes and activities, including word decoding, lexical access, syntactic processing, inferences generation, reading strategies, and post-reading activities. It depends on the purpose of reading and the text of the question. Some benefits come from reading texts; for example, providing opportunities to learn vocabulary, grammar, pronunciation, and how researchers structure sentences and paragraphs. Reading provides students with information that enriches their knowledge and improves their thinking.

Reading is a complex activity that involves both perceptions and thoughts. Reading consists of two related processes: word recognition and comprehension (Pang et al., 2003:6). Reading comprehension is about relating prior knowledge to new knowledge contained in written texts. To comprehend the text, readers use background knowledge, vocabulary, grammatical knowledge, experience with text

and other strategies to help them understand written text. This means the readers are expected to be able to dig for information by using comprehension skills. The best way to improve reading comprehension is often reading and reading the text with technique. A good technique can help us to understand the text easily.

In conclusion, according to Serravallo (2010:43), reading comprehension is the process of understanding the meaning of the text and understanding what they have read. It is simultaneously extracting and constructing meaning through interaction and involves written language. Reading comprehension is a complex activity where the readers can learn from the text of information or message and new vocabulary. Furthermore, to understand a text, the readers need to find the meaning between the sentences that establish in the text. Finally, there are a lot of benefits that the readers can get from reading. If they read a narrative text, they can get some information and knowledge from it all.

2.1.2 PQRST

PQRST is easy to apply and can be applied to every grade of students because it has simple steps and processes. When applying this technique, the students will do skimming reading before reading the whole text. It can make students easier to comprehend the content. Furthermore, applying this technique is effective because it does not take a long time and process. Besides, the students can train their memory and understanding so that it will be easier to catch the meaning of the content and arrange it into information and knowledge. In teaching reading using PQRST, students are more interested because it makes them more enthusiastic about following the lessons and steps in engineering. PQRST is easy for students to understand so it might be an interesting teaching technique.

PQRST was firstly introduced, PQRST is the technique that stands for the core activities of Preview, Question, Read, State/Summarize, and Tests. PQRST is easy for students to understand. The students can train their memory with this technique. This technique helps the students focus on studying and prioritizing the information in a way that relates directly to how they will be asked to use it in an exam. The technique can be modified to suit any particular form of learning, and it can also allow more accurate timing of work. Steps in PQRST are also beneficial for aiding the students in comprehending a text. This technique is a powerful technique that provides strong reading background as a key before reading activity.

PQRST is for reading comprehension. Using PQRST is a suitable technique especially in narrative text, where this technique can make the student understand the whole content of the text. The main goal of PQRST is to help students advance their reading comprehension by applying this technique so that they are not bored reading text. Because in the technique, several steps make the students not feel bored in reading the text. In addition, PQRST is an appropriate technique in the reading comprehension process. PQRST is designed to overcome the students' difficulties in learning individually. Thus, the learning activities in the class are used for problem-solving. The teacher must consider what methods are proper for the objectives of the teaching and learning process.

PQRST is one of the reading techniques used to improve students' reading comprehension. one of the best-known techniques for improving memory from reading is the PQRST (Preview, Question, Read, State/Summarize, and Test). PQRST is one of the best techniques for improving reading memory. The technique is intended to improve the student's ability and remember material presented in the textbooks. With this technique the students will be focused on the text and read the

text again. PQRST also allows for better time management practices since it breaks down the study process into five different steps, so instead of allotting time to study for a whole topic, they have the option to break it down into five separate steps while still retaining the information that is being read.

Champion (2006:85) states that PQRST is aimed at helping to remember written information. PQRST can make students active in the reading process, make them focus on the text, attract their motivation, have a long-term memory in comprehending the text, and increase their test scores. The technique is very effective for studies that need remembering material. PQRST is the study technique that helps students retrieve reading information involving glancing at the topic, formulating possible questions, reading related material, and answering the question. PQRST is a good technique because it helps students retrieve information from their memory after reading. It is a challenge for English teachers to teach reading comprehensively. The teacher should consider an appropriate technique to be applied to support their students in learning to read comprehension.

Turkington (2003:61) explains that the steps in PQRST are beneficial for aiding the students in comprehending a text. This technique can help students to retrieve information from their memory. The steps for PQRST are driven by the acronym for Preview, Questioning, Read, Summary/State, and Test. By applying this technique, the student can gain information from reading. Because PQRST is a technique used to help students recall information they got before during the reading process. It also helps students' memory development because this technique focuses on remembering. According to Champion (2006), PQRST is aimed at helping to remember written information. This technique help reader, especially students to get more specific information from the written content. The technique makes

students easier to comprehend and catch the meaning of the text. It trains students'

memory. Champion (2006) states that PORST has five steps, as follows:

1. In preview, the teacher tells the students preview to identify the main ideas.

2. In question, the teacher answers the questions while explaining the learning

   material.

3. In Read, the teacher asks students to read the text carefully.

4. In state, the teacher asks students to identify general information, specific

   information, textual meaning, and textual reference.

5. In test, the teacher asks students to answer the questions on student

   worksheet.

Based on the experts above, the researcher concludes that PQRST is an

effective technique to be done by the researcher while teaching reading, especially

reading comprehension, in the classroom. Through this technique the students will

easily comprehend the meaning of the text. This technique is very flexible; effective

technique instruction requires the use of special techniques. The teacher should also

keep that technique in mind instructions must be adapted to students. Instruction

must continue until the student has mastered its uses. PQRST, when taught

effectively, can also encourage students to reflect on how the technique improves

reading comprehension. The advantages of PQRST are providing opportunities for

individual work or collaborative effort in the learning process.

2.1.3 Assessment of Reading Comprehension

Assessment is necessary for the teaching and learning process to determine

how well students comprehend the subject matter or to quantify students' grasp of

the subject matter. Using an assessment as a means of reflection for teachers and

students is crucial. The teacher can administer a test to the class to assess each student's comprehension of reading comprehension. As teachers, they are the principles agents of assessment, so teachers need to ensure the quality of classroom assessment practices and use them in ways that best support the students' learning. According to Cohen et al. (2005:418), the purposes of a test are several, for example, to diagnose a student s strengths, weaknesses and difficulties, measure achievement, measure aptitude and potential, and identify readiness for a program.

Reading is an important skill that students must master. By reading, they will learn more about information based on what they have read. Reading also has a positive impact on increasing knowledge and abilities. According to Brown (2004:185), in studying abroad, reading is also a skill that is expected to be acquired by learners. A test measures a person's ability, knowledge, or performance in a given domain. Testing is intended to show areas in which trains are strong and/or areas that need improvement. Smith (2004:1) states that reading is the most natural activity in the world. Reading is very personal: how to read is shaped by personal characteristics, and how well the reader does depend on personal resources.

Furthermore, Smith (2004:1) states that reading is the most natural activity in the world. Reading is very personal: how to read is shaped by personal characteristics, and how well the reader is dependent upon personal resources or reading potential. Reading is the most useful and important skill for people. This skill is more important than speaking and writing. Reading is a source of joy. Reading is the most important in any language class. Reading is a source of information, pleasurable activity, and a means of consolidating. In reading comprehension, an assessment is needed to understand the texts. Assessment activity can be carried out between a teacher and a student or a group of students.

Patel and Jain (2008:122) state that reading comprehension assessment is a critical component of any research effort to improve our understanding of reading comprehension and how it can be best taught. Reading is the most natural activity in the world. The essential goal of reading is to know the meaning of sentences and improve their understanding of what students read. Reading has many purposes; students learn from information texts such as non-fiction books or content-area texts; they read for enjoyment when they immerse themselves in novels, magazines or even comic books; and they read to get information. Reading is the most natural activity in the world. Reading is useful for understanding a text that has been read.

According to Kruidenier (2002:780), the assessment of reading ability does not end with the measurement of comprehension. These may consist of just a few sentences for beginning readers to long passages for more advanced readers. Students who have constructed a good representation of a text have read will be able to recall and make inferences from specific ideas in the text. The most common form of assessment is question-asking. However, many other measures may be used to determine whether students have learned specific comprehension strategies, such as question generation, error detection of comprehension while reading, and other forms of comprehension monitoring in the classroom.

Caldwell (2008:22-23) states that most people consider assessment primarily about school activities. They think of spelling and math quizzes, yearly standardized test scores, tests following textbook chapters or curriculum units, and the qualified students who can fulfil the requirements can enter the schools they expect with the score they achieved. Those are why reading comprehension becomes important in the educational field and daily activity. Reading can only be developed through practice, and students can develop their reading comprehension

skills without practice. The student can respond to a question, offer a comment, or tries out a new word or structure, and the teacher subconsciously assesses the student's performance as the result of the teaching and learning process.

According to Pang et al. (2003:18), there are two forms of reading assessment. The first is to find out how well children are reading in order to help improve (diagnosis). Diagnostic assessment is about giving feedback and assistance to learners. The second is to measure how much progress has been made. Both forms of assessment are needed for effective reading instruction. In beginning reading, assessment is normally done by listening to students reading aloud. Teachers assess word recognition and fluency in this way. Beyond this stage, assessment should focus primarily on text comprehension. The results of this kind of assessment might be estimated as the instructional reading level utilizing an informal reading inventory or normative judgment using an achievement.

An assessment of students' reading ability is often expected on the basis of offline measure, such as answering short answer task questions that are presented after reading. The assessment of reading comprehension is a critical part of designing and implementing programs that teach reading comprehension. In conclusion, according to Serravallo (2010:43), reading comprehension is the process of understanding the meaning of the text and understanding what they have read. It is simultaneously extracting and constructing meaning through interaction and involves written language. In addition, when the teacher teaches reading comprehension, it will make it easier to find the main ideas, specific information, textual meaning, textual references, and word meaning.

Meanwhile, based on N'Namdi (2005:57), assessment is a tool that measures a learner's knowledge and ability. In reading comprehension, an

assessment is needed to know the student's ability to understand the reading text. Assessment activity can be carried out between a teacher and a student or a group of students. Furthermore, Nunan (2005:38) states that assessment occurs all the time. It means assessment can be done not only in the teaching-learning process but also assessment can be done in daily life. In addition, Snow (2002:53) states that for the area of reading comprehension, good assessments that are tied to curriculum and general comprehension capacity are sorely needed.

Furthermore, any assessment regime should act as a guide in this way, reinforcing teacher priorities and helping the students identify what activities, knowledge, and understanding are centrally important to their progress. An assessment should be done based on what the students need to be assessed and what needs improvement. It is done to know what kinds of abilities the students have and their learning progress of the material. Meanwhile, according to Pang et al. (2003:18), Diagnostic assessment is about giving feedback and assistance to learners. It means assessing whether the students can achieve the learning objective or need more improvement in the teaching-learning process. Besides, how the teacher gives tests also affects the students reading comprehension.

2.2 Empirical Review

Empirical review is about reviewing research that has been previously conducted by other researchers which might be similar with the present study to get the information and theories about previous research that are relevant with the present study. In addition, knowledge of empirical review evidence can help the researcher avoid unintentional replication of previous study results and place the researcher in a better position for their study results. The purpose is to support the

present study by considering the results and as a consideration whether this study would be as successful as the relevant empilrical review. There are two similar research projects which have been chosen. The two precious studies have been done by applying PQRST to improve reading comprehension as follows.

The first research was done by Rahayu (2017), entitled "Improving Reading Comprehension through PQRST of the Eighth-grade Students of SMP Dharma Wiweka Denpasar in Academic Year 2016/2017". The research objective of study was to determine whether reading comprehension of the eighth-grade students of SMP Dharma Wiweka Denpasar can be improved through PQRST. Looking at the results of the research, it showed that after applying the teaching technique, the students' reading comprehension improved, and the problem that the students had could be solved much better than the previous one before the teaching technique was applied. Moreover, PQRST contributed to improve students' reading.

Susanti did the second research (2013), entitled "Improving Student's Reading Comprehension through PQRST at grade XI of SMA PIRI 1 Yogyakarta in the Academic Year 2012/2013." The research objective was to improve reading comprehension of grade XI of SMA PIRI 1 Yogyakarta. The results showed that after PQRST was implemented, the student's reading comprehension improved, and the problem that the students had could be solved much better than the previous one before the students were given the treatment. In her study, PQRST was successful in improving students' reading comprehension. She gave a clear and detailed explanation about the treatment of PQRST that she used in her study, such as step-by-step that was carefully used to apply PQRST.

The previous research's strength was how they provided the material and applied the PQRST in the classroom. The researchers applied the technique well

and made students more active. In addition, each step was clear and made the readers easily understand each step of the technique. In addition to this study, the researchers used several stories that matched the background of students' knowledge in the pre-test and post-test, which made it easier to get information from the texts. However, both researchers used an objective test. They used multiple-choice tests as their instruments. The possibility of the students cheating in administering the objective items is high. Therefore, in this study, the researcher would use tests in the form of short answer tasks, which were likely to be difficult to cheat; thus, the data would be obtained were valid.