

CHAPTER I

INTRODUCTION

1.1. Background of the Study

In general, reading can be categorized as a major language skill to be taught in learning English. Ahmadjonovna (2023) in his research states that the reading are essential for accessing information across different disciplines, understanding instructions, and engaging with learning material effectively. Moreover, according to Pramerta (2024) Reading is crucial for academic success and lifelong learning, particularly in English as a foreign language (EFL) classrooms. One of the skills that students focus on at the end of learning is reading comprehension. Through reading comprehension, students can access information from the texts they have read before and enhance their knowledge. In other words, one method to get information from something written and increase knowledge is by reading. According to Al Aziz and Yusanti (2020), through the act of reading, students are anticipated to enhance their proficiency in identifying language and become more adept at discerning the intent or message conveyed in written materials. Essentially, engaging in reading activities enables students to grasp the meaning of written text and deepen their understanding of the content that they've already studied.

Quoted from Pollard (2008) states that in terms of receptive skills, reading is said to be more similar to listening. Students who do reading activities can be more involved with the visual information of the language, which they must analyze and understand. Moreover, According to Widiastuti et al., (2020) The reading

comprehension skills are really important for the students in Indonesia because English is still considered as a foreign language. Reading comprehension proficiency also helped students understand the material more quickly and precisely. This happens because students can extract data from the text, including certain details contained in each paragraph. or comprehend a book, it is essential to incorporate supplementary information such as vocabulary, structure, and other relevant details. This practice significantly enhances students' understanding of the text's meaning and facilitates the identification of its core idea.

Harmer (2001) says that a crucial aspect of the teacher's role in English language acquisition is to facilitate students' engagement with English texts. Typically, students read the content either to enhance their future employment prospects or for recreational purposes. Consequently, when students engage in reading activities, they inadvertently come into close contact with grammar rules. In addition to deriving the sense from text by comprehension, readers integrate their existing understanding with the material presented in the text to create meaning. Furthermore, readers can comprehend ideas and discern the connections and organization of these ideas. The objective of reading is comprehension.

Reading comprehension is a necessary skill for comprehending written text. Having the ability to read efficiently is crucial for readers as it enables them to rapidly assimilate information and comprehend the subjects addressed in the text or reading material. According to Snow (2002), reading comprehension is the active process of obtaining meaning from written language and building it through active engagement and interaction. Reading is considered an active endeavor as it necessitates exertion on the part of the reader. Moreover, readers are anticipated to

possess the capability to organize every segment of the text they peruse, as it will facilitate their comprehension of the concepts conveyed in the text by allowing them to analyze its structure.

State by Doyle (2004), comprehension is a talent that develops gradually and entails making connections between ideas at the same level, as well as connecting those meanings with the entire reading selection. In terms of reading instruction, the majority of teachers put more emphasis on the exposure and description of the text before assigning students to complete exercises that require them to respond subjects founded on the text. Although the purpose in reading comprehension that get concepts from the material readers read, readers should get more suggestions to help readers understand the text. Therefore, encouraging students to incorporate their ideas into the text is very important in reading instruction.

Brassell & Rasinski (2008) defines reading as progression of understanding or creating sense after reading written text. Readers can comprehend a book by actively engaging with the information and demonstrating their knowledge through actions, responses, or modifications to the content they have read. Reading comprehension requires active engagement from the reader. This process entails utilizing the understanding that readers already have about the subject matter of the text, in addition to the text itself, to build their knowledge. Considering this, the acquisition of reading comprehension is a challenging ability. Therefore, students must practice frequently and repetitively to improve their reading comprehension ability.

Upon interviewing a teacher who teaches eighth-grade students at SMP N 1 Kuta Utara, the researcher found that most of the reading instruction provided by

the teacher uses monotonous strategies. Before students read independently, teachers who teach eighth grade should provide a brief explanation of the topic to ensure students' understanding. In addition, students also need help to identifying general information, specific information, textual meaning, and textual references. The main factor contributing to the inadequate reading comprehension of eighth grade students at SMP N 1 Kuta Utara is their inability to understand the meaning of the text, coupled with a lack of vocabulary. Moreover, according to Wardana (2023) Through vocabulary, students are able to express feelings, ideas, or add information in various ways without changing the meaning. In addition, students who lack the motivation to read tend to dislike reading activities. In contrast, the more often students practice reading activities through assignments, the more proficiency in understanding a text will also be improved.

To help students overcome learning difficulties in English reading comprehension, this study proposes the implementation of the PQRST reading strategy. The PQRST approach is one that the researcher hopes to use in this research. According to Patterson (2002), PQRST is a highly recognized strategy to improve reading comprehension memory. This strategy was selected because it is highly effective in raising students' reading comprehension levels. Students followed a step-by-step instruction plan that began with a preview, followed by a question, a read, a state/summary, and a test. In this approach, researchers hope that students can understand the meaning of the text

Champion (2006) defines the PQRST Strategy has five steps: Preview, Question, Read, Summarize/State, and Test. Teachers can effectively provide reading comprehension education by implementing the PQRST strategy. The

reading task was followed carefully by the students. For the first step, the teacher instructed the class to scan the material to identify key ideas for the first phase or preview. During the second phase, students were instructed to generate inquiries pertaining to the text, which was referred to as "questions." During the third phase, the teacher directed the students to engage in a process of reading the text aloud. Subsequently, in the fourth step, the students condensed and presented a brief overview of the material. The teacher evaluated students' comprehension of the text in the final stage, or examination, by administering a test. This study hypothesized that the implementation of this strategy would result in increased student engagement, improved focus, and enhanced reading comprehension.

Regarding the previous remark, it was believed that instructing reading comprehension using the PQRST strategy would enhance the classroom environment by making it more enjoyable, dynamic, and advantageous. Furthermore, the researcher hopes that the findings from this study can be an appropriate solution to overcome their difficulties. The researcher posits that this method has the potential to enhance students' reading comprehension and academic performance. Hence, the researcher is deeply driven to carry out a study titled "Improving reading comprehension of eighth-grade students of SMPN 1 Kuta Utara in the 2024/2025 school year through Preview, Question, Read, State, and Test (PQRST) Strategy". This research employed classroom action research to investigate the efficacy of the PQRST Strategy in enhancing reading comprehension.

1.2. Research Problem

According to previous explanation, eighth-grade students at SMP N 1 Kuta Utara in the academic year 2024/2025 have significant difficulties in reading, which is a demanding task. This might have a significant influence on their ability to understand written material, hence it is necessary to enhance it by utilizing media and employing strategic methods. The researcher formulated the subsequent study inquiries derived from the aforementioned contextual information: can reading comprehension of the eighth-grade students of SMP N 1 Kuta Utara in the academic year 2024/2025 be improved through PQRST Strategy?

1.3. Objective of the Study

After the aforementioned background study, reading comprehension is an important thing that must be possessed by eighth grade students as the objective of this study. In order for this research to have a clear direction, it is necessary to include the objectives to be achieved. This goal leads to every important decision and is the starting point for conducting this research. On the other hand, currently reading instruction is spread over many methods to improve students' achievement knowledge, especially students' reading comprehension. To be able to answer the statement of the research question above, the objective of the study was to figure out wheter or not reading comprehension of SMP N 1 Kuta in the academic year 2024/2025 can be improved through implementing PQRST Strategy.

1.4.Limitation of Study

The term "reading" comprises a wide variety of actions, which requires the need to narrow down the topic of study. The researcher in this sector have a plethora

of issues and topics to select as subjects of study. The objective of this study is to enhance students' reading comprehension through the use of the PQRSST Strategy. Students participated in daily exercises designed to boost reading comprehension, as consistent practice resulted in improved reading comprehension, as consistent practice results in improved reading comprehension. The primary constraint of this research is the intricate and all-encompassing character of the topics under discussion. The objective of this project is to enhance the reading comprehension skills of eighth-grade students throughout the academic year 2024/2025 by implementing the PQRSST Strategy.

According to the structured, *Alur Tujuan Pembelajaran* for eighth-grade students at SMPN 1 Kuta Utara aims to develop students' ability to effectively recognize general information, specialized information, textual meaning, and textual reference when presented with a reading text. The main goal of this lesson is to identify the aforementioned elements of reading comprehension through the utilization of the PQRSST Strategy. The scope that can enhance reading comprehension is restricted to personal recount text. Students must demonstrate the ability to differentiate between general information, specialized information, textual meaning, and textual reference in their reading material. Moreover, this study also highlights the importance of reading comprehension by focusing on the recognition of overall information, specific information, textual significance, and textual reference.

1.5. Significance of Study

The main objective of this study is to find out whether the application of the PQRSST strategy can effectively solve the difficulties faced by students. This study

aims to enhance the reading comprehension of eighth-grade students at SMPN 1 Kuta Utara during the academic year 2024/2025 through implementing the PQRST strategy. The researcher anticipated that the study's findings would yield novel insights for enhancing students' reading comprehension through the application of the PQRST strategy, focusing on reading recount texts. Furthermore, this research was expected to be valuable for English educators at SMPN 1 Kuta Utara and other researchers embarking on similar studies, providing benefits in terms of theory as well as execution.

In theoretical terms, the findings of this study implementing the PQRST Strategy are expected to make a valuable contribution to English language instruction. The results of this study offered significant theoretical evidence about the application of problem-based theories in addressing student difficulties, specifically in the area of reading comprehension. Furthermore, The outcomes of this inquiry would enhance the current idea. The results of this study provide more information for future research on the efficacy of the PQRST Strategy in improving the reading comprehension abilities of eighth-grade students. Thus, it can also yield innovative research findings on how it is carried out. The research findings are expected to provide evidence that the application of the PQRST strategy has the capacity to improve the reading comprehension abilities of eighth-grade students at SMPN 1 Kuta Utara in the academic year 2024/2025.

Practically, the research has potential to offer numerous advantages to eighth-grade students, English teachers, and other researchers. This study contributes to students by enhancing their reading comprehension skills and fostering their willingness to think more creatively and critically about the texts they read. English

teachers can derive beneficial advantages from the ability to enhance students' reading comprehension. They can effectively implement this approach in their instruction of reading comprehension. Researchers aim to improve the author's understanding of research, particularly in the context of students' reading comprehension in recount texts. Other researchers need to comprehensively understand the implementation PQRST Strategy to enhance their future research, particularly in the range of reading comprehension.

1.6. Definition of Key Term.

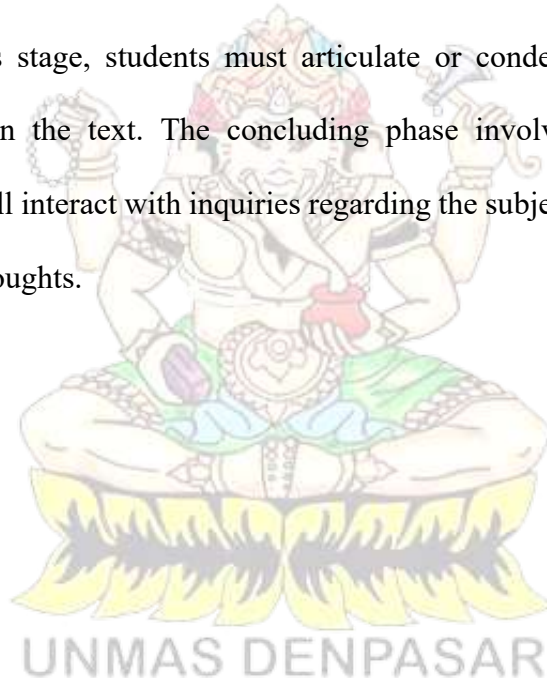
The research is titled "Improving Reading Comprehension of Eighth-Grade Students of SMPN 1 Kuta Utara in the Academic Year 2024/2025 through the PQRST Strategy. The results of this study will be extremely beneficial for instructing reading comprehension through the implementation of the PQRST strategy, particularly in clarifying essential concepts. Selection of keywords for this study should align with the context to improve comprehension. To ensure readers understand, it is necessary to provide operational definitions for some terminology used in this study. Hence, the researcher endeavors to offer a lucid knowledge of the words employed in this study, precisely reading comprehension and the PQRST Strategy. Both concepts are defined as follows:

1. Reading Comprehension

The reading comprehension of eighth-grade students at SMP N 1 Kuta Utara in the academic year 2024/2025 is characterized by their proficiency in comprehending a personal recount text. This includes their capacity to recognize and understand especially in finding general information, specific information, textual meaning, and textual reference.

2. PQRST (Preview, Question, Read, State/Summarize and Test)

The PQRST strategy, to be employed as a pedagogical approach for enhancing reading comprehension among eighth-grade students at SMPN 1 Kuta Utara, encompasses five discrete stages: During the preview step, students quickly go through the content to identify the text's main idea. During the question stage, students can inquire about the subject at hand. During the "read" phase, students engage in a comprehensive examination of the full text to identify solutions that are pertinent to the prior questions. During this stage, students must articulate or condense the information conveyed in the text. The concluding phase involves the Test, where students will interact with inquiries regarding the subject matter, evaluating students thoughts.



CHAPTER II

THEORETICAL REVIEW AND EMPIRICAL REVIEW

2.1 Theoretical Review

This theoretical review did assist in the study by including several theories relevant to the research. This study did rely on relevant background information and empirical data to have a substantial and practical impact. The theoretical review was crucial for guiding this research and serving as a reference point. This research study examined new theoretical concepts and evaluated them using empirical evidence. The viewpoints to be considered included 1) Reading Comprehension, 2) PQRSST Strategy in Reading Instruction, 3) Materials to be supplied, 4) Reading Comprehension Assessment, and 5) Task. The following explanations were:

2.1.1 Reading Comprehension

Reading comprehension is an ongoing idea that is debated endlessly. Reading is integral to language proficiency and essential for improving students' skills. Reading comprehension refers to the process by which readers engage with the text, utilizing their knowledge of English grammar and comprehension skills to construct meaning. This strategy improves comprehension abilities and allows readers to comprehend texts at various levels, ranging from factual to deductive and analytical. Participating in reading can progressively enhance students' cognitive understanding and positively impact their other linguistic skills. Moreover, reading can enhance their ability to acquire knowledge of terminology. If students

thoroughly understand the reading text, they can achieve this goal. Comprehension refers to understanding and interpreting interrelated words, phrases, and writing.

Pardo (2004) defines comprehension as an intellectual procedure that combines past knowledge also experience, textual signals, and the reader's interpretation of the text. Furthermore, Comprehension entails understanding the reader's lifestyle, which influences how information is conveyed in alignment with the author's lifestyle. The incentive aims to guide the reader's attention, intention, sentiment, or involvement with the material. Harris and Graham (2007) argue that reading comprehension was the complex process beyond the reader's response to the text. This process involves many components and requires active engagement between the reader, the meaning they derive from the material, and various materials connected to the text themselves, such as reader's interest and the information presented. reading comprehension was the complex process beyond the reader's response to the text. This process involves many components and requires active engagement between the reader, the meaning they derive from the material, and various materials connected to the text themselves, such as reader's interest and the information presented.

Furthermore, according to Lems et al. (2010), reading comprehension is not ability can be measured using statistics. A period of considering might vary based on the particular reading goals and the characteristics of the material being read. Reading texts offers several advantages, such as enhancing one's vocabulary, grammar, pronunciation, and understanding sentence, paragraph, and text structure. Through reading, students acquire information that can augment their knowledge and bolster their cognitive frameworks. In addition, according to McNamara

(2007), reading comprehension is the outcome of intellectual procedures and tasks, the processes involved in reading include word decoding, accessing the meaning of words, analyzing sentence structure, generating inferences, utilizing reading strategies, and completing tasks after reading.

Snow (2002) defines reading comprehension as the cognitive process of extracting and developing information by actively engaging with the written word. Comprehension is comprised of three essential elements: the individuals who are actively involved in the process of understanding, the material that has to be comprehended, and the activity or action that requires comprehension Lems et al., (2010) state that reading comprehension is a complicated mental procedure that necessitates deliberate involvement from readers to establish knowledge through engagement with the text. Therefore, understanding shouldn't be something that is done passively rather something that is done actively. The challenge in reading comprehension stems from the process of obtaining significance from the given text. The problem is resolved through the active engagement of readers, including their reading objectives and their capacity to utilize their prior knowledge.

Furthermore, according to Woolley (2011), the process of understanding and extracting sense from written material is the definition of reading comprehension. The main goal is to comprehend the whole text comprehensively, not just extract meaning from individual parts of the text. According to Serravallo (2010), reading comprehension is a fundamental aspect in reading, which involves the actual act while reading. Reading is a cognitive process that involves analyzing, interpreting, and grasping the significance of previously read content. The purpose of reading should be focused on comprehending and grasping the concept conveyed in the text.

Before reading, students engage in the process of reflecting on the knowledge they already have about its structure or topic matter. As they engage in reading, individuals will construct their mental representations. Acquiring literacy skills is a crucial objective in education. Reading is essential for children and adults as it enables them to expand their perspectives and enhance their intellectual growth.

Reading comprehension involves a complex blend of various processes, including fluency, word recognition, and familiarity with the world and vocabulary Klingner et al., (2007). Reading is an interactive process when readers have the necessary skills and those skills directly engage with the material using their existing prior cognition. To achieve meaningful comprehension, it is necessary to establish a strong connection between the individual reading and the subject being read. Comprehension is an important component of reading as it relies on understanding the context of the text. The reason for this is because reading is intended to acquire knowledge, and readers who comprehend the context accurately can read easily and fluently.

Furthermore, reading entails comprehending the written word. The study was conducted by Pang et al. (2003). Reading is a complex cognitive activity that encompasses either mental processing and visual perception. Reading encompasses two interrelated processes: the identification of words and the understanding of their meaning. Word understanding refers to the cognitive process of comprehending the correspondence between written signs and spoken words. In contrast, the act of comprehending the sense of words, phrases, and texts by establishing relationships or correlations is comprehension. Regarding this study, achieving reading comprehension is a difficult endeavor. Acquiring proficiency in the English

language cannot be accomplished in a short period of time, despite the misleading claims made by English class marketing. Enhancing reading comprehension abilities is a multifaceted process that necessitates regular practice for students to improve their capacity to comprehend and analyze textual materials.

However, Brassell & Rasinski (2008) argued that reading comprehension involves clarifying intended meaning from communication between reader and text. Written communication involves a systematic and comprehensive exchange of ideas between the sender and the recipient. This presupposes that the essence is in resolving problems and engaging in cognitive activities. An individual's experience and expertise substantially influence the substance of meaning. This concept also implies that reading comprehension necessitates active engagement from the reader. This process involves using current information about theme inside the text, along with the text themselves, to build comprehension.

By considering several concepts, the researched used Serravallo (2010) theory, which states that reading comprehension is a fundamental aspect in reading. Reading involves cognitive procedure of thinking, comprehending, and grasping the value of written text. Purpose on reading should be focused on understanding and grasping concepts. Before reading, students engage in a process of reflecting upon their existing knowledge about the structure or topic at hand. Students established associations between the text, their personal experiences, and the broader global context as they engaged in reading. Comprehending and interpreting written material is a significant objective in education. Both children and adults benefit from the skill of reading, as it enables them to explore new realms and acquire extensive knowledge. Reading comprehension certainly definition as the

capability make sense out from written materials such as textbooks, newspapers, magazines, and online articles.

2.1.2 Recount Text

Recount text is an essential text type for students to learn during primary and secondary education. This is because recount text is a very familiar text type that is very close with the students' lives, namely their past experiences. State by Knapp & Watkins (2005) A recount text is a written form used to convey the account part of interconnected actions. Primary objective from recount text is to explain what happened previously. Texts that are recorded encompass several forms, such as newspaper reports, letters, discussions, and speeches. All of these papers discuss prior activities. Recount texts require students to articulate and convey their thoughts on previous experiences, encompassing positive and negative encounters.

This study used recount text as a medium to implement the PQRS strategy. According to the *Merdeka Curriculum*, eighth-grade students must understand literature through recount and narrative texts. In reality, the students need help understanding recount texts. Based on observations made at SMPN 1 Kuta Utara, the English teacher they are reported that students in class VII B had difficulty understanding recount texts. Arif (2011) states that students in eight-grade of junior high school should have proficiency in comprehending recount texts. Priyanka et al. (2008) assert that the main objective of recount text is to narrate a series of events and evaluate the significance of these events in a specific manner. Recount text is one type of literature taught to eighth-grade junior high school students. This text

aims to provide information to the reader regarding a specific subject or a sequence of events beforehand.

According to Cogan (2006), a recount text is a written work that seeks to inform or entertain the reader by narrating an event. Moreover, Derewianka (1990) defines a recount text as a distinct genre that provides a detailed account of former happenings or experiences, mostly with the intention of informing or amusing the readership. Additionally, as stated by Peter Knapp (2005), a recount text is a written narrative that depicts an experience by providing a series of significant events. A recount text is a written form that is used to describe a past experience. According to Roison et al., a recount text is a distinct type of text that provides a description or recount of past occurrences. Most of the stories are based on the author's personal experiences. Furthermore, a recount provides a sequential account of events and evaluates their significance in a certain way. Moreover, it provides the reader with a concise account of the events that transpired.

A recount text, as described by Anderson et. all (2000), is a textual genre that typically presents a chronological account of past occurrences. A Recount text is a category of literature that aims present an accurate and objective description of past incidents, such as accidents, vacations, personal experiences, and so on. Recount texts serve the function of retelling past events and hence employ the simple past tense to convey ideas. Furthermore, the incorporation of conjunctions such as "after," "then," and "finally" is a notable characteristic of recount story. The recount text is composed of three main elements known as the general structure: orientation, event, and reorientation. The explanation will be provided in the following manner: Orientation encompasses the initial presentation of an event, including the

individuals involved, the location, the time, and the overall circumstances. An event refers to the sequential execution of a series of steps. Reorientation pertains to the concise or overarching narrative of the event.

Recount texts also have language features. Recount texts typically employ language characteristics such as nouns and pronouns, excluding references to individuals, animals, or objects. For example, we, Risa, bear, and so on. It contains action verbs such as go, sleep, etc. Moreover, it possesses a past tense. As an illustration, we visited the library. We were tired yet content. Recount texts employ conjunctions and temporal connectors to order occurrences or activities chronologically. For example, although, subsequently, ultimately, etc. Additional linguistic features utilize adverbs and adverb phrases to express location, time, and style, such as "last week" and "at your house". The last one utilizes adjectives to modify nouns, such as beautiful, lovely, hilarious, etc.

Furthermore, the primary aims from the recount text is not solely the recount previous occurrence but can also serve as a source of amusement for readers. Dereweinka (1995) conducted earlier research identifying three types of recount texts. There are some text categories are imaginative recount, personal recount, and factual recount. The initial example is a personal recount. A personal recount is a type of recount that inform events in which the writer or speaker is directly involved, such as oral anecdotes or diary entries. The typical language features employed in personal recounts include using first-person pronouns such as "I" and "we."

The second example is the Factual Recount. A distinguishing characteristic of a factual recount is its function as a means of documenting the specific elements

of an event, serving as a form of factual report. Examples include police reports, news reports, historical records, and science experiment reports. Factual recounts often employ third-person pronouns (such as he, she, it, they) as a common linguistic element. When writing factual recollections, it is suitable to incorporate explanations and arguments. The final example is an Imaginative Recount. An imaginative recount is a form of storytelling that involves creating fictional characters and vividly and inventively describing events. This form of creative retelling is typically expressed from the author's perspective using the first-person recount.

To sum up, the Recount text holds significance in the education of junior high school students' due to its inclusion in the autonomous curriculum and its practical use in their everyday experiences. A recount text is a type of writing that provides information or pleasure to the reader by describing a past encounter or event. Recount text utilizes past tense, action verbs, particular participants, time sequence, and descriptive language. The types of recount text are categorized into three distinct types: personal recount, factual recount, and imaginative recount. A retelling text typically comprises three main sections: orientation (the first segment that furnishes information about the individuals, actions, and locations involved in the events), event (the sequential arrangement of occurrences), and reorientation (the conclusion that brings the story to a close)

2.1.3 PQRST (Preview, Question, Read, Summarize, Test) Strategy

Diverse methodologies can be employed to enhance students' ability to comprehend written information, including the utilization of the PQRST strategy. The PQRST approach is an efficacious strategy for enhancing students' reading

comprehension. The statement was written by Thomas and Robinson (1982). The PQRST strategy is a highly efficient learning strategy that enables students to improve their reading comprehension skills through a well-organized five-step procedure. The methods involve the activities of previewing, interrogating, reading, summarizing, and testing. Every stage of the PQRST strategy enhances both such a pedagogical and cognitive processes, aiming to increase students' reading comprehension. Furthermore, as stated by Wilson (2005), the PQRST strategy is an effective strategy that can greatly enhance reading comprehension.

The PQRST strategy is highly accessible and may be utilized across all student grade levels due to its straightforward phases and processes. When executing this approach, students quickly glanced at the text before reading the complete passage. This can enhance student's understanding of the text. Furthermore, the execution of this plan is efficient due to its expedited timeframe and streamlined method. Furthermore, employing this approach allows students to cultivate and refine their memory and comprehension skills. The steps of PQRST are also beneficial for facilitating student understanding of the text. This method is an effective approach that establishes a solid foundation for reading by serving as a preliminary exercise. It facilitates comprehension of the content and facilitates the organization of information into knowledge.

Sulistyo (2011) suggests that the PQRST strategy, which stands for Preview, Question, Read, Summarize, and Test, is an effective instructive approach to reading that helps readers focus on relevant information throughout reading tasks. This approach can assist students in concentrating on learning and organizing knowledge in a manner that is immediately relevant to its application in the exam.

The system may be customized to accommodate unique learning modalities and also enables more precise timing. Additionally, it has the capability to provide enjoyable learning scenarios by assisting students in activating their prior knowledge prior to reading and assessing their understanding after reading.

Champion (2006) believe purpose from PQRS strategy is to aid in memorizing the information in written material. This approach can enhance students' concentration and memorizing specific reading material. This approach is frequently employed for perusing newspapers but can also be utilized in an educational setting. Furthermore, this approach simplifies the process for students to locate the specific tasks they need to complete within the reading material. This method can assist students in locating subtitles or chapters by using bold language. The information students acquire from reading is subsequently memorized in long-term memory to facilitate their memory. Developing this skill has been crucial since junior high school to enhance their reading comprehension.

Wormeli (2010) provides a detailed explanation of the phases involved in the PQRS reading approach. The primary purpose of the PQRS strategy is to improve students' abilities. In addition, this strategy facilitates students' reading comprehension, thus preventing boredom while reading the text. This method incorporates several steps to prevent students from becoming more interested again while reading the content. Wormeli (2010) states that students should follow specific procedures, including Preview, Question, Read, Summary, and Test. Furthermore, the PQRS approach is suitable for use for the reading comprehension procedure.

The PQRST strategy is a pedagogical approach that has demonstrated efficacy in enhancing a reader's comprehension and capacity to retrieve knowledge Abuja & Ahuja (2007). Put simply, the reader is more inclined to acquire expertise and absorb more information from the topics readers are interested in. The steps in PQRST are advantageous for facilitating students' reading comprehension. This strategy is an effective reading strategy that establishes a solid foundation for reading by serving as a preliminary exercise. Using the PQRST strategy can enhance students' prior knowledge, foster active and reflective engagement in extracting the values embedded in texts, and enhance their reading comprehension skills.

At the same time, as stated by Turkington (2003), this strategy can assist students in remembering facts from their memory. The PQRST strategy consists of the following steps: Preview, Questioning, Read, Summary/State, and Test, derived from the acronym. By implementing this method, the student can acquire knowledge by reading. The PQRST strategy facilitates students' retrieval of previously acquired knowledge throughout the reading process. Additionally, this strategy promotes the development of students' memory since it targets explicitly memorizing. The exact phases of this method can be clarified as follows:

1. Preview

Preview the book to obtain a comprehensive understanding of its content.

The initial phase involves scrutinizing the pages of the text under study, including paragraph headings or sections, images, graphs, diagrams, maps, reading problems, or chapter summaries.

2. Question

The question stage involves the teacher providing students with a set of questions prior to reading the whole material. The questions are derived from the information that has been perused briefly beforehand. The purpose of these questions is to direct students to engage in more attentive reading and locate the specific information they desire. For instance, if the text is a narrative, their inquiries could pertain to the primary characters and the setting of the story?

3. Read.

Reading is an endeavor to discover solutions to previously posed inquiries. This approach guides students to actively seek out pertinent information related to the specific situation at hand and cultivates their ability to read attentively and thoroughly.

4. State/Summary

In this step, students are required to generate segments of the text by utilizing their prior comprehension of the subject and careful reading of the text. This measure is implemented to prevent students' from engaging in plagiarism by directly copying and pasting content.

5. Test

During this stage, students are required to respond to question posed by the instructor regarding the text they have previously read. The purpose of this exercise is for the teacher to assess the level of comprehension the students have attained from the text.

According to the experts' suggestions mentioned earlier, the researcher has determined that the PQNST strategy (Preview, Question, Read, State/summary,

Test) is an excellent approach that researchers can use to teach reading. The utilization of the PQIRST strategy facilitated the students' comprehension of reading material, making it more accessible and understandable.

2.1.4 Assessing of Reading Comprehension

Assessment that crucial for pedagogical and educational procedure to control how students' grasp content or gauge their comprehension of the material. Utilizing evaluation as a tool for reflection is highly imperative for educators and students. To assess the level of understanding of reading comprehension, teachers can administer tests to the entire class, thereby evaluating the individual comprehension of each student. Teachers play a crucial role in assessment as they are the primary agents responsible for ensuring the quality of assessment practices in the classroom. The teachers need to utilize these practices in a manner that optimally supports student learning. Cohen et al. (2007) identified multiple test objectives, such as assessing students' strengths and weaknesses and facilitating their learning process.

According to Brown (2004), tests its means assessing individual's aptitude, expertise or proficiency in a particular area. The tests in question are used to pinpoint areas where students excel and/or where they need enhancement. By administering assessments to students, educators can assess their performance and progress by using these test results. Educators can assess the method of instruction and learning by scrutinizing students' competencies and deficiencies to pinpoint the necessary measures for enhancing these areas. By providing assessments to students, educators can also ascertain the level of understanding that students have achieved regarding the subject matter taught.

Patel & Jain (2008) argue that the content of a reading comprehension test should closely match the practical information utilized by the teacher to enhance reading comprehension abilities. Therefore, the test would be beneficial for exploring certain concepts in reading. There exist two types of reading assessment. The primary objective is to assess students' reading proficiency to enhance their reading comprehension skills. The second objective is to quantify the extent of improvement achieved. Initially, reading assessment typically involves evaluating students' reading abilities by having them read aloud. The teacher would assess the student's ability to recognize and read words accurately and smoothly by having them read a text provided by the teacher. Thus, the teacher can impartially assess the student's proficiency in reading comprehension.

Caldwell (2008) further asserts that assessment is commonly perceived as an activity that occurs after to instruction, such as posing questions to students after they have completed reading a textbook chapter or tale. Furthermore, there is a prevailing inclination to categorize all evaluation methods as solely consisting of written examinations. These perspectives offer a narrow understanding of the evaluation process. Furthermore, effective evaluation is integrated into the instructional process. The assessment should align with the content that has been instructed. Simultaneous assessment and instruction are possible. The most potent evaluation of students' learning takes place within the classroom, occurring continuously between teachers and students.

Klinger et al (2007) Says Assessing reading comprehension presents a formidable task, ascertaining the true extent of students' knowledge and their genuine thoughts is arduous. Hence, it is crucial for educators to factor in

examinations when evaluating reading comprehension. If teachers fail to adequately evaluate tests, the assessment may face obstacles and potentially even fail. Various assessment methods can be employed to evaluate reading comprehension, including short answer, multiple choice, fill-in-the-blank exercises, and others. One of the most widely used and efficient assessments is the short answer test. Creating this evaluation is straightforward since the questions are directly related to the provided material. Text-related inquiries encompass inquiries about general information, specialized information, textual significance, and literary allusions.

Westwood (2008) states that evaluation serves multiple significant functions. It enables educators to assess the efficacy of an instructional program and make any requisite modifications to the delivery modalities, learning exercises, or materials. Additionally, it aids to recognize students who are encountering difficulties in comprehending the topic matter. Furthermore, assessment results data regarding the suitability of transferring students to a different educational institution or recommending them for special education services. It enables teachers to demonstrate their child's learning to parents, ensuring accountability. Finally, assessment enables schools to showcase their levels of accomplishment to government education authorities. Therefore, the evaluation is of utmost importance in this study.

According Dunlap & Weisman (2006) Assessment allows the reader to discern the progress of students' growth. Assessing is defined as an essential component of teaching and learning since it provides information about the student's academic performance. Therefore, it is imperative to ensure consistent

execution. Bachman (2004) states that language assessment occurs in diverse contexts, encompassing educational programs and real-world environments. In educational contexts, assessment is commonly used to describe both the processes and outcomes of learning. It serves the purpose of diagnosing and evaluating achievement, as well as making decisions to enhance the value of educational and learning. This occurs after students have acquired knowledge in the classroom.

This research examines interactive reading to evaluate students' reading comprehension. The researcher used short answer tasks to gauge students' understanding of the learning material. A short answer task involves the presentation of a passage, followed by questions that the test taker must answer concisely in one or two lines. Brown (2004) States that in the short answer activity, Students responded concisely to the given questions. This task eliminates ambiguity or guesswork, ensuring students can answer the questions without confusion.

2.1.5 Task

Tasks are part of a task-based course. As there are many definitions of what a task is. Therefore, it is important to have a clear understanding of what is meant by tasks. According to Breen (1989), tasks are a structured plan to provide an individual with the opportunity to acquire the necessary knowledge and skills in a new language and its use during communication. According to this definition, tasks can be both short exercises and more complex work plans that require spontaneous communication. According to some experts, there are four important aspects emphasized in a task. According to Lems et al., (2010), tasks are meaning-focused activities. That is, learners will focus more on learning process like understanding, extending (through reasoning) or conveying meaning and should address language

form as defined by the process. Housen & Pierrard (2005) also mentions that tasks require students to focus on meaning rather than form. A task also does not specify the exact or specific meaning content to be covered as this will be modified as it is performed. Also, the language needed to perform the task can be negotiated as the task is performed.

In addition, the task plays an important role in teaching. Because assignments are work for students to find out the extent of their knowledge of the material they have learned before. This task also involves the use of authentic languages and refers more to communication in meaningful rather than only improved in the accuracy of the correct grammar. In addition, tasks also usually have goals, such as requiring students to use language in the real world to be a way to solve problems, exchange information, and can solve certain activities. More than that, according to Knoch & Sitajalabhorn (2013), The task of providing a means for direct performance appraisal that is integrated from students' abilities. Such an assessment is different from indirect testing that is more traditional and discrete. Long and Norris (2000) state that the task used for the assessment must reflect the target task (eg real life tasks). According to the experts above, they propose that needs analysis needs to be done to identify specific target tasks that are relevant to certain groups of students and authentic assessment assignments can be determined after analyzing these needs.

Moreover, according to Nunan (2010) the concept of 'task' has become an important element in syllabus design, class teaching and student assessment. Nunan (2010) State that the task is part of the class work involving students in understanding, manipulating, producing, or interacting in the target language while

their attention is focused on the mobilization of their grammar knowledge to express meaning, and where the aim is to convey the meaning rather than manipulating the form. The task must also have a sense of completeness, able to stand alone as a communicative action with their own rights with the beginning, middle, and end. Many definitions emphasize the fact that the task involves the use of communicative language where users' attention is focused on the meaning of grammar. This does not mean that the form is not important. Nunan (2010) State Task also refers to the spread of grammar knowledge to express meaning, highlight the fact that the meaning and form are very interrelated, and that grammar exists to enable language users to express different communicative meanings.

According to Saedi (2021) Tasks are categorized as an important key that drives language use in language acquisition and second language research. In addition, Nunan (2010) states that task-based language teaching is a manifestation of philosophy at the level of syllabus design and methodology. However, in teaching a teacher needs to make assessments when introducing learners to texts and tasks that contain various language structures. This is especially true in the early stages of the learning process. Therefore, Tasks can be created to encourage learners to focus more on the structural elements of the language input they encounter and help them recognize and assimilate these components throughout their learning journey. By incorporating tasks into language instruction, educators can find language learning experiences more meaningful and impactful. In addition, tasks can be tailored to meet specific educational goals, facilitating targeted skill development and better alignment with learners' needs.

In other words, the task-based approach where the curriculum was built aims to provide opportunities for students to experiment. In the task -based approach, students will explore spoken and written language through learning activities designed to involve students in the use of language that is more authentic, practical and functional for meaningful purposes. Students will also be encouraged to activate and use any language they already have in the process of completing tasks. The use of tasks will also provide a clear and directed context for teaching and learning grammar and other language features and skills. Overall, the role of task -based language learning is to stimulate the natural desires of students to improve their language competencies by challenging them to complete meaningful tasks.

2.2 Empirical Review

The empirical review refers to prior research that is applicable to this research. this is one method of obtaining information and theoretical knowledge regarding previous study that accessible. Moreover, knowing the evidence of empirical reviews allow assist researchers in preventing unintentional duplication of previous research findings and become a reference point for conducting better research. To support and corroborate this research, two empirical reviews obtained from other researchers showed compatibility with the research conducted. In addition, the other researchers engaged in comparable surveys regarding the application of the PQRST strategy to improve students' reading comprehension. The empirical reviews offer valuable insights regarding the implementation of the PQRST strategy and the challenges faced by students in reading comprehension. This information is very helpful for upcoming researchers who intend to do similar studies.

Dewi (2022) did study titled "Improving Reading Comprehension of Eighth-grade Students at SMPN 2 Kuta Utara in the Academic Year 2021/2022 Through PQRST." is a second empirical review taken by researchers.. The objective of this study was to ascertain if the use of the PQRST method could enhance the reading comprehension skills of eighth grade students from SMPN 2 Kuta Utara during the academic year 2021/2022. The data collected indicates a favorable response from the subjects towards the application of the PQRST Strategy. Furthermore, the utilization of the PQRST strategy has the potential to enhance students' reading comprehension. This is due to the fact that implementing the PQRST strategy results in an improvement in students' reading comprehension.

According to Pebriani (2024) research entitled “Improving Reading Comprehension of Narrative Text through P-Q-R-S-T Strategy at eleventh-grade students of SMA Negeri 2 Tarakan” is the second review. The aims of this research were to enhance the reading comprehension of eleventh-grade students at SMA N 2 Tarakan by applying the PORST strategy. The results of this study can be observed by collecting data. Furthermore, students' proficiency in reading comprehension can be better-quality through the utilization the PQRST strategy, as evidenced the positive results observed after the application of this instructional approach. The results of her study proved to be efficacious in improving reading comprehension

The past research that commendable in terms of providing materials and implementing effective PQRST strategies in the classroom. Researchers are able to implement this method effectively, encouraging increased student engagement and preventing boredom during the learning process. Moreover, each step is

unambiguous and facilitates the reader's understanding of each stage of the approach. In addition, the researchers employed recount that aligned with the students' existing knowledge during both the pre-test and post-test, thereby enhancing their comprehension of the text. Nevertheless, both studies used inappropriate assessments, choosing multiple-choice exams in their instruments. This may increase the possibility of students guessing more easily and being less careful. Therefore, there was a high possibility that students would cheat. Therefore, in this research, the researcher implemented a short answer task for the test, with minimal opportunities for students to cheat, to ensure the validity of the data collected.

