

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Reading is an extremely complex and multifaceted process, and assessing this process is also complex and multifaceted. However, a teacher must start somewhere, and this primer represents a starting point (Caldwell, 2008). It involves visually perceiving written words and understanding their intended message, whether for pleasure, information, learning, or other purposes. Reading typically involves decoding letters, words, and sentences to extract information, ideas, or emotions conveyed by the author. It is a fundamental ability in education, communication, and personal development. It is not merely the mechanical act of scanning words on a page but rather the intricate process of deciphering written symbols to unlock the depth of their meaning.

As individuals engage with written text, they embark on a journey of comprehension, where the visual perception of words merges with cognitive processing to unveil the author's intended message. It immerses readers in the pages of a captivating novel, poring over informational articles or delving into educational materials, and they navigate the intricate web of language to extract insights, garner knowledge, and explore diverse perspectives. At its essence, it transcends the mere extraction of information; it serves as a gateway to enlightenment, offering readers the opportunity to broaden their horizons, stimulate their intellect, and cultivate empathy by immersing themselves in the thoughts, emotions, and experiences of others. Thus, reading is a cornerstone of personal growth, societal progress, and intellectual enrichment, underscoring its indispensable role in shaping individuals into informed, empathetic, and engaged global community members.

According to Paris & Stahl (2005), reading involves two main skills: decoding and comprehension. Decoding refers to recognizing and understanding written words, which can be taught and evaluated straightforwardly. Conversely, comprehension is the capacity to process text, grasp its meaning, and connect it with prior knowledge. The ultimate aim of reading is to achieve comprehension. Reading comprehension entails understanding and analyzing written material, which is essential for various workplace tasks and improving reading comprehension. It also enhances concentration during reading and contributes to a professional image.

Generally, the students have an obstacle to comprehending a text or article because they have to quickly remember and understand a lot of new information. Sometimes, they should read many times to remember and learn the context of the material. They have to do their best when restating or sharing what they read. Moreover, it is an elementary ability used in language learning to accept information other than listening. Thus, without good reading comprehension, the students might struggle to study in language learning. Besides, reading comprehension is a challenge for teachers in their patience in training their comprehension; for students, this is also a challenge to understand reading correctly and efficiently. As a result, it can meet teachers' expectations and learning targets.

Reading comprehension is particularly valuable in language learning, aiding students in understanding and interpreting written texts. However, many students encounter difficulties comprehending texts, such as understanding the topic and extracting the main ideas. In junior high school, students are expected to grasp the content of passages and expand upon it based on the guidance of their teachers. Teachers must consider and pay attention to ways to develop students' reading skills, both comprehensively remembering the reading content and sorting out

important information from the reading. Therefore, the teachers' role is crucial in developing students' reading comprehension.

Based on the researcher's interview with one of the teachers at SMK Rekayasa, it was discovered that one of the tenth-grade classes had below-average reading comprehension abilities. They had difficulty understanding and remembering information in a text, such as descriptive text. This happened because students' lack of ability to understand a lot of information at once made it difficult for them to filter out only the important information. This made them absorb unnecessary information, leaving no room in their heads for important information that should be understood in reading. Besides, teachers did not use appropriate techniques to teach students about reading comprehension.

Teachers' involvement and techniques were deemed crucial in addressing these issues. Specifically, in this study, the problem seemed to arise from ineffective teaching techniques, where teachers often simply read texts aloud and asked students to repeat them without prior preparation. Furthermore, students tended to approach texts without considering the topic or their background knowledge. Sometimes, the teachers also asked someone to read the text aloud in front of the class; meanwhile, the students who read aloud in front of the class could not read the text clearly that always happened when the teacher continuously taught text material in the class every day.

The shortcomings of the monotonous teaching technique were numerous. It often failed to captivate students, resulting in reduced attention and retention of information. Moreover, it may not accommodate various learning styles, stifling creativity and impeding effective communication between instructors and learners. This approach can also discourage students, decreasing involvement and academic

achievement. Additionally, it may overlook the cultivation of critical skills like problem-solving. To tackle these challenges, teachers should employ various teaching techniques, including interactive discussions, hands-on activities, and practical applications, to foster a lively, immersive learning atmosphere that encourages active participation. The teaching model might fail to address the diverse abilities within the class and could lead to eagerness to learn among students, hindering motivation, particularly among lower-performing students.

To enhance motivation and address comprehension issues, teachers could employ a technique like PQRSST. The technique can be a very effective way of structuring written information and personalizing it to your interests, which helps with concentration and subsequent memory. There is a dual benefit to using PQRSST, as well as increasing the depth to which you process the information to make it more personally relevant and meaningful. It also includes some repetition (Champion, 2006).

The strength of PQRSST lies in its structured approach to comprehending and remembering written information effectively. This technique encourages readers to preview the content to grasp the overall gist before reading, promoting better comprehension. Readers actively engage with the text by generating questions about the material, fostering curiosity, and personalizing their reading experience. As they read, they seek answers to their questions, leading to active reading and improved focus. This structured process aids in memory retention, encoding information more effectively for later recall. Moreover, its adaptability to various types of written materials, such as newspaper articles, underscores its versatility and usefulness in enhancing comprehension and retention across different subjects and content formats.

Based on the research background explained above, it can be concluded that students had difficulty reading comprehensively and understanding a text. In particular, students cannot understand a lot of information at once. Apart from that, they also experienced difficulty in filtering ideas and main points from each reading. Therefore, implementing PQRST is one of the appropriate teaching techniques to improve students' reading abilities comprehensively. With this, the researcher is very hopeful and motivated to carry out research entitled "Improving Reading Comprehension of the Tenth-grade Students of SMK Rekayasa in the Academic Year 2024/2025 through PQRST."

1.2 Research Problem

Determining the research problem is essential in this research to determine the clarity of the research. As stated in the background of this research, the tenth-grade students of SMK Rekayasa Denpasar still faced difficulties in reading comprehension. In this case, students did not know effective ways to read comprehensively. Besides, this greatly influenced their achievement in learning. It was evident that reading comprehension held significant importance, and teachers must employ suitable techniques to enhance students' understanding of the subject matter. Given these considerations, the research question can be framed as follows: "can reading comprehension of the tenth-grade students of SMK Rekayasa in the academic year 2024/2025 be improved through the implementation of PQRST?"

1.3 Objective of the Study

Numerous techniques exist to enhance students' reading comprehension, and employing the right technique is crucial for improving their abilities and creating a more engaging and effective teaching and learning environment.

Previously discovered research problems have been answered by carrying out scientific investigations in the current study. This research also aims to find solutions to the problems faced by tenth-grade students at SMK Rekayasa in the academic year 2024/2025. Based on the research problems above, the student's reading comprehension from class 10 at SMK Rekayasa should be improved. Furthermore, this research aims to find out whether the reading comprehension of class 10 of SMK Rekayasa in the academic year 2024/2025 can be improved through PQRST. With the research problem outlined earlier in mind, the study aims to determine if the reading comprehension of the tenth-grade students at SMK Rekayasa in the academic year 2024/2025 can be improved through PQRST.

1.4 Limitations of the Study

To avoid board discussion, the researcher needs to limit the present research. Therefore, in the present study, the researcher limited the study to improving reading comprehension of the tenth-grade students of SMK Rekayasa in the academic year 20024/2025 through PQRST. It was important for the researcher to know the curriculum that was applied in the school to produce an appropriate learning module and the material to improve students' reading comprehension. Furthermore, in the present study, SMK Rekayasa applied the *Merdeka* curriculum. According to the curriculum, the researcher focused on the learning objective of reading and viewing to measure their reading comprehension. Following the learning objective of the *Merdeka* curriculum that was applied in SMK Rekayasa in the academic year 2023/2024, the study was then limited.

Based on the systematic-phased learning objectives of the seventh-grade students of SMK Rekayasa, the learning objective was, which states that when

students are given reading texts, they are able to identify general information, specific information, textual meaning, and textual reference. Reading comprehension in this study was limited to identifying general information, specific information, textual meaning, and textual reference of a reading text. The present study focused on the descriptive text about a famous person based on the teacher's teaching module that has been made. It required the students to implement text structure and language features to carry out the social functions in identifying the reading aspects. Once this was done, the researcher measured their understanding and continued until they met the learning targets according to the criteria.

1.5 Significance of the Study

The significance of this study lies in its exploration of the necessity for research in the current context, highlighting the contributions and impacts it brings to the field. This research focuses on enhancing the reading comprehension skills of tenth-grade students of SMK Rekayasa in the academic year 2024/2025 through PQRST. Additionally, the study aims to apply PQRST in teaching reading comprehension to improve their reading skills, specifically in comprehending descriptive paragraphs. The anticipated findings are expected to hold both theoretical and practical significance. This research is expected to provide insights into effective teaching techniques that can be adopted to foster better reading comprehension among students. Furthermore, it can contribute to the academic community by offering evidence-based practices that can be replicated and refined in different educational contexts.

Theoretically, the research outcomes are envisioned as evidence for implementing theories based on the identified problems. They are also anticipated

to guide future researchers and support existing empirical evidence. Moreover, insights from the English language teaching principles could inform strategies to enhance reading comprehension through PQRSST. The study is hoped to delve into the cognitive processes involved in reading and how structured techniques like PQRSST can optimize these processes. Additionally, the findings could contribute to developing a more refined curriculum that integrates effective reading strategies, promoting better academic performance. The study aims to enhance the teaching-learning process for both students and teachers, potentially uncovering new research avenues, particularly in foreign language acquisition. This could lead to more targeted interventions and instructional designs that cater to diverse learning needs.

Practically, the study is expected to offer valuable educational feedback for teachers, students, and other researchers. For teachers, the findings can serve as references for selecting effective techniques to improve students' reading comprehension. For students, the technique is anticipated to boost motivation and interest in reading, thereby enhancing their overall reading proficiency. For other researchers, the study provides a point of reference and empirical review for future research endeavors in the same domain, aiming for improved and more precise outcomes. Ultimately, this study intends to contribute to advancing educational practices and techniques in reading comprehension.

1.6 Definition of Key Term

The present title, "Improving Reading Comprehension of the Tenth-Grade Students of SMK Rekayasa Denpasar in the Academic Year 2024/2025 Through PQRSST" utilized various technical terms relevant to the research topic. However, these terms were found to be overly general, lacking clear definitions, which might

confuse readers. Therefore, clarifying these key terms to ensure a comprehensive understanding of the subject matter was deemed essential. By defining these terms operationally, the researcher aimed to provide clear explanations and establish boundaries for the research scope. Operational definitions were employed to ensure that the terms used in the study have specific meanings as provided by the researcher. Here are the operational definitions of the key terms used in this study:

1. Reading Comprehension

Reading comprehension in the present study is operationally defined as the ability of the tenth-grade students of SMK Rekayasa Denpasar in the academic year 2023/2024 to identify general information, specific information, textual meaning, and textual reference of the reading text.

2. PQRST

PQRST is operationally defined as the technique used to improve the reading comprehension of the tenth-grade students of SMK Rekayasa. The 'P' stands for 'Preview,' and the readers try to find out the gist of the story, which you can usually do in a newspaper from the headline. The 'Q' is a key element, and it stands for 'Question'; from the gist of the story, the readers ask themselves what they would like to know by the time they have read it.

If they are to see someone later in the day and they ask about it, what would they hope to remember about it? Then they read the article, and then they read it again, which is the 'S' standing for 'State' it back to yourself and try to link it back to your own questions. Finally, 'T' is for 'Test', and then this process is finished.

CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical review

The theoretical review examines scientific theories relevant to this study based on expert perspectives. It aims to reinforce the study by aligning it with expert theories, which is crucial for researchers as it forms the bedrock of scientific inquiry. The goal is to provide precise, reliable insights into the subject matter of the study as viewed by the experts. This review serves as a roadmap for researchers, guiding their approach and decisions. Therefore, the key theoretical frameworks to be discussed in this chapter include (1) Reading Comprehension, (2) PQRST, and (3) Assessing reading. These frameworks offer comprehensive reading comprehension and a structured approach to enhance reading comprehension effectively.

2.1.1 Reading comprehension

The ability to comprehend reading is a crucial ability that students must acquire. Understanding written texts is considered a fundamental ability in this global era, enabling readers to decipher and grasp information presented in written form. This ability to read holds significant importance in educational, professional, and personal contexts. According to Smith (2004), the ability to read has become an absolute requirement in today's global literate society. Therefore, understanding reading, at least at a basic level, is necessary for achieving success in various fields of life and is considered commonplace in literate cultures. This ability will be advantageous in every aspect of students' lives in the future.

Reading serves as a way to obtain information from written sources and is a vital component of language proficiency that students need to develop. Proficiency

in reading is crucial in academic contexts as it enhances other language skills such as listening, writing, and speaking. According to Camille (2008), reading comprehension involves integrating the reader's prior knowledge with the use of active strategies to interpret and understand the text. This interaction involves making inferences, connecting ideas, and synthesizing information. The main goal of reading is to thoroughly understand the text's content rather than just decoding individual words or sentences. Effective reading comprehension enables students to grasp complex concepts and apply knowledge in various contexts. Strong reading skills contribute to academic success and lifelong learning. Developing these skills requires consistent practice and exposure to diverse reading materials. Therefore, fostering reading proficiency is essential for overall language development.

Snow (2002) explains that reading comprehension involves extracting and constructing meaning through active engagement with written language. This dual process emphasizes the text's importance while acknowledging that the text alone cannot fully determine comprehension. Through this process, readers gain knowledge and information from the text. Extracting meaning involves understanding the literal content while constructing meaning, which requires readers to interpret and infer based on their prior knowledge and experiences. This active engagement helps readers integrate new information with their knowledge, leading to deeper comprehension. Thus, effective reading comprehension is an interactive and dynamic process beyond decoding words. It requires readers to actively think, question, and connect ideas within the text. Readers can achieve a more comprehensive understanding by engaging in this dual process.

Similarly, Klingner et al. (2007) describe reading comprehension as the complex coordination of various cognitive processes to construct meaning,

including word recognition, background knowledge, and fluency. Recent studies have investigated how readers interpret texts using their knowledge and reasoning skills. The term “comprehension strategy” is sometimes used to describe this reasoning process. Skilled readers are aware of their comprehension level while reading and actively address any difficulties they encounter. Educators can teach strategies to improve text comprehension. These strategies can include summarizing, predicting, and questioning to enhance understanding. Moreover, teaching students to monitor their comprehension can help them identify when they do not understand something and use strategies to fix the issue. Developing these skills is essential for academic success and lifelong learning.

Patel & Jain (2008) note that understanding a text involves grasping its context, vocabulary, and grammatical structure. Reading allows students to explore and absorb information in the language they are learning, expanding their language knowledge. Soffos (2005) highlights that internal factors such as perceptions, beliefs, motivation, and problem-solving strategies influence a reader's comprehension. This indicates that readers' personalities can affect their understanding of a text. These insights show that effective reading comprehension relies on cognitive skills and personal factors. Educators should consider these aspects to enhance students' reading abilities.

The process of understanding reading can be described as a series of actions undertaken by readers to decipher and interpret the meaning of a written text. According to Brown (2007), understanding reading involves identifying main ideas, interpreting presented information, and drawing accurate conclusions based on the text read. This process requires strong analytical and interpretive skills from the readers and the ability to connect discovered information with existing knowledge.

Effective reading comprehension, therefore, relies on a dynamic interaction between the text and the reader's cognitive abilities, enabling a thorough and accurate understanding of the material. This interactive process is crucial for deep comprehension and retention.

There are several steps to be taken in the process of understanding reading. These steps include previewing the text, identifying reading objectives, actively seeking important information, and reflecting on comprehension after reading. According to Brown (2012), reading is not just about understanding words but also about the relationships between concepts presented in the text and how the information is interconnected. This comprehensive approach helps readers grasp the deeper meaning of the text, ensuring they can integrate new information with their existing knowledge for better comprehension and retention.

Understanding reading is not a one-step action. It involves an ongoing process that requires patience and precision from the reader. N'Namdi (2005) explains that understanding reading entails predicting, connecting, enhancing comprehension, and reflecting on the meaning gained from the text. This process helps readers develop a deeper and more comprehensive understanding of the topics discussed in the text. By engaging in these steps, readers can better integrate new information with their existing knowledge, enhancing overall comprehension and retention of the material. Furthermore, this iterative process allows readers to continuously refine their reading strategies, making them more effective and efficient in extracting and synthesizing information from diverse texts.

Teachers need to pay special attention to developing students' reading comprehension skills in the educational context. According to Brown (2007), effective reading instruction involves teaching strategies such as identifying main

ideas, predicting meanings from context, and using context clues to understand unfamiliar words. By implementing these strategies, students can better comprehend and analyze various texts more effectively. This focused instruction helps students build the skills necessary for academic success and lifelong learning. Additionally, such targeted teaching approaches can foster a more engaging and supportive learning environment, motivating students to participate and take ownership of their learning journey actively.

To achieve success in understanding reading, readers need to continue practicing and developing their skills. According to Paris and Stahl (2005), effective reading comprehension is developed through the use of strategic reading practices, which involve actively engaging with the text, making predictions, and monitoring one's understanding as they read. Additionally, group discussions, shared reading, and completing reading comprehension exercises can help readers broaden their knowledge and enhance their understanding of the texts read. These activities promote active engagement with the text, fostering deeper comprehension and the ability to analyze and interpret information effectively. Consistent practice and collaborative learning are key to mastering reading skills.

Therefore, the ability to comprehend reading is a key skill that students must possess to meet the demands of education and daily life. Teachers must focus on developing this ability through structured learning and regular practice. By doing so, they can develop strong reading comprehension skills, which will help them succeed in the future. Structured learning activities and consistent practice ensure that they are equipped with the necessary tools to understand and analyze texts effectively. This foundational skill is crucial for their academic and personal growth. Additionally, fostering strong reading comprehension skills enhances critical

thinking, problem-solving abilities, and the capacity to engage with complex material, essential for navigating the challenges of the modern world.

2.1.2 PQIRST

Teaching techniques or strategies are required to make the teaching-learning process more innovative, effective, and efficient. To improve students' comprehensive reading skills in reading descriptive texts, the researcher chose PQIRST for this study. According to Turkington (2003), PQIRST is a time-honored way of learning effectively. However, there are other things to remember that can help you record, retain, and retrieve information very effectively. It is mentioned that studying is an active experience. The more students can do to make it funny, unusual, creative, or different, the more they will remember it.

According to Champion (2006:58), PQIRST enhances how information is processed by the brain when used for written material, such as newspaper articles. The technique involves several steps: 'P' for 'Preview', where you determine the gist of the story, usually from the headline; 'Q' for 'Question', where you ask what you hope to learn from the article; 'R' for 'Read', where you read the article; 'S' for 'State', where you summarize and link it to your questions; and 'T' for 'Test', where you see if you can answer your initial questions. Although time-consuming, this technique is effective for essential readings as it structures information and personalizes it to your interests, enhancing concentration and memory. PQIRST is an effective strategy for helping students remember important information from the texts they have read in their minds.

PQIRST requires students to target what they want to know from the text they are about to read. The technique is designed to maintain a strong memory of the key

points highlighted by this technique. Moreover, this technique also slightly implements repetitive steps to help students read texts more comprehensively. In this technique, students only need to listen to instructions from the teacher, and then they can learn independently. Therefore, this technique is expected to train students in independence, accountability, and brainstorming. Furthermore, after undergoing this technique, students are expected to be able to apply this technique to daily learning. Thus, it can help them understand and absorb the material taught by the teacher quickly and efficiently.

In this study, the researcher used PQRST as a teaching technique to teach descriptive paragraphs at SMK Rekayasa, specifically in the tenth-grade students. The technique involves several steps that can be implemented in the teaching-learning process systematically and sequentially. Based on the theory, it is found that this technique has valuable benefits for students, such as concentration, higher-order thinking skills, and problem-solving abilities based on their learning experiences. According to Champion (2006), the key stage of PQRST is customizing the material to align with the student's personal interests or curiosity. By doing this, the student makes the content more engaging and personally significant, transforming it from mere words on a page into something meaningful.

According to Champion (2006), there is a dual benefit to using PQRST; as well as increasing the depth to which you process the information to make it more personally relevant and meaningful, it also includes some repetition. The technique effectively teaches reading comprehension because it combines deep, meaningful engagement with repetitive review. Each step of PQRST involves revisiting the material in different ways. For instance, in the Preview step, they do a preview to know the general point. Then in the Question step, they use the results of the

preview to create questions. In the Read step, students reread sections, underlining key points on the second pass. In the State step, they verbally restate important information, reinforcing their understanding. Finally, the Test step involves reviewing the chapter again and self-testing to ensure retention. This repetition reinforces the material and helps transfer it from short-term to long-term memory, making it easier to recall later.

PQRST is a systematic approach designed to enhance reading comprehension and retention, particularly in educational settings. Adapted from Turkington (2003), this technique provides a structured framework that guides students through a series of steps to deepen their understanding and recall of written material. By breaking down the reading process into manageable stages, the technique helps students engage actively with the text, fostering critical thinking and self-assessment. The following outlines the five key steps of PQRST—Preview, Question, Read, State, and Test—and explains how each step contributes to a comprehensive and effective reading strategy. As adapted from Turkington (2003), the technique for teaching reading comprehension involves five key steps: Preview, Question, Read, State, and Test. The steps are as follows:

1. Preview: Students read the text, which enables them to get an overview of the given text.
2. Question: Students read paragraph headings and ask themselves questions about the content.
3. Read: Students read sections without underlining, then reread and underline key points while reflecting on them.
4. State: Students reread the chapter and verbally state answers to key questions.

5. Test: Students review the chapter and ask themselves questions to ensure they have retained the information.

In summary, PQRST is structured to improve reading comprehension by engaging students in active learning through five steps: Preview, Question, Read, State, and Test. Developed by Turkington (2003) and Champion (2006), this technique enhances the depth of information processing, making it more relevant and memorable, and incorporates repetition to reinforce learning. In the Preview step, students gather an overview of the text by reading summaries prefaces and skimming key elements. The Question step involves asking questions about the content. During the Read step, students reread sections and underline key points. The State step requires students to restate answers to key questions verbally. Finally, the Test step involves reviewing the material and self-testing. This technique improves comprehension and aids long-term retention by making the learning process active, personalized, and repetitive.

2.1.3 Assessing Reading

Assessment is a crucial aspect of the learning process, yet it is often misunderstood, especially when distinguishing between testing and assessment. While a test is a formal procedure where students know their abilities will be measured, assessment, as Brown (2004) clarifies, is a broader ongoing process. It involves various techniques, including providing responses, comments, or questions to gauge students' progress continuously. This distinction is important because it shapes how teachers evaluate students' learning. Understanding this can lead to more effective teaching strategies. Proper assessment helps identify students' strengths and weaknesses, allowing for more targeted instruction.

Assessing reading is crucial for identifying which skills students have mastered and which need further development. The nature of the reading task determines the types of assessments used. Paris & Stahl (2005:115) highlight that reading assessments measure phonological and comprehension skills. These assessments are often timed, encouraging students to think quickly and critically. Regular opportunities for students to practice these skills in the classroom and at home can better prepare them for such evaluations. By varying the types of assessments, teachers can address different aspects of reading proficiency. This comprehensive approach ensures a well-rounded development of reading skills.

As Brown (2004) notes, assessment is a continuous process encompassing a wide range of activities. Whenever a student responds to a question, comments, or tries to use new vocabulary or structures, the teacher instinctively assesses their performance. Written assignments are another form of performance that eventually undergo evaluation by students, teachers, and sometimes peers. These assignments are typically based on reading comprehension. Reading activities generally involve some productive output, which the teacher implicitly assesses. An effective educator constantly evaluates students through both spontaneous observations and planned assessments. This ongoing evaluation helps tailor instruction to meet individual needs, enhancing overall learning outcomes.

Pang et al. (2003:) justify two main purposes of reading assessment: diagnosing children's reading abilities to facilitate improvement and measuring their progress. Initially, reading assessments often involve listening to students read aloud. Teachers can assess their word recognition and fluency with the provided text. Consequently, teachers gain insights into students' achievements in reading comprehension. This diagnostic approach is crucial for identifying specific areas

where students need support. Regular assessments help track progress over time, ensuring that interventions are effective. By understanding these dynamics, educators can better support student growth, particularly in the teaching and learning process of reading comprehension.

Caldwell (2008:43) outlines that assessment aims to gather information to determine students' understanding and mastery of the material taught. Assessment serves two key purposes for both schools and students. For schools, it evaluates the institution's effectiveness, while for students, it monitors and measures their learning progress throughout the academic year. When teachers administer assessments, they must align with the content covered in class. Various designs exist for evaluating comprehension, tailored to assess students' understanding. This alignment ensures that assessments are fair and relevant. Practical assessments can guide instructional planning, making education more responsive to student needs.

Evaluating reading comprehension involves various tests, which can positively and negatively impact students' understanding of texts. Brown (2004) suggests multiple types of reading tasks for assessing comprehension, including reading aloud, written responses, multiple-choice questions, short-answer tasks, picture-cued items, matching tasks, editing tasks, gap-filling tasks, cloze tasks, skimming, scanning, ordering tasks, information transfer, summarizing, and notetaking and outlining. These tasks are chosen based on different aspects of reading comprehension. By using a variety of techniques, teachers can get a comprehensive picture of students' abilities. This diverse approach helps in catering to different learning styles and needs.

In the realm of reading comprehension, assessment plays a vital role in evaluating students' understanding and progress. According to Hyland (2003:212),

grades and assessment responses significantly contribute to individual student learning and the effectiveness of reading comprehension lessons. Teachers employ various assessment techniques to collect information about students' comprehension skills and provide valuable feedback on their progress. This feedback is essential for guiding students' learning journeys. Continuous assessment helps adjust teaching strategies to meet students' needs better. By regularly monitoring progress, teachers can ensure that all students are on the path to improvement.

Richards & Schmidt (2002) highlight that assessment involves a systematic approach to collecting information and making inferences about students' abilities or the quality of teaching based on various sources of evidence. It encompasses evaluating students' performance in reading tasks, analyzing their responses, and identifying areas for improvement. This systematic approach ensures that assessments are objective and comprehensive. Teachers can make more informed decisions by relying on multiple sources of evidence. Effective assessment practices contribute to a deeper understanding of student learning and teaching effectiveness.

Just like in writing assessment, assessing reading comprehension involves considering specific criteria. Brown (2004) suggests that criteria for assessing reading comprehension may include students' ability to understand the main idea, infer meanings from the text, apply reading strategies effectively, and demonstrate fluency and comprehension. Through this assessment process, teachers gain insights into students' strengths and weaknesses, enabling them to effectively tailor instruction to meet individual needs. This targeted instruction is crucial for student success. By focusing on specific criteria, assessments become more precise and meaningful. This approach ensures that they receive what they need to improve.

Moreover, reading comprehension assessment should not be limited to measuring students' achievement but should also be an integral part of the teaching-learning process. According to Johnson (2008), teachers continuously assess students' reading comprehension skills to monitor progress and adjust instruction accordingly. This ongoing assessment helps teachers identify areas where students need additional support or instruction. Educators can create a more responsive learning environment by integrating assessment into daily teaching practices. Continuous assessment fosters a culture of improvement. This approach ensures that all students have the opportunity to succeed.

In conducting reading comprehension assessments, teachers utilize various tools to accurately evaluate students' comprehension skills. These tools include adapted scoring rubrics and standardized tests. Adapted scoring rubrics provide clear expectations for reading tasks, helping them understand what is required. Standardized tests offer a consistent measure of comprehension across different groups. Both techniques allow for focused feedback, guiding them on areas needing improvement. They also aid teachers in making informed grading decisions. Besides, these tools help identify specific strengths and weaknesses in their reading abilities. This comprehensive approach aligns with Brown's (2007) principles of effective language teaching, which emphasize the importance of assessing their performance to inform instructional strategies and improve learning outcomes.

In summary, assessment in reading comprehension is a multifaceted process aimed at evaluating students' comprehension skills, providing feedback, and guiding instructional decisions. Teachers can ensure that students develop strong reading comprehension skills and achieve academic success by employing effective assessment techniques. Continuous assessment allows for timely interventions,

helping create a supportive learning environment. Effective assessment practices are essential for fostering student growth and academic excellence. Additionally, these practices help tailor instruction to meet students' diverse needs, thereby enhancing the overall effectiveness of the educational process.

2.2 Empirical Review

Empirical review is the review of previous research relevant to the present research. The point of an empirical review is to elaborate a deep understanding of the theories previously. This means that an empirical review is the review of the results of studies that have been done earlier by other researchers. The researcher must find and review previous studies for this study. In the present study, the researcher wants to enhance the tenth-grade students' reading comprehension skills at SMK Rekayasa in the academic year 2024/2025 by implementing PQRST. Some relevant studies are summarized as follows:

Gunastra (2020) conducted the first similar study entitled "Improving Reading Comprehension of the Eighth Grade Students of SMPN 5 Sukawati in Academic Year 2019/2020 Through Preview, Question, Read, State and Test (PQRST)." The researcher used suitable material to test the students. The study results can be seen after the pre-test and post-test were done through sample calculation. After implementing the technique, the teacher observed the students. According to the result of the observation after implementation, the students' reading comprehension ability increased significantly. In summary, this previous study worked successfully in improving student reading comprehension.

The second research was done by Dewi (2022), entitled "Improving Reading Comprehension of the Eighth-grade Students of SMPN 2 Kuta Utara in Academic

Year 2021/2022 Through PQRSST.” The research objective was to determine whether the reading comprehension of the eighth-grade students in D classes in SMPN 2 Kuta Utara can be improved through PQRSST. After applying the strategy, the results showed that their reading comprehension was much better than their previous ability. This research showed that the reading comprehension of the eighth-grade students of SMPN 2 Kuta Utara can be improved through PQRSST. Moreover, PQRSST contributed to improving students’ reading comprehension in this research that was conducted by Dewi (2022).

Both researchers gained the same results when conducting two research cycles. The students’ responses towards using PQRSST to teach reading comprehension were also positive. Every stage was easy for readers to understand because they were clearly laid out. However, their research was restricted to determining textual meaning, textual reference, and general and specific information, and they did not test textual reference. Due to their uneven study limitations, they could not thoroughly assess the students’ reading comprehension. Additionally, the researcher in this study restricted the current study to the four reading aspects; as a result, the researcher should consistently assess the subjects’ reading comprehension completely. The researcher would give four texts, each with five questions, for the pre-test and post-tests. There would be one item for general information, two for specific information, one for textual meaning, and one for textual reference out of the five questions. As stated otherwise, the researcher would use the four aspects of reading to objectively test the students’ comprehension of the reading passages.