

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Reading is a way of taking in information and forming an opinion. Woolley (2011:17) states that reading is an activity that involves sight, memory, intelligence, and skills to obtain messages or information conveyed by the author to the reader through written media. Getting information is a process related to the reader in the form of written text. Reading is an essential skill that everyone should be able to do. It helps everyone understand things in the world and around them. Many people like to read, when reading they can get more information from the text. When they read, they must understand the reader's content to get a lot of information from it to enrich their knowledge by reading. Reading comprehension ability allows people to understand a large amount of data.

Pollard (2008:44) states that reading is like listening in a receptive skill. Reading it can involve students interacting with visual input of language, which they need to process and understand. The ability to read will help the students to comprehend the texts by reading. They make sense of what the writer means. They can catch the text's information, even the detailed information in each paragraph. This must be supported by other components, such as vocabulary, structures, and many others, to understand their meaning that can be a model to improve student's knowledge, students more understanding of the meaning of the text to find the main idea, general information from the text after reading. Reading helps students have critical thinking in producing or making another reading comprehension.

Reading comprehension is the ability to comprehend the contents of written text, and it is essential and should be mastered by understanding the text or passage the readers will gain information quickly and know what the text or passage is discussed. Snow (2002:11) defines reading comprehension as simultaneously extracting and constructing meaning through interaction and involvement with written language. Reading is an active process. When reading, the readers should manage every part of the text because it is easy to comprehend the ideas conveyed in the text when they can analyze the organization of the text.

According to Doyle (2004), comprehension is a progressive skill in attaching meaning beginning at the same level and proceeding to connect meaning to an entire reading selection; in teaching reading, most teachers emphasize on explanation and definition of text, then they ask students to do the exercises by answering questions based on the text given. There needs to be more guidance to comprehend the text, while the idea of reading comprehension is getting the idea of the reading text. Therefore, the crucial thing in teaching reading is leading the students to engage their minds in the text in teaching reading. Most teachers emphasize the explanation and definition of the text; then, they ask students to do the exercises by answering questions based on the text given. There needs to be more guidance to comprehend the text, while the idea of reading comprehension is getting the idea of the reading text. Therefore, the crucial thing in teaching reading is leading the students to engage their minds in the text.

Based on an interview with one of the English teachers in SMPN 4 Sukawati, it was found that most of the students in the eighth grade lack understanding of reading texts. The students have difficulties identifying general

information, specific information, textual reference, and word meaning in the text. Primarily students are only able to read without understanding the importance of the text and also students lacking of vocabulary it was caused by the students' low reading comprehension, as they also do not apply strategies in reading which was causing the students finding difficulties in understanding the passage. However, lacking motivation also forces the students to be unwilling to read, whereas by assignment, the students can gain more knowledge.

Besides, the teachers in the school used the reading-aloud technique in class. The teacher used a teaching technique inappropriate for the student's ability, especially for the eighth-grade students in the SMPN 4 Sukawati. In the reading-aloud approach, where the teacher only focuses on students being able to read. The teacher only justifies the pronunciation; this method is not practical for their students. When students read, the teacher does not explain the text and does not ask students what they understand about difficult words or something about the text. Sometimes the teacher does not allow students to understand the text's contents. The reading-aloud technique made students bored because students only focused on reading without knowing the meaning of the text.

The reading-aloud technique bored students because when a teacher teaches in the class, students are only asked to read it in front of the class. The teacher only focuses and justifies the pronunciation, and the other friend is only listening to what the friend is reading in front of the class; other students are not allowed to understand the contents of the text, and after their friends' finish reading in front of the class, the teacher does not repeat or explain content the text. Then the teacher asks students to work the questions on the student worksheet. Teacher is given little

time to do it; students only do what they know. When the time is up, many students rise to cheat with other friends, and many students need help understanding the contents of the text and questions; students who have their achievements in this learning will be left behind.

To solve those problems, the researcher should have accurate plans to get an effective way in the teaching-learning process. It means that the teacher is responsible for considering the strategy she wants to apply to improve her student's reading comprehension. The researcher is interested in using the PQRSST strategy. According to Peterson (2002:242), one of the best-known techniques for improving reading comprehension memory is the PQRSST. The techniques were chosen because they are very suitable to enhance the student's reading comprehension, where the students will learn in detail step by step from the preview, questions, read, state/summarize and test. The students can understand the content of the text. Existence of this technique, students who have low achievements would be motivated to read the text, and with high achievements will be easier to understand the contents of the text; through PQRSST, the researcher has expectations where the technique applied can motivate the students to learn significantly to improve their reading comprehension.

Champion (2006:85) states that the strength of using the PQRSST technique is that the students were helped to understand the reading text by classifying it on their own, as memorizing each critical detail in the reading text is crucial for them. When the students read the text's content, they know the essential component it could easily retell detailed information from the text, the PQRSST technique made students more active in the class, and students do not bore. As a result, on the

importance of reading comprehension, researchers help solve problems for students in reading comprehension, especially in identifying general information, specific information, textual meaning, and textual references.

In editions related to the statements above, teaching reading comprehension through the PQRST made the class environment more enjoyable, active, and conducive. In addition, it will be a good solution for them. It is considered an excellent strategy for teaching reading comprehension. The researcher believes this strategy will also improve their reading comprehension and scores. Therefore, the researcher was highly motivated to conduct the research entitled “Improving reading comprehension of the eighth-grade students of SMPN 4 Sukawati in the academic year 2022/2023 through preview, question, read, state and test (PQRST)”. The researcher used classroom action research to know that the PQRST improved reading comprehension.

1.2 Research Problem

Based on the background of the study that had been stated above, the eighth-grade student of SMPN 4 Sukawati in academic year 2022/2023 still faced problems in reading comprehension. The students have difficulties to identifying general information, specific information, textual reference and word meaning on the text. Therefore, the researcher decided to use PQRST in teaching reading comprehension to the eighth-grade students of SMPN 4 Sukawati in academic year 2022/2023. Based on the background above, the research problem can be formulated as follows: can reading comprehension of the eighth-grade students of SMPN 4 Sukawati in academic year 2022/2023 be improved through PQRST?

1.3 Objective of the Study

The objective is needed to be stated in order to make study was direction every scientific investigation to answer the research question that has been previously formulated. To make this study has direction: it is necessary to put the objective of the study clearly stated, it is guidance in talking any decision needed and also start to point did this research, therefore, the objective study is the researcher can find as much the students comprehend the reading skill. There are many techniques that teachers can use and apply in the teaching process to improve students' reading comprehension skills. One technique that is appropriate and often used is the PQRST technique. This study aims to determine whether the reading comprehension skill of the eighth-grade students of SMPN 4 Sukawati in the academic year 2022/2023 can be improved through PQRST teaching technique.

1.4 Limitation of the Study

The term reading has a broad and wide scope of coverage, so the limitation of the study was necessary. There are many issues or content that can be adopted as the subject matters to be observed by researchers who want to participate in research in this field. This study focusses on improving the students' reading comprehension using the PQRST technique. To improve reading comprehension, students have to practice it every day because practice make reading comprehension better. The limitation of the present study actually based on the complexity and broadness of the problem discussed. The present study is limited on improving the students' reading comprehension using PQRST technique which made by the eighth-grade in academic year 2022/2023.

To avoid the broad discussion as the present study was applied 2013 curriculum which the researcher used one kind of the text in the study, there is recount text, where the study only focused on third main competency based on eighth-grade students syllabus. The third main competency would concern in understanding, applying, analyzing factual, conceptual procedural based on his curiosity about science, technology, art, culture and humanities with the insight of humanity, nationality, state and civilization on the cause of phenomena and events, and applying procedural knowledge to the field specific studies according to their talents and interest to solve problem. Meanwhile, to the basic competency in 3.11. Comparing the social function, text structure, and linguistic element of oral and written personal recount text by giving and asking information related to personal experience in the past, very short and simple, in accordance with context in use. In the present study, the reading comprehension was focused on finding general information, specific information, textual meaning, and textual reference in recount text.

1.5 Significance of the Study

After the researcher found the result of this study, it is expected to have both theoretical and practical significance to teaching learning process. Both theoretical and practical are important to make sure that this present study give beneficial contribution for both teachers and students. Moreover, theoretical and practical to support and strengthen explanation that presented properly. The theoretical and practical significance are defined as follows:

Theoretically, the research study is aimed to strength the theories of reading. In addition, knowing the purpose of reading and PQRSST technique. The findings of

using PQRST technique to support and contribute to the theory in developing reading comprehension of the students. The theories that used in this study can enrich the existing references and support the explanation. The findings of the present study can be used as empirical evidence which expected to give information to other researchers in the future if they want to conduct classroom action research, reading comprehension and PQRST technique. Therefore, the theories can assist the teacher in understanding and developing the strategy for teaching and learning process.

Theoretically, the present study is expected to strengthen the theories of reading comprehension. Some of the information and theories provided in this study can be taken to enrich existing references. The results can be useful as theoretical evidence regarding the application of theory based on problems encountered in relation to teaching reading. The PQRST as a reference technique that can be used to improve students' reading comprehension by the teacher in SMPN 4 Sukawati. Moreover, for the next researcher in which the findings are expected to support the similar research which is using the PQRST technique to improve students' reading comprehension. The present study is purposed to the students in order to make them realize about the important of reading comprehension their daily basis.

Practically, the findings of this study are expected to give benefits for the teachers, students, and other researchers. This study can be useful for the teacher to apply the PQRST strategy in teaching reading comprehension. It helps the teacher to improve students reading comprehension and make the learning process interesting. Meanwhile, for the students, this study makes the students easier to

comprehend their reading not only knowing the meaning of word but also for identifying main idea, specific information, recognizing textual meaning and textual reference of the text. And also, the students can remember what students have read the text. The reading passage by comprehending the reading passage makes the students to get information or knowledge more. At last, for the other researcher, this study is expected to motivate the other researcher to conduct research by using the PORST technique especially in teaching reading comprehension.

1.6 Definition of Key Terms

Key term is several typical words used in research. The title of the study is improving reading comprehension of the eighth-grade students of SMPN 4 Sukawati in academic year 2022/2023 through PQRST technique. There are many complex difficulties and problems in studying English and also for reading comprehension. In this study, there are two terms that are defined in order to avoid misunderstanding. So, this researcher needs to give clear information and operational definitions concerning the key terms used in the present study. The terms are reading comprehension and the PQRST technique in which the terms are needed to be clarified for making the reader understands about terms that are used in the present study and it is described as follows:

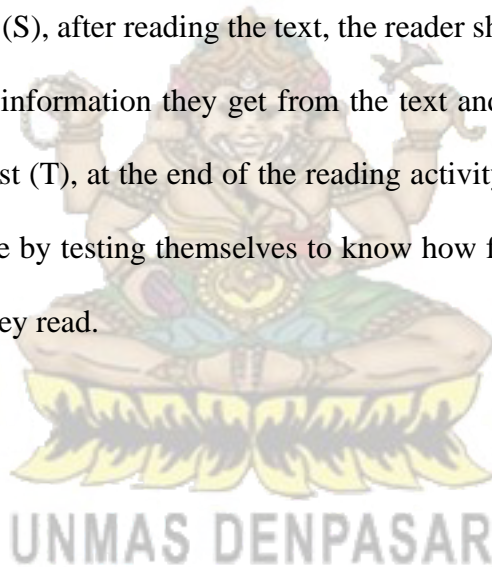
a. Reading Comprehension

In this study, reading comprehension is refer to ability of understanding the recount text of the eighth-grade students of SMPN 4 Sukawati in academic year 2022/2023. In this study the researcher only focuses in identifying general information, specific information, textual meaning,

and textual references in reading passage to avoid misunderstanding and broad discussion about the study.

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

The PQRST one of effective techniques used in teaching reading comprehension of eighth-grade students of SMPN 4 Sukawati in class VIII in which, Preview (P) the readers read the title, and then click on graphs, pictures, diagrams in the text, Question (Q) the students make questions based on what they have read before. Read (R) read the whole text. Summary (S), after reading the text, the reader should know how they can recall the information they get from the text and then state by their own words. Test (T), at the end of the reading activity, the reader checks their knowledge by testing themselves to know how far their understanding of the text they read.



CHAPTER II

THEORETICAL REVIEW AND EMPIRICAL REVIEW

2.1 Theoretical Review

Scientific study should be based on theoretical review and empirical evidence which is relevant. It is used to support and build this study to be firmer and more based on the fact. Theoretical review refers to literature, based statement that included the topic being discussed. This chapter is mainly aimed at providing some theoretical review relevant to scope of the present study based on the experts' point of view. Meanwhile theoretical review is important on this study which serves a frame of reference that is able to direct an investigation. There are some important points that are written by the researcher in this chapter which include a lot of relevant theoretical review which related with the present study to support this study. The description of the points is arranged as: theory of reading comprehension, the PQRS technique and assessment of reading comprehension. Those are explaining as follows:

2.1.1 Reading Comprehension

Reading comprehension is a never-ended idea to be discussed. Reading is part of language competencies this is crucial in enhancing the students' expertise. Reading comprehension is described as the extent of information of a textual content that has been examined understanding a textual content comes from the interplay among the phrase which might be written and the way to cause expertise outdoor the textual content. Patel and Jain (2008:113) states that reading is the maximum beneficial and crucial ability for people. This skill is extra crucial than

talking and writing. Reading is a procedure whilst readers analyze from what they examine and contain it an educational context as part of expertise.

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

In addition, to Pardo (2004: 272), comprehension is a system to assemble, which means which includes the mixture of preliminary understanding and former experience, records with inside the text, and the manner of the reader takes in courting to the text. Besides that, comprehension capacity is figuring out at the readers' way of life have an effect on for diploma of information which fits with the writer's way of life. The motivation is wanted to steer the interest, purpose, emotion, or relation in engagement among the readers with text. Harris and Graham (2007:8) describe reading comprehension entails a great deal extra than reader's reaction to textual content at is multi-component, surprisingly complicated procedure that entails many interactions among readers and what they create to the textual content in addition to variable associated with the textual content itself (interest in textual content, information the form of the textual content).

Nunan (2003:68) states that reading comprehension is defined as the ability to read at a reasonable speed with reasonable comprehension. This is the process by which the reader combines information from the text with the student's background knowledge to construct meaning. Text, readership, fluency, and strategy combine to define the act of reading. This means that when the reader reads the text, they should combine the text they read with background knowledge to help them understand the text. In order to understand the text, the two linguistic components that must be mastered are grammar and vocabulary. Without reading comprehension, students cannot understand the information contained in the text they read.

Reading means contemplating, understanding and understanding the meaning behind the text (Serravallo, 2010:43). Reading means understanding and grasping the ideas that the author expresses through the text. Students should think about what they know about the topic before reading. Learning to read is an important educational goal for people, especially students. The ability to read opens up a new world for students. Willis (2008:128) states that in order to understand text, readers must be able to decipher or recognize words, access text integration processes to construct meaning, and retain word content long enough for it to simulate the related information in long-lasting memories of students. Reading comprehension also allows readers to use their existing knowledge of the subject.

According to Smith (2004:2) reading is the most natural activity in the world. The word reading is aptly used for all kinds of activities when researchers are trying to understand a situation. Its original meaning is interpretation. Furthermore, interpretation refers to a particular usage of a term. This means that

the reader can have many thoughts about the written text that the student read from the text. Readers need to understand how to create meaning in written text. Therefore, comprehension is the behavior of the reader who interacts with and participates in written texts in order to form and convey meaning.

Brown (2004:185) states that reading comprehension is also a skill that teachers expect from learners. Reading is and remains the most important skill for success in any educational setting. Readers acknowledge that they play an influential role in the reading process. If students can identify the meaning of the words in the sentences and passages, they read, they will be able to understand what they are reading. By understanding the texts read, students can improve their reading comprehension. Brindley (2005:80) states that reading is one of the basic skills to be acquired at an early age. This ability is needed in the educational system and in society. Students, on the other hand, read books and literature. It is then linked to the literary heritage, along with the textual canons. This leads children to think about what and how to read.

Sadoski (2004:8) explains that comprehension is the reconstruction of the author's message. The author composes the message and encodes it in the printed language. The reader deciphers the printed language and reconstructs the message that will be developed in the next step chapter. It has been wisely said that those who do not know history are doomed to repeat it. Moreover, the debate about reading education that has shaped recent history is relatively new. Pollard (2008:44) supports reading as a receptive skill. It is the students' understanding of the text that they need to process and understand. Moreover, reading is an active process in which the reader interacts with the text, anticipates what will come next, and

imparts subject and language knowledge to the text. Reading comprehension also allows readers to use their existing knowledge of the subject of the text to understand the message.

Pang et al. (2003:19) states that reading comprehension is relating previous knowledge to new knowledge contained in written texts. Intimate prior knowledge depends on life experience. Furthermore, issues that are familiar and openly discussed in one culture may not be acceptable in another. Children growing up in rural areas have a different experience than those in urbanized developed countries. Thus, more prior knowledge is generally easier to comprehend, and more cultural knowledge has the same effect. Rich but different kinds of cultural knowledge also affect the comprehension and evaluation of written texts along with background knowledge.

In addition, Lems et al. (2010:170) explain that reading comprehension is not a static ability. It depends on the purpose of reading and the text of the question. There are also some benefits that come from reading texts. For example, reading texts provides opportunities to learn vocabulary, grammar, pronunciation, and how researchers structure sentences, paragraphs, and texts. Reading provides students with information that enriches their knowledge and improves their thinking. Furthermore, McNamara (2007:109) states that reading comprehension results from a series of cognitive processes and activities that involve deciphering words. Vocabulary access, syntactic processing and reasoning generation, reading strategies and post-reading activities. All these processes should be considered in the development of a student's reading comprehension.

In relation to the statement above, reading comprehension can be defined as the process of extracting appropriate meaning from information. All definitions recommend reading comprehension as the main act of reading itself. Without reading comprehension, students cannot understand the information in the text they read is expected. Reading comprehension also means understanding the context and meaning of information presented in printed text. Additionally, in reading lessons, students read texts to find general information, specific information, text meanings, and text references in the process of teaching and learning. In comprehend the reading text is necessary to apply strategies to make the students easier to understand the reading text.

2.1.2 PQRST Technique

There are some techniques that can be used to improve students reading comprehension, one of the techniques is PQRST. This method introduced Thomas F. Stanton (1982:534). State that PQRST is the technique which has stands for the core activities of the preview, question, read, state/summarize, test. According to Peterson (2002:242), one of the best-known techniques for improving memory from reading is called the PQRST method. It means the PQRST is technique which can be applied to increase memory about the information that the readers get from reading. The information that the reader gets after reading the text or passage then stored in long-term memory to make the reader remember about the information.

According to Sulistyono (2011:94), PQRST (Preview, Question, Read, Summarize, Test) strategy is useful as an instructional reading strategy by paying more attention to key information in reading activities. This strategy is a step-by-step plan that has been proven to raise test scores for students who follow the steps

involved. This strategy helps the students focus on studying and prioritizing the information in a way that relates directly to how they will be asked to use the information in an exam. The strategy can be modified to suit any particular form of learning and it can also allow more accurate timing of work. This strategy can create an enjoyable learning condition by helping the students to activate their background knowledge before reading and evaluating their comprehension after reading.

According to Champion (2006:85) states PQRSST is aimed at helping to remember written information. This technique can be used to help students to focus and remember the reading text given. This technique is used in reading newspaper, but this technique also can be applied in school. Beside that this technique makes it easy for students to find what students will do reading text. So that in this technique can be easy for students, then the students can easy to find sub-title or chapter with the bold sentence. The information that the students get after reading the text or passage then stored in long-term memory to make the reader remember about the information. This technique very important for the students to improve reading comprehension.

According Wormeli (2010:131) he states explain the step to the PQRSST literary strategy. The main goal of the PQRSST strategy is to help students to advance they're besides this technique make students easier for reading comprehension applying this technique the students also not bored in reading text. Because the technique there are several steps that make the students not feel bored in reading text. In this technique the students are require to follow 5 steps namely: Preview, Question, Read, Summary, and Test. In additions the PQRSST appropriate technique in reading comprehension process.

Champion (2006:58) argues that PQRST strategy also increases the extent to which information is processed by the brain, but it is used for written material, such as that in a newspaper's article. Other word the PQRST is useful to improve the memories and activating prior background knowledge, elaboration, deeper encoding, self-testing, and attaching retrieval cues during encoding in reading process. With a strong memory, students are able to formulate and summarize what they read so that they can easily understand what is in the text. The PQRST technique is a very suitable technique to improve students' memory in understanding reading texts and help them improve their reading skills. Also make it easier for students understand the content of the reading and understand the process of reading and remembrance.

The PQRST is an instructional strategy that has been shown to be effective to improve a reader's understanding, and their ability to recall information (Abuja & Ahuja, 2007:21). In other words, the reader is more likely to learn, and to learn more, of the material there is reading. Steps in PQRST are also beneficial for aiding the students in comprehending a text. This technique is a powerful reading technique which provides strong reading background as a key before reading activity, which the implementation the technique could stimulate the students' prior knowledge, could make than more active and thoughtful in getting the values of texts, and could improve their reading comprehension.

Meanwhile, according Turkington (2003:61) this technique can help students to retrieve information from their memory. The steps for the PQRST technique are driven from the acronym that stands for Preview, Questioning, Read, Summary/State and Test. By applying this technique, the student can gain the

information from reading. Because the PQRSST is technique that used to help students to recall information that they got before during the reading process and it's also help student's memory to develop because this technique is focused on remembering. The steps of this technique can be explained specifically as follows:

1. Preview

Preview to get general information about the contents of this chapter. For the first step the pages of the text which will be studied are checked the titles of paragraphs or its parts, the pictures, graphs, diagram, maps, read the question or summary at the end of the chapter.

2. Question

Question is the step when students are asked several questions before reading the entire chapter. The question is based on material that has been read briefly before. These questions actually lead them to be able to read more carefully and find information they want to know. For example, the text provided is a recount, then the possibility of their question is: Who is /are the major characters, where did the story take place?

3. Read

Read is the try to find the answers to all questions posed earlier. By this the mind is directed to sack information that is relevant to the focus problems that are formulated and trained to read carefully and detail.

4. State/Summary

State/Summary at this step students are asked to make part of the text; they have read carefully before of course this conclusion is done using English by not using copy paste.

5. Test

Test at this step, students will be given questions related to the content. At this test stage, students will be thoroughly tested whether they have understood the text that has been given or not. To make students remember the entire contents of important summaries of the entire chapter, trying to obtain thorough control and strengthening the material in the testing phase, tests can also be used to reflect activities that have been carried out from beginning to end.

Based on the experts above, the researcher concluded that PQRS (Preview, Question, Read, State/summary, Test) is effective strategy to be implemented by the researcher while teaching reading. The PQRS can help students to understand the content of the passage and will be easy in comprehending the text.

2.1.3 Assessment of Reading Comprehension

Assessment is necessary in the teaching and learning process to determine how well students comprehend the subject matter or to quantify students' grasp of the subject matter. It is crucial to use assessment as a means of reflection for both teachers and students. The teacher can administer a test to the class to assess each student's comprehension of reading comprehension. As teachers, they are the principles agents of assessment, so the teachers need to ensure the quality of classroom assessment practices and use these practices in ways that best supports the students' learning. According to Cohen et al (2007:418), the purposes of a test are several, for example to diagnose students' strengths, weaknesses and

difficulties, measure achievement, to measure aptitude and potential, to identify readiness for a program.

According to Brown (2004:3), a test is a method of measuring a person's ability, knowledge or performance in given domain. Testing is intended to be used to show areas in which train are strong, and/or areas in which they need improvement. In other words, by giving the students tests, the teacher can evaluate them based on the test results. The teacher can then assess the teaching and learning process by looking at the students' strengths and weaknesses in order to determine what needs to be done to strengthen those areas. By giving the students tests, the teacher can also determine how well the students comprehended the material that they were taught.

Meanwhile, based on N' Namdi (2005:57), assessment is a tool that measures a learner's knowledge and ability. In reading comprehension, assessment is needed to know the student's ability in understanding the reading text. Assessment activity can be carried out between a teacher and a student, or a group of students. Furthermore, Nunan, (2009:38) states that assessment occurs all the time. It means assessment can be done not only in teaching learning process but also assessment can be done in daily life. In addition, Snow (2002:53) states that for the area of reading comprehension, good assessments that are tied to curriculum as well as good assessments of general comprehension capacity are sorely needed.

Furthermore, according to Chambers and Gregory (2006:162) a function of any assessment regime is that it should act as a guide in this way, reinforcing teacher priorities and helping the students to identify what activities, knowledge and understanding are centrally important to their progress. An assessment should be

done base on what the students need to be assessed and what the students need to be improved. It is done to know what kinds of ability that the students have and to know their learning progress of the material. Meanwhile, Pang et al (2003:18), Diagnostic assessment is about giving feedback and assistance to learners. It means assessing issued to know whether the students can achieve the learning objective or they need more improvement in teaching learning process. Besides, how the teacher gives tests also affecting to the students.

In addition, Brown (2004:4) states that assessment is an ongoing process that encompasses a much wider domain. Whatever the student responds to a question, offers a comment, or tries out new word or structure, the teacher subconsciously makes an assessment of the students' performance. Constructing an assessment for students, teacher must construct it based on the curriculum, basic competency and learning objective. In assessing, the teacher must really assess according to the ability of students. In this case assessment is used to measure the quality of student's work and assessment also used to assess student's knowledge in learning process to know the students' ability as well as the student's performances.

Klinger et al (2007:14) state that assessing comprehension is fraught with challenge, because it can be difficult to determine how much students really know and what they are actually thinking. Hence, it is important for the teacher to consider the test in assessing reading comprehension. If the teacher doesn't consider the test well, the assessment will meet with obstacles and even failure. There are some type tests that can be used in assessing reading comprehension such as multiple choice, gap filling, cloze task, short answer etc. One of the effective and popular tests is

short answers. The assessment is easy to construct because the question relates with text that is provided. The questions related to the text include general information, specific information, textual meaning and textual references.

In present study, the researcher only focuses on interactive reading which the researcher would like to assess the student's reading comprehension by using short-answer task to know their understanding about the learning material. Meanwhile, Brown (2004:207) states that in short answer task a reading passage is presented, and the test taker reads questions that must be answered in a sentence or two. In short-answer task the students answer the question by giving the answer related to the question which have been given, in short-answer task the students will not confuse during answering the question because there is no guessing on answer.

2.2 Empirical Review

The empirical review is the previous research that is relevant to this study. This is a way to get information and theory about earlier research that is still available. In addition, knowledge of empirical review evidence can help the researcher avoid unintentional replication of previous study results and place the researcher in a better position for their study result. To strengthen and support this study, in this case, two empirical reviews the researcher took from other researchers reveal similarities to the study conducted. The other researchers also discussed a similar survey about implementing the PQRST technique to improve the student's reading comprehension. These empirical reviews can provide information about implementing the PQRST technique and students' problems in reading comprehension, especially for the other researchers who will conduct the same study.

The first study was by Ayu Wardani (2019), entitled “Improving Students Reading Comprehension of the eighth-grade students of MTs Miftahul Ulum Denpasar in Academic Year 2018/2019 through PQRST”. The objective of the study was to find out whether or not students reading comprehension of class VIII in MTs Miftahul Ulum Denpasar improved through PQRST technique. The result of the study showed that the student’s ability in reading comprehension could be improved using the strategy. In addition, the student’s responses toward the survey are positive.

The strengths of this study were the researcher already stated some expert theories related to the technique to support the analysis. In addition, the lesson plan is arranged clearly. However, there needed to be an explanation in detail of how the step she collected the data in this study. At the same time, explaining the steps is essential to avoid confusion. Regarding the weaknesses above, this present study will explain the steps of the PQRST strategy as clearly as possible.

Putu Ema conducted the second study (2022), entitled “Improving Reading Comprehension of eight grade students of SMP Negeri 3 Tampaksiring in the academic year 2021/2022 through PQRST”. The objective study was to improve the reading comprehension of the eighth-grade students of SMP Negri 3 Tampaksiring. The result showed that after giving the treatment using the PQRST, the student’s reading comprehension ability improved, and the problem that the students had could be solved. Much better than the previous one before the students were given the treatment. In her study, the PQRST was successful in improving students’ reading comprehension. She gave a clear and detailed explanation of the

treatment of the PQRSST that she used in her research, such as step by step that was used to apply the PQRSST.

The strengths of this study were the researcher already stated several expert theories to support the analysis. The lesson plan was made clear, and there were also steps to use the strategy. The test and questionnaire as research instruments were explained clearly. However, the researcher gave instructions on the instrument that needed clarification. The researcher passed the test without giving time allotment to answer the question. It makes the students confused because the teaching needs to be more explicit. In the present study, the researcher would provide 15 minutes to answer ten questions. Therefore, the students would understand the instruction clearly to answer the test, and the result would be better.

