

USING PREVIEW, ASK QUESTION, READ AND SUMMARY STRATEGY (PARS) TO IMPROVE READING SKILL OF SEVENTH GRADE STUDENTS AT SMP WAHID HASYIM MALANG

Rambu Ade Nopia

(Mahasiswa Jurusan Pendidikan Bahasa Inggris FKIP Unisma)

Abstract: The study's participants were chosen from the class of VII B, which included 29 students. The purpose of the study, to improve reading skill using Preview, Ask Question, Read and Summary (PARS) Strategy of student's seventh grade at SMP Wahid Hasyim Malang. The method of the research was Classroom Action Research (CAR). The techniques of collecting data were the test multiple choice to find out the improving of students reading skill by using PARS strategy. The data analysis of this research is descriptive qualitative technique. The result of this research shows that the use of PARS strategy in teaching reading skill was successfully, it is seen by the result in the cycle. The implementations of PARS strategy are first the students doing the Preview with the text. The second, the student's make a question about the text. Third, the students read the text and find the answer of the question in preview step. Fourth, the students make summary of the text. There was a significant influence of using PARS strategy in improving students reading skills from the cycle. It is shown by the result of the test in cycle is 93%. From the result, the researcher concluded that using PARS strategy can improve reading skill for seventh grade students at SMP Wahid Hasyim Malang.

Keywords: Improve Reading skills, PARS strategy

INTRODUCTION

Reading skills is crucial in the subject of education. For the students to develop strong reading abilities, they must exercise enough. For students, reading is essential since reading proficiency is a prerequisite for academic achievement. Poor reading abilities will make it difficult for kids to function independently. When a teacher invites a class to read aloud, the students typically feel awkward. The researcher discovered various issues that the students encountered when engaging in reading-related tasks in the classroom that made them feel uneasy and bored. Another issue was that the kids had a limited vocabulary and had trouble interpreting

the material. The kids will comprehend the content more readily if they have a large vocabulary stored in their memory. The researcher sought to utilize a new technique to increase the students' interest in reading activities, particularly in teaching and learning activities, to use a new strategy PARS in SMP Wahid Hasyim Malang. According to Dannie Spears (2006), a written sentence needs the author's speech in order for the reader to understand the significance of what is being communicated. By reading the book, the pupils actively process and retain the information. In actuality, a lot of students still express their boredom with the repetitive nature of the tasks they are required to do while they study English from beginning to end. According to Blachowicz (2008), there is a series of reading strategies that are used successfully. The strategies are before reading, during reading and after reading. There is a strategy or technique to teach reading that is preview, ask question, read and summary. According to Thomas and Robinson (1982), (PQRST is one of strategies that can lead the students reading comprehension). Through PARS, it is hoped that the kids would be motivated to learn English and improve their reading skills. Additionally, PARS can help pupils recall the texts they have read.

Additionally, it is asserted that PARS's exercises motivate students to examine their prior knowledge and pick up new information while also assisting them in becoming better independent readers. The kids may be active learners, absorb knowledge, and grasp the material by employing this technique. Students of all grade levels can employ this technique. The seventh-grade students at SMP Wahid Hasyim Malang had their reading comprehension abilities honed by the researcher using PARS. It enables students to speculate about and investigate connections between the ideas in a paragraph they have read. Therefore, the researcher's main goal was to apply PARS to raise the reading proficiency of seventh-graders at SMP Wahid Hasyim Malang.

Reading is an important skill that students need to learn. When the reading a text the goal is to understand its content. When the reading text the students often have difficulties to understand its meaning. So, the teacher of must have a techniques to teach reading to students to help them get good results. According to Muslaini (2017) is the process of transferring information from the author of a written text to the reader. Understanding the message being communicated in the written text is the aim of all reading. In foreign language training, Richards Schmidt (2002), defines reading skills as the aptitudes necessary for successful reading, such as identifying major ideas, comprehending sequence, recognizing particular details, drawing conclusions, establishing comparisons, and formulating predictions.

According to the definition given above, it can be said that reading is the ability to comprehend written words, including identifying main ideas, comprehending sequence, noticing specific details, drawing conclusions, making comparisons, and formulating predictions in the study of foreign languages. According to the researcher, reading is the capacity to comprehend written English as it is provided in academic texts, newspapers, magazines and textbooks.

Risdianto (2012), stated another purpose of reading, that is:

1. Read to learn, other purpose of reading carefully and slowly. The learner will attentively study the part since they have a broad understanding of the subject and desire to learn. The students will study the content after carefully reading the chapter or section to determine if they can provide answers to any text-related questions.
2. Read for pleasure to find general information.
3. To find a specific topic in a book or article.

There are some techniques of reading that can be used by the reader in the text. Here is some of the reading technique:

1. Skimming

According to Kamaria (2018), Skimming is used to quickly gather the most important information or 'gist'. It is not important to understand each word of reading when you do skimming. So, this technique only focuses on the most important information which students needed. According to Grading Gracia (2017), there are examples of skimming reading techniques; (a) The newspaper (quickly get the general news of the day), (b) Magazines (quickly discover which articles you would like to read in more detail), (c) Business and Travel Brochures (quickly to get information). In skimming there are five steps are; (1) Preview the text by reading the title and the introduction (Usually, the intro has a thesis statement), (2) Check if there are headings or subheadings. (3) Read the first paragraph and the first sentences of the succeeding paragraph, (4) Quickly check keywords in the paragraph (usually it summarizes the main points), (5) If you feel that a paragraph contains important to the answer what, why, when, how, who read it fully.

2. Scanning

Scanning is used to find a particular piece of information or specific information in a reading. According to Risdianto (2012), said that scanning is a method of quick reading that a reader does while determining if a text contains information on a list of predetermined keywords. Examples of scanning; (a) The "what's on TV" section on of your newspaper (b) A train/airplane schedule (c) A conference guide.

According to Harmer (2007) the principle of reading is :

1. The teacher exhorts students to read as much and as frequently as they can.
2. Students must be interested in the material they are reading.

3. The teacher encourages pupils to respond to a text's substance and consider their thoughts about it rather than merely focusing on its organization.
4. A crucial aspect of reading is prediction.
5. When employing reading books, the teacher must fit the assignment to the subject.
6. Effective instructors make the most of reading material.

Reading ability is defined as "a cognitive capacity which a person may employ while engaging with texts" by Urquhart & Weir (1998) and (Liu: 2010). To improve our reading comprehension, we must develop our reading skills. According to schema theory, understanding is a top-down process in which the reader applies their subject knowledge and problem-solving abilities to the goal of deriving meaning from text. Comprehension is not solely a bottom-up process driven by sensory input of letters, words, and text. Reading comprehension and reading fluency are difficult to teach one another. When the pupils can also read well, they will have strong reading skill.

According to Grellet (1996), reading requires a number of abilities. Finding the primary concept or key information and separating it from supporting elements are the main abilities. As we know that in English learning there are four skills that we have to learn. One of them is reading skills which will be explained in the next point.

METHOD

In this study is an example of Classroom Action Research (CAR). The researcher employed a descriptive qualitative method. The teacher conducts Classroom Action Research to address difficulties or determine a solution to situation-specific challenges. It means that the researcher or the teacher has to identify any issues observed in the classroom prior to executing the Classroom Action Research (CAR).

The students of SMP Wahid Hasyim Malang's seventh grade during the academic year 2021/2022 are the focus of the current study. The study's participants were chosen from the class of VII B, which included 29 students. Based on the preliminary study, there are 7 students that have a score of 65, whereas the standard of that the school for English is 75. It indicates that the students reading skill and the activity in this school is still low. Based on the preliminary study, there are some the problem found by the researcher in the teaching learning process in the classroom where students have difficulties to skill the reading material that given by teacher, because the lack of vocabulary. It makes students get bored, not enthusiastic to read, and not active in the classroom. This condition influences their score. The mean students' scores is 65 whereas the standard of that school for English is 75. From 29 students that reach KKM in the class just 27 student and most of the students are not active in the learning process. It indicates that the students reading skill and the activity in this school is low. Based on this condition, the researcher needs to implement this preview, ask question, read and summary strategy to improve their reading skill in descriptive text.

When gathering the data, the researcher followed the CAR principle. Planning, taking the action, seeing the result, and reflecting are the four processes in one cycle for doing actions

research. The researcher's collaboration with the seventh-grade English teacher was used in this study. The following are the cycle's activities.

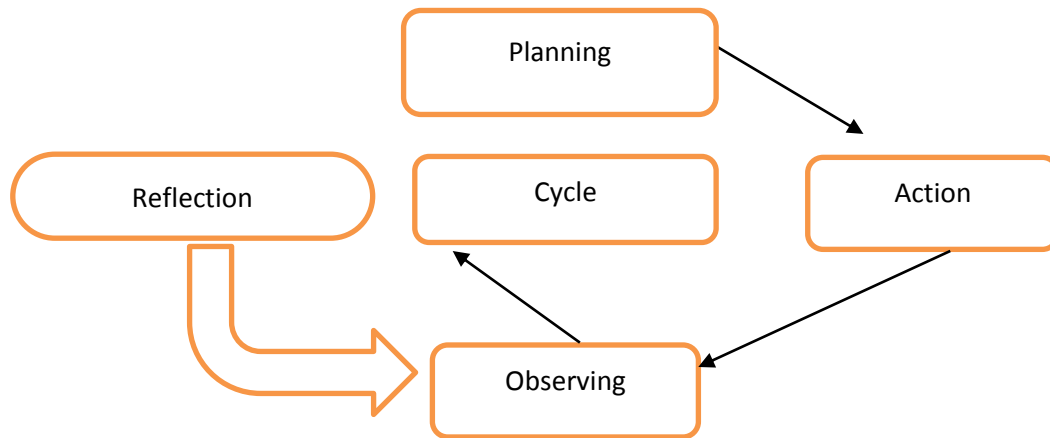


Figure 3.1 Classroom Action Research

(Source Arikunto, 2015:42)

The activities related to the teaching and learning process will be carried out by the researchers and thoroughly observed. During the teaching and learning process, all data will be gathered by researchers. In relation to what was previously said, the research tool instruments employed is the test. The researcher gives the test of reading skill through descriptive text for students in order to know the result of their ability. The test includes multiple choice to consist of 25 items which are made by the researcher. The steps in test construction are: develop test specifications, validation, revision and tryout.

The criteria for the passing grade will be used to determine whether the student was successful or unsuccessful in completing the aforementioned activity plan (KKM). At SMP Wahid Hasyim Malang, a passing grade in English is 75. The teachers and researchers anticipate that at least 93% of students will pass.

FINDING AND DISCUSSIONS

The finding of the researcher presented based on the data found in each cycle. The data was collected from the test and field notes. The researcher conducted the cycle from November 10-28th, 2022. There are seven meetings in the cycle, the six meetings were for implementing teaching reading of descriptive text using PARS strategy and one meeting was for conducting test (multiple choice). The researcher used one cycle in the research. The researcher started to plan , action , observe and reflect. All the activities were concerned with improving reading skill progressively.

The criteria of success of this test were 93% of the students passed the maximum mastery learning standard that is 75. From the data obtained, there were 27 students who passed the test from 29 students. It means the students' test has reached the criteria of success. It assumed that the students this year have been successful improve reading skill.

a. Scoring of multiple choice

$$S = \frac{R}{N} \times 100$$

Where:

S = score

R = correct answer

N = total question

Table 4.1 From the data of test in cycle there are of:

No	Scored
1	4 students who scored 92
2	1 student who scored 88
3	3 students who scored 84
4	11 students who scored 80
5	8 students who scored 76
6	2 students who scored 72
Total: 2340 Score :2196 Average value: 93	

From the results of the table above, it shows that the score in reading descriptive text skills using the PARS strategy has been successful. From of 29 students, there were 27 students who succeed and 2 students who failed. The student's average value is 93.

The researcher used that research about Using Preview, Ask Question, Read, and Summary strategy (PARS) to Improve Reading Skill of Seventh Grade Students atm SMP Wahid Hasyim Malang. The researcher conducted at school lasted for 7 meetings using cycle. The researcher observed all learning activities using observation sheets, this was used to observe the implementation of actions. Students' attendance, focus, and sincerity in engaging in the teaching and acquisition of reading skills utilizing the PARS technique were the signs that were seen. Planned action is followed by observation and reflection in this cycle. Additionally, during the study process, this chapter delivers data in the form of student test results. Determine the thematic issues of reconnaissance, planning, acting, and observing.

The researcher discovered an area of teaching and learning related to the development reading abilities during the stage of reconnaissance. The researcher also spoke with SMP Wahid

Hasyim Malang's English instructor about issues that arise in the classroom. The researcher chose to address the issue of enhancing reading abilities during the learning process after identifying typical issues. The researcher then uses summarizing activities to plan a number of tasks. The researcher then processes the stage by doing actions and making observations. It is carried out and watched to determine whether or not the employment of summarizing exercises improves the reading abilities of class VII B students.

To make it easier for students to understand the material, the researcher used handouts about the material that can be learned by students. In taking the text, the researcher chooses according to the ability of students, and it can aid in lesson comprehension and draw students in to make them interested in descriptive material. The researcher then provided students with homework by summarizing descriptive language. In order to accomplish the assignment, the students form groups. In order for the students to understand the content in writing and not only read it, the researcher additionally asked them questions about it. The researcher discussed descriptive texts with varied subjects, including people, animals, locations, and things, at each meeting. It aims to increase students' motivation in reading skills.

CONCLUSION AND SUGGESTIONS

The researcher describes several conclusions that have been found and discussed in the previous chapter. The implementation of PARS strategy was first the students did a preview of the text, the students find difficult word in the text, and underlined it. Second, the students made a question about the text. Third, the students read the text and find the answer to the question in preview step. Fourth, the students summarize the text. The use of the PARS strategy in teaching reading skills is successful. From result of the research, the researcher saw that the students still had difficulties in reading a text, they had difficulties in translating words. Through the PARS strategy, students can understand and find keywords from the text students read. So, the students more easily understand the text they have read. There is a significant effect of the use of the

PARS strategy in improving the reading skills of class VII B students at SMP Wahid Hasyim Malang. This can be seen from the results of tests and observations during the teaching and learning process given in this cycle. Based on the findings above, the researcher also concluded that the implementation of the PARS strategy was effective in improving the reading skills of class VII B students of SMP Wahid Hasyim Malang. We can see the results in the previous chapter.

According to the findings of the researcher's investigation, it would be better if in the future it would be further refined by other researchers using different instruments and methods to produce different studies so that they would make other versions of this study.

1. For the Teacher

To enhance the student's reading ability, the instructor can employ the PARS approach. For the students, using the PARS system as a teaching-learning tool is a fun exercise. Furthermore, it is quite simple to implement the PARS technique in the teaching-learning process. It might encourage pupils and make reading assignments simpler for them.

2. For the Students

The students can apply and practice the PARS strategy by following the step. It will help the students to solve their problems in reading and improve their reading skills.

3. For the Researcher

For the next researcher, hopefully, the results of this research can help further research and can develop this research, so that it can help students and teachers to find out more about using preview, ask a question, read, and summary strategies (PARS) to improve reading skills

REFERENCES

- Blachowicz, C.L.Z. (2008). *Reading Comprehension: Strategies for independent learners*. New York: Guildford, Inc.
- Grellet, F. (1996). *Developing Reading Skills a Practical Guide to Reading Comprehension Exercise*. Cambridge. Cambridge University Pers.
- Harmer, J. (2007). *The Practice of English Language Teaching*. London: Pearson Longman.
- Kamaria, N. (2018). *Improving the Students' Reading Skill Using Preview, Ask Question, Read and Summarize (PARS) Strategy of the second grade of MTs. Guppi Kalimbua Kab. Enrekang* (Doctoral dissertation, IAIN Parepare).
- Muslaini, M. (2017). Strategies for teaching reading comprehension. *English Education Journal*, 8(1), 66-77.
- Palmer, H. E. (1917). *The scientific study and teaching of languages*. London: Harrap. (Reissued in 1968 by Oxford University Press).
- Richards, C. J., & Schmidt, R. (2002). *Longman Dictionary of Language Teaching & Applied Linguistic*, 3rd Edition. Longman: Person Education.
- Risdianto, F. (2012). *Effective & Efficient Reading*. Solo: Rustam Publishing.
- Spears, D. (2006). *Developing Critical Reading Skill*. New York: McGraw-Hill, Inc.

Thomas, E.L., and Robinson H.A.1982. Improving Reading in Every Class. Boston:Allyn & Bacon Press. <https://www.amazon.com/> (Accessed on: December 4th, 2016).

Urquhart, S., & Weir, C. (1998). *Reading in a Second Language: Process, Product and Practice*. (1st ed.). London and New York: Longman, (Chapter 2).

Malang, 18 Maret 2023

Advisor I,



Diah Retno Widowati, S.Pd., M.Pd

NIP. 151201199032231