Autonomous Online Reading using PQRST to enhance the students’ Reading Skill in Recount Text

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ABSTRACT

The lack of maximum reading competency achieved by students becomes the background of this research. Data of the students reading competency score on [1] descriptive text shows the average of 70.19 which is still far below the minimum standard score of 77. Literature review shows several factors influencing the low level of student reading competencies, namely: (1) minimum vocabulary mastery, (2) the absence of reading strategies used which results in difficulties to understand long sentences, (3) lack of background knowledge, and (4) less motivated to learn English because of the monotonous teaching methods. By using Classroom action Research, this study aims at improving the students reading skills of recount text by employing autonomous online reading using PQRST technique. The results of the study show that (1) the students scores in reading were significantly increased, (2) the students activity in class in learning activities was increased, and (3) students comprehension of the recount text was facilitated by the PQRST strategy by activating their background knowledge (Preview), writing what they want to know (Question), Readingand Summarizing the text, then continued by Test. In conclusion, autonomous online reading with PQRST techniques can improve students’ learning outcomes well.

Keywords: reading skills, recount text, online reading, PQRST.

1. Research Background

English language skills in the curriculum at school cover four aspects, namely: (1) listening skills, (2) speaking skills, (3) reading skills, and (4) writing skills. Having good reading [2]skills is believed by most people to make it easier for students to improve their understanding or other aspects of language and also achieve academic success. Unfortunately, students’ reading skills are often found to be far from expectations. Many students have low reading ability. To graduate from junior high school, students must take a national exam which is a test to measure students’ reading abilities. Therefore, reading is one of the skills that are urgent for students to get their success. Reading is also the same as other activities that needs a lot of practices. The ability to comprehend reading material in their process of learning foreign languages needs to be improved to enable them to get used to the reading process and avoid misunderstanding.
In the Indonesian Ministry of Education and Culture Decree No. 65 of 2013 concerning the standard process, it is stated that the learning process in the education unit should be held interactively, inspiring, fun, challenging, and motivating students to participate actively, as well as providing sufficient space for initiative, creativity, and independence according to talent, interests, and physical and psychological development of students. Given the rapid development of science and technology, teachers as the spearhead in efforts to improve the quality of education are expected to improve their abilities. To overcome these conditions teachers are expected to continuously improve their learning models. Active, creative, effective, and fun learning\cite{3} is an innovative learning model to increase student’s participation in learning in class.

In accordance with the revised edition syllabus of 2017, the Basic Competencies which must be achieved by the second year students\cite{4} of senior high school are to capture contextual meaning related to social functions, text structure, and linguistic elements of oral and written recount texts, very short and simple, related to personal experiences in the past (personal recount). In fact, based on the observation of the researcher who is as an English teacher in State Junior High School 2 Malang, the language skills that must be achieved by students in accordance with the requirements of the basic competencies have not shown any satisfactory results, as evidenced by the large number of students who experience difficulties in learning English to be able to get the maximum value, especially in aspects of reading (reading comprehension).

The main thing that motivated the researcher to conduct this research was the researcher's own experience as a teacher in State Junior High School 2 Malang who encountered less than optimal reading competency achieved by students, especially students of class VIII I who were taught by the researchers. The reading competency value data on the previous basic competence about descriptive text shows that the average reading value of students is 70.19. This is far below the KBM value of 77.

From observations while teaching reading in class VIII I, the researcher drew a conclusion that there are several factors that influence low student reading competencies, including: (1) minimal vocabulary mastery, (2) difficult to understand long sentences because they do not use reading strategies, (3) lack of background knowledge, and (4) less motivated to learn English because the teacher's method of teaching is monotonous.

Based on such conditions, the researcher tries to conduct classroom action research (CAR) to overcome the difficulties experienced by students of class VIII I and improve reading skills by using strategies that might help students overcome their problems when they have to understand reading text.

\cite{5} According to Sulistyo (2011), there are several factors that influence students' understanding of a text. These factors include; linguistic factors, background knowledge about the subject matter in the text, knowledge of the structure of the text, micro reading skills, and reading strategies.

Wilkins in Choudhury (2010) said that without grammar, very little can be understood by people who learn languages, and without vocabulary, nothing can be understood. According to Choudhury (2010), to master certain vocabularies, \cite{6} teachers should use a variety of techniques and make many sentences with the vocabulary that are close to the environment of student life. \cite{7} Esteria (2017) applied the PQRST technique in grade 8 of SMPN 1 Pangkalan Lada and found that this method can improve reading comprehension. \cite{8} Faradina (2015) also uses the PQRST technique in an experimental study and concludes that the PQRST technique can improve students' reading comprehension skills.

The researcher takes a reading strategy in the form of autonomous online reading. In addition, the researchers also use the PQRST technique. With \cite{9} a good method and a fun strategy it is expected that students of class VIII I can be more enthusiastic and easier to understand the recount text.

Based on the background above, the researchers conducted a study with the title, "Autonomous Online Reading To Improve Reading Skills in Recount Text Understanding with PQRST Technique for Class VIII I Students of SMPN 2 Malang Academic Year 2018/2019."

2. Research Objective

Based on the background above, the authors formulated the problem of this research, namely "How does an autonomous online reading strategy improve the reading ability of recount text of grade VIII I students of SMP Negeri 2 Malang with the PQRST technique?"

The learning styles of students in class VIII I vary, some are auditory, visual, and kinesthetic. Their reading ability also varies, some are quick to understand reading, and some are rather slow. To overcome the differences of each student, it will be difficult if conventional classical learning is done. The writer (teacher) tries to find a way for students to learn according to their learning style and according to their speed of reading comprehension by giving them the opportunity to read their own

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materials according to their interests and abilities in the form of autonomous online reading. Unlike reading text in a book, reading online through [http://www.rong-chang.com/nse/](http://www.rong-chang.com/nse/) students not only read written text but can also listen to native English speakers from the web. In addition, students can also see a list of meanings of difficult words from the text. Students are also facilitated with fun crossword puzzles, completing text overlaps, and dictation activities and arranging random words into sentences.

Based on the formulation of the problem above, the purpose of this study is to explain how an autonomous online reading strategy improves the reading ability of recount text of grade VIII students of SMP Negeri 2 Malang with the PQRST technique.

The benefits of this research are as follows:
1. For students: This research is expected to be able to improve students' reading skills in learning English
2. For teachers: the implementation of this research can encourage teachers to develop varied learning strategies, so that learning in the classroom will be better.
3. For schools: The results of this study will provide added value and encourage further researcher to overcome other problems encountered in teaching and learning activities in schools.

3. Methods

This research approach is qualitative with a class action research strategy with data analysis that is cyclical in nature. Cycle / steps / stages of research:

**Planning**

In the context of carrying out classroom action research, systematic action preparation is conducted as an initial activity, which is as follows:

a. Make initial observations of the object of research in order to identify problems.

b. Determine methods, observation tools and design learning in accordance with predetermined problem solving models.

c. Determine the time of action.

d. Define collaborators.

**Action**

The implementation of these actions is carried out in collaboration with other teachers. So that the implementation of the action can run smoothly, the teacher is guided by the preparation of learning in which the steps that must be taken by the teacher in learning using the autonomous online reading method with the PQRST technique. This class action research procedure consists of two cycles. In each cycle the teacher carries out actions based on the stages of applying autonomous online reading with the PQRST technique.

**Research Sample and Instrument**

Because the research approach chosen in this study is a qualitative approach with a classroom action research (PTK) research strategy, the sampling technique is using non-probability sampling (sampling technique that does not give an opportunity to be selected as a sample) (Sugiyono, 2005) in other words. Another sample of the research object is class VIII I with 32 students, 10 male students and 17 female students.

In classroom action research, the research instrument is the researcher himself and the collaborator.

**Data Collection**

Researchers use test instruments to measure the skills, knowledge or ability of talent possessed by individuals. The test consists of multiple choice questions about 20 recount texts. Test methods and this
Observation activities are carried out during the learning process. In conducting observations, researchers are assisted by English teachers from peers based on the observation format that has been provided by researchers. Data is taken from the percentage of student learning outcomes in the English learning process before and after being given an action. Data is also taken from the learning/guidance situation when action is carried out using the PQRST technique.

4. Results

Preliminary Condition

Initial observations were carried out in February even semester 2018/2019. Referring to the initial observation activities conducted in this class action research, it shows that there are 46.88% or 15 of the 32 students who have English learning outcomes above the Minimum Mastery Criteria that have been set. While 17 students (53.12%) had not yet completed. This condition shows that the majority of students of class VIII I of SMP Negeri 2 Malang have not been completed, so it is necessary to take actions that are expected to increase their understanding of the subject matter provided.

Before conducting research, researchers coordinated with other English teachers as collaborators on the learning plans that will be carried out. The minimum standard of mastery learning for students in class VIII of SMPN 2 Malang is determined by the school which is 77. Classical learning is said to be complete if at least 70% of students in the class experience mastery learning. So, 70% of students got a minimum score of 77. The reading comprehension value of students in Pre-Action was an average of 71.72% and seen from the completeness of each student by 46.88%. As the instructor of learning, the researcher prepares a lesson plan, Worksheet as material in conducting student learning and discussion. The researcher also prepared observation sheets and field notes sheets to find out student activities and teacher activities during the learning process. In addition, researchers also prepare questions to find out students’ understanding of recount text reading material.

The more specific portrait of the implementations can be seen in the following part:

Cycle I

Cycle I consists of four stages; Planning, Execution, Observation, and Reflection. The first cycle was planned for three meetings, namely on March 5, March 12 and March 14, 2019 with the material discussed was "Text Recount".

1) Action Planning

In the first cycle, the actions planned to overcome the problems are as follows:

a. Developing learning plans (RPP) with a cooperative nuance, with the type used is PQRST. Example of RPP attached.

b. Arranging PQRST characteristic observation sheets (group work)

c. Arranging assessment instruments in the form of assessment sheets of student observation

d. Preparing daily test questions in the form of multiple choice totaling 20 questions.
2) Implementation of Actions

<table>
<thead>
<tr>
<th>NO</th>
<th>TEACHER’S ACTIVITY</th>
<th>STUDENTS’ ACTIVITY</th>
<th>LEARNING MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teacher divides the class into 8 groups</td>
<td>Grouping</td>
<td>Observation sheet, test items</td>
</tr>
<tr>
<td>2</td>
<td>Teacher hands out recount texts as the learning materials</td>
<td>Students get recount texts as the learning materials</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Teacher observes group discussion (assisted by an observer/colleague)</td>
<td>Students do a group discussion about the recount text using PQRST technique</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Teacher appoints a group to present the result of the group’s discussion</td>
<td>Students present the result of the group’s discussion</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Teacher assigns students to read an online recount text by providing the web address</td>
<td>Students do autonomous online reading using PQRST technique</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Teacher conducted an evaluation</td>
<td>Students are evaluated</td>
<td></td>
</tr>
</tbody>
</table>

3) Observation

Observation activities carried out by researchers and observers at each meeting. From observations of student activities in learning, it shows that the level of student activity in the first cycle has increased in a positive direction when compared to the initial observation. With the PQRST technique the teacher has been able to mediate learning activities so that in each group, students actively participate in discussions, problem solving, sharing with each other so that they have the same understanding of the material taught by the teacher.

Other real conditions indicate that autonomous online reading activities through http://www.rong-chang.com/nse provide space for each individual to understand the reading text according to their learning patterns and speed of
learning. Students with audio learning types can read texts while listening to texts read by native speakers of English. Students with visual and kinesthetic learning types can understand text by practicing crosswords and arranging words into sentences according to the content of the reading they are reading. In addition, they can also increase their understanding of reading with the help of a list of difficult word definitions in vocabulary and cloze.

From the results of the activities in the first cycle showed that student learning outcomes in English subjects began to show quite good results. Out of 32 students, there were 20 students (62.5%) complete in mastering the material, while only 12 students (37.5%) were not complete in learning. The average grade increased to 81.6%. The lowest grade of students increased to 60 and the highest grade also increased to 95.

4) Reflection
Reflections are carried out to assess the effects of the treatment given in the first cycle. Reflections can be described as follows:

a. The average value of observations increased
b. The average value of the test results has reached KKM
c. Classical learning completeness is still low, still not reaching 70% of the whole class.

Based on these results it is necessary to take further action. Unsuccessful in cycle 1, caused by, among others:

1. Students are not accustomed to being trained to learn online
2. Learning with the PQRST technique is not generally known by students
3. Recount text material is not optimally studied.

In the implementation of cycle 2, the researchers divided the groups by considering the results of cycle 1, namely the results of the evaluation through the repetition in the first cycle that received good grades (complete KKM) the researchers placed in each group, so that in cycle 2 in each group there would be smart students (the value is complete). In autonomous online reading activities, teachers more monitor the students' activities in reading using the PQRST technique.

**Cycle II**

Cycle II was carried out on March 19, 2019 and March 21, 2019. In cycle II, learning activities were carried out to minimize the various deficiencies that existed in cycle I so that it was expected to be able to provide optimal understanding to students about reading recount texts. Activities carried out using autonomous online reading using the PQRST learning method. The steps taken by the teacher in this activity are as follows: at the beginning of the activity the teacher reminds again about the PQRST type of learning techniques that have been done before.

In cycle II students are given the breadth to utilize the help of google translate when finding difficult words during online reading activities. Students are also required to write questions that they want to know from the text they are reading and submit them to the teacher through edmodo. Students show evidence of reading and doing exercises on each reading by shooting screen the results of the exercise and sending it through edmodo classes. With busy assignments students do not have many opportunities to open other sites beyond those assigned by the teacher.

The results of the second cycle showed that student learning outcomes in English subjects especially
reading recount text showed very good achievement results. In the second cycle of 32 students showed that 4 students (12.5%) were incomplete, while 28 students (87.5%) were complete. The average grade increased to 87.5. The lowest grade of students in this cycle increased to 75, and the highest grade increased to 100.

The development of the results of student grades on the recount text material before the action and after the action cycle 1 and cycle 2 can be seen in the following table.

<table>
<thead>
<tr>
<th>Data Analysis</th>
<th>Pre-Cycle</th>
<th>Cycle 1</th>
<th>Cycle 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Score</td>
<td>2295</td>
<td>2610</td>
<td>2800</td>
</tr>
<tr>
<td>Average Score</td>
<td>71,7</td>
<td>81,6</td>
<td>87,5</td>
</tr>
<tr>
<td>The Highest Score</td>
<td>85</td>
<td>95</td>
<td>100</td>
</tr>
<tr>
<td>The Lowest Score</td>
<td>40</td>
<td>60</td>
<td>75</td>
</tr>
</tbody>
</table>

**Conclusion**

The 'PQRST' learning method is one of the best methods to use in learning English especially in learning reading recount text skills. This method makes it easy for students to understand the recount text because students use their basic knowledge of the material discussed in the text, make questions, then read and summarize. This method ends with a reading comprehension test, which shows the students' evaluation scores have increased significantly.

Learning to read with autonomous online reading helps students more easily in understanding reading material because they can use their own learning styles to understand text in http://www.rong-chang.com/nse/, in particular since there are many exercises that students can do in a fun way.

In particular, the current Classroom Action Research entitled "Autonomous Online Reading to Improve Reading Ability to Recount Text Understanding with PQRST Technique for Class VIII I Students of SMPN 2 Malang Academic Year 2018/2019" produces several conclusions, including:

- From the evaluation results, in which autonomous online reading recount text learning is carried out using the 'PQRST' learning method, the reading scores in cycle I and cycle II increase significantly compared to the reading scores of students before PQRST was applied.

- From the results of observations, it can be seen an increase in student activity in the classroom in learning activities.

- In reading learning, the right method can help students reason to understand the contents of the text. In
reading, students more easily understand by turning on their background knowledge (Preview), writing down what they want to know (Question), then reading and summarizing (Summary), then continuing Test, rather than directly reading and answering test questions.

- From the explanation above, we can conclude that autonomous online reading with PQRST technique can improve student learning outcomes well.

5. REFERENCES