

IMPROVING STUDENTS' READING ABILITY BY USING PREVIEW, ASKQUESTION, READ AND SUMMARIZE STRATEGY

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ABSTRACT

The purpose of the study is to describe the implementation of preview, ask question, read and summarize (PARS) in student's reading ability, the population was the first grade students of SMP Negeri 1 Pematangsiantar. The research design was use classroom action research. To collect the data, the writer uses that consist pre-test and post test that is formed of 20 multiple choise. In analyzing the data, the writer uses theory from mudjiarahardjo and andriyani & al ghofar (2019). Based on the analyzing the data, the writer found the mean score of the students in pretest is 74.00 in cycle I, the post test mean score is 79.33 in cycle I and the post test mean score is 79.83 in cycle II. From the score in pretest and post test, the writer can seen the significant improvement score of the students. Based on the result of the research, the writer can suggest that the PARS strategy is the effective strategy to teach reading especially in reading ability a text.

Keywords: Reading Ability, Preview, Ask Question, Read and Summarize (PARS)

I. INTRODUCTION

Reading is the one of four language skills that should be mastered by student. Therefore, the main goal of teaching reading especially for junior high school students is to enable them to read book, articles or any other text written in English.

Reading is the one of the basic skills in learning a language. The term reading literally has meaning as the action or practice of reading. Reading is not simple. Reading is an active process that requires a great deal of practice and skill. Mastering reading are should learn not only theory but also practice. The exercise in mastering all components taught to be done continuously and separately. from the definition, the writer can summarized that reading is a process that involves vision and response to comprehend reading material is aimed to obtain information and improve our knowledge.

English at junior high school is important subject of studies by all students, nowadays most all of student aware that English needed to learn more but in fact student need new innovation or fun method to increase the student English especially for seventh grade of juniorhigh school still poor in student vocabulary, student reading ability or student understanding during English lesson.

The problem happened because some reasons. The first the student could not understand the text well, students still did not know how to determine the mind character, setting, problem and situation. Then the teacher does not apply appropriate strategy in reading, the teacher onlyask students to discuss together and ask the students to present it in front of the class. the teacherasked the students to translate the reading text and the last student will answer the question given. so those students are not interested in learning reading. Second, there are some difficult words that the students found. Students do not know the meaning of the words. In other words, students had limited vocabulary. Third students have lack of motivation to read that make the students achievement in reading comprehension is not satisfied yet. The last, limited time thatteachers had and students have to learn reading, so it becomes more complicated for the students to comprehend a reading text.

II. REVIEW OF LITERATURE

2.1 Definition of Reading

There are several experts who provide definitions of reading, reading as a common activity for most people and as an aspect of used in language learning. According to Wallace (2003) in (Arbryan: 2014), reading as interpreting means reacting to a written text as a piece of communication. In addition to Chall, Jacobs and Balwin (1990) in (Uyu & Akyol, 2016) reading is a cultural activity and a good example of cultural learning. According to Tarigan (2005:7), he defines



reading as a process that is done and used by readers in order to get messages that will be present by writer through words or written form. In addition, Nuttal (1996:3) says reading is the transfer of a message from the writer to reader. Based on the explanation above, it can be conclude that reading is the process of to getmessage or information from the writer to reader through words or written form. (Sipayung, 2019).

Reading is the most useful and important skill for people and tool for academic success. Reading is not only source of information, but also an active process which consists of recognition and comprehension skill. In order to learn or understand the massage of the author, the students are hoped to have the ability to comprehend the written textbook. Reading with comprehension means to understand what has been read.

From the definition above the writer concludes that reading comprehension relates to understanding and thinking process to get the message from the reading materials. In other words, the reader is understanding all or most of the thoughts the author intended to communicate. Thus, reading comprehension involves other skills such recalling word meaning, finding answer to questions answered explicitly, drawing inference from the context, and grabbing idea in the content.

Students know about reading students also have to learn about reading skill. According to Urquhart & Weir (1998) in (Liu: 2010) reading skill can be described as “a cognitive ability which a person is able to use when interacting with texts”. Reading skill is how far the students ability to read and understand the text

Student need to learn reading skills to get reading comprehension. According to schema theory, comprehension is not only a bottom-up process driven by sensory input of letters, words, and text; it is also a top-down process in which the reader brings his or her own knowledge on a topic and problem-solving skills to the task of making meaning from text. From that statement the writer conclude that the reader should have good skill to understand the text, the reader should know how to bring their own knowledge to understand the meaningof the text

2.2 Definition of Preview, Ask Question, Read and Summarize

PARS strategy is a simple study strategy which could be used by a students first learning to use study strategies. It helps the students actively process and remember the information that they are read in their texts.

Thomas and Robinson (1982) in Malia (2015: 3) state that "PARS is one of strategies that can lead the students reading comprehension".(Malia Diniyah Puteri, 2015) There are five steps done in PARS strategy-based learning (Taufia & Marlina) namely: (1) previewing; (2) ask questioning; (3) reading; (4) summarizing. In this research the writer just use Previewing, Ask question, Read and Summarize. PARS strategy consist of:

a. Preview

Preview is the material to identify main ideas by scanning the chapter and surveying the introductory statement, headings, graphic aids and chapter summary. On the preview needed knowledge and ability to scan text, knowledge of what a main idea, understanding how information is presented in texts, and how to identify main ideas from the introductory statement, headings, graphic aids and chapter summary.

b. Ask Question

Ask question is relate to the main ideas discovered when surveying the chapter. On the ask question needed knowledge of different types of questions to ask and be able to formulate questions based on main ideas only.

c. Read

Read the chapter to answer the questions devoleped. On the read we must have ability to identify information in the text that answers the questions asked.

d. Summarize

On the summarize needed ability to integrate the main ideas of a chapter into a summarization.

III. Research Methodology

In this research, the writer use classroom action research. Bogdan & Biklen (1992; 223) explain that classroom action research is the systematic collection of information that is designed to bring about social change.



Population is a group of individuals who have the same characteristic, (Creswell, 2012,p. 142). Population is the entire subject of the research “a population is a set of all elements processing one or more attributes of interest” Population of this research is the students of UPTD SMP NEGERI 1 Pematangsiantar especially the first grade of junior high school, there are eleventh classes consist of 352 students.

Sample is part of representative of population being research. Sampling is the technique of selecting a sample from the population. In this study, the writer used total sampling to select sample. Total sampling is a technique that uses when all members of population are used as sample (Sugiyono, 2017, p.142) According to Sugiyono the reason for using total sampling is that if the total population is less than 100, the entire population is sampled. On taking sample, the writer takes 30 students from population purposely at UPTD SMP Negeri 1 Pematangsiantar.

In this research, the writer gives the student two tests. These are pre-test and post-test. Pre-test was given before the writer observed the class, and post-test was given after the writer finished taking the observation in the class. So the writer know whether there are differences before and after observation or not. To get data of students’ reading comprehension, the writer giving pre-test and post-test. The pre-test and post-test consist of 20 multiple choice questions. To collect the data for this research, the writer takes the data by using test as an instrument. The writer uses test for knowing result study of reading skill before and after using Content based instruction method.

1. Pre-Test

The writer uses pre-test before use Content based instruction method to knows students’ reading skill in UPTD SMP NEGERI 1 Pematangsiantar. It can be objective to measure learning outcome. The writer will carry out a pre-test activity by asking 20 multiple choice related to the text where the condition is that the students have not read the text and are still just looking at the picture or preview.

2. Post-Test

The writer uses post test after use Content based instruction method. The writer can knows of the result using content based instruction to increase students’ reading skill. In this test, the instrument used in this study is multiple choices. The multiple choices consist of 20 items. The correct answer is given score 1 (one) and incorrect answer is given score 0 (zero).

According to Mudjiarahardjo, data analysis is an activity to organize, sort, group, code or mark and categorize it so that a finding is obtained based on the focus or problem to be answered.(Andriyani & Al ghofar, 2019) The data which analyzed was gotten from the test and observation. Data will be analyzed by taking the average score of the pre-test and post-test. Furthermore, the writer will compare the score of pre-test and post-test after giving implemented treatment. Then the result will be matched by the minimum standard in this semester that is 70. If from cycle I there are some students who are not successful, so the writer would like to conduct the next cycle, cycle II. The minimum cycle in CAR (Classroom Action Research) is two cycles. According to Dave Ebbutt (1985) action research is about the systematic study of attempts to improve educational action and by means of their own reflection upon the effects of those actions.(Sipayung, 2019). If in cycle II all of the students were successful, the cycle is able to be stopped until cycle II. The data analysis technique in classroom action research could be done by the qualitative analysis. The analysis of learning result is taken from the average score of pre-test and post-test in cycle I and cycle II.

Tabulating the result of the test, and finding the mean of pre-test and post test. The mean was calculated by applying the following formula:

$$X = \frac{\sum x}{N}$$

Notes:

X : Mean Σ

: Sum of

X : Raw score

N : The total number of subject

Furthermore, to know the result the writer will compare the average score between pre-



test and post-test for each cycle, and then to know the percentage of improving score in students learning activities, the writer will use the percentage formula as follow:

$$P = \frac{\sum x}{N} \times 100\%$$

Notes:

P = Percentage

$\sum x$ = Total Score of the Students

N = Total of Students.

The indicator of success is needed to know the successful of the process and learning result. The data will be conducted in each test by taking the average score of pre-test and post-test. After the result is suitable by the minimum standard of reading comprehension in this class at least 7. This research succeeded or finish if 70% of students got minimum score 70. In addition, 70% of students are active in learning process.

IV. DISCUSSION

The writer uses a classroom action research on improving the reading ability of students through Preview, Question and Answer, Reading and Summary (PARS) of the first grade students of UPTD SMP NEGERI 1 Pematangsiantar. This research is a classroom action research by using observation sheets and tests to collect data. In this study, the method used to improve the reading skills of 30 students of seventh grade students at of UPTD SMP NEGERI 1 Pematangsiantar. The indicators observed were student attendance, student attention and seriousness in the teaching and learning process using PARS.

The purpose of this research is to improve students' reading ability by using the PARS strategy. In this study, it was divided into two cycles, namely cycle I and cycle II and each cycle consisted of planning, action and observation, and reflection. As stated in the research method used in this study is action research, with the following framework: determining the thematic concerns of scouting, planning, acting, observing, and reflecting. Before implementing the action, the writer must also make several plans such as lesson plans, tests, observation lists and so on. Prior to that, the writer discussed with the English teacher about the students' problems and obstacles in the teaching and learning process and problems in reading ability. In cycle I the writer explained what the PARS strategy was and the steps for implementing the method and carried out the first post-test. In cycle II the research did the same thing but was more thorough to see the deficiencies and improvements of students in cycle I and conducted a second post-test. The results showed that there was an increase in student scores from the test before using the PARS strategy in cycle I and after using the PARS method in cycle II.

After analyzing the students' score in the cycle I and cycle II the writer conclude that there is a significant improvement of students' reading skill after being taught by using PARS strategy. The improvement can be seen as follow:

Table 4.1
The Calculation Result

No	Analysis	Cycle I	Cycle II
1.	Mean of pretest	74.00	
2	Mean of Posttest	79.33	79.83

From the table above, it could be seen that the score of posttest cycle II is bigger than posttest cycle I. It means that there was an improvement of students' reading ability by using PARS strategy. It shown the results of post test cycle I is 79.33 and in cycle II is 79.83. Based on the explanation above, the writer conclude that using Preview, Ask question, Read, and Summarize (PARS) strategy can improve the students' reading ability.

V. CONCLUSION

After conducting the research and analyzing the data, the writer comes to several conclusions to answer the problems of the research that, The implementation of PARS strategy are first the students doing a preview with the text, the students find difficult word in the text, underlined it. Second, the students made 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 summarize of the text. The use of PARS strategy



in teaching reading ability was successful. The writer conclude from cycle I and cycle II. From the research, the writer seen that the students are still get some difficulties in reading a text, they get difficulties in translating the words. Through PARS strategy, its help the students to find the key word of the text that the students read. So, the students can be easier to understand the text that they have been read.

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