USING PARS STRATEGY TO IMPROVE SECONDARY SCHOOL STUDENTS' READING COMPREHENSION

Bella Anggraini
Tridinanti University
bellaang25@gmail.com

ABSTRACT: Reading holds an important role in our lives. Reading allows us to expand our insight and knowledge. This research highlights the implementation of PARS strategy to improve secondary students' reading comprehension. The objectives of the research were to find out whether or not there was any significant improvement on students' reading comprehension of recount text by using PARS strategy and to find out whether or not there was any significant difference in students' reading comprehension of recount text between those who were taught by using PARS strategy and those who were not. The population of this research was the tenth grade students of SMA 11 Palembang. The sample was taken by using purposive sampling and consisted of 85 students. The method of this research was a quantitative research with quasi experimental research design. The process of collecting the data was done by administering reading comprehension test with multiple choice form. The obtained data were analyzed by running Paired Sample T-test and Independent Sample T-test via SPSS. The result of Paired Sample T-Test revealed that PARS strategy could significantly improve students' reading comprehension of recount text. Meanwhile, the result of independent sample t-test signified that there was no significant difference in students' reading comprehension between those who were taught by using PARS strategy and those who were not.

Keywords : *PARS Strategy, recount text, reading comprehension*

MENGGUNAKAN STRATEGI PARS UNTUK MENINGKATKAN KEMAMPUAN MEMABACA SISWA SMA

ABSTRAK : Membaca memegang peran penting dalam kehidupan kita. Membaca memungkinkan kita untuk memperluas wawasan dan pengetahuan kita. Penelitian ini menyoroti implementasi strategi PARS untuk meningkatkan pemahaman membaca siswa sekolah menengah. Tujuan dari penelitian ini adalah untuk mengetahui ada peningkatan yang signifikan terhadap pemahaman bacaan siswa terhadap teks recount dengan menggunakan strategi PARS dan untuk mengetahui apakah ada perbedaan yang signifikan dalam pemahaman bacaan siswa tentang teks penghitungan ulang antara mereka yang diajar dengan menggunakan strategi PARS dan mereka yang tidak. Populasi penelitian ini adalah siswa kelas sepuluh SMA 11 Palembang. Sampel diambil dengan menggunakan purposive sampling dan beranggotakan 85 siswa. Metode penelitian ini adalah penelitian kuantitatif dengan desain penelitian quasi experimental.Proses pengumpulan data dilakukan dengan pemberian tes pemahaman bacaan dengan bentuk pilihan ganda. Data yang diperoleh dianalisis dengan menjalankan Paired Sample T-test dan Independent Sample T-test melalui SPSS. Hasil Paired Sample T-Test mengungkapkan bahwa strategi PARS dapat secara signifikan meningkatkan pemahaman membaca siswa terhadap teks recount. Sementara itu, hasil uji t-sampel independen menunjukkan bahwa tidak ada perbedaan pemahaman bacaan siswa yang signifikan antara yang diajar dengan menggunakan strategi PARS dengan yang tidak.

Kata kunci : *Strategi PARS, teks recount, pemahaman membaca*

INTRODUCTION

English is one of the international languages used as a means of communication in the international relationship. English is the first global language meaning that it is the first foreign language that most widely used in international trade, diplomacy, mass entertainment, international telecommunications and scientific publications as well as publishing newspapers and other books (Rao, 2019). It means that English serves as a means of communication among people from a large number of countries in order to understand each other. Furthermore, Brown (2001) states that English has become a tool for international communication such as banking, tourism, politics, economics, arts, and education field.

Reading is one of language macro skills which requires the readers to involve their cognitive activity. Reading skill encompasses text coding and interpretation process which simultaneously requires the reader's active participation (Kelly, 2012). Reading serves crucial role in our lives. Reading allows us to expand our knowledge since it is a powerful tool for obtaining a wide range of information, including science and technology. In addition, Lane (2014) affirms that reading is fundamental to many life activities and is possibly the most important skill that children learn in school. Therefore, reading is considered as a fundamental requirement for an advanced society. To summarize, students who lack reading proficiency struggle to grasp concepts. Reading is the most important skill for academic success.

Reading without constructing the meaning is not really reading (Sari, 2019). Since, comprehension is the goal the readers need to accomplish during reading activity. Reading comprehension is a kind of skill which makes the readers engage and interpret new meanings from a text beyond the ones presented (Septianingsi & Atmanegara, 2021). Moreover, Kimberly (2014) said that comprehension is a process in which information from the text and the knowledge possessed by the reader act together to construct meaning. Westwood (2008) adds that the readers activate their mind when processing the information from the reading text to help them build the deeper and meaningful understanding. By reading the readers can get a lot of information when they are able to construct the meaning of the text while reading process. The more the readers read, the more information they will get.

However, reading is still a problem in Indonesia. Based on Organization for Economic Co-operation and Development (OECD) through Programme for International Language Assessment (PISA) survey. In 2012, Indonesian students' reading in international language is still below the average score. Indonesia's reading was in the rank of 64th out of 65 countries participated. In 2015 Indonesia ranked 62nd from 72 countries. In 2018, Indonesia still ranked 64th out of 72 countries. Those data confirmed that students' reading skill in foreign language was still problematic in Indonesia. To be concluded that the students' achievement in reading skill in Indonesia is still low.

The teacher's choice in teaching reading matters. Most teachers of English in Indonesian schools still use lecturing method to instruct students, which has been popular for many years (Rosmayanti & Yahrif, 2019). Meanwhile, Habok & Magyar (2019) confirmed that it demands that the readers employ different skills and knowledge while reading to aid them in extracting text-related information, such as selecting critical information and main ideas, collecting, organizing, and summarizing information, and correcting comprehension breakdowns. Therefore, reading teachers cannot simply rely on reading materials and tasks assigned to be completed by the students. They need to apply certain strategy to media the students' reading process.

Many reading strategies can be adopted by the teachers for reading classroom. One of the alternatives is PARS strategy which consists of 4 general steps: preview-ask question-read-and summarize. For that reason, the researcher was interested in conducting research exploring the implementation of PARS strategy to improve students' reading skill. The researcher intended to examine whether: (1) PARS strategy could improve students' reading skill, and (2) PARS strategy contributed a significant difference in reading performance between the students of experimental group and the control group.

Reading Problems Encountered by the Students

Amalia (2017) states that the students of MAS Al-Washliyah 21 Firdaus could not read well. The students had low ability in reading comprehension. The first problem was that the students had got less information from reading activity. The second problem was that the students could not identify the main idea from each paragraph. The third problem was that the students had difficulty to comprehend the text they read. There are many factors that cause the low ability in reading comprehension those are internal and external factors. The internal factors are motivation, IQ (Intelligence Quotient), interest, talent etc. The external factors are teachers, friends, parents, facilities, including method of teaching reading. Teaching method can influence the students' achievement in reading comprehension. The implementation of certain reading methods can lead a more effective teaching enviroment which can improve students' reading comprehension.

The researcher focused on reading skill. The problems face by Indonesian student are students have low motivation in reading, teacher-centered learning so that the students tend to be passive, and the conventional method which is used in teaching process. Based on the English teacher's explanation, students of SMA Negeri 11 Palembang was still far from good in reading. The students still had problem in comprehending English text especially recount text and the students still get low score in reading. In addition, the teacher argued actually students need a new thing in learning English. Because of that, the researcher intended to use PARS strategy to improve students' reading comprehension. Based on the background above, the researcher would conduct a research entitled "Using PARS Strategy to Improve Reading Comprehension of Recount Text to the Tenth Grade Students at SMA Negeri 11 Palembang".

PARS Strategy

PARS strategy is one of the strategies that can be used by the teachers to teach reading. PARS srategy was found by Cheek, E.H., & Creek, M.C in 1983. This reading comprehension strategy is a simplified textbook-reading strategy without much experience using textbook. The advantages of PARS stategy are: 1) to help the student obtain the information, 2) to help student to acquir greater understanding, 3) this strategy can attract the students' attention to be more enthusiastic in learning reading, 4) it is good way to train student's memory, and 5) it can help the student more active in the classroom.

Wormeli (2005) stated that PARS strategy consists of four stages as follows:

1) Preview

In this phase, the survey is designed to give students an overview of the content in order to help them active schema and assess their background. In surveying a chapter, student attempt to discover its content, what they already know about the topic, how interest they are content, how difficult the concepts are, and how the information is presented.

2) Ask Question

The questions give students specific idea to look for while reading. Keeping a question in mind can help maintain concentration on the reading's focus; greater concentration can then

lead to improved comprehension and efficiency. Before formulating questions from the subheading, students should consider their general purposes by answering question.

3) Read

Students read for answer to the question, they underline or take notes on information related to the question, as well as other information that seems important, relevant, and interesting. Read the easy bits faster and slow down for difficult new material. Stop when you need to think about what you have been reading. This activity is doing will help the readers receive the message from the text.

4) Summarize

Students are instructed to summarize by writing a paragraph that pulls together the key points of the information read. You may review once again to focusing on summarize the main points. This activity shows your understanding in reading the text.

METHODOLOGY

A quasi experimental research design was carried out as the framework to conduct this scientific research. This research involved the tenth grade students of SMA Negeri 11 Palembang as the population. The design involved two groups, experimental and control group, as the sample. Those sample was chosen by using purposive sampling technique. The total numbers of the research participants were 85 students, divided into 43 students for experimental group and 42 students for control group. The judgments for choosing the sample were as follows: (1)) students had low achievement in reading comprehension, and (2) they were taught by the same teacher.

Furthermore, reading test was administered to gather the data of students' reading comprehesion. The test was given twice as pretest and posttest. Pretest was distributed before the treatment was carried out and the posttest was administered after the treatment session completed. The reading test consisted of 21 items of multiple choice. It was tried out prior to the data collection session. Previously, the researcher devised 50 items for the test. After try-out test, it was examined for the item validity using the corrected-item total correlation. The researcher compared the value of r-obtained per item with the value of r-table. The coeficient of r-table was (0.27). If the r-value is higher than or same with r-table, it means that the item is valid. If the r-value is lower than r-table, it means that the items is not valid. The invalid test items are deleted from the instrument. Based on the result of corrected-item total correlation analysis. It was found that 29 items of the instrument were not valid. While, the other 21 items of instrument were valid and they were used as the reading test items.

Next, the data gathered were then analyzed by using paired sample t-test and independent sample t-test. These two analysis techniques were applied to verify the testing hypotheses of the research. Paired sample t-test was used to verify whether or not PARS straregy significantly improved students' reading comprehension of recount text, while Independent sample t-test was used to verify whether or not there was any significant difference in reading comprehension of recount text between students who were taught by using PARS strategy and those who were not.

FINDING AND DISCUSSION

There were some findings revealed after the data were analyzed. The data collected were analyzed by percentage analysis and inferential analysis.

1. Reading Comprehension Level of Experimental Group

   This analysis was used to classify students' achievement of reading skill for both experimental and control group before and after the treatment was administered. The summary of frequency analysis for experimental group is presented in Table 1.

Table 1. The Score Distribution for Experimental Group

Score	Category	Pretest		Post-test	
		Frequency	Percentage	Frequency	Percentage
86-100	Excellent	1	2.3%	3	6.9%
76-85	Good	15	34.8%	22	51.2%
56-75	Average	17	39.5%	17	39.6%
<55	Poor	10	23.4%	1	2.3%
	Total	43	100%	43	100%

   Based on the table above, it could be seen that before the treatment phase, 1 students (2.3%) were in excellent level; 15 students (34.8%) were in good level; 17 students (39.5%) were in average level; and 10 students (23.4%) were in poor level. Then, after the students got the treatment, it was found that 3 students (6.9%) were in excellent level; 22 students (51.2%) were in good level; 17 students (39,6%) were in average level; and 1 student (2.3%) were in poor level.

2. Reading Achievement Level of Control Group

   Meanwhile, the frequency analysis for control group in the pretest result revealed that 10 students (23.8%) were in good level; 23 students (54.8%) were in average level; and 9 students (21.4%) were in poor level. Then, in the post test, it was found that 21 students (50.0%) were in good level; 15 students (35.7%) were in average level; and 6 students (14.3%) were in poor level. The summary of frequency analysis for control group is presented in Table 2.

Table 2. The Score Distribution for Control Group

Score	Category	Pretest		Post-test	
		Frequency	Percentage	Frequency	Percentage
86-100	Excellent	-	-	-	-
76-85	Good	10	23.8%	21	50.0%
56-75	Average	23	54.8%	15	35.7%
<55	Poor	9	21.4%	6	14.3%
	Total	42	100%	42	100%

3. The Result of Paired Sample T-test

   Paired Sample T-Test was used to measure the progress of students' reading comprehension after being given the treatment. It was used to find out whether PARS strategy could improve students' reading comprehension or not. The summary of Paired Sample T-Test result is presented in Table 3.

Table 3. The Result of Paired Sample T-test in Experimental Group

	Paired Different						
	95% Coofidence Interval of the Difference						
	Mean	Std Deviation	Std Error Mean	T	Df	Sig 2	(2 tailed)
Pair 1	10.85581	2.47917	15.85889	4.379	42		0.00

From he table above, it could be seen that the value of t-obtained (4.37) was higher than the value of t-table (2.01). Moreover, the significant value of Paired Sample T-Test (0.00) was lower than (0.05). It indicated that using PARS strategy could improve students' reading comprehension significantly. To sum up, it indicated that the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted.

4. The Result of Independent Sample T-test

Independent sample t-test was administered to compare the result of post test from both control and experimental group. If the significant value of Independent Sample T-Test is less than 0.05, it indicates that there is a significant difference between the data from the two independent groups. Table 13 presents the result of Independent Sample T-Test.

Table 4. Independent Sample T-Test

						Sig (2 tailed)
		T-Test Equality of Means				
		F	Sig	T	Df	
Post-test Ex	Equal variances assumed	.451	.504	1.106	83	.272

Based on the table above, it could be seen that the value of t-obtained (1.106) was lower than t-table (1.988). In addition, the significant value of Independent Sample T-Test (0.272) was higher than (0.05). It means that there was no significant difference in students' reading comprehension between those who were taught by using PARS strategy and those who were not. It indicated that null hyphothesis (H0) was accepted and alternative hyphothesis (Ha) was rejected.

Discussion

Based on the findings elaborated above, it could be interpreted that PARS strategy could improve the tenth-grade students' reading skill. It could be seen from the significant difference of the mean score gotten by the experimental group before and after they got PARS strategy treatment. In other words, it indicated that there was a significant improvement in students' reading skill after they got intervention using PARS strategy. It assumed that PARS strategy made the students really got engaged during reading activities. PARS strategy encouraged the students to process the reading texts cognitively before, during, and after reading process. Moreover, PARS strategy gave the students to engage and discuss with their peers and it help them to fully comprehend the reading content. It was in line with Rosmayanti, Hasnani, & Monalisa (2019) who found that the students felt motivated during reading activities when they got treatment using PARS strategy since this strategy allowed them to discuss with their partners. Next, the implementation of PARS strategy did not contribute higher achievement in students' reading than direct instruction. It could be seen from the significant level of the mean score between the experimental students and the control students. Both experimental and control students performed well during their reading activities.

CONCLUSION

Based on the findings and interpretations of the research, there were some points that could be concluded. First, it was significant using PARS strategy to improve recount reading comprehension to the tenth grade students of SMA Negeri 11 Palembang. Second, there was no significant difference between students who were taught by using PARS strategy and those who were not. It means that null hyphothesis (H0) was accepted and alternative hyphothesis (Ha) was rejected.

REFERENCES

Amalia, N. (2017). The Improvement of the Students' Ability in Reading Comprehension through Extensive Reading at Grade XI Madrasah Aliyah Swasta Al-washliyah 21 Firdaus 2016/2017. Medan[thesis]. Medan (ID): UIN Sumatera Selatan

Brown, H. D. (2001). *Teaching by principles. An interactive approach to language pedagogy* (2nd ed.). White Plains, NY: Longman.

Crystal, D. (1997). English as a global language (2nd ed.). New York, NY: Cambridge University Press.

Cheek, E.H.,Jr., & Cheek, M.C. (1983). *Reading intruction through content teaching*. Columbus, OH:Merril.

Habók, A., & Magyar, A. (2019). The effects of EFL reading comprehension and certain learning-related factors on EFL learners' reading strategy use. *Cogent Education*, *6*(1), 1616522.

Kelly, A. (2012). How we got to where we are. J. Graham & A. Kelly, (Ed.), Reading under control teaching reading in the primary school (3th ed.) USA: Routledge.

Kimberly. (2014). Definition of reading comprehension. Retrieved from https://www.learningunlimitedllc.com/2014/05/9-definitions-readingcomprehension/

Lane, H. (2014). *Evidence-based reading instruction for grade K-5* Retrieved from http://ceedar.education.ufl.edu/tools/innovationconfigurations/

OECD (Organization for Economic Co-operation and Development). (2013). PISA 2012 Results in Focus. Retrieved from: http://www.oecd.org/pisa/keyfindings/pisa-2012-results-overview.pdf .

OECD (Organization for Economic Co-operation and Development). (2016). PISA 2015 Results in Focus. Retrieved from: http://www.oecd.org/pisa/keyfindings/pisa-2015-results-overview.pdf

OECD (Organization for Economic Co-operation and Development). (2019). PISA 2018 Results in Focus. Retrieved from:

http://www.oecd.org/pisa/keyfindings/pisa-2018-results-overview.pdf

Rao, P. S. (2019). The role of English as a global language. *Research Journal of English, 4*(1), 65-79.

Rosmayanti, V., & Yahrif, M. (2019). The implementation of role play activities to get students speak. *Indonesian EFL Journal: Journal of ELT, Linguistics, and Literature*, *5*(1), 77– 92.

Rosmayanti, V., Hasnani, & Monalisa. (2021). The implementation of preview, ask questions, read, and summarize strategy in reading class: an action research study. *Uniqbu Journal of Social Sciences, 2*(3), 37-49.

Sari, S. P. (2019). Improving the tenth graders' reading comprehension using ETR method. *DIDASCEIN*, *1*(1). Retrieved from https://www.univ-tridinanti.ac.id/ejournal/index.php/didasceinenglish/article/view/593/575.

Septianingsi, P., & Atmanegara, Y. (2021). The influence of english reading attitude on students' reading comprehension. *DIDASCEIN*, *2*(2), 116-124.

Westwood, P. (2008). What teachers need to know about learning difficulties. Victoria: Australian Council for Educational Research Ltd.

Wormeli, R. (2005). Summarization in Any Subject: 50 Techniques to Improve Student Learning. (Associatio).