



PARS STRATEGY : ITS EFFECTIVENESS ON TEACHING TO ENHANCE LEARNERS' READING COMPREHENSION

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Received: (30 May 2024)

Accepted: (15 June 2024)

Published : (30 June 2024)

Abstract

The aim of this research is to find out whether teaching using the PARS strategy has an important impact on improving tenth-grade students' reading skills, especially in narrative texts, at SMKN 1 Banjar Margo. This research is quantitative research with a one-group pre-test and post-test design. The research subjects were students of class X motorbike engineering at SMK Negeri 1 Banjar Margo who were selected purposively. To collect data, a test using multiple-choice questions was given. The data obtained were analyzed using IBM SPSS version 27 which includes normality tests and hypothesis tests based on pre-test and post-test scores. The pre-test and post-test results show significant differences. In the pre-test the average student score was 48.70 with the lowest score being 14.00 and the highest being 66.00. The post-test results showed an increase in the average student score to 82.93, with the lowest score being 78.00 and the highest being 94.00. From the pre-test and post-test significance table <0.001 . There is a significant difference in students' reading comprehension in the pre-test and post-test, therefore if the significance value is <0.05 or $0.001 < 0.05$ then it can be stated that H_a is accepted and H_0 is rejected according to applicable regulations. Decision norms from paired sample t-tests. So, it can be concluded that there is a significant increase in the reading comprehension of Grade Ten Students after being taught through PARS. For further research, conducting interviews or questionnaires with students is recommended to obtain further information or organize students' reading skills tests. Another interesting topic is learning which methods effectively develop English language skills.

Keywords: Narrative text, PARS strategy, reading comprehension

To cite this article:

Pradipta, A & Wahyudin, A.Y. (2024). PARS strategy: Its effectiveness on teaching to enhance learners' reading comprehension. *Journal of English Language Teaching and Learning*, 5(1)57-62.

INTRODUCTION

In learning English, one of the main learning objectives of English lessons in high school is to help students improve their language skills, both verbally and verbally write. In English lessons, students must master four language skills: listening, speaking, reading, and writing. These four skills are very important in supporting communication and helping students learn. Especially reading abilities by which this skill can help students absorb and create knowledge from various written sources. Burt et al. (2003) further state that reading is an important skill that can help students learn other skills. Additionally, Fuchs (2006) also stated that reading supports increasing students' vocabulary, increasing comfort with written English, and assists in lesson planning. Reading comprehension is action or process in understanding the context of the text.

Literacy issues can be found among young children. In 2019, Program for International Student Assessment (PISA), a three-year survey conducted by the Organization for Economic Co-operation and Development (OECD), revealed that Indonesia is in the 74th position out of 79 in terms of student literacy skills. Reading competency score fell from 397 in 2015 to 371 in 2018. The cause of this issue is

Indonesian children's low – interest in reading. According to Dasli (2019), in UNESCO only 0.01 percent of Indonesian children like to read and in 2015, National Library's data revealed that only 10% of Indonesian children above ten years old are interested in reading (Emilia et al, 2022). From these statistics, it can be concluded that Indonesian children who like to read are a minority. One of the reasons why Indonesian children are less interested in reading is due to the development of technology. Nowadays, phones, computers and video games are everywhere.

Reading plays an important role in helping someone reconstruct the real world because modeling problems faced at school or in the environment are often presented in text according to Erkek (2022). Through reading, individuals can explore various scenarios, analyze different perspectives, and understand the complexities of real-life situations. Texts provide a window into the thoughts, emotions, and experiences of people from different cultures, eras, and backgrounds, allowing readers to empathize with others and broaden their worldview.

However, having good reading comprehension is not an easy thing. According to Fitria (2019), there are three difficulties students have in learning English reading comprehension: identifying vocabulary, grammar proficiency level, and lack of interest in reading. Similar problem are also find in SMKN 1 Banjar Margo. Meanwhile, the problem with SMK 1 students when me as a researcher was practicing teaching was that many of them still didn't understand the words, or had limited vocabulary, and their way of reading English still looked difficult and messy and students tended to be inactive (passive), during teaching and learning activities. For this reason, the researcher wants the learning style there to look more relaxed and orderly, starting from repeating the previous material (preview), then asking questions about the material or if there are students who want to ask if it is not clear (ask questions), followed by reading the text together. Then pay attention to how to read it (read), and finally summarize what was discussed that day (summary). For this reason, by learning using this method, it is hoped that students can easily grasp the material and also understand what is conveyed by the author. Therefore, the researcher is interested in implementing PARS strategies to improve student achievement and to prove how well PARS helps tenth-grade students improve their ability level of reading comprehension of narrative text.

Reading comprehension is a method of extracting knowledge from a text. Comprehension refers to the reader's ability to derive meaning from the material they have read according to Woolley (2011). To receive points in the reading comprehension section, the reader must understand and understand the content. The reading comprehension process includes many different parts and often involves interaction with the reader. Reading comprehension involves deriving meaning from a text (Wolley, 2011). Understanding what is read is the definition of reading with comprehension. It is an active and reflective process that depends on the student's experience, previous information, and comprehension skills. Reading is one of four important language skills for anyone learning English as a second or foreign language.

Teaching reading involves more than just imparting reading knowledge. It also entails demonstrating to students how to read efficiently. According to Zhao and Zhu (2012), in teaching reading, teachers should ask students to find a text and ask them to read it later. The teaching reading stages have two stages approach, the first is for the teacher to ensure that the topic of the text is understood, and the second is to identify related terms or phrases quickly. Therefore, in the teaching process, the teacher can write down any information that comes to mind, which can then be used to recall previous information to provide students with an overview or explanation of the material being taught. Preview, Ask question, Read, and Summary (PARS) is one of strategies that can improve students' reading comprehension (Faradina, 2015). As an instructional strategy, PARS helps students solve reading comprehension problems in four steps: preview, question, read, and summary. Each step of PARS improves the teaching and learning process, while also aiming to improve students' reading comprehension. Previewing allows students to activate their background knowledge. Asking questions helps them focus and arouses curiosity about the text. When the students read the text, they already have purpose to read based on the question and this makes them to stay focus and increase their concentration. The researchers focused on the problems students face in learning English, especially in reading. PARS strategy is one method that teachers might use to teach reading. The researchers have decided to conduct a study to find out how students feel about learning using this PARS method to improve their reading skills.

RESEARCH METHOD

In this research, the method used by researchers is experimental research. This research is included in the form of Pre-Experimental Design. This research uses one class, namely the experimental class, and applies the PARS learning model. Study experimentation can be interpreted as a research method used to seek influence certain to others under controlled conditions (Sugiyono, 2015). This research method is a quantitative method using pre-experimental research as a design. The tests that will be carried out are pre-test and post-test which have one experimental group without using a control group. This research was conducted at SMKN 1 Banjar Margo with subjects in class X motorbike engineering, totaling 30 students. This research data was collected using several data collection approaches. Data were collected using a pre-experimental design on the pre-test and post-test of one class group. During the test, students have to work on multiple choice questions for 90 minutes. Students are also expected to be able to achieve the aim of this research, namely improving their reading skills after the exam.

To accumulate the final score, the researchers using aspect of reading by Nuttal (2015) and then the researchers categorized it based on the classification of their reading score by Arikunto (2002). In this study, the researchers used discrimination index and level of difficulty for the test instrument. According to Naga (2012) discrimination index is the ability of the item with a score that can distinguish the test takers from the high group and the low group. In other words, the higher the item's discrimination index, the more participants from the high group can answer the questions correctly and the fewer test takers from the low group who can answer the questions correctly. The calculation of the discrimination index of items is performed with the assistance of IBM SPSS 27.0 software for windows.

FINDINGS AND DISCUSSION

Findings

The results show the main impact of learning using the PARS strategy is to improve students' reading skills on narrative texts in tenth grade. To obtain the expected results that were determined at the beginning of the investigation, the pre-test and post-test in this experimental class were compared using the T-test. The pre-test and post-test results were compared. The researchers provide many examples and explanations of research findings in this chapter which includes research statistics and paired sample test results.

Table 1. Descriptive Statistics Pre-test and Post-test

Descriptive Statistic					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	30	14.00	66.00	48.7000	9.42173
Post test	30	78.00	94.00	82.9333	3.81407

Based on table 1, the results of group statistical analysis on pretest and post-test scores with thirty students. It can be seen that the pre-test has a minimum score of 14.00, while the minimum score on the post-test results is 78.00. If you look at the mean results, it can be concluded that the post-test results have a significant increase from the pretest results, in the pretest the average student result was 48, while in the post-test the average student score was 82, and the difference is 34.

Table 2. Test of Normality

Kolmogorov-Smirnov ^a			Shapiro-Wilk			
Statistic		Df	Sig.	Statistic	df	Sig.
pretest	.254	30	.000	.830	30	.000
Post-test	.197	30	.004	.896	30	.007

a. Lilliefors Significance Correction

The normality test results were obtained from the pretest and posttest scores in the experimental classes. The data were processed using the SPSS computer program with the Kolmogorov-Smimov and

Shapiro-Wilk tests. Based on the table above, it can be seen that the data used in this research are the pre-test and post-test scores of the experimental group. The data obtained a Sig value > 0.05 so it can be concluded that all the data used in this research is normally distributed.

Table 3. Paired Sample T-test

Paired Samples Test									
		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
Pair 1	pretest- posttest	-34.23333	9.88794	1.80528	-37.92555	-30.54112	-18.963	29	<.001

From the table 3, the pre-test and post-test significance table is <0.001 . There is a significant difference in students' reading comprehension in the pre-test and post-test, therefore if the significance value is <0.05 or $0.001 < 0.05$ then it can be stated that H_a is accepted and H_0 is rejected in accordance with applicable regulations. decision norms from paired sample t-tests. So, it can be concluded that there is a significant increase in the reading comprehension of Grade Tenth Students at SMKN 1 Banjar Margo after being taught through PARS.

Discussion

Based on these findings, it can be seen that the main aim of this research is to find out whether there is a significant improvement in students' reading skills before and after receiving instruction using the PARS strategy. The analysis shows a real increase in student performance after the intervention, seen in the pre-test results before treatment and post-test results after treatment.

The researchers conducted it based on the reason that students were still struggling in reading English Fitriana (2019), there are three difficulties students have in learning English reading comprehension: identifying vocabulary, grammar proficiency level, and lack of interest in reading. The problem with SMK 1 students still didn't understand the words, or had limited vocabulary, and their way of reading English still looked difficult and messy and students tended to be inactive (passive), during teaching and learning activities. For this reason, the researcher wants the learning style there to look more relaxed and orderly, starting from repeating the previous material (preview), then asking questions about the material or if there are students who want to ask if it is not clear (ask questions), followed by reading the text together. Then pay attention to how to read it (read), and finally summarize what was discussed that day (summary). For this reason, by learning using this method, it is hoped that students can easily grasp the material and also understand what is conveyed by the researcher. Therefore, the researcher is interested in implementing PARS strategies to improve student achievement and to prove how well PARS helps tenth grade students improve their abilities level of reading comprehension of narrative text.

To determine the improvement in students' reading skills by learning using the PARS strategy, researchers calculated the average score of students' speaking skills as shown in The Best Way to Improve Your Knowledge of a Foreign Language is to Go and Live among Its Speakers from two tests, namely pre-test and post-test. The average pre-test score before being given treatment and the average post-test score after being given treatment. The pretest was carried out in one meeting as stated by Samad (2017) that the pretest is given at the first class meeting. During the treatment, the researcher treated the class using the PARS strategy. The material provided by researchers is about narrative texts.

After conducting the pretest, the researcher gave a posttest using narrative text material. The results of this research obtained a higher average final test score. This shows that the results of the initial test and final test have a significant influence. Therefore, the alternative hypothesis is accepted. This means that the use of PARS strategies to improve students' reading skills is effective. This is in line with Thomas (1972), which is used to improve memory performance in understanding the substance or content of the text which can encourage readers to process the material more deeply and broadly, the PQRST Method (Preview, Question. Read, Summarize, Test) is a learning method that asks students to do a Preview (read at a glance), Question (ask), Read (read), Summarize (summarize), and test (test) (Krismasto et al, 2015). There is no difference between PQRST and PARS, it's just that PARS is slightly abbreviated compared to PQRST, and the researcher think both are learning strategies that can equally improve students' reading

skills.

After being given treatment, the researchers also showed posttest results which had a good improvement category compared to before. However, before being given treatment, students experienced many obstacles when reading by explaining the structure of the existing narrative text. This shows that students are still nervous and lack confidence in reading and speaking in front of the class. This happens because they are worried and afraid of making a mistake. According to Nunan (1999), students who lack self-confidence and English will experience communication anxiety. This shows that students' self-confidence is very important in the learning process, and this is the focus of the teacher's attention. Based on the findings of this research, the majority of students stated that most of them lacked confidence in their skills. According to Chen et al. (2011), the main source of students' lack of self-confidence is their inability to read English. In this situation, many students feel that their English skills are poor and they cannot communicate effectively in English. Furthermore, by sharing the findings of this research, the researchers have introduced SMKN 1 Banjar Margo to innovative teaching methods that improve students' reading comprehension in English classes. To help tenth grade students improve their reading skills, the researchers combined instruction using PARS strategies. It can be concluded that learning using the PARS strategy is easy to use as a medium that can increase effectiveness in improving their reading skills.

CONCLUSION

Based on the findings and discussion, it can be seen that there was a significant improvement in the experimental group after the treatment, especially the PARS method, was implemented. This is proven by a comparison of pre-test and post-test scores, where the experimental group that used the PARS method showed the greatest improvement. From the pre-test and post-test significance table <0.001 . There is a significant difference in students' reading comprehension in the pre-test and post-test, therefore if the significance value is <0.05 or $0.001 < 0.05$ then it can be stated that H_a is accepted and H_0 is rejected according to applicable regulations. Decision norms from paired sample t-tests. So, it can be concluded that there is a significant increase in the reading comprehension of Grade Ten Students after being taught through PARS. Additionally, improvements were observed in various aspects of reading comprehension, including identifying main ideas, references, conclusions, supporting details, and vocabulary. These results strongly support the effectiveness of the PARS method in improving students' reading comprehension abilities in the experimental group. Therefore, it can be concluded that the use of the PARS method in teaching resulted in a significant improvement in students' reading comprehension skills and was well received by students.

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