DEVELOPING PQRST (PREVIEW, QUESTION, READ, SUMMARIZE AND TEST) STRATEGY-BASED INTENSIVE READING INSTRUCTIONAL MATERIALS FOR THE STUDENTS IN GRADE IV OF ELEMENTARY SCHOOL

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Abstract

This research was aimed at: (1) producing PQRST strategy-based intensive reading instructional materials which was valid, (2) producing PQRST strategy-based intensive reading instructional materials which was practical; and (3) producing PQRST strategy-based intensive reading instructional materials which was effective. This research was categorized into Research and Development study which applied 4-D model. This model consisted of four phases; defining phase, designing phase, developing phase and disseminating phase. The data of the validity were gotten through validation sheet. The data of the practicality were obtained through the implementation of the Lesson Plan, the questionnaires distributed to the teachers and the students, and observation on the use of the learning materials. The effectiveness of the materials developed was seen from the students' activities and the learning achievement. The data gathered were analyzed descriptively. Based on the results of the research, it is concluded that: (1) PQRST strategy-based intensive reading instructional materials developed are very valid in term of content and construction; (2) PQRST strategy-based intensive reading instructional materials developed are very practical viewed from their implementation and usefulness; and (3) PQRST strategy-based intensive reading instructional materials developed are effective to improve the students' reading skill.

Keywords: instructional materials, intensive reading skills, PQRST.

INTRODUCTION

Language is essentially a means of communication and interaction in either oral or written form. Through language, one can convey messages, thoughts, feelings, ideas and experience to others. There are four language skills that should be mastered in Indonesian namely listening, speaking, reading, and writing. The four are closely related one to another. They are needed to obtain information and follow the rapid development of science and technology. Reading is one of the four skills which is highly important to get the message conveyed through written language. Dalman (2013: 5) argues that "Reading is the heart of education". Therefore, reading skill is very important to be mastered. Nevertheless, reading is not an easy task and it requires someone to get guidance through appropriate learning process.

Basically, reading is a complex process involving a lot of activities. It does not merely articulate the text, but also involves visual, thinking, psycholinguistics, and meta-cognitive activities. To acquire reading skill, one should get involved in a learning process. The appropriate process is expected to affect the students' learning outcomes and their reading comprehension. In addition, the process should take the types of readings and the reading strategies into account.

Intensive reading is a type of readings. It is an activity requiring a reader to understand the text deeply. This is in line to what is stated by Tarin (2008: 36) that "Intensive reading is reading carefully, conscientiously, thoroughly and critically, and it requires profound understanding". In order to improve the students reading comprehension by which they could understand both concrete and abstract

concepts, the quality of the learning process should be increased. Having this process ignored would make the students get difficulties in reading.

The research conducted by Bariska (2013) reveals that the problems commonly encountered in reading class in elementary school (SD) are: (1) the students get difficulties to understand the content of reading; (2) the students get problems to find the main idea of each paragraph; and (3) the students have difficulties to conclude the content of reading. These are derived from the monotonous learning process, the lack of facilities for reading activities and the inappropriate teaching strategies to the students' condition and the competence to be achieved.

Pursuant to the Bariska's view on reading problems in Elementary School and the result of observation conducted at SD Plus Lillah, it was found that there were several factors affecting the students' low reading comprehension which were: (1) intensive reading skill tended to be neglected as the teachers regarded the learning process successful when the beginning-level students could read and write, and the higher-level ones could read loudly; (2) the strategies used were not matched to the reading activities and the competencies to be achieved. For example, in reading techniques topics the students were asked to read loudly and answer the questions that follow, but the teachers did not verify the error on intonation they made; (3) the teacher did not make the students accustomed to ask questions about the content of reading; (4) the teachers had lack of concern on the stages of reading (pre-reading, whilst-reading, and post-reading); (5) the teachers did not make the students accustomed to summarize the content of reading; (6) the teachers only asked the students to answer questions without any regards to the extent to which they understand each answer.

In line with the observation done at SD Plus Lillah, in his research, Sakolrak (2013: 2946), describes the "Three most critical reading comprehension learning problems that occur in elementary school: (1) Students had no reading habit and do not read long question in examination papers; (2) students lack reading comprehension abilities; and (3) teachers lack reading comprehension teaching strategies".

Another factor leading the students to have low reading comprehension was the use of less varied books. The reading materials were commonly taken from the textbook distributed by the government. The teachers seemed unable to create their own instructional materials to complement the textbook which was, in fact, not adjusted to the characters of each school.

The textbooks used for intensive reading class should present authentic texts intended to raise the students' curiosity. They should be in accordance with the development and the characteristics of the students. Presenting attractive colors and pictures is important to attract their attention and to increase their reading interest. Additionally, the textbooks should be appropriate to stages of reading. The results of analysis on five books used as learning sources in Elementary School, however, showed that they still have some shortages, such as the textbooks were less sufficient to develop the students' competence in pre-reading, whilst-reading and post-reading, and the texts presented were not appropriate to the intensive reading class.

To deal with the above problems, a new innovation in the learning process is required. The teachers have to be able to create learning atmosphere enabling the students to increase their reading skills. The teachers could develop interesting learning materials by applying various ways and appropriate learning strategies. This is expected to make the students more active in the learning process. The materials could help the teachers to minimize their domination in the classroom (Sucipta and Swacita, 2006). One of the learning strategies appropriate to the intensive reading instructional materials was PQRST (Preview, Question, Read, Summarize, and Test).

PQRST strategy is used to obtain detailed information from a text. It could improve the students' learning achievement as it has the students analyzed and learnt the difficult learning materials. Thomas and

Robinson (in Malia, 2015: 3) state that "PQRST is one of strategies that can lead the students reading comprehension". There are five steps done in PQRST strategy-based learning, namely: (1) previewing; (2) questioning; (3) reading; (4) summarizing, and (5) testing.

Previewing step could help the students to understand the content of reading quickly. Questioning step could make the students accustomed to ask questions on the information they want to learn from the text and memorize what they have already known. Furthermore, summarizing step is intended to help the students to determine the main idea of each paragraph so that they could answer the questions or complete the test given. PQRST strategy is expected to increase the students' intensive reading skill. It is assumed to work well to create amusing learning atmosphere so that the students could tackle the difficulties they find in reading class.

The above description indicates that there is a need to develop instructional materials for Indonesian subject on intensive reading topics facilitating the students to achieve better results in terms of process and concept. Based on the description and the result of analysis above, this article then was intended to explain "The Development of PQRST (Preview, Question, Read, Summarize and Test) Strategy-Based Intensive Reading Instructional Materials for the Students in Grade IV of Elementary School".

RESEARCH METHOD

This research was classified into a Research and Development study. According Sugiyono (2009: 297), "Research and Development study is a research that produces certain products and examines the effectiveness of the products".

This research applied 4-D model. Sugiyono (2008: 404) states that there are four phases in 4-D model including defining, designing, developing and disseminating.

1. **Defining Phase**

   There were three steps done in this phase.

   a. **Curriculum Analysis**

In curriculum analysis, the Local-Based Curriculum of Indonesian subject for Grade IV was analyzed. The analysis was done on the Standard of Competence and the Basic Competence which was intended to see the scope of the previous instructional materials, the formulation of the indicators, the goals of learning and the selection of the appropriate strategies as the basis for developing instructional materials.

   b. **Needs Analysis**

Needs assessment aims to reveal the conditions in the field related to the intensive reading learning process and compare them to the needs of the teacher in developing the instructional materials. This analysis is intended to match the instructional materials to the teacher's needs.

   c. **Student Analysis**

In this step, the characteristics of the students involving their language development, reading ability and other background of knowledge are analyzed.

2. **Designing Phase**

The design of the instructional materials has to be adjusted to the Standard of Competence and the Basic Competence which refers to the components contained in the instructional materials.

3. **Developing Phase**

   This phase consists of:

   a. **Validation phase**

   1) Content validity intended to see whether the instructional materials designed are matched to the Standard of Competence and the Basic Competence in Local-based Curriculum.

   2) Construct validity aims to see the appropriateness of the components of the instructional materials to the components of development. The validity phase is intended to see whether a

product works in terms of materials, construction and integration. The inputs from validators were used to improve or revise the materials developed.

b. Revising phase

The materials developed were revised based on the inputs given by the validators. The revised materials then were given to the validators for further discussion. The revision was complete when the validators thought that the materials were proper to be tried out.

c. Trying-out phase

This phase is meant to see the practicality of the instructional materials.

4. Disseminating Phase

In disseminating phase, the learning materials developed were used to other subjects; other classes or other schools. The purpose of this phase was to see the effectiveness of the materials on different subjects.

RESULT AND DISCUSSION

1. Defining Phase
a. Curriculum Analysis

Analysis on the Standard of Competence and the Basic Competence was done specifically on intensive reading instructional materials of the second semester for the students in grade IV. The Standard of Competence used in this research was that number 7: Understanding texts through reading intensively, reading loudly and reading *pantun*. Meanwhile the Basic Competence used was that number 7.1: Finding the main idea of each paragraph through intensive reading. The results of analysis on the Standard of Competence and the Basic Competence then were elaborated into seven indicators. The indicators developed for PQRST strategy-based instructional materials can be seen in the following table.

Table 1. The Indicators of PQRST Strategy based Intensive Reading Materials

Standard of Competence	Basic Competence		Indicators	
7. Understanding texts through reading intensively, reading loudly and reading *pantun*	7.1	Finding the main idea of each paragraph through intensive reading	7.1.1	Predicting the content of the text through the title and the pictures
			7.1.2	Writing questions on the information expected to be learned from the text
			7.1.3	Reading the text carefully to get deeper understanding
			7.1.4	Finding the main ideas of each paragraph of the text
			7.1.5	Summarizing the text
			7.1.6	Writing conclusion
			7.1.7	Answering questions based on the text

Based on the above indicators, PQRST strategy-based intensive reading instructional materials were developed to help the students to understand the content of the reading thoroughly and appropriately. The students could be led to get better understanding through the stages of reading activities.

b. Needs Analysis

Based on the results of needs analysis, it was figured out that the instructional materials were not yet available to facilitate the students to get active in the learning process, especially in intensive reading class.

c. Student Analysis

The results of student analysis indicated that the students in grade IVA of SD Plus Lillah Tabing, generally, had interest in reading and listening to critical stories containing time and cause and effect relationship. They seemed to have high curiosity. Nevertheless, in the reading class, they were easily bored, had lack of concern, were busy with their own activities, talked to others,

daydreamed, played with their pens and were not serious to read.

2. **Designing Phase**
   a. **Lesson Plan**

   Lesson Plan was designed in accordance with the results of analysis on the Standard of Competence and the Basic Competence. Its component contains the characteristics of the learning, Standard of Competence, Basic Competence, indicators, learning activities, instructional materials, character values, learning model, assessment, time allocation and learning sources. The indicators of competence achievement were divided into three learning processes in which the time allocated for the respective meeting was 3 x 35 minutes. Each learning process was conducted by considering the three main activities of learning; pre-activities, whilst-activities and post-activities.

   b. **Learning Materials**

   Learning materials were developed in the form of module. They were adjusted to the Standard of Competence and the Basic Competence in curriculum. Furthermore, they were organized based on the reading stages and the PQRST strategy. The materials developed are expected to motivate the students to learn actively and to create fun learning atmosphere. The learning materials were accompanied by worksheet and interesting pictures. The materials had been socialized and adjusted to the students' characteristics before they were developed. The reading materials were presented in Comic San MS of 12 – 14.

3. **Developing Phase**
   a. **Validation of the Lesson Plan and the Learning Materials**

   Either the Lesson Plan or the learning materials designed were validated by the validators. The validation was done by three expert validators and three practitioner validators. Based on the results of discussions and suggestions from the validators, the learning materials were revised. The suggestions given by the validators are presented in the following table.

Table 2. The Revision Done to PQRST Strategy-Based Intensive Reading Learning Materials for the Students in Grade IV

The Instruments Developed	
Prior to Revision	**After Revision**
The Instruments of Lesson Plan Validation	
1. The time allocation was not stated in each component of learning activities (pre-activities, whilst-activities and post-activities) 2. The learning steps were not yet organized systematically	1. The time allocation has been stated in each component of learning activities (pre-activities, whilst-activities and post-activities) 2. The learning steps have been organized systematically
The Instruments of Learning Materials Validation	
1. The cover was less attractive, and the colors and the pictures were less harmonious 2. The use of inappropriate words and sentences to the development of the students was found 3. The sources from which some pictures were taken were not stated 4. The use of inappropriate punctuation and capital letters was found 5. The texts were too long 6. There was no glossary provided to see the meaning of difficult or new words	1. The cover has been more attractive and the combination of colors is harmonious 2. The use of inappropriate words and sentences to the development of the students has been revised 3. The sources from which pictures were taken have been stated 4. The use of inappropriate punctuation and capital letters has been revised 5. The length of the text has been adjusted to the students' level which is around 150 – 200 words 6. Glossary is available

1. The Result of Validation on the Lesson Plan

Table 3. The Results of Validation on the Lesson Plan in General

No.	The Aspects Assessed	Validation Score	Category
1.	Identity	4	Very Valid
2.	The formulation of the Indicators	3.73	Very Valid
3.	The formulation of the learning objectives	3.53	Very Valid
4.	The selection of the learning materials	3.77	Very Valid
5.	The selection of the learning sources and the learning media	3.74	Very Valid
6.	The design of the learning activities	3.83	Very Valid
7.	Assessment	3.62	Very Valid
	Average Score	**3.75**	**Very Valid**

From table 3, it is found that the average score of the validation on the Lesson Plan is 3.75 (very valid). Hence, it is concluded that the PQRST strategy-based

No.	The Indicators of Assessment	The Students' Average Score (%)		Average	Category
		Meeting 1	Meeting 2		
Pre-Reading					
1.	Predicting the content of the text	88.89	77.78	83.34	Very Good
Whilst-Reading					
2.	Writing questions	77.78	84.72	81.25	Very Good
3.	Reading intensively	86.11	84.72	85.42	Very Good
4.	Finding main idea of each paragraph	76.39	90.28	83.34	Very Good
Post-Reading					
5.	Writing a summary	73.61	84.72	79.17	Good
	Average (%)	**80.56**	**84.44**	**82.50**	**Very Good**

Lesson Plan developed is very valid.

2. The Results of Validation on the Learning Materials

Table 4. The results of Validation on the Learning Materials in General

No.	The Aspects Assessed	Validation Score	Category
1.	Content	3.77	Very Valid
2.	Language	3.68	Very Valid
3.	Presentation	3.74	Very Valid
4.	Format and Design	3.58	Very Valid
	Average Score	**3.69**	**Very Valid**

Based on the above table, it is found out that the average score of the validation on the learning materials is 3.69 (very valid). From these results, it is revealed that the learning materials developed are valid. Therefore, they can be used as a source of learning for the students in PQRST strategy-based intensive reading learning process.

b. The Results of Practicality Test on the Learning Materials

The practicality of learning materials developed could be seen from the results of observation on the learning process, the results of analysis on the questionnaires distributed to the teachers and the students and the results of observation on the use of the learning materials in the classroom.

1. The results of observation on the Learning Process

The application of the Lesson Plan in meeting I and meeting II was in very practical category (94.75%). Based on the result, in general, it could be said that the learning process of PQRST strategy-based intensive reading had been done as it was planned.

2. The results of analysis on the Practicality Questionnaire distributed to the teachers

The average score of the respondents' responses on the questionnaire showed that the learning materials were in very practical category (91.67%). Thus, based on the questionnaire given to the teachers, the PQRST strategy-based intensive reading learning materials were very practical.

3. **The results of analysis on the Practicality Questionnaire distributed to the students**

Based on the responses given by the students in the questionnaire, it was revealed that the practicality score of the learning materials was 86.94% indicating that the PQRST strategy-based intensive reading learning materials were very practical.

4. **The results of observation on the use of the learning materials**

Based on the results of the observation on the use of the learning materials, it was revealed that the students understood various concepts presented in the materials. In other words, they did not get difficulties in understanding the concepts explained. They understood the steps of the learning activities and they seemed to enjoy each activity held in the learning process. The students were active and enthusiastic to accomplish the tasks assigned. Based on these results, it was concluded that the use of learning materials was practical.

c. **The Results of the Effectiveness Test on the Learning Materials**

   1. **Assessment on the Learning Process**

   Table 5. The Result of Assessment on the Learning Process of Intensive Reading Skills

Table 5 indicates that the results of assessment on the learning process of reading skill in the first and the second meeting which was very satisfied. In general, the average score of the learning process of reading was 82.50% (very good). Hence, the PQRST strategy-based intensive reading learning materials were effective to increase the students' skill.

   2. **Assessment on the Students' Learning Achievement**

   The following table presents the students' learning achievement after the test was administered.

   Table 6. The Percentage of the Students' Learning Achievement

The number of the students	Learning Mastery			
	Passed ($\geq$76)	Not Passed	Passed ($\geq$76)	Not Passed

		(<76)		(<76)
18	16	2	17	1
Percentage (%)	88.89	11.11	94.44	5.56

From Table 5, it is seen that of the 18 students taking the test in the first meeting, 16 (88.89%) of them got score above the Minimum Standard Score ($\geq$76) and 2 (11.11%) of the students got score below the Minimum Standard Score (<76). Meanwhile in the second meeting, of the 18 students, 17 (94.44%) got score above the Minimum Standard Score ($\geq$76), and only 1 (5.56%) got score below the Minimum Standard Score (<76). The data of the students' learning achievement on the test could be seen in Appendix 46 (page 194).

Based on the results of the test, it was found out that more than 70% students getting involved in the learning process by using PQRST strategy-based intensive reading instructional materials got score above the Minimum Standard Score. Thus, the use of PQRST strategy-based intensive reading instructional materials was effective.

4. **Disseminating Phase**

   1. **Assessment on the Learning Process**

   The results of the assessment on the learning process can be seen in the following table:

   Table 7. The Results of Assessment of the Learning Process of Intensive Reading

No.	The Indicators of Assessment	The Students' Average Score (%)		Average	Category
		Meeting 1	Meeting 2		
Pre-Reading					
1.	Predicting the content of the text	64.42	79.81	72.12	Good
Whilst-Reading					
2.	Writing questions	77.88	71.15	74.52	Good
3.	Reading intensively	82.69	89.42	86.06	Very Good
4.	Finding main idea of each paragraph	74.04	85.58	79.81	Good
Post-Reading					
5.	Writing a summary	67.31	84.62	75.97	Good
	Average (%)	**73.27**	**82.12**	**77.69**	**Good**

Table 7 indicates that the result of the assessment on the learning process of the first meeting was 73.27% (good), while in the second meeting it increased into 82.12% (very good). Generally, the average score of the learning process was in good category (77.69%). The average score of the learning process in the disseminating phase was lower than that in the developing phase as the characteristics of the students in grade IV of SDN 45 Bungo Pasang were different from those in grade IV A of SD Plus Lillah. Those at SDN 45 Bungo Pasang were not accustomed to read and write by applying the correct techniques. Some of them could not read fluently and their handwriting was not neat. Nevertheless, those students had high interest to complete each step presented in the learning materials under the teacher's supervision. The pictures and the worksheet of the learning materials could attract their attention. Therefore, it was concluded that the PQRST strategy-based intensive reading instructional materials developed were effective to improve the students' reading skills.

2. Assessment on the Learning Achievement

The results of the test administered to the students can be seen in the following table.

Table 8. The Percentage of the Students' Learning Achievement

The number of the students	Learning Mastery			
	Passed ($\geq$76)	Not Passed (<76)	Passed ($\geq$76)	Not Passed (<76)
18	16	2	17	1
Percentage (%)	88.89	11.11	94.44	5.56

Table 8 indicates that of the 26 students taking the test in the first meeting, 22 (84.61%) of them got score above the Minimum Standard Score ($\geq$76) while 4 (15.38%) of the students got score below the Minimum Standard Score (<76). Meanwhile in the second meeting, of the 26 students, 25 (96.15%) got score above the Minimum Standard Score ($\geq$76), and 1 (3.84%) got score below the Minimum Standard Score (<76).

Discussion

1. Curriculum Analysis

Curriculum analysis was conducted based on the Standard of Competence number 7 understanding the texts through reading intensively, reading loudly and reading *pantun*, and Basic Competence number 7.1 finding the main idea of each paragraph through intensive reading. In order to help the students to understand the texts, PQRST strategy-based intensive reading learning materials were developed. This indicates that the materials developed are matched to the Standard of Competence and the Basic Competence of Local-Based Curriculum for Grade IV in the second semester.

2. Needs Analysis

Based on the results of observation and interview, it was revealed that PQRST strategy-based intensive reading instructional materials were not yet available in grade IV of SD Plus Lillah. These materials were expected to increase the students' learning interest so that they can improve their reading skills and are able to understand the content of the text. PQRST learning materials were also intended to help the teachers in guiding and facilitating the students to be active and skillful in the learning process. These materials were designed and developed by considering the teachers and the students' needs.

3. Student Analysis

Student analysis was conducted to make sure that the instructional materials met the students' characteristics. The results of the analysis indicated that most of the students in grade IVA of SD Plus Lillah had high interest in reading, high curiosity and good thinking ability. These students, however, got bored easily and had short span of attention. Based on the results of students' analysis, it was found that the instructional materials were

developed by making use of interesting presentation and appropriate strategies. These were aimed to improve the students' learning interest. In other words, the instructional materials were developed based on the characteristics of the students in grade IV of SD Plus Lillah.

4. **Validation on the Lesson Plan and the Learning Materials**

The learning materials developed were validated by three expert validators: a Guidance and Counseling lecturer (a professor) of the Faculty of Education of UNP, an Indonesian lecturer of the Faculty of Language and Art of UNP (a professor), and a Fine Art lecturer of the Faculty of Language and Art (a doctor). The validation was also done by three practitioner validators. They have met the criteria of being a validator in accordance with Law No. 14 Year 2005 about teacher and lecturer.

a. **Validation on the Lesson Plan**

The validation on the Lesson Plan was done based on the components of the Lesson Plan which were: identity, the formulation of the indicators, the formulation of the learning objectives, the selection of the learning materials, the selection of the learning sources and the learning media, the design of the learning activities and the assessment. In the initial stage of validation, there were some lacks found, such as the learning steps which were organized unsystematically and the ignorance of the students' development. Then, after some improvement done based the suggestions from the validators, the Lesson Plan is regarded as very valid (3.75).

b. **Validation on the Learning Materials**

The validity of the learning materials was viewed from several aspects including content, language, presentation and format and design. The validity score of the learning materials was 3.69 (very valid). This result indicates that the learning materials are valid.

5. **The Practicality of the Lesson Plan and the Learning Materials**

The practicality test was done by doing observation on the learning process, distributing questionnaires to the students and the teachers, and doing observation on the use of the instructional materials.

Based on the results of analysis on practicality questionnaires, it was revealed that the learning materials are easy to use. The responses given by the students in the questionnaire indicated that learning materials were very practical. They students thought that learning materials were interesting. The pictures were communicative and could raise the students' reading interest, motivation and curiosity.

6. **The Effectiveness of the Instructional Materials**

Based on the results of data analysis on the students' activities during the learning process, it was found that their average score was 82.50% (very good). The assessment on the students' learning achievement in the first meeting indicated that 88.89% students got score above the Minimum Standard Score, and in the second meeting 94.44% students got score above the Minimum Standard Score.

The effectiveness of the instructional materials in the developing phase was supported by the data in the disseminating phase in which the average score of the students learning activities was 77.69% (good). The results of assessment on the students' learning achievement showed that the number of the students achieving the Minimum Standard Score in the first meeting was 84.61%, and in the second meeting was 96.15%. Based on these results, it was concluded that PQRST strategy-based intensive reading instructional materials were effective.

CONCLUSION AND SUGGESTION

1. PQRST strategy-based intensive reading instructional materials produced are valid in terms of content and construction.
2. PQRST strategy-based intensive reading instructional materials produced are practical in terms of application and usefulness.
3. PQRST strategy-based intensive reading instructional materials produced are effective to increase the students' reading skill.

Suggestion

1. The teachers are suggested to use the developed instructional materials in Indonesian learning process especially in intensive reading class.
2. The teachers are suggested to develop the instructional materials in order to improve the quality of education.
3. The upcoming researchers are suggested to use the developed instructional materials as the reference to develop other instructional materials, especially those related to learning process of reading.

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