

THE EXPLORING PPRST STRATEGIES FOR READING INSTRUCTIONAL

Nurbianta
 Sekolah Tinggi Ilmu Tarbiyah Muhammadiyah
 Tanjung Redeb, East Kalimantan
Ita_bianta@ymail.com
 Amrizal
 Universitas Muhammadiyah Lampung
iyeck.izal@gmail.com

Abstract

Reading as one of the macro skills of English is an important part in English Language Teaching. It should be mastered by guiding intensively to get a good achievement, so, it can bring positive impact to understand the writer ideas in the text clearly. That is why, practicing the-PPRST (Personal and study assessment, Point of study progression, Re-Framing Learning, Study session, Testing session) strategies can be the way in training the students to get an achievement. This study sought to answer the questions;

(1) What strategies can be implemented to enhance the reading comprehension of the 4th-semester students of STIT Muhammadiyah Tanjung Redeb?, and (2) What is the performance of the control and experimental classes in the pre-test and post-test?. The data were collected in Sekolah Tinggi Ilmu Tarbiyah (STIT) Muhammadiyah, Tanjung Redeb City, Berau Regency of East Kalimantan. Participants were 30 students at the 4th semester of STIT Muhammadiyah Tanjung Redeb. The design of research is experimental and statistical tools for analyzing the data use T-Test. Finding are: PPRST is being the suit strategies to help students in increasing the high score in reading test., the Pre-test result of the control group is 49.83 and experimental group is 52.66. After the treatment, the post-test was administered and the same analysis with the pre-test was done with the results of Post-test in control group is 59.00 and experimental group is 70.00.

Keywords: *PPRST Strategies, Reading Instructional, Experimental Class*

INTRODUCTION

In English language teaching, there are four skills that should be mastered, they are: listening, speaking, reading, and writing. The reading skill becomes very important in the education field, students need to be exercised and trained in order to have a good reading skill. Reading is also something crucial and indispensable for the students because the success of their study depends on the greater part of their ability to read. If their reading skill is poor they are very likely to fail in their study or at least they will have difficulty in making progress. On the other hand, if they have a good ability in reading, they will have a better chance to succeed in their study.

However, the most often factor that becomes a complaint is the teachers' ability in applying appropriate approaches, methods, strategies or techniques in teaching and learning. So, many students are not interest in learning English especially reading. Therefore, the English teach suggested in order to be able mastering of a method, such as, Robert in (1998) notices that a qualified teacher is hea teacher who is able to suit best method or technique to the material that is being taught. It can assume that teacher must be able to deliver material in a good way.

Conceptual Framework

The undertaking of this study is presented as follows: input, process, and output, following the system's approach.

Input. The variables in the study include the PPRST Strategies For reading instructional and the mean scores of the control and experimental groups taken from the pre-test and post-test. These two variables served as bases for determinir

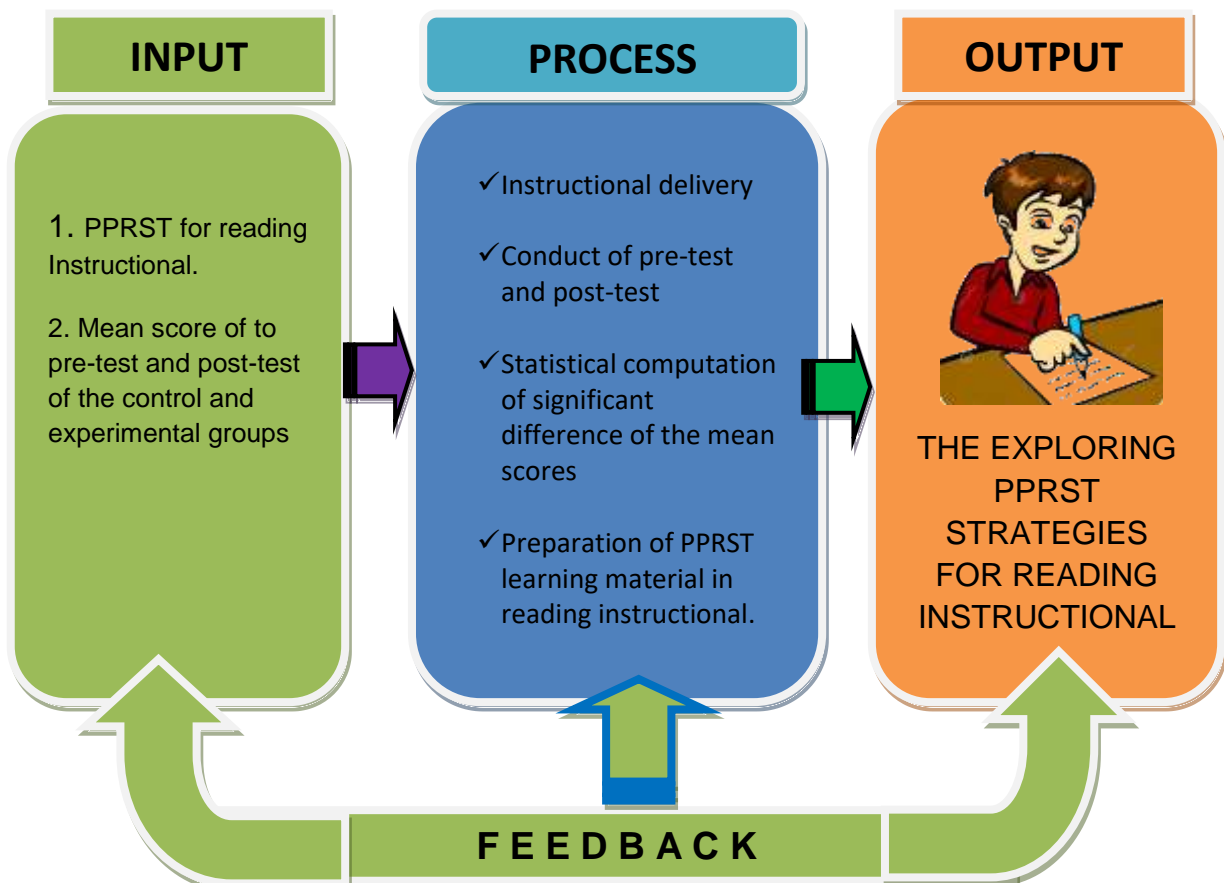


Figure 2

Conceptual Paradigm

The use of PPRST strategies for reading instructional cover three phases.

Process. It involves Instructional delivery using the traditional method and the use of PPRST-based materials, conduct of pre-test and post-test, and the statistical computation of significant difference of the mean scores of the two tests.

Output. This refers to PPRST-based learning material designed to enhance the reading instructional, developed by the researcher.

Feedback. The result of the study shall constantly inform whether there is a need to maintain or revise the input for continuous improvement.

The study aimed to determine the effects of PPRST strategies in teaching reading specifically to answer the following questions:

1. What strategies can be implemented to enhance the reading comprehension of the 4th-semester students of STIT Muhammadiyah Tanjung Redeb?.
2. What is the performance of the control and experimental classes in the pre-test and post-test?

METHODS

The data were collected in Sekolah Tinggi Ilmu Tarbiyah (STIT) Muhammadiyah, Tanjung Redeb City, Berau Regency of East Kalimantan. This project carried out in 2016, participants were students at the 4th semester of STIT Muhammadiyah Tanjung Redeb. The objective was to study teaching strategies were effective in increasing students' score in reading testing.

As a response to curricula intended to training the college students major in English Education of STIT Muhammadiyah Tanjung Redeb as teacher candidates, the researcher chose and successfully implemented strategies. Specifically, this study was the experimental project.

The data of the study was collected in three steps as stated below:

Pre-test. The researcher gave pre-test to the experimental class and controlled class in order to know students reading comprehension level and to cover students score in mastering reading comprehension.

Treatment. The researcher prepared materials by giving different treatment for the experimental and controlled group in order to compare both of the strategies given.

Post-test. The researcher gave post-test to the experimental group and controlled group after giving the treatment to the experiment class.

According to Arikunto (2006) After gathering the data, the researcher analyzed the students' performance by using a statistical formula which is called the Mean. This refers to the mean score (\bar{X}) of control and experimental classes, the researcher applied the following formula below:

$$\bar{X} = \frac{\sum X}{n}$$

The researcher made a table for the group to interpret the students' performance in the pre-test and post-test of the controlled and experimental groups. And checked both the pre-test and post-test mean scores using the verbal interpretation below:

Table 1	
Score	Verbal Interpretation
80-100	Excellent
60 – 79	Very Good
40 – 59	Good
20 – 39	Fair
0-19	Poor

RESULT AND DISCUSSION

- A. The-P2RST Strategies can be implemented to enhance the Reading Comprehension of the 4th Semester Students of STIT Muhammadiyah Tanjung Redeb

Teaching is a process of transferring knowledge. Teaching reading is not only teaching to read but more of it. Comprehending the text is one of the reading's goals. Teaching reading can be main as facilitate students' performance this in comprehending texts, and provide students with many opportunities for practice are encouraged in a number of comprehensions enhancing the best known of which are reciprocal teaching, cooperative learning and reading recovery (Richards, 2000). During teaching reading process teacher must pay attention to the principles of teaching reading. The principles can be standard to limit teachers when they teach reading. According to Harmer (2007) explained that the principles of teaching reading are; (1) Reading is not passive skill, (2) Students need to be engaged with hat they are reading, (3) Student should to be encouraged to respond to the content of a reading text, not just to the language, (4) Prediction is major factor in reading, (5) Match the task to the topic, (6) Good teacher exploit reading texts to the full.

Teaching reading is not vacuum activity. Students must enjoy during the reading process. As we know the advantages of reading, so we must pay attention how to increase reading comprehension in the classroom. Teaching reading needs more than only read text. According to the explanations about reading before, a writer can assume as it has three points based on those explanations, they are; (1) The reader who is doing the comprehending, (2) The text that is to comprehend, (3) The activity in which comprehension is a part.

Reading should be stimulated when the students need to create the sense condition. In other words, the students will be guided to find the real answers to question they have in mind. Purposeful reading is encouraged by creating an interest in content, by trying in the new experience with a personal background of the learning, by systematically extending the reading vocabulary.

1. The implementation of PPRST in teaching reading process

Students' having a good score is one of goal in teaching and learning process. In order to get it, every teacher must be able to master strategies or good methods. In another word the teacher must do the best thing when teaching and how to make the students have good increasing of skill their ability. In this case, the teacher has a big role to help the student be a success. To make it happen, the teacher must transfer an understanding

and strategy how to do the test by the simple and easy way, especially by implement P2RST steps as follows:

a. **Personal** and study assessment

Personal and study assessment is a formation which developed to diagnose the biggest problem which faced by students.

b. **Point** of study progression

In this case, teacher needs some solutions based on finding in the first step. This session teacher and a student must make decision and agreement which shows the fastest result and the easiest way.

c. **Re-Framing** Learning

It is a teaching and learning process which re-frames with a simple, clear and simple strategy based on the class need and purpose.

d. **Study** session

Generally, the teachers focus to the material oriented but based on experience, the writer always concerns to the target oriented in teaching and learning process. In this session writer does knowledge transformation, guiding and mentoring to the students as constructed and systemic.

e. **Testing** session

The last step is a testing session which focuses on the measuring process on students' ability after getting explanation form the teacher. This process writer uses the standard question of English proficiency as like reading on TOEFL, so, the scoring process absolutely writer uses the TOEFL standard to give the students score. While classification scores are:

Table 2

Score	Verbal Interpretation
<300-399	Poor
400-499	Good
500-550	Excellent

2. Type of reading comprehension questions and the answering strategies

Regarding this topic, some voices arise. According to Grondund (1985) claimed that that reading comprehension questions measure student's ability to read with

understanding, insight, and discrimination. This type of question explores the ability to analyze a written passage from several perspectives, including student's ability to recognize both explicitly stated elements in the passage and assumptions underlying statements or arguments in the passage as well as the implications of those statements or arguments. Because the written passage upon which the questions are based presents a sustained discussion of a particular topic.

Some types of questions applied in reading comprehension are proposed. Milanda (2001) mentioned there are several types of reading comprehension questions as follows:

- a. Main reading comprehension questions are;
 - 1) Detail question (statement, exception and line number).
 - 2) Reference and vocabulary question.
 - 3) The main idea or primary purpose of the passage question
 - 4) Inference question.
- b. Additional reading comprehension questions are:
 - 1) Question on context.
 - 2) Question on tone and attitude.
 - 3) Question on information that might precede protected from the passage.
 - 4) Question on the main purpose.
 - 5) Question on drawing specific and general conclusions.
 - 6) Question on an organization.

The strategies for answering the question of reading comprehension questions:

(1) Strategies for answering detail questions are:

- (a) The answer of detail questions will follow the order of information presented in the passage.
- (b) The correct answer to detail questions are often a restatement of what is stated in the passage.
- (c) If the question has the word "NOT" or "EXCEPT", choose the answer that is not true or not mentioned in the passage. Answering that is true or mentioned in the passage is not correct.

(2) Strategies for answering reference and vocabulary questions are

- (a) Be aware that the noun closest to the reference word may not always be the correct answer.
- (b) Reference word may refer to a noun or to a noun phrase made up of several words.
- (c) If you do not know which of the four choices the correct answer to reference question is, substitute the choices for the reference word.

- (d) If you are unable to answer a vocabulary-in-context question, try to guess the meaning from the context by looking for clues.
- (e) Sometimes the meaning of the word is given near the word in the form of a synonym or paraphrase.
- (f) Sometimes clues are not given but are implied. You can guess the meaning after you have read the whole passage.
- (g) The answer choices for the vocabulary-in-context questions may appear correct because they share the literal meaning of the word, but not the meaning as used in the passage. Look for the meaning as it is used in the passage.

(3) Strategies for answering the main idea or primary purpose of the passage question are:

- (a) The main idea is not always the first sentence in the paragraph or passage. It can also appear in the middle or toward the end of a paragraph.
- (b) When the main idea is not clear because each paragraph has a main point, combine all the main point to get the main idea.
- (c) Make sure the answer you select for the main idea question relates to the whole passage and not just to one part of it. You can scan the passage to see whether.
- (d) The wrong choices for main idea questions may be one of the following;
 - (1) True statements that focus on one paragraph or detail,
 - (2) Statements that are too general and go beyond the passage,
 - (3) Statements that are incorrect misinterpretations of the main idea,
 - (4) Or, briefly too specific, too general, and incorrect.

(4) Strategies for answering inference question:

- (a) Go beyond the information stated in the passage.
- (b) Draw a conclusion or reason out what is implied-that is, what the authors of the passage mean or belief to be true but has not stated in the passage.
- (c) Remember the answer to the question will not be stated in words in the passage.
- (d) Beware of answer choices that go beyond what you can logically infer from the passage. Wrong answer choices will often be too exaggerated or overstated to be precisely correct.

(5) Strategies for addition question:

- (a) Question on drawing a conclusion is similar to inference questions.

To answer these questions, remember to draw a conclusion from information given in the passage. The answer will not directly state in the passage.

- (b) Purpose questions are combinations of inference questions and main idea questions that ask you why the author wrote the passage. Again, to answer these questions, draw a conclusion from the whole passage to find the author's purpose in writing it.
- (c) The answer to questions about what probably came before the passage or what will probably come after it is not directly stated in the passage. You must draw a conclusion from the information you find. When answering questions about what was discussed preceding, or before, the passage, look at information in the first sentence or the beginning of the passage. When answering a question about what probably comes after the passage, look at the end of the passage, where there may be an indication or transition as to what will come next.
- (d) When answering tone or attitude questions, remember that tone and attitude are implied in a passage and not stated explicitly. When answering tone questions, look for words that are neutral, positive, or negative. A most reading passage in this section of the test is neutral in tone. Beware of answer choices that are strong emotional words. Some questions on attitude refer to a passage in which the author takes a position for or against a point. In such cases, beware of answer choices that overstate or exaggerate the author's attitude.

During this project, it is natural there is a uncondusive situation or something which is distractive during class in teaching English as a foreign language. Even in teaching reading as one of English skill which has to master for the students, the writer saw a problem in teaching and learning process while conducti n g the subject. It is "[students performed poorly on an exam](#)". Here students don't have enough time to thoughtfully complete the exam. Students are not as familiar or facile with the material as teachers are, and need more time than teachers do to carefully read and think about the question and construct an answer or solution strategy. Whereas teachers can quickly identify and classify questions, access the relevant knowledge and skills, and then accurately apply them to construct a solution, students may need more time to do each of these steps.

The performance level of the respondents is interpreted as poor, (0-19); fair (20 – 39); good, (40 - 59); and very good, (60-79); excellent, (80 – 100). The results show that the mean scores of the control class and experimental class in the pre-test are 49.83 and 52.66 respectively, interpreted as good. The findings imply that the students of the control and experimental classes have the same degree of abilities.

b. Post-test result of the Control and Experimental Classes

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After the treatment, the post-test was administered and the same analysis with the pre-test was done with the results shown in the table below.

To face that condition researcher as the teacher tried to figure out the solution to help student's problem with a strategy. It is "ask students to track how long homework takes them". Collecting data on how long it takes students to complete homework problems or questions that are similar to those that will appear on the exam will help writer determine appropriate exam length. If a learning goal is for students to be able to solve these problems quickly, then design homework that requires them to practice until they can solve the problems within time limits. Alternatively, provide students with time guidelines for completing assignments and tell them to talk to the writer if they are taking considerably longer so that writer can help them develop effective strategies for learning and engaging with the material.

3. The performance of the control and experimental classes in the pre-test and post-test

This line is the presentation of the results and discussions based on the questions raised in the statement of the problem number two. The data are presented in tabular form with corresponding analyses and interpretations.

a. Pre-test Result of the Control Class and Experimental Class

The pre-test was administered to both control class and experimental class to determine baseline data prior to the treatment. Results of the mean performance in the pre-test of the control and experimental classes are found in table 3.

Table 3
Pre-test Result of the Control and Experimental Classes

Class	N	Mean	Verbal Interpretation
Control	30	49,83	Good
Experimental	30	52,66	Good

Legend: 0 – 19 Poor; 20 – 39 Fair; 40 – 59 Good; 60 – 79 Very Good; 80 – 100 Excellent

The performance level of the respondents is interpreted as poor, (0-19); fair (20 – 39); good, (40 - 59); and very good, (60-79); excellent, (80 – 100). The results

show that the mean scores of the control class and experimental class in the pre-test are 49.83 and 52.66 respectively, interpreted as good. The findings imply that the students of the control and experimental classes have the same degree of abilities.

b. Post-test result of the Control and Experimental Classes

After the treatment, the post-test was administered and the same analysis with the pre-test was done with the results shown in the table below.

Table 4
Pre-test Result of the Control and Experimental Classes

Class	N	Mean	Verbal Interpretation
Control	30	59,00	Good
Experimental	30	70,66	Very Good

The scores obtained after the conduct of the treatment revealed that the mean scores of the control class are higher than before the treatment. However, the mean score is only 59. Comparing the mean scores of the experimental class before and after the treatment, the score is higher after the treatment indicated by 70.66 mean rating, interpreted as very good. This implies that the treatment has increased students' academic performance. Based on the data analysis above highly proven that the-PPRST contributes positively to the score of students reading testing.

CONCLUSION

In very real sense, the reading process is a progress report. It means that a major reason for the lack of forwarding motion in attempts to develop more effective reading instruction was a common failure to examine and articulate a clear view of the reading process itself. Knowledge is non-cumulative in improving reading instruction largely because either ignore the reading process and focus on the manipulation of teacher or students behaviors because they related reading as an unknowable mystery. So, the teacher must be able to creative and innovative in teaching and learning process. In other words, the teacher must be able to build knowledge of the field of the students to get a good progress.

BIO-PROFILE

Nurbianta was born on August 1, 1980. She comes from Sudirman RT 10 Tanjung Redeb, Berau East Kalimantan 77311. She graduated (S1) from Muhammadiyah Islamic Education Institute (STIT-M). Jl. Jendral Sudirman, Berau, East Kalimantan in 2010. She continued his study at the University of Ahmad Dahlan and got enrolled at Master of education majoring in English. She is an English teacher in Sekolah Tinggi Ilmu Tarbiyah Muhammadiyah Tanjung Redeb, East Kalimantan. Her corresponding email: Ita_bianta@ymail.com ORCID ID: 0000-0002-5269-0897

BIO-PROFILE

Amrizal was born in Teluk Betung, on February 8th, 1991. He comes from Muara Jaya, East Lampung, Lampung Province, Indonesia. He graduated his bachelor (S1) from Teacher Training and Education Major in the year 2013 in STAIN Jurai Siwo Metro state Islamic College in Metro City. He continued his study at the University of Ahmad Dahlan and got enrolled at Master of education majoring in English. He is as an English teacher at the Muhammadiyah University of Lampung. His corresponding email: iyeck.izal@gmail.com

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