Medea University

Faculty of Letters and Languages

Foreign Language Department

The Impact of PQRST Strategy on EFL Learners' Reading Comprehension: The Case of Second Year English Students at Medea University

Dissertation submitted to the Foreign Language Department as a partial fulfillment of the requirements for the degree of Master in Applied Linguistics

Submitted By:

Safia ZAHRAOUI

Meriem BARA

Supervised By:

Amro MAKHLOUF

Board of Examiners

Chairwoman: Amira METIDJI	Medea University
Examiner: Ayoub BOUKHATEM	Medea University
Supervisor: Amro MAKHLOUF	Medea University

Academic Year: 2018-2019

Dedication

This work is dedicated to all our families, BARA and ZAHRAOUI for their endless love and support.

Acknowledgements

We would like to express our sincere gratitude to Allah, the Almighty, for giving us the strength to complete our thesis.

We would like also to thank our supervisor Mr.Amro MAKHLOUF for his support, patience and guidance.

Our Thanks and gratitude to Second Year English Students, to Mrs. Benkiar and to all those who contributed to carry out our research.

Abstract

This research is about the influence of PQRST strategy on Algerian EFL learners' reading comprehension: the case of second year English students at Medea University. It aims to find out whether the PQRST strategy has a negative or positive impact on students' reading comprehension of narrative texts.

This study is an experimental research. The sample of this research is two groups of second year English students. The first group is the control group and the second group is the experimental group. In this research, the data are collected quantitatively. These data are collected through questionnaire, pre-test, and post-test. The questionnaire is used to discover the problems that students face in reading comprehension. The pre-test and post-test are administrated to answer the research questions.

The findings reveal that the PQRST strategy improves students' reading comprehension and that has a positive effect on their comprehension. The results of the control group show that the total scores of the pre-test are 52, while the total scores of the post-test decrease to 48. In contrast, the results of the experimental group reveal that the total scores before the treatment are 31, while after the treatment the total scores increase to 57. In addition, the results of the hypothesis testing confirm the hypothesis. To conclude, the PQRST strategy is proved to be effective on students' reading comprehension.

Keywords: PQRST technique; reading; reading comprehension; improve; negative or positive impact; narrative.

ملخص

يدور هذا البحث حول تأثير استراتيجية PQRST على القدرة القرائية لطلبة الجزائريين في اللغة الإنجليزية كلغة أجنبية :حالة طلبة اللغة الإنجليزية في السنة الثانية بجامعة المدية كأنموذج. يهدف هذا البحث الى معرفة ما اذا كانت هذه الاستراتيجية لها تأثير سلبي أو ايجابي على فهم الطلاب لنصوص السرد.

هذه الدراسة عبارة عن بحث تجريبي. تتكون عينة هذا البحث من مجموعتين من طلاب السنة الثانية الإنجليزية. المجموعة الأولى هي المجموعة الضابطة والمجموعة الثانية هي المجموعة التجريبية. في هذا البحث، تم جمع البيانات كميا من خلال الاستبيان، قبل الاختبار، وبعد الاختبار. استخدام الاستبيان لاكتشاف المشكلات التي يواجهها الطلاب في فهم القراءة. تم تقديم الاختبارين للإجابة على أسئلة البحث.

كشفت النتائج أن هذه الاستراتيجية تعمل على تحسين فهم القراءة لدى الطلاب والتي لها تأثير إيجابي على فهمهم. تظهر نتائج المجموعة الضابطة أن إجمالي الدرجات في الاختبار التمهيدي هو 52 ، بينما تنخفض الدرجات الإجمالية للفحص اللاحق إلى 48. في المقابل، تكشف نتائج المجموعة التجريبية أن الدرجات الإجمالية قبل العلاج هي 31، بينما بعد العلاج تزداد الدرجات الإجمالية إلى 57. بالإضافة إلى ذلك ، تؤكد نتائج الاختبار الفرضية المطروحة. في الختام ، ثبت أن هذه الاستراتيجية فعالة في فهم القراءة لدى الطلاب.

الكلمات الدلالية:

استراتيجية PQRST , .قراءة , قراءة الفهم, تحسن, تأثير سلبي أو ايجابي, سرد.

List of Tables

Table 3.1. Student's Group Number……...…25

Table 3.2. Students' Gender…….....26

Table 3.3. Students' Age……27

Table 3.4. Students' Opinions about Library……..28

Table 3.5. Frequency of Reading …….…….…….29

Table 3.6. Kind of Texts Students Like to Read ……..…….…….30

Table 3.7. The Type of Text that Students Read for Enjoyment …….……..…31

Table 3.8. Kind of Story/Novel Students Like to Read ……..…33

Table 3.9. The Hardest Part of Reading for Students…….…..34

Table 3.10. Students' Method of Reading…….…….35

Table 3.11. Problems that Student Encounter in Answering Comprehension Questions……..37

Table 3.12. Students' Solutions for Understanding the Text……..39

Table 3.13. The Results of the Control Group Pre-test and Post-test…….41

Table 3.14. The Results of the Experimental Group Pre-test and Post-test..……..43

Table 3.15. Mean Identification of Control Group ……..……...45

Table 3.16.Average of the Difference Score Identification of Control Group……..…47

Table 3.17. Mean Identification of Experimental Group……49

Table 3.18. Average of the Difference Score Identification of Experimental Group……51

List of Figures

Figure 3.1. Student's Group Number……..…25

Figure 3.2. Students' Gender…….....26

Figure 3.3. Students' Age……...27

Figure 3.4. Students' Opinions about Library……28

Figure 3.5. Frequency of Reading …….……29

Figure 3.6. Kind of Texts Students Like to Read ……..……..……...30

Figure 3.7. The Type of Text that Students Read for Enjoyment ……..……32

Figure 3.8. Kind of Story/Novel Students Like to Read ……....34

Figure 3.9. The Hardest Part of Reading for Students……..35

Figure 3.10. Students' Method of Reading…….36

Figure 3.11. Problems that Student Encounter in Answering Comprehension Questions……..…38

Figure 3.12. Students' Solutions for Understanding the Text……....40

List of Abbreviation

EFL: English as a Foreign Language

PQRST: Preview, Question, Read, State, and Test

SQ4R: Survey, Question, Read, Recite, Relate, and Review

Table of Contents

Dedication ……..……..……..…....I

Acknowledgment…… .II

Abstract……...III

ملخص……..…….....IV

List of Tables…….....V

List of Figures…….....VI

List of Abbreviation…….……VII

Table of Content……...…...…..…....VIII

General Introduction

1. Background of the Study…….……1
2. Statement of the Problem…….....…….3
3. Research Questions ……..……....3
4. Research Hypothesis……...……..…3
5. Research Objectives……...……...3
6. Research Significance ……..…….....……..3
7. Thesis Structure ……..….....4

Chapter One: Review of Literature

1.1. Introduction 5

1.2. Review of Previous Research……..……..…5

1.3. Review of Related Literature…….……...7

1.3.1. Reading……..7

1.3.2. Reading Comprehension……...…….……9

1.3.2.1. Reading Comprehension Definition…….9

1.3.2.2. Levels of Reading Comprehension ……..……..…..9

1.3.2.2.1. Literal Comprehension....…….…..……9

1.3.2.2.2. Inferential Comprehension ……..……..……9

1.3.2.2.3. Critical Comprehension ……..……..……....10

1.3.2.2.4. Appreciative Comprehension……..……...…….……..10

1.3.2.3. Factors Affecting Reading Comprehension..... ...10

1.3.3. Reading Models/Theories…….....11

1.3.3.1. Bottom-Up Model….……..…11

1.3.3.2. Top-Down Model…….…….…….…12

1.3.3.3. Interactive Model…….……...12

1.3.4. PQRST Method……...……..…13

1.3.4.1. Definition of PQRST Method…….……13

1.3.4.2. PQRST Steps….……13

1.3.4.3. Strengths and Weaknesses of PQRST Strategy in Teaching Reading Comprehension…….……..…15

1.3.4.3.1. PQRST Strengths……..……..15

1.3.4.3.2. PQRST Weaknesses……..……...……...…….15

1.3.5. Narrative Text……..……...……..15

1.3.5.2. Narrative Text Definition……..…….....…15

1.3.5.3. Narrative Text Structure ……...16

1.3.5.4. Implementation of PQRST Strategy on Narrative Text…….....17

Chapter Two: Research Method

2.1. Introduction…….....19

2.1. Setting of the Research……19

2.2. Population and Sample…….....19

2.3. Research Design……..……...….....20

2.4. Data Collection Technique ……...……...…..20

2.4.1. Questionnaire……..…..….....20

2.4.2. Test…….....……21

2.4.2.1. Pre-test……..….....21

2.4.2.2. Treatment……...……...……..…….22

2.4.2.3. Post-test……..……...…….……22

2.5. Hypothesis Testing…….…….……23

Chapter Three: Data Analysis, Findings and Discussion

3.1. Introduction…….……24

3.2. Results and Analysis of Research…….….....……25

3.2.1. Results of Questionnaire……..……...…..25

3.2.2. Results of the Pre-test and Post-test……...…….……..……41

3.2.2.1. Results of the Pre-test and Post-test of the Control Group ……..……..…41

3.2.2.2. Results of the Pre-test and Post-test of the Experimental Group…….…..….....43

3.2.3. Results of the Hypothesis Testing…….....…....43

3.2.3.1. Results of the Control Group…….…….…….....44

3.2.3.2. Results of the Experimental Group……...…….....…..49

3.2.3.3. Analysis of Hypothesis Testing Results…..…..……...…....….53

3.2. Discussion……..……..53

3.2.1. Discussion of the Questionnaire……..……....….53

3.2.2. Discussion of the Pre-test and Post-test…….....54

General Conclusion

1. Limitations…….…….....56

1.1. Time Limit ……..……..……...56

1.2. Sources……..…….….56

2. Recommendations…….....……...…..56

2.1.Recommendations for Teachers…….…….…….....56

2.2.Recommendations for Students……..…...…….……..…56

2.3.Recommendations for Further Researches…..……..……..……..……..57

List of References ……..…….……..…58

Appendices.....63

General Introduction

1. Background of the Study:

Frank Jennings says “We read to learn. We read to live another way. We read to quench some blind and shocking fire. We read to weigh the worth of what we have done or dare to do. We read to share our awful secrets with someone we know will not refuse us. We read our way into the presence of great wisdom, vast and safe suffering, or into the untidy corners of another kind of life we fear to lead”. (Jennings, 2012, p.137).This famous saying indicates that reading has many functions. One of the most important functions is read to learn.

Benjamin Franklin says “Tell me and I forget. Teach me and I remember. Involve me and I Learn” (“50 Benjamin Franklin Quotes on Success and Life (2019). This famous saying indicates that the best way to teach anything is to engage the learner in the learning process. Hence, learning a new language can be easier when the learner is actively involved. Dash and Dash (2007, p.1) state that**:**" language does not mean a collection of words strung together in sentences, each word having a separate identity and meaning. In fact, the words are brought together in special ways to give a highly systematic order from which we get a meaning**".**

According to statistics, English is currently one of the most widely spoken and written languages worldwide, with some 380 million native speakers (Baugh and Cable, 2005).

Messerehi (2008) mentions that in the Algerian Educational System, French is the first foreign language while English is the second foreign language. The English language is first taught in middle school (four years) and secondary school (three years). She further adds “English is primary learned for educational reasons as to pass exams. It is mostly used in the formal classroom environment and there are few opportunities, other than in school, to use it for daily communicative purposes “(Messerehi, 2008, pp. 65-66).

Most Algerian students who are learning the English language just care for marks and promotion to the next grade. Moreover, the majority of them think that mastering the French language is more important than mastering the English language. There is a common belief that French is the most prestigious language in Algeria. Because it is widely used in companies, facilities, and institutes such as hospitals, schools, and universities. Therefore, any Algerian who speaks French is considered as a well-educated person or elite person.

In order to learn the English language, the learner needs to master four skills. They are listening, speaking, reading and writing. These four skills are interlinked and learner of any language cannot separate one skill from the other. One of the important skills that the learner must concentrate on is reading. Bojovic says "reading is a complex, purposeful, interactive, comprehending, and flexible activity that takes considerable time and resources to develop. (Bojovic, 2010).The important tasks of the reader during the reading process are: to comprehend the text's ideas, meaning and the message behind writing such a piece of work. If the reader could not comprehend the text well from all different perspectives, then he might have problems or difficulties in reading comprehension.

Students encounter many problems in reading, especially in comprehending a text. There are many studies that tackle the issue related to students' reading comprehension difficulties or problems. Oudia Mendil (2016, p.54) states that the Algerian university students lack motivation toward learning reading skill or strategy. She refers to that problem as it is the responsibility of the teachers and the learners. The teacher's responsibility relies on the usage of inappropriate strategies, while the learners' responsibility relies on two reasons. Firstly, learners lack reading ability, and secondly, learners do not have reading purposes. This is due to the fact that most of them read for academic and educational purposes such as obtaining good marks and passing the year.

Kebkoub (2013, p.30) mentions five reading comprehension problems. These problems are "trouble decoding, confusion about the meaning of words and sentence, inability to connect sentences with each other (the use of cohesive markers), problems to make the difference between important ideas from less important ones and the lack of reading strategies". These problems interrupt the reading comprehension process and thus students fail to understand the text. Subbiah and Singh further added that students are passive learners and they do not use any strategy while reading (Subbiah& Singh, p.7).

Another study conducted by Nikmatul Khoiriah (2017, pp. 4-5). The researcher identifies four main problems related to reading comprehension. "The first problem is a lack of vocabulary. The second problem is the inability to comprehend the text and find the main idea. The third problem concerns students' lack of motivation. The last problem is that the teacher strategy is not appropriate and is not helpful in the reading comprehension process".

Based on the aforementioned studies, it is noticed that there are common problems in the three studies such as low motivation, lack of vocabulary and inappropriate teaching strategies.

2. Statement of the Problem

The majority of university students are able to read, however, they find difficulties in comprehending the text. This may happen due to the fact that they do not use a strategy in reading and do not have enough vocabularies.

3. Research Questions

1. How do students taught in PQRST strategy differ from those who are not?

2. Does PQRST strategy have a positive or a negative impact on students with reading comprehension difficulties?

4. Research Hypothesis

It is hypothesized that if students apply PQRST strategy, their reading comprehension will improve.

5. Research Objectives

This study aims at examining the impact of PQRST strategy on Algerian EFL students' reading comprehension at Medea University. It sheds lights on the difficulties that students encounter in reading comprehension, especially in narrative texts.

6. Research Significance

The results of this study are expected to be useful for teachers, students, and researchers. This study will help teachers to solve problems in teaching reading. Besides, teachers can apply the Preview, Question, Read, Summarize/Self-recite, and Test method instead of the traditional method in order to improve their students' reading comprehension. Hopefully, this method will help teachers to discover students' weaknesses and strengths in reading comprehension. Furthermore, Students can apply the PQRST method to enhance their reading comprehension.

Moreover, this method will make students more motivated and actively involved in the learning process. In addition, it is expected that this method will make reading easy to understand and more enjoyable. Finally, the results of this study can be used as a reference for other researchers in order to conduct other studies about the PQRST method and reading comprehension.

7. Thesis Structure

This research is divided into general introduction, three main chapters, and general conclusion. The thesis starts with a general introduction which consists of background of the study ,statement of the problem, research questions , research hypothesis , research objectives, research significance, , , and thesis structure.

The first chapter deals with literature review. It sheds light on previous research and review of related research. The latter covers the most common definitions of reading and reading comprehension. In this chapter, reading comprehension deals with its levels and factors affecting reading comprehension. Next, this chapter is devoted to reading models/theories and general information about PQRST strategy. It includes definition of PQRST, its steps, and its strengths and weaknesses. The end of this chapter defines narrative text, narrative text structure and introduces the implementation of PQRST strategy on narrative text.

The second chapter deals with the research method. It presents the setting of the research, population and sample, research design, and data collection technique. The latter tackles questionnaire and test (pre-test and post-test).

The third chapter is devoted to data analysis, findings and discussions. It analyses the results obtained from questionnaire, pre-test and post-test, hypothesis testing and then discusses them.

Finally, there will be a general conclusion about the research including conclusion and recommendations.

Chapter One

Literature Review

1.1. Introduction

In this chapter, the literature review consists of a review of previous research and a review of related literature. In the previous research, the most common studies that have investigated the impact of using the PQRST method on EFL students' reading comprehension are mentioned. The review of related literature tackles several issues. It identifies what other researchers have said about reading and reading comprehension. Besides, it provides the levels of reading comprehension. In addition, it points out the important factors that affect reading comprehension. Moreover, this chapter sheds light on reading models and their relevance to the study. After that, this chapter provides definitions about the PQRST method and clarifies its steps. Then, it reveals the strengths as well as its weaknesses. The last point of this chapter explains what is meant by narrative text, narrative text structure and concludes with the implementation of PQRST strategy on narrative text.

1.2. Review of Previous Research

The issue of finding a strategy to improve students' reading comprehension ability has been the focus of many researchers. There are many previous studies indicating the effectiveness of PQRST strategy in improving students' reading comprehension ability. Hence, this part aims at discussing the previous researches related to the PQRST strategy and its effects on EFL learners 'comprehension.

Vázquez, Green and Medina (2006) conducted a research on the application of the PQRST method to the English teaching of difficult or complex technological subjects. They compared the PQRST which is taught in Spanish with the PQRST which is taught in English. The results showed that the PQRST method is effective for Spanish students. Although they were not taught in their mother tongue, they showed better understanding and full processing of the difficult materials taught in English (Vázquez, Green & Medina, 2006).

Kelly (1994), Wilson (1987), Wilson &Moffat (2014, p.140) stated that the PQRST is a valuable technique in reading and understanding books and articles. Besides, Kelly advised students to apply PQRST technique to comprehend any type of texts. In addition, Wilson carried

out a research on a patient with right hemisphere sub-arachnoid hemorrhage following rapture of an anterior communicating artery aneurysm. After taking the treatment several times (PQRST strategy), the patient shows improvement in recalling information (Kelly, 1994, p.18 & Wilson, &Moffat, 2014, p.140).

Ciaramelli ,Neri ,Marini and Braghittoni (2015) made a research to know whether the PQRST strategy can improve memory following prefrontal cortex damage or not. The participants of this research are patients with mild memory problems due to prefrontal cortex lesions. The results revealed that the PQRST strategy could improve new learning in patients with mild memory impairment. They added that further research is needed (Ciaramelli, Neri, Marini, & Braghittoni, 2015, pp.1-7)

The above researchers have proved that the PQRST strategy is effective on different patients with different disorders.

Nikmatul Khoiriah's study had two aims. The first aim was to find out whether there was an improvement of students' reading comprehension ability after being taught using PQRST strategy and the second aim was to find the aspects of reading that improve the most after being taught through PQRST strategy. This study has shown that students' reading comprehension ability has improved after being taught through the PQRST strategy (Khoiriah, 2017, pp.5-6).

Additionally, Aprida Nur Riya Susanti's study has proved that the use of the PQRST technique with its accompanying actions is effective to improve the teaching and learning process of reading comprehension (Susanti, 2013, p.75).

Moreover, Tiara Charisma Jelita's study objective was to know whether the use of PQRST technique can improve the students' learning motivation. She has concluded that the use of the PQRST technique can improve students' reading comprehension and motivate them in learning narrative text (Jelita, 2018, p.4).

Besides, Yashinta Nurul Insani aimed in his study at finding out whether there is a significant difference in terms of reading comprehension improvements between the students who are taught by using PQRST method and the students who are not taught by using PQRST. The study has revealed that the PQRST method is an effective strategy to improve the students' reading ability (Insani, 2012, p.6).

Nurul Latifa and Abdul Manan conducted a study that aims at investigating the effects of Preview, Question, Read, State, and Test (PQRST) technique in teaching reading. The results have shown that the PQRST method effectively improved the students' achievement in reading (Latifa& Manan, 2018, p.243).

In light of the five pieces of research above, it can be noticed that researches share some major aims like: finding if the PQRST strategy can improve students' reading comprehension and if it can solve memory problems.

Hence, it is observed that many studies related to the impact of PQRST strategy on EFL learners' reading comprehension are conducted in Indonesia; however, there is no study in Algeria.

1.3. Review of Related Literature

1.3.1. Reading

Defining reading is not an easy task. The concept of reading for a four year child is not the same for adults or university students. As for children, reading is just a matter of seeing the books, rolling up the pages and looking at the pictures. As for teenagers, reading is a mean of pleasure or entertainment. As for most university students, reading is a tool of amusements, developing intellectual skills and building up critical thinking.

Ahuja and Ahuja (2008, p. 14) state that "reading is visual and mental phenomenon. Reading involves both the acquisition of meanings intended by the writer and the reader's own contribution in the form of interpretation, evaluation and reflection about these meanings". The writer indicates that reading is a two-fold process, sensory process, and the perceptual process. The sensory process is the reader's eyes that perceive the text and deliver those words and sentences to be decoded in the brain. The perceptual process means that the reader makes meaning out of the text. Hence, the readings process implies the association between the words or sentences and their meanings.

Reading is a complex, purposeful, interactive, comprehending, flexible activity that takes considerable time and resources to develop. Reading is rapid, which means that readers should maintain a flow of information at a sufficient rate to make connections and inferences vital to

comprehension. The reader has a purpose for reading, whether it is for entertainment, information, or research (Bojovic, 2010, p.1).

Romero and Romero (1985, pp.1-2) argue that reading does not have one accurate definition, but there are some common points that reading scholars agree on. They listed five.

1. Reading is decoding written symbols.
2. Reading is getting meaning from the printed page.
3. Reading is putting meaning into the printed page.
4. Reading is the process of interpreting the written symbols.
5. Reading is a process of communication between author and reader.

As listed above, a reading definition can be formulated. Reading is a process of decoding and interpreting written symbols. During the reading process, a reader acquires meaning from the text and brings meaning into the text. Reading is like the bridge of communication between the writer and the reader. Romero and Romero (1985, p.2).

Susanti (2013, p.8) defines

> Reading as an activity of receiving information through some stages of the thinking process such as decoding, interpreting and understanding written texts in order to achieve a certain purpose. Because it is the process of receiving information, reading is considered as a receptive skill. The receptive skill in reading is an active and ongoing process that is affected directly by individual's interaction with the text. The end result of reading is comprehension of what has been read.

From all the previous definitions, it can be concluded that reading is a process that needs coordination between the author and the reader. The writer needs to know how to deliver his/her message and the reader needs to interpret his/her message. If this coordination is respected, the comprehension part is well established.

1.3.2. Reading Comprehension

1.3.2.1. Reading Comprehension Definition

Esteria (2017, p.4) states that

> Reading comprehension is the result of understanding the meaning of written or printed text based on the reader's experiences, knowledge, vocabulary, and structure of the language. In other words, reading comprehension is the activity that is used by the reader to understand or to find the meaning of the text from implicit or explicit information.

Another definition is delivered by Insani (2013, pp.11-12). He states that reading comprehension is the power to get an idea or meaning from written text, understand it according to the experimental background or prior knowledge, and interpret it based on the reader's needs and purpose.

It is observed that both definitions are similar. Reading comprehension is the process of obtaining meaning from text. This process is activated due to the reader's experiences or background knowledge about the text.

1.3.2.2. Levels of Reading Comprehension

According to Richards (2010, qtd.in Latifa and Manan, 2018, pp.247-248) and the background knowledge, the following levels are stated:

1.3.2.2.1. Literal Comprehension

It occurs at the surface level. There is no need for further or deep understanding as meaning in the text is clear for the reader. This type of reading comprehension is the easiest and simplest part.

1.3.2.2.2. Inferential Comprehension

In this level, the reader is supposed to read between the lines and rely on his or her background knowledge in order to identify text's requirements. Inferential comprehension

requires the reader to be more skillful in using his\her intuition to infer the information that is not clearly stated.

1.3.2.2.3. Critical Comprehension

It requires the reader to have critical thinking and go beyond the text to discover the hidden message or meaning behind the text. At this level, the reader will use his/her opinions and arguments to justify his or her way of thinking.

1.3.2.2.4. Appreciative Comprehension

It is the process of reading to get emotional or other kinds of valued response from the text. When reading any piece of work, the reader will react in a certain way. The impact of the text will come in different forms. The reader may love, hate, admire, respect, agree, disagree, etc. The reaction of the reader depends on the writer's style in delivering the message.

1.3.2.3. Factors Affecting Reading Comprehension

When students fail in comprehending the text, it means that they have problems. These problems emerge because reading comprehension is affected by several factors.

The first factor is related to students. The students with a little amount of vocabulary struggle when facing unfamiliar words. In addition, students' interest also affects reading comprehension. If students are not interested or motivated to read any text, the comprehension process will be weak and boring. Furthermore, the students' background knowledge plays an important role in comprehending the text. Hafner (1974, p.117 ,qtd.in Insani, 2013, p.13) implies that when the reader has a good and sufficient background knowledge about the theme of the text he is going to read, it will help him a lot in comprehending.

The second factor is related to teachers. During the reading process in the classroom, the teacher method might not be suitable for all students. Because students have different levels of intelligence, so automatically the understanding process must be different.

The third factor is associated with the strategy. Most of the students do not use any strategy when reading. Besides, some teachers use traditional strategies when reading such as reading-aloud strategy. According to Bousbai (2005, p.158) teachers have the idea that students know

how to read literary texts, or teachers themselves ignore the most useful techniques and strategies used in treating literary texts, thus leaving the task to chance and improvisation. This indicates that teachers take for granted that students are able to read by themselves and do not need any strategy in reading. He further added that different texts require the reader to use different strategies. Hence, the comprehension process will not be accomplished unless there is a suitable strategy.

1.3.3. Reading Models/Theories

Reading is an essential skill for any English learner. While reading, the learner is believed to use different reading model. Among them are the bottom-up model, top-down model, and interactive model. "A reading model is theory of what is going on in the reader's eyes and mind during reading and comprehending (or miscomprehending) a text" (Davies, 1995, p.59, qtd. in Škudienė, 2002, p.94). It means that it explains what is happening in the reader's mind while reading and understanding any piece of work. The main leading figures of reading models are Gough, Rumelhart, and Goodman.

1.3.3.1. Bottom-Up Model

"Bottom-up theories argue that meaning is embedded in the text and that meaning travel of the 'bottom' (the page) 'up' to the eyes" (Harris, 2005, p.26). In this model, Ngabut says that the role of the reader is to decode and identify the written words, sentences or passages. In addition, the reader is passive during the reading process. The reader is expected to recognize, decode and interpret meaning according to the structure of the text. This means that the background knowledge is ignored and meaning is found in the printed pages. (Ngabut, 2015, p.25).

According to Dechant (2013, p.23) bottom-up model's main principle is that the text is hierarchically organized and if the reader wants to understand the text, he\she falls under the principle of recognizing the smallest units in order to understand the higher units. He further adds that this model gives little intention to the influence of the reader's knowledge, contextual information, and other higher-order processing strategies.

1.3.3.2. Top-Down Model

"Top-down theories emphasise that reading begins in the head of the reader; that is the reader moves from the 'top'- the brain-'down' to the text on the page" (Harris, 2005, p.27). This model is the opposite of the bottom-up model. It emerges as a reaction to the previous model. The reader will rely on his\her background knowledge in understanding the meaning of the text. In addition, Dechant (2013, p.27) suggests that the reader is expected to make hypotheses about the meaning of the text and then he\she confirms or rejects the hypotheses.

Harris (2005, p.27) points out that reading is constructing meaning from the printed page and it demands the reader to use the three information cueing system, the semantic, syntactic and graphophonic cues simultaneously.

Oudia Mendil (2016, p.12) states that "understanding a text is not just decoding the written form of a passage or a text but it includes the prior knowledge and the readers' experience. One of the theorists posits that in top-down theory, readers bring meaning to the text based on their prior experience and interpret the text based on their previous knowledge". It means that text is understood even if the reader did not recognize every single word.

1.3.3.3. Interactive Model

Boyle and Scanlon (2009, p.152) argue that "theorists believe that information is derived from both kinds of processing (top-down and bottom-up) and is combined to determine the most likely interpretation of print. In other words, an interaction of these two models results in comprehension". They added that the reader may use the bottom-up model and top-down model interchangeably when facing any difficulties in reading difficult texts. Hence, the reader shall decide where to use specific model. Sometimes, the text requires the reader to use the bottom-up model or top-down model or both models to construct meaning out of the text. To support the previous saying (Eskey, 1988, pp. 93-100, qtd. in Rouai 2014, p.6) believe that "the interactive model takes into account the continuous interaction between bottom-up and top-down processing in the construction of the meaning of a text".

As a conclusion, the interactive reading model refers to the correlation between the bottom-up and top- down processes at the same time through the reading process. It considers reading as an

interaction between the reader and the text. In this process, the reader decodes, turns letters into sounds and relates information to the background knowledge in order to create meaning.

1.3.4. PQRST Method

1.3.4.1. Definition of PQRST Method

McNamara (2007, p.6) asserts that a reading comprehension strategy is a cognitive or behavioral action that is enacted under particular contextual conditions, which is the goal of improving some aspects of comprehension. One of the important reading comprehension strategies is PQRST strategy. This strategy stands for Preview, Question, Read, Summarize\Self-Recite, and Test.

Malia defines PQRST as "one of strategies that can lead the students reading comprehension. It is suggested by Thomas and Robinson (1982). As an instructional strategy, PQRST strategy helps students to cope with their problem in reading comprehension by using five steps. They are previewing, questioning, reading, summarizing, and testing. Each step of PQRST strategy improves the teaching and learning process which is also aimed to improve the students' reading comprehension" (Malia, 2015, p.3).

Anom and Dahler (2018, p.118) believe that PQRST is a classroom approach to facilitate automatic word recognition and comprehend components involving comprehension, This method helps students focus on studying and getting the information in a way that relates directly to how they will be asked to use that information in reading test.

From the listed above definitions, PQRST strategy is a reading comprehension strategy that helps students to read the text effectively. PQRST strategy is believed to improve students' memory, attention, and recall information.

1.3.4.2. PQRST Steps

PQRST strategy is an abbreviation of Preview, Question, Read, Summarize\ Self-Recite, and Test. These steps are explained as follows:

1- Preview

This step is done before reading the text or chapter. The students will make a plan in their mind. This plan involves, reading titles of all chapters and skimming the content in looking for key concepts. Additionally, the students should notice all the different elements in the text or chapter such as the table of content, list of references, pictures, diagrams, charts, bolded or italicized words and marginal notes.

2- Question

In this step of the process, the students will generate questions to help them focus on reading and find the key points in each section. It involves, reading of headings, sub-headings and then the prediction of questions. These questions include who; when; where; what; why; and how.

3- Read

After the questioning step, the students start reading. They will try to read carefully the sentences. When confronting hard or new vocabulary, the students may underline the words or re-read the sentence to obtain the general idea. While reading, the student will try to find answers to the previous questions .For better understanding; the students may read the text twice if there is enough time and break the large paragraph into small paragraphs.

4- Summarize

In this step, the students recall the main ideas and write them on a notebook. Depending on students 'summarizing style, they may write paragraphs, draw diagrams or just stating them in major points.

5- Test

The final step of the PQRST strategy is testing. The teacher may deliver a written or spoken test in order to test students' comprehension. In addition, the students will try to answer the questions they predicted in the questioning step.

1.3.4.3. Strengths and Weaknesses of PQRST Strategy in Teaching Reading Comprehension

According to Khoiriah (2017, pp.24-25), PQRST method has strengths and weaknesses.

1.3.4.3.1. PQRST Strengths

1- PQRST method helps in increasing students' reading comprehension (Susanti, 2013, qtd.in Khoiriah, 2017, p.24).
2- PQRST method helps students to create questions easily (Malia, 2015, qtd.in Khoiriah, 2017, p.24)
3- PQRST method motivates students to read and find main ideas comprehension (Susanti, 2013, qtd.in Khoiriah, 2017, p.24).
4- PQRST method leads students to be actively involved in the reading process comprehension (Susanti, 2013, qtd.in Khoiriah, 2017, p.24).
5- PQRST method guides students directly to the main points of comprehension (Susanti, 2013, qtd.in Khoiriah, 2017, p.24).

1.3.4.3.2. PQRST Weaknesses

1- PQRST method is time-consuming because students need to go through several stages.
2- Students may encounter problems applying the steps of that method. For instance, some students have difficulties in summarizing and finding the main ideas.

1.3.5. Narrative text

1.3.5. 1. Narrative Text Definition

According to Bonvilliain (2003, pp.94-95, qtd.in Nofitarina, 2016, p.73) "narratives are stories or framed segments of ongoing discourse that relate or report events in chronological sequence. There are many kinds of narratives: historical narratives that recount events in the history of a community or a people; mythic narratives that recount happenings in primordial times or in a realm other than our own; and personal narratives that relate events in the speaker's life (or in the lives of persons whom the speaker is describing)".

Sulistyo (2013, p.171) says “a narrative is a story. Mostly narrative are imaginary stories but sometimes narrative can be factual too. Narrative includes fairy stories, fables, mystery, science fiction, romance, horror, etc”.

Based on the previous narrative text definitions, narrative text is a type of text that tells stories or events that happened in past time. The purpose of the narrative text is to entertain or inform the reader or listener. The narrative text introduces problems and the way the main character manages to solve them. In a narrative text, there must be a conflict that arises among characters.

1.3.5.2. Narrative Text Structure

The narrative structure is also known as a plotline. It introduces the plan of how the narrator tells the story and how it is organized. According to Anderson (1997, p.8, qtd.in Karolina 2006, p.17), the generic structure consists of five elements named: orientation, complication, climax, resolution, and re-orientation.

1. Orientation

It introduces the participants, time and place of the events in the story.

2. Complication

It is the sequence of events or the conflict that arises in the story. Complication makes the story more exciting. It is the central structure of the narrative text. It is when the character encounters difficulties in his\her life.

3. Climax

It is when the conflict reaches its highest point. The narrator demonstrates how the problem is solved by the main character.

4. Resolution

It is the part of the story where the problem is solved, for better or worse. This part contains the significance or the lesson behind the story.

5. Re-orientation

It is an optional closure of the event.

Jelita (2018, p.9) states that the PQRST technique can be applied in every kind of genre text like book, magazine, article or even novel. In this study, the PQRST strategy is going to be applied in comprehending narrative texts.

1.3.5.3. Implementation of PQRST Strategy on Narrative Text

In Algeria, the English language is a compulsory subject since middle school until university. Students of English language should master the four language skills namely, speaking and listening, writing and reading. Reading is very essential for students, especially students of English language. It can improve students' critical thinking, enriches their background knowledge and helps them acquire new vocabularies. In order to read effectively, the reader should use strategies to help him/her comprehend any type of text. One of the strategies is the PQRST strategy. This strategy can be implemented on narrative texts by applying its five steps.

First, the student previews the title, sub-titles, pictures, figures, checks the table of content and skims the whole text. This is done to get the main idea of the text. Besides, the student needs to pay attention to conjunctions to sequence the events like when, after that, then, suddenly, etc. Furthermore, the student needs to check adverbs that refer to place and time like there, here, during, etc. Moreover, the student previews the main characters of the story and settings. This is known as orientation.

Second, the student re-read the titles and the headings to generate questions about the text. These questions should include what, who when, where, why and how. For instance, the student is given a story entitled" King Arthur and the Knights of the Round Table." to apply this step. The student will make questions such as "who is King Arthur?", "who are the Knights?", "what is the round table?", "when did King Arthur reign?", and "where did the story take place?"

Third, the student implements the read step on narrative text to answer the questions already asked. After reading the text, he/she will find out who King Arthur is, who the knights are and what the round table is. In this step, the student re-reads the text until he understands it fully. Reading helps the reader covers every details of the text. For example, the reader will be able to

find the climax and how it is solved by the main characters. This step helps the student receive new information and knowledge and recall them.

Fourth, the student implies the summary step. He/she highlights the important ideas, the main character, places, main events, complication and resolution of the problem. Then, the student summarizes them with his own words.

Finally, the teacher tests students about their comprehension of narrative text. The students will go back to the questions they previously formulated and answer them to test their comprehension. Indeed, they need to know whether they could identify the main character and the setting of the story, and if they could discover the complication of the problem and find out the resolution.

Based on the steps of the PQRST method that have been presented, it is noticed that this method helps students comprehend the narrative text.

Chapter Two

Research Method

2.1. Introduction

This chapter is devoted to the practical part of the research. Indeed, it introduces the setting of the research. Besides, it represents the population and sample. Furthermore, it devotes space to discuss the research design and data collection technique. The data collection techniques are a questionnaire, pre-test and post-test. After collecting the data, the next chapter analyses, and discusses the main findings of this research.

2.1. Setting of the Research

This research is carried out at Yahia Fares University of Medea in the English department. The research is conducted in the second semester of the academic year 2019/2020.

2.2. Population and Sample

According to Creswell (2012, p.142), a population is a group of individuals that share the same features. It can be large or small. The population of this research is the second year English students. It consists of three groups. The first group contains 30 students while the second group contains 20 students. The total number is 50 students.

Creswell (2012, p.142) defines the sample as "a subgroup of the target population that the researcher plans to study for generalizing about the target population". The sample of this research is the first and the second group. These two groups are chosen because they are taught by the same teacher. The first group consists of 30 students, 28 females and 2 males; while the second group has 20 female students.

In this study, the first group is the control group and the second group is the experimental group. The reasons for choosing the second group as the experimental group are the following. Indeed, the first group students hold different Baccalaureate degrees like science and literature. Besides, their age is between 19 and 25 years old. However, most of the second group students hold the same Baccalaureate degree, languages and literature. In addition, their age is between 19 and 21 years old. This sample is going to be representative of the entire population.

3.3. Research Design

"Research design is a mapping strategy. It is essentially statement of the object of inquiry and the strategies for connecting evidences, analyzing the evidences and reporting the findings" (Singh, 2010, p.154).

According to Clifford Woody qtd.in Kumar 2008, "research comprises defining and redefining problems, formulating hypothesis or suggested solutions, collecting, organizing and evaluating data, making deductions and reaching conclusion and further testing the conclusion whether they fit into formulating hypothesis" (p.1).

This research is quantitative research. Madani states 'quantitative method is supported and favored by the fundamental sciences and is based on the construction of hypothesis that can be tested and confirmed by collecting, emulating, and analyzing data in empirical style' (2016, p.122).

To answer the research questions and collect data, this research uses a quasi-experimental design. Thyer (2012, p.9) defines quasi-experimental design as "comparing the outcomes of one group receiving a treatment that is the focus of evaluation to one or more groups of client who receive either nothing or an alternative real treatment, or to a group receiving a placebo-type treatment".

2.4. Data Collection Technique

The experimental research requires the data to support the investigation. Kabir says that "data collection is the process of gathering and measuring information on variables of interest, in an established systematic fashion that enables one to answer stated research questions, test hypotheses, and evaluate outcomes" (2016, p.202). The quantitative data can be gathered by questionnaires, interviews, and observation, etc.

2.4.1. Questionnaire

"A questionnaire is any written instrument that presents participants with a series of questions or statements to which they should react either by selecting from existing possibilities or writing out their answers" (Brown, 1997, p.111).

In order to collect data, the questionnaire has been given to both experimental and control group. The questionnaire used in this research is multiple choice questionnaires. It consists of twelve questions which have several options of answers.

In this study, the questionnaire is implied to collect data from the first and second group. It has been chosen because it does not require much time, and it is one of the techniques in which the participants feel free to answer questions.

A total of 53 questionnaires were given to first and second group of second year English students from the Department of Languages at Yahia Fares University, Medea. 50 answered questionnaires were handed back. The questionnaire was delivered during the writing session. This guaranteed that all the questionnaires will be handed back. The participants took 20 minutes to answer the questionnaire. The participants were given the freedom to accept or refuse to answer the questionnaire. Fortunately, all the students were excited to answer the questionnaire.

The participants were asked about their gender and age. Then they were asked about the types of texts they like to read and what kind of novels/stories they prefer to read. After that, the participants were asked about their opinion on the library. In addition, they were asked about the difficult part they face in reading. Besides, the participants were asked how often they read. Then, they were asked about their method of reading. After that, they were asked about the problems they face in reading comprehension. Finally, the participants were asked about the way they solve problems when they do not understand a text.

2.4.2. Test

The test is a process that is administered to measure student's ability to performance in a particular field in a certain time limit with some specific goal. It generally acts as a gate-pass in teaching for students to go ahead in learning (Sah, 2012, p.29). In this research, pre-test and post-test will be used to collect data concerning students' comprehension.

2.4.2.1. Pre-test

A pre-test is a test which is applied before the treatment in order to know the students' reading comprehension level. It is given to students to find out the difficulties they encounter in reading.

In this research, the pre-test is a reading text which consists of seven questions, each question with A, B, C, D, E options. The students must choose only one option.

The pre-test was administrated to the experimental group on Sunday, 12th May, 2019 at 09:30 in the writing session. However, the pre-test was delivered to the control group on Monday, 13th May, 2019 at 11:30 in the writing session.

2.4.2.2. Treatment

The PQRST strategy is implemented as a treatment for the experimental group. First, the teacher introduces the strategy to students .Then, the teacher shows how to implement the steps on short stories.

2.4.2.3. Post-test

Post-test is given to students after the treatment to know if there is any improvement of students' reading comprehension after being taught using the PQRST method. The text that was given to students is not the same as the pre-test. Post-test is a reading text which consists of seven questions, each question with A, B, C, D, E options. The students must choose only one option.

O1	X	O2
Pre-test	Treatment	Post-test
	(Independent variable)	(Dependent variable)

The research was conducted in four sessions. In the first session, students were handed a questionnaire to answer. Then, they were given a pre-test to test their comprehension. The treatment of this research is given to the experimental group in which students apply the PQRST strategy in reading short stories.

The second session is devoted to explain PQRST strategy, its advantages and how it is implemented on narrative short stories/texts. In the third session, the students apply PQRST

strategy on short stories. They were given many types of stories like comedy, horror, romance, fairy tales, fable, fantasy/adventure, crime/mystery, and epic/legend. Most of the students prefer to read romance, horror and fantasy/adventure short stories. These short stories consist of pages from two to five. The title of the romantic short story is "A Magic Moment". The comedy is entitled" The Exchange". The title of horror short story is "A Diagnosis of Death" and the fantasy/adventure story is entitled "Odyssey: The Adventures of Odysseus".

First, the students previewed the title and highlighted words to get an overview of the whole story. Second, before reading the story, they made questions based on what they have previewed. Third, after making questions, they read the stories carefully in order to answer the questions that they already asked in the previous step. Fourth, they spotlighted the difficult and new vocabularies. Then, they summarized the main points using their own words. Finally, the teacher asked students questions in order to test their comprehension.

The final session was devoted to the post-test. The students were given a reading text which is different from the pre-test text.

The post-test was administrated to the experimental group on Monday, 20th May, 2019 at 12:30 in the writing session. However, the post-test was delivered to the control group on Tuesday, 21st May, 2019 at 11:30 in the writing session.

At the beginning, the teacher perceived that the participants were neither motivated nor interested in the activity. However, after introducing the strategy, they started to show interests and became active during the session.

2.5. Hypothesis Testing

"A hypothesis is a statement about the relationship between two or more variables that suggest an answer to the research question. Hypothesis is a declarative statement that predicts the expected outcome. It explains or predicts the relationship or differences between two or more variables in terms of expected results or outcomes of a study" (Haber, p.39). In this research, the hypothesis will be tested using the null hypothesis and the alternative hypothesis in both the control group and experimental group. If the results show statistical significance, it means that the alternative hypothesis is accepted and the null hypothesis is rejected.

Chapter Three

Data Analysis, Findings and Discussion

3.1. Introduction

The third chapter is concerned with data analysis, findings, and discussion. After the data is collected through questionnaire ,pre-test, and post-test, it is analyzed using tables and charts. To confirm or reject the hypothesis, hypothesis testing is used. The results are calculated through the use of Microsoft Excel2010 program. Finally, it provides a discussion of the results and draws a conclusion based on the collected data.

3.2. Results and Analysis of Research

3.2.1. Results of Questionnaire

1. I am in:

Options	N	%
Group 01	30	60
Group 02	20	40
Total	50	100

Table 3.1. Student's Group Number

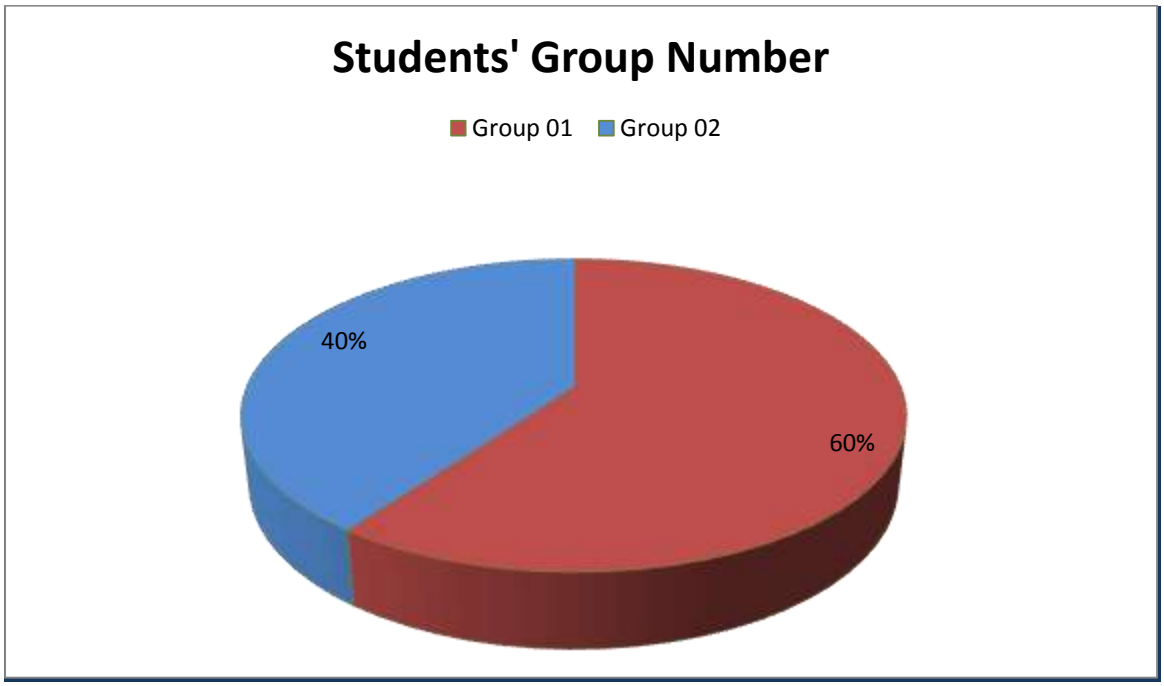


Figure3.1. Students' Group Number

According to the result of the questionnaire, 60% of participants belong to the first group and 40% belong to the second group.

2. I am:

Options	N	%
Male	2	4
Female	48	96
Total	50	100

Table 3.2. Students' Gender

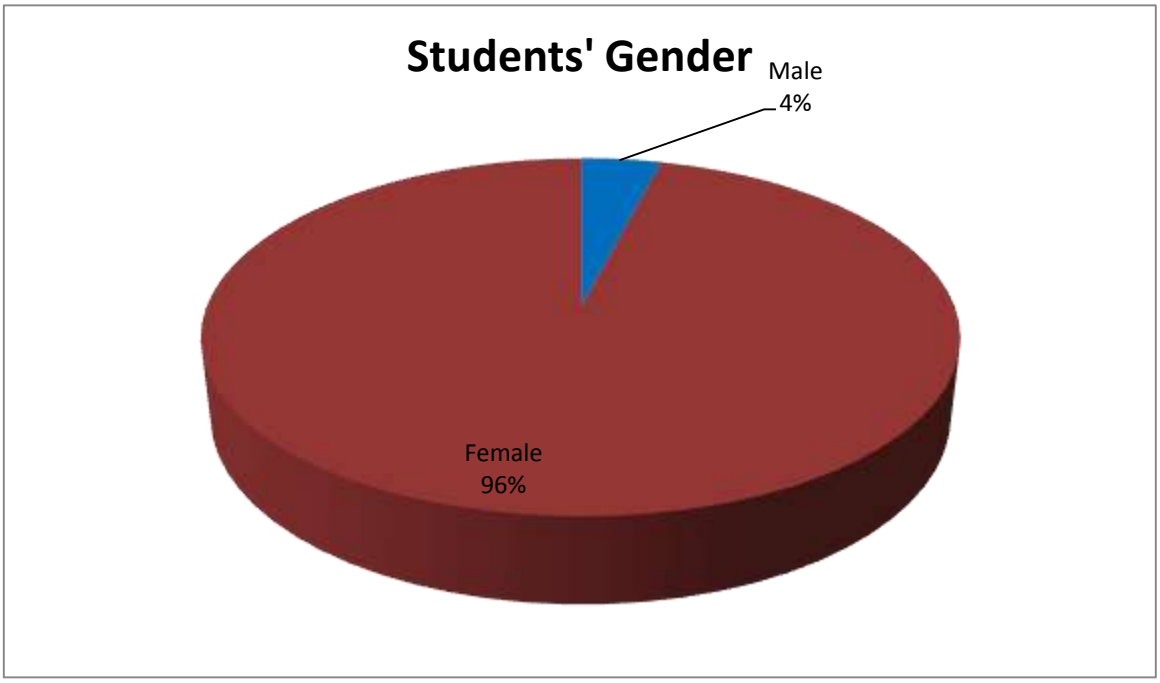


Figure3.2. Students' Gender

The results of the above table and figure show that the majority of Second year English students are females. As (96%) of informants are females and only 4 % of them are males.

3. I am:

Options	N	%
19 years old	18	36
20 years old	15	30
21 years old	12	24
Other age	5	10
Total	50	100

Table 3.3. Students' Age

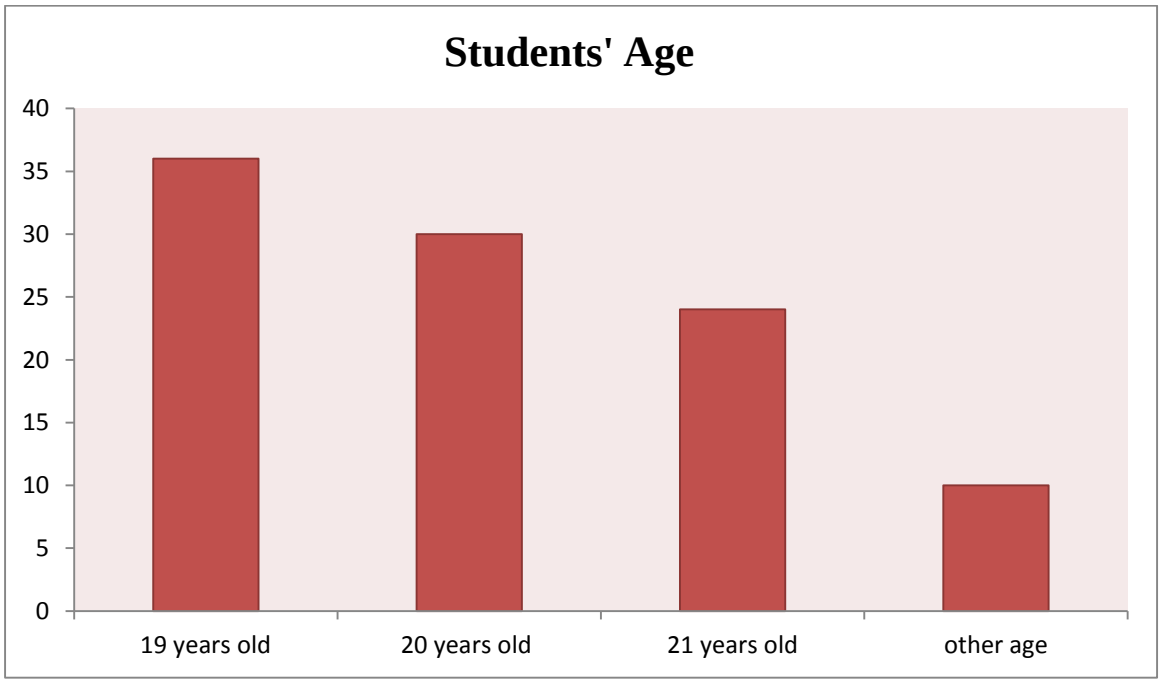


Figure 3.3. Students' Age

When students were asked of their age, (36%) of informants (the majority) stated that they are 19 years old. (30%) of them mentioned that they are 20 years old while only 24% of participants are 21 years old. As for the other age, it was found that there are five students of different ages. Two students are 22 years old; two students are 24 years old and one student is 25 years old.

4. I consider the library to be

Options	N	%
Interesting	24	48
Cool	13	26
Boring	12	24
Other	1	2
Total	50	100

Table 3.4. Students' Opinions about Library

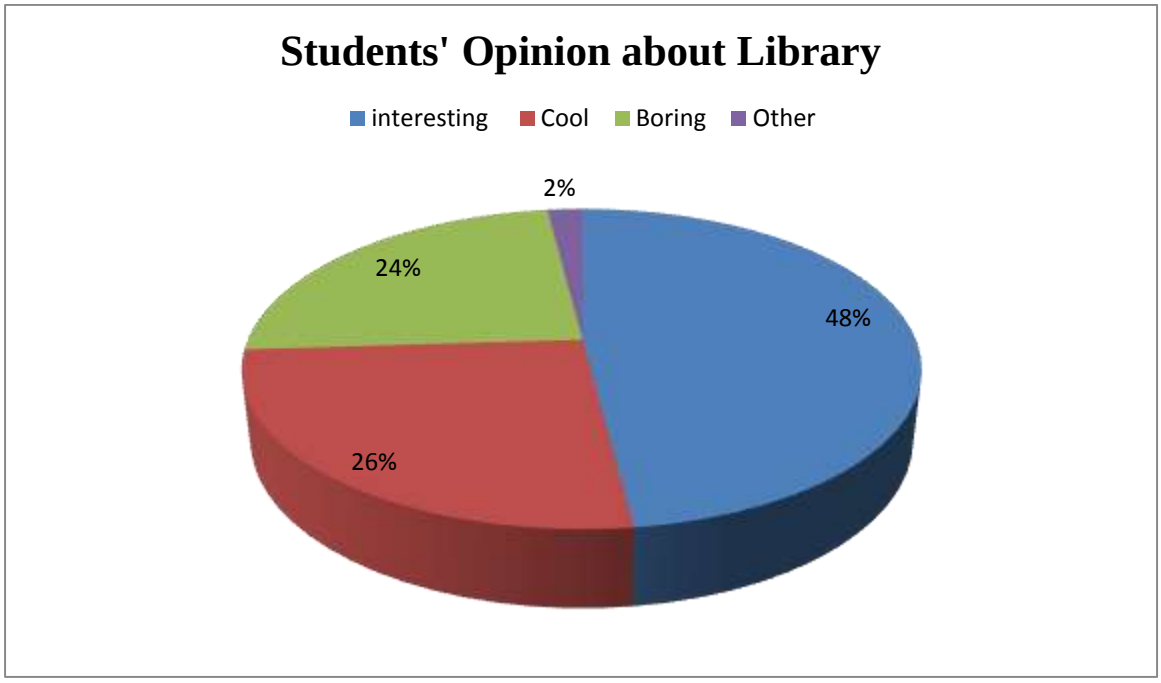


Figure 3.4. Students' Opinion about Library

Results reveal that 48% of the students find the library interesting. 26% of participants say that the library is cool, while 24% of them say it is boring. Only one student says that she/he does not have the time to go to the library.

5. How often do you read?

Options	N	%
Every day	8	15.38
Once a week	7	13.46
Once a month	9	17.31
Rarely	28	53.85
Never	0	0
Total	52	100

Table 3.5. Frequency of Reading

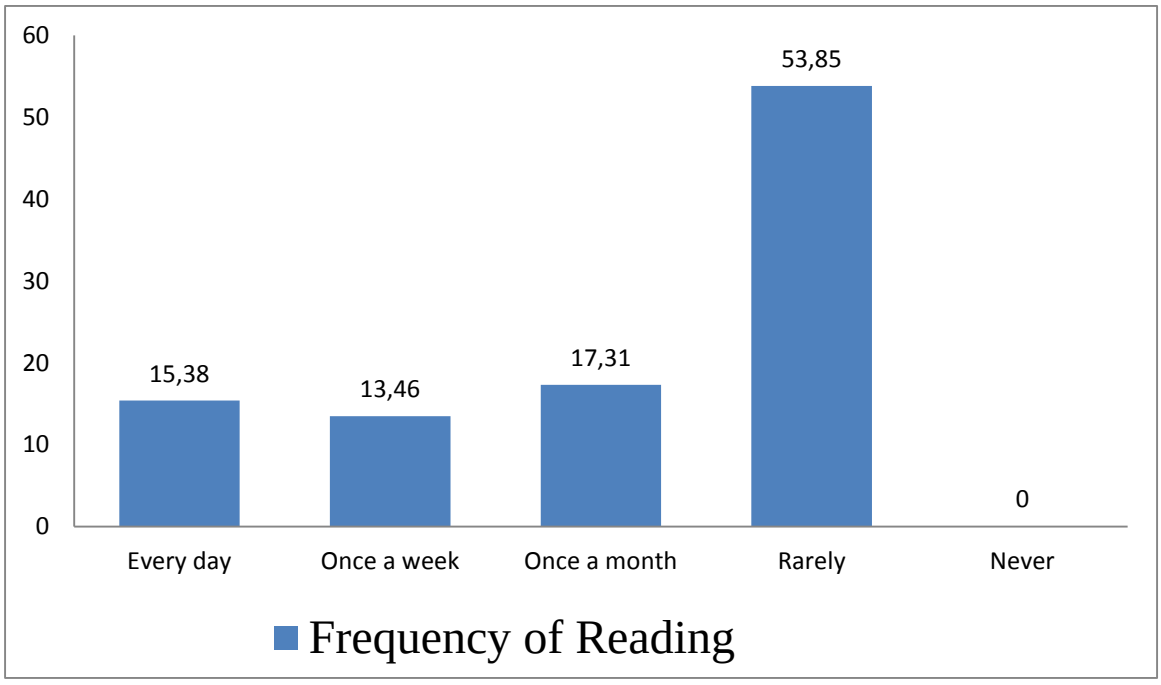


Figure 3.5. Frequency of Reading

The above table and figure describe how often students read. It is found that most of the students (53.85%) rarely read. 17.31% of participants read once a month and only 15.38% read every day. Besides, only13.46% of informants read once a week and 0% of students never read.

6. What kind of texts do you like to read?

Options	N	%
Descriptive	19	27.54
Narrative	35	50.72
Argumentative	7	10.14
Explanatory	4	5.80
Other kinds	4	5.80
Total	69	100

Table 3.6. Kind of Texts Students Like to Read

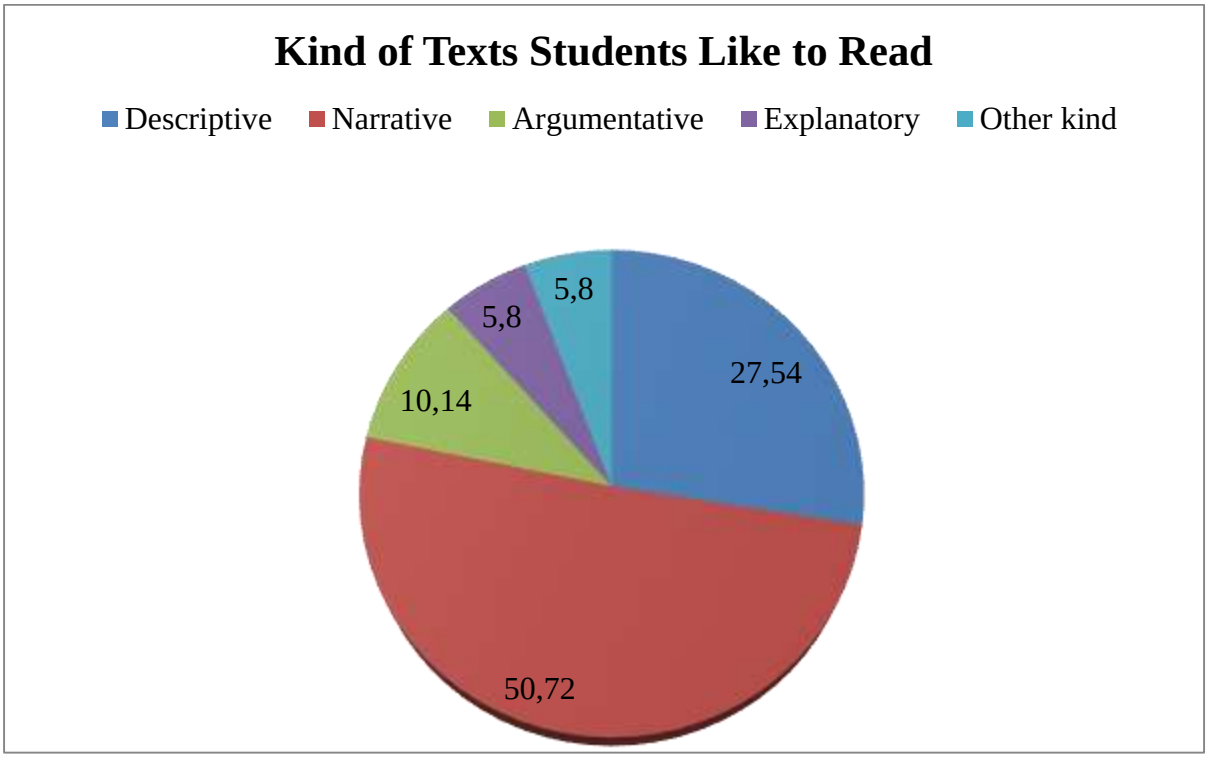


Figure 3.6. Kind of Texts Students Like to Read

From table 3.6 and figure 3.6, it is remarked that half of the sample choose narrative texts (50.72%). As for the descriptive text, it is chosen by 27.54%, whereas 10.14% prefer argumentative texts. Only 5.80% like reading explanatory texts. The same percentage is for other kinds. Four students said that they like to read other kinds of texts such as philosophical texts, non- fiction texts, biography texts/ personal experience texts/life experience texts and influential children's texts. It can be noted that the dominant kind of text for second year English students is narrative.

7. Please select any of the following that you read for enjoyment

Options	N	%
Novels	32	36.36
Non-fiction books such as books on hobbies, sports	3	3.41
Graphic novels/Magazines/Comics	9	10.23
Newspapers (any section)	2	2.27
Digital media such as Twitter, Facebook, blogs	24	27.27
Textbooks	0	0
Books	18	20.45
None	0	0
Other	0	0
Total	88	100

Table 3.7. The Type of Text that Students Read for Enjoyment

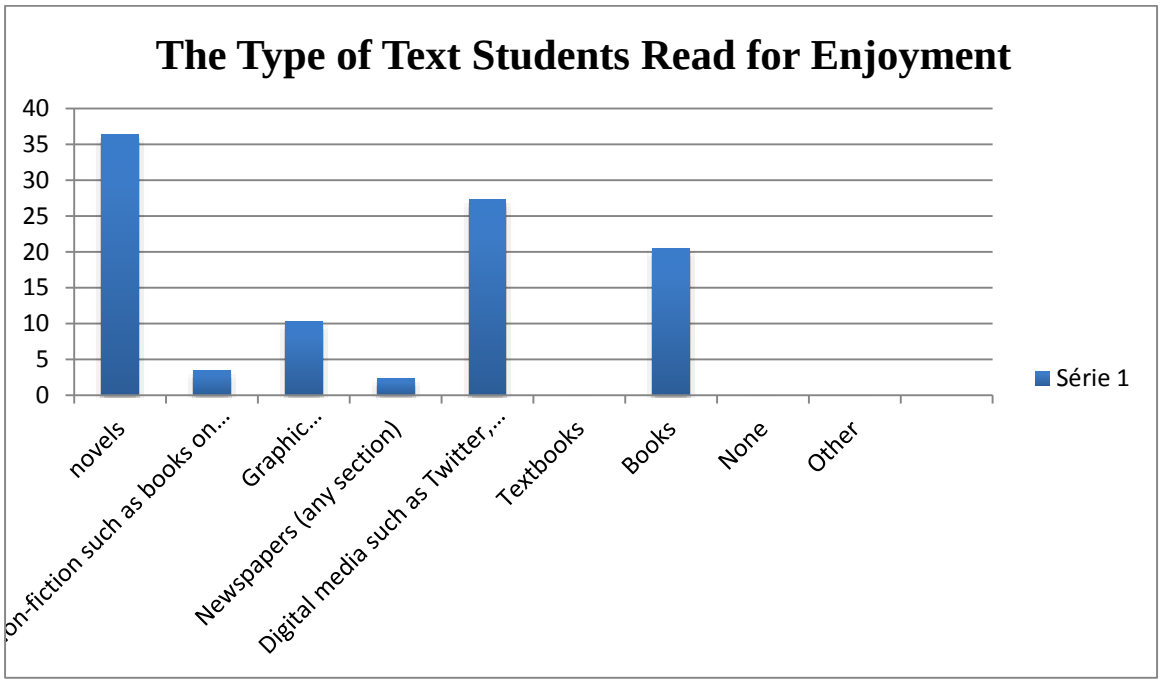


Figure 3.7. The Type of Text Students Read for Enjoyment

Table 3.7 and figure 3.7 reveal that the majority of students (36.36%) like to read novels, 27.27% of respondents prefer reading digital media such as Twitter, Facebook, and blogs. Concerning reading books, it is chosen only by 20.45% of participants, while 10.23% of them choose Graphic novels/Magazines/Comics. Only 3.41% of informants favor reading non-fiction books such as hobbies and sports books. As for the Newspaper (any section), only 2.27 of the participants choose it. It is spotted that none of the students like to read textbooks and other kinds of texts.

8. What kind of story/novel do you like to read?

Options	N	%
Comedy	11	9.17
Horror	21	17.5
Romance	26	21.67
Mystery/Crime	21	17.5
Adventure/Fantasy	18	15
Fairy Tales	5	4.17
Fable	6	5
Epic/Legend	10	8.33
Other Kind	2	1.67
Total	120	100

Table 3.8. Kind of Story/Novel Students Like to Read

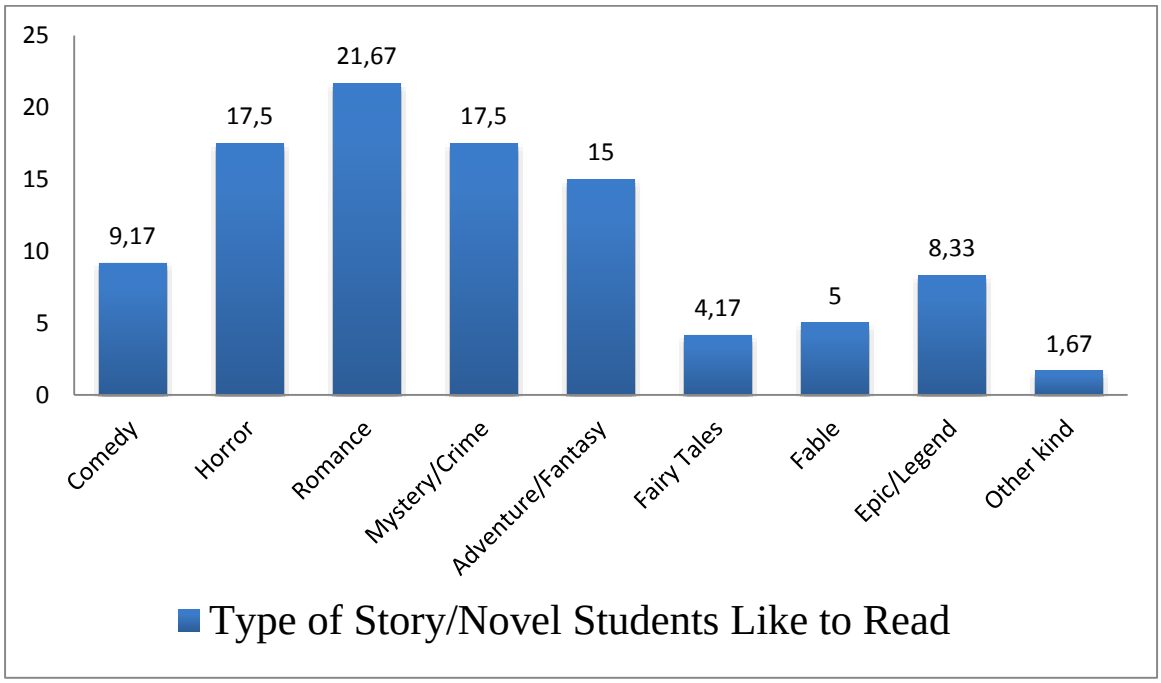


Figure3.8. Type of Story/Novel Students Like to Read

Table 3.8 and figure 3.8 show that 21.67% of participants find pleasure in reading romantic stories/novels. 17.5% of respondents opt for horror while 17.5% of them plump for mystery/crime. 15% of students like reading adventure/fantasy, 9.17% prefer reading comedy stories/novels, 8.33% prefer reading epic/legend. Only 5% like reading fable, whereas 4.17% choose fairy tales. As for the other kind, 1.67% says that they enjoy reading novels based on real events and children stories.

9. What is the hardest part of reading for you?

Options	N	%
Comprehension	8	14.29
Vocabulary	32	57.14
Finding the main idea	13	23.21
Other problems	3	5.36
Total	56	100

Table 3.9. The Hardest Part of Reading for Students

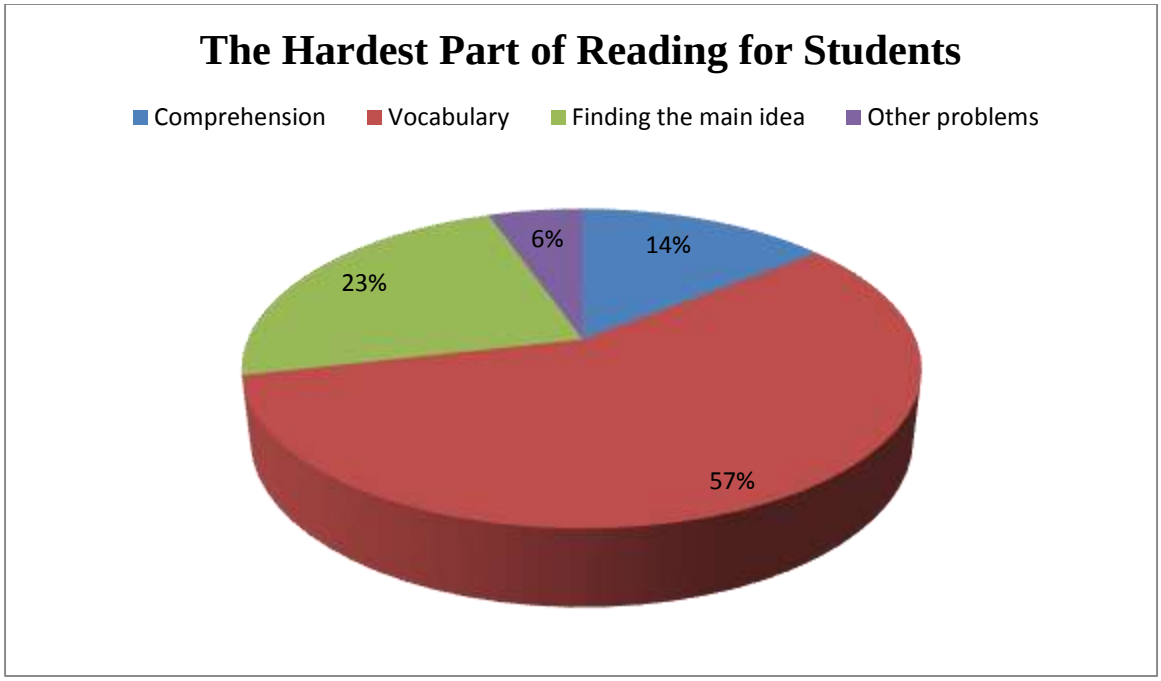


Figure 3.9. The Hardest Part of Reading for Students

When students were asked about the hardest part of reading for them, different answers were given. The majority of students (57.14%) state that they face problems in vocabulary. In addition, 23.21% of informants assume that finding the main idea is the hardest part of reading. As for comprehension, it is chosen by 14.29% of participants. 5.36% of the respondents come down in favor of other problems. Three different problems are stated which are: getting bored before finishing reading, finding a difficulty in reading English books and summarizing English texts.

10. What is your method of reading?

Options	N	%
My method of reading is	6	12
Just reading without using any method	40	80
Other	4	8
Total	50	100

Table 3.10. Students' Method of Reading

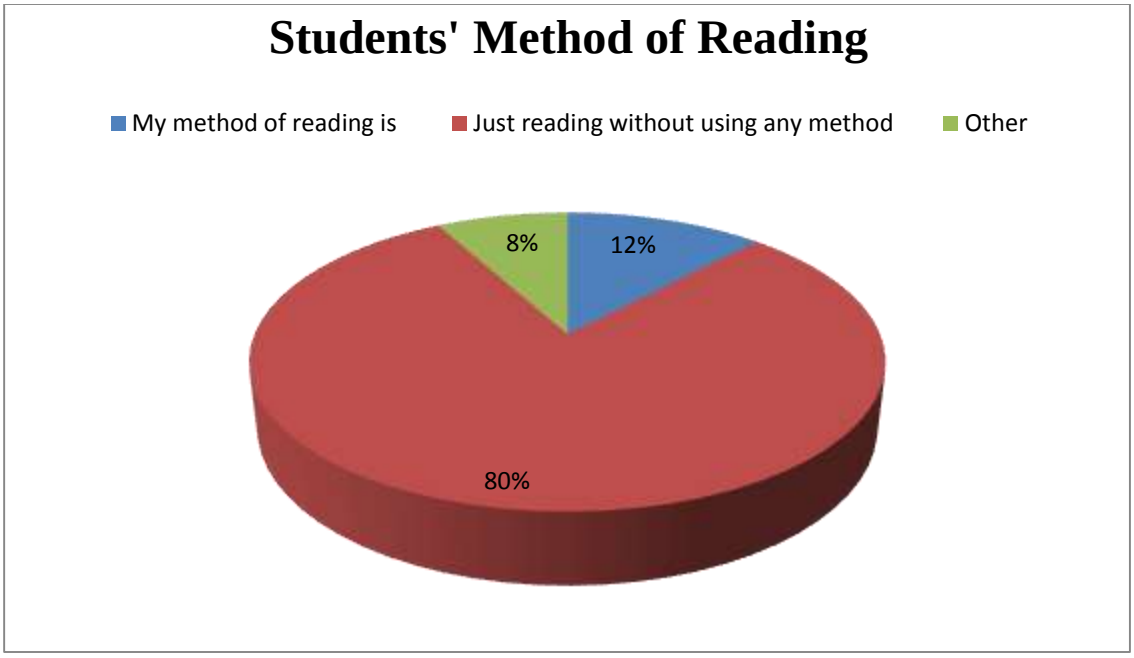


Figure 3.10. Students' Method of Reading

When students were inquired about their method of reading, the majority of them (80%) say that they just read without using any method. In addition, 12% of students say that they have their own method of reading. These methods are the SQ4R method (Survey, Question, Read, Recite, Relate, and Review), reading and highlighting difficult words, reading the summary first before reading the book, understanding the text and retelling it in his/her own way. As for other methods, 8% of participants favor to underline hard words and expressions, read the text more than once, searching YouTube videos and reading the summary multiple times.

11. What are the problems that you encounter when answering comprehension Questions in tests or exams?

Options	N	%
Failure to identify the meaning of new vocabularies	20	17.70
Problem in sequencing and connecting ideas in reading text	3	2.65
Problem in finding main ideas	8	7.08
The misunderstanding of new vocabularies leads to misunderstanding of the text.	34	30.09
The problem of prediction next events when reading.	0	0
When the text is difficult and boring, the comprehension is hard.	29	25.66
The misinterpretation of the author's intention.	5	4.42
The inability to connect previous knowledge to the information provided in the text.	5	4.42

The failure to answer comprehension questions even if the text is understood.	5	4.42
The problem of maintaining concertation in the reading process.	4	3.54
Total	113	100

3.11. Problems that Student Encounter in Answering Comprehension Questions

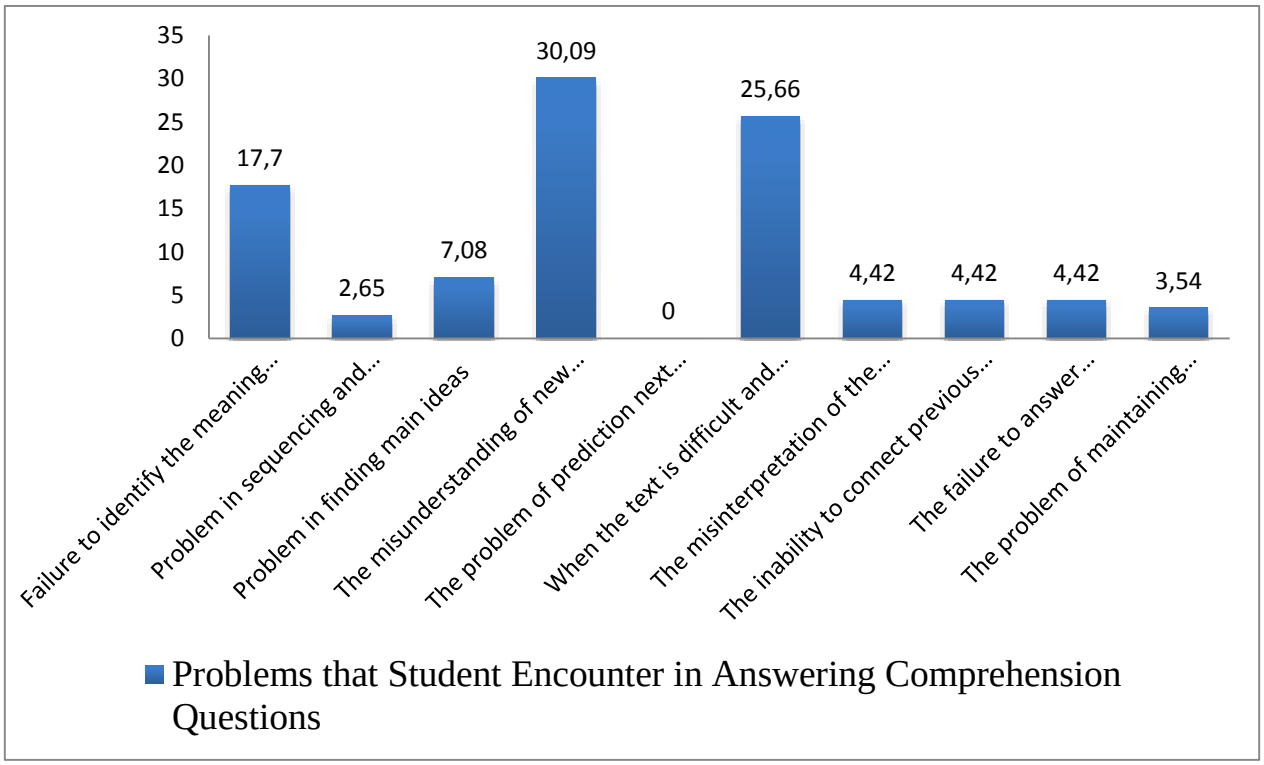


Figure 3.11. Problems that Student Encounter in Answering Comprehension Questions

When students were queried about the problems they face in answering comprehension questions in test/exams. They gave different answers. Indeed, 30.09% of participants argue that

they do not understand the text because they do not understand the meaning of new vocabularies. While 25.66% of them posit that they do not comprehend the text if it is difficult and boring. 17.70% of informants state they fail to identify the meaning of new vocabularies and 7.08% of them assert that they have a problem in finding the main idea. In addition, 4.42% of respondents claim that they misinterpret author's intention and the same percentage (4.42%) is for those who choose inability to connect previous knowledge to the information provided in the text and along with those who insisted that they failed to answer comprehension questions even if the text was understood. As for the problem of maintaining concentration, it is chosen by 3.54% of informants. Finally, 2.65% of the participants counter that they have a problem in sequencing and connecting ideas in reading the text and none of the students choose the problem of prediction next events when reading.

12. What do you do when you find a problem in understanding a text?

Options	N	%
Ask the teacher for clarification	5	4.90
Summarizing the main points	8	7.84
Translating the difficult words to the mother tongue	24	23.53
Use dictionary	32	31.37
Read the text again	27	26.47
Look for the general idea	6	5.88
Other	0	0
Total	102	100

Table 3.12. Students' Solutions for Understanding the Text

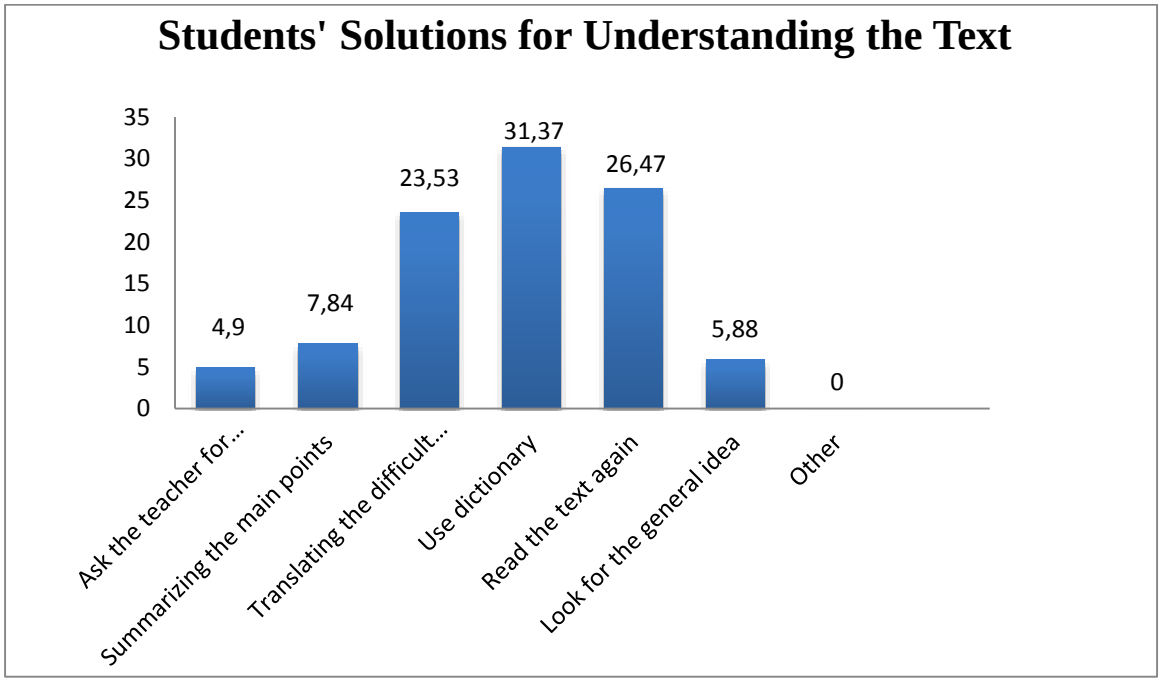


Figure 3.12. Students' Solutions for Understanding the Text

When students were interrogated about what do they do when they find a problem in understanding a text, most students (31.37%) claim that they use a dictionary to understand the text. Besides, 26.47% of the participants argue that when they do not understand the text, they read it again. Furthermore, 23.53% of them state that they prefer to translate the difficult words to the mother tongue for better understanding. Moreover, 7.84% say that they rely on summarizing the main points, while 5.88% of participants choose to look for the general idea and no one suggests other solutions.

3.2.2. Results of the Pre-test and Post-test

3.2.2.1. Results of the Pre-test and Post-test of the Control Group

Students number	Pre-test	Pre-test Percentage	Post-test	Post-test Percentage
1	0/7	0	1/7	2.08
2	1/7	1.92	1/7	2.08
3	2/7	3.85	2/7	4.17
4	1/7	1.92	2/7	4.17
5	3/7	5.77	2/7	4.17
6	2/7	3.85	2/7	4.17
7	1/7	1.92	0/7	0
8	0/7	0	0/7	0
9	3/7	5.77	4/7	8.33
10	2/7	3.85	2/7	4.17
11	0/7	0	0/7	0
12	2/7	3.85	1/7	2.08
13	1/7	1.92	2/7	4.17
14	2/7	3.85	2/7	4.17
15	2/7	3.85	0/7	0
16	0/7	0	0/7	0
17	0/7	0	1/7	2.08
18	1/7	1.92	1/7	2.08
19	3/7	5.77	3/7	6.25
20	2/7	3.85	2/7	4.17
21	2/7	3.85	3/7	6.25
22	3/7	5.77	1/7	2.08
23	4/7	7.69	4/7*	8.33
24	2/7	3.85	1/7	2.08
25	3/7	5.77	3/7	6.25
26	1/7	1.92	0/7	0
27	2/7	3.85	2/7	4.17
28	4/7	7.69	3/7	6.25
29	1/7	1.92	1/7	2.08
30	2/7	3.85	2/7	4.17
Total	52	100	48	100

Table 3.13. The Results of the Control Group Pre-test and Post-test

The table 3.13 presents the scores and percentages of the control group in both pre-test and post-test. The low score in the pre-test is 0/7 and the high score is 4/7. After taking the post-test, the low score is 0/7 and the high score is 4/7. The total score of the pre-test is 52, while the total scores of the post-test decreases to 48. This means that there is no improvement of the students' scores.

3.2.2.2. Results of the Pre-test and Post-test of the Experimental Group

Students number	Pre-test score	Pre-test Percentage	Post-test score	Post-test Percentage
1	1/7	3.23	3/7	5.26
2	2/7	6.45	5/7	8.77
3	2/7	6.45	2/7	3.51
4	4/7	12.90	6/7	10.53
5	0/7	0	1/7	1.75
6	1/7	3.23	3/7	5.26
7	3/7	9.68	4/7	7.02
8	0/7	0	2/7	3.51
9	0/7	0	1/7	1.75
10	1/7	3.23	3/7	5.26
11	2/7	6.45	4/7	7.02
12	2/7	6.45	2/7	3.51
13	1/7	3.23	1/7	1.75
14	2/7	6.45	3/7	5.26
15	1/7	3.23	3/7	5.26
16	3/7	9.68	3/7	5.26
17	2/7	6.45	4/7	7.02
18	2/7	6.45	3/7	5.26
19	2/7	6.45	2/7	3.51
20	0/7	0	2/7	3.51
Total	31	100	57	100

Table 3.14. The Results of the Experimental Group Pre-test and Post-test

The table 3.14 presents the scores and percentages of the experimental group in both pre-test and post-test. The low score in the pre-test is 0/7 and the high score is 4/7. However, the low score in the post-test is 1/7 and the high score is 6/7. The total score before the treatment is 31, while after the treatment the total score increases to 57. This means that there is an improvement of students' scores after being taught using the PQRST strategy (treatment).

3.2.3. Results of the Hypothesis Testing

In order to know the difference of students' score between the participants who received treatment (PQRST strategy) and those who did not receive any treatment, the hypothesis of this research is tested by using the null hypothesis (H_0) and alternative hypothesis (Ha). The null

hypothesis states that there is no significant difference in the results, while the alternative hypothesis states that there is significant difference in the results.

3.2.3.1. Results of Control Group

Number	Pre-test X	Post-test Y	difference d= (Y-X)	d2
1	0/7	1/7	1	1
2	1/7	1/7	0	0
3	2/7	2/7	0	0
4	1/7	2/7	1	1
5	3/7	2/7	-1	1
6	2/7	2/7	0	0
7	1/7	0/7	-1	1
8	0/7	0/7	0	0
9	3/7	4/7	1	1
10	2/7	2/7	0	0
11	0/7	0/7	0	0
12	2/7	1/7	-1	1
13	1/7	2/7	1	1
14	2/7	2/7	0	0
15	2/7	0/7	-2	4
16	0/7	0/7	0	0
17	0/7	1/7	1	1
18	1/7	1/7	0	0
19	3/7	3/7	0	0
20	2/7	2/7	0	0
21	2/7	3/7	1	1
22	3/7	1/7	-2	4
23	4/7	4/7	0	0
24	2/7	1/7	-1	1
25	3/7	3/7	0	0
26	1/7	0/7	-1	1
27	2/7	2/7	0	0
28	4/7	3/7	-1	1
29	1/7	1/7	0	1
30	2/7	2/7	0	0
Total	∑X= 52	∑Y=48	∑d=4	∑d2= 20

Table3.15. Mean Identification of Control Group

1. Identifying mean

Mean from X and Y

$$MX = \frac{\sum x}{N} = \frac{52}{30}$$

$$MX = 1.73$$

$$MY = \frac{\sum y}{N} = \frac{48}{30}$$

$$MY = 1.6$$

2. After finding the difference between Pre-test and Post-test score, than the average of the different score is going to be found next. The formula of Mean of deviation (Md) is going to be used to find the Xd.

$$Md = \frac{\sum d}{N} = \frac{7}{30} = 0.13$$

Number	d (X-Y)	d2	Xd (d-Md)	X2d
1	-1	1	1.13	1.2769
2	0	0	-0.13	0.0169
3	0	0	-0.13	0.0169
4	-1	1	-1.13	1.2769
5	1	1	0.87	0.7569
6	0	0	-0.13	0.0169
7	1	1	0.87	0.7569
8	0	0	-0.13	0.0169
9	-1	1	-1.13	1.2769
10	0	0	-0.13	0.0169
11	0	0	-0.13	0.0169
12	1	1	0.87	0.7569
13	-1	1	-1.13	1.2769
14	0	0	-0.13	0.0169
15	2	4	1.87	3.4969
16	0	0	-0.13	0.0169
17	-1	1	1.13	1.2769
18	0	0	-0.13	0.0169
19	0	0	-0.13	0.0169
20	0	0	-0.13	0.0169
21	1	1	0.87	0.7569
22	2	4	1.87	3.4969
23	0	0	-0.13	0.0169
24	1	1	0.87	0.7569
25	0	0	-0.13	0.0169
26	1	1	0.87	0.7569
27	0	0	-0.13	0.0169
28	1	1	0.87	0.7569
29	1	1	0.87	0.7569
30	0	0	-0.13	0.0169
Total	∑d=7	∑d2= 20	∑Xd 7.62	∑X2d=19.687

Table 3.16. Average of the Difference Score Identification of Control Group

1. The degree of freedom is df=N-1, df=3.-1, df=29.
2. After finding the df and∑X2d, then the next step is finding the "T-test". The formulation as follow:

$$t = \frac{Md}{\sqrt{\frac{\sum X2d}{N(N-1)}}}$$

$$t = \frac{0.13}{\sqrt{\frac{19.687}{30(30-1)}}}$$

$$t = \frac{0.13}{\sqrt{\frac{19.687}{870}}}$$

$$t = \frac{0.13}{\sqrt{0.023}}$$

$$t = \frac{0.13}{0.152} = 0.856$$

Hence, the value of T-test is 0.856

3.2.3.2. Results of Experimental Group

Table 3.17. Mean Identification of Experimental Group

Number	Pre-test X	Post-test Y	difference d= (Y-X)	d2
1	1/7	3/7	2	4
2	2/7	5/7	3	9
3	2/7	2/7	0	0
4	4/7	6/7	2	4
5	0/7	1/7	1	1
6	1/7	3/7	2	4
7	3/7	4/7	1	1
8	0/7	2/7	2	4
9	0/7	1/7	1	1
10	1/7	3/7	2	4
11	2/7	4/7	2	4
12	2/7	2/7	0	0
13	1/7	1/7	0	0
14	2/7	3/7	1	1
15	1/7	3/7	2	4
16	3/7	3/7	0	0
17	2/7	4/7	2	4
18	2/7	3/7	1	1
19	2/7	2/7	0	0
20	0/7	2/7	2	4
Total	∑X= 31	∑Y=57	∑d=26	∑d2= 50

1. Identifying mean

Mean from X and Y

$$MX = \frac{\sum x}{N} = \frac{31}{20}$$

MX = 1.55

$$MY = \frac{\sum y}{N} = \frac{57}{20}$$

MY=2.85

2. After finding the difference between Pre-test and Post-test score, than the average of the different score is going to be found next. The formula of Mean of deviation (Md) is going to be used to find the Xd.

$$Md = \frac{\sum d}{N} = \frac{26}{20}$$

Md = 1.3

Number	d (X-Y)	d2	Xd (d-Md)	X2d
1	2	4	0.7	0.49
2	3	9	1.7	2.89
3	0	0	-1.3	1.69
4	2	4	0.7	0.49
5	1	1	-0.3	0.09
6	2	4	0.7	0.49
7	1	1	-0.3	0.09
8	2	4	0.7	0.49
9	1	1	-0.3	0.09
10	2	4	0.7	0.49
11	2	4	0.7	0.49
12	0	0	-1.3	1.69
13	0	0	-1.3	1.69
14	1	1	-0.3	0.09
15	2	4	0.7	0.49
16	0	0	-1.3	1.69
17	2	4	0.7	0.49
18	1	1	-0.3	0.09
19	0	0	-1.3	1.69
20	2	4	0.7	0.49
Total	∑d= 26	∑d2=50	∑Xd=0	∑Xd2= 16.2

Table 3.18. Average of the Difference Score Identification of Experimental Group

1. The degree of freedom is calculated through the formula below:

df= N-1

df= 30-1

df= 29

2. After finding the ∑X2d, then the next step is finding the "T-test". The formulation as follow:

$$t = \frac{Md}{\sqrt{\frac{\sum X2d}{N\,(N-1)}}}$$

$$t = \frac{1.3}{\sqrt{\frac{16.2}{20(20-1)}}}$$

$$t = \frac{1.3}{\sqrt{\frac{16.2}{380}}}$$

$$t = \frac{1.3}{\sqrt{0.043}}$$

$$t = \frac{1.3}{0.207} = 6.28$$

Hence, the value of T-test is 6.28

3.2.3.3. Analysis of Hypothesis Testing Results

After calculating the results of the control and experimental group, the value of t-test is compared to the critical value on the T-table to examine if the difference is significant or not. In this research, the 5% (0, 05) alpha level of significance is going to be used. The value of T-table is 0, 05 = (2.045) for the control group and 0.05= 2.093 for the experimental group.

In the result of the control, the value of t-test is 0.856 and the value of t-table is 2.045. Hence, the t-test value is smaller than the t-table (0.856 <2.045). This means that there is no significant difference and the null hypothesis is accepted and the alternative hypothesis is rejected concerning the results of the control group.

In contrast, in the result of the experimental group the value of t-test is 6.28 and the value of t-table is 2.093. Hence, the t-test value is bigger than the t-table (6.28 >2.093). This means that there is a significant difference and the null hypothesis is rejected and the alternative hypothesis is accepted concerning the results of the experimental group.

3.3. Discussion

As it was previously mentioned, in order to answer the research questions, and rejecting or accepting the hypothesis; a questionnaire and test (pre-test and post-test) are required to serve as evidence to support the research results.

3.3.1. Discussion of the Questionnaire

Based on the results, the majority of second year English students prefer reading narrative texts such as novels, digital media and books. Vocabulary and finding the main ideas are the most common problems those students face. This has likely happened because the majority of students state that they rarely read. Another reason behind students' problems is not having a strategy of reading that helps them comprehend the text. When these problems are not solved, students encounter problems in answering comprehension questions in test or exams. The most important solutions suggested by the students are: using dictionaries, read the text again, and translating the difficult words to the mother tongue.

The findings clarify the image concerning the type of text chosen in this research. The narrative text was given to students during the whole treatment process because the majority chooses to read short stories.

3.3.2. Discussion of the Pre-test and Post-test

The results of the pre-test reveal that both experimental and control group have weaknesses in answering comprehension questions. The experimental group shows more weaknesses than the control group. This is because the majority of students used to read without using any method.

After undertaking the treatment, the experimental group shows improvement in their reading comprehension and test scores. However, the control group scores did not increase since they did not receive any treatment. This indicates that the PQRST strategy is proved to be effective and has a positive impact on students' reading comprehending.

General Conclusion

To conclude the research, three chapters will be mentioned. The first chapter is related to the literature review. It covers previous studies and review of related literature. In previous studies, relevant studies about the effect of PQRST strategy on students' reading comprehension are mentioned. The review of related literature defines some concepts like reading, reading comprehension, PQRST strategy, and narrative text. In addition to concepts definition, it covers the reading theories/models namely bottom-up theory, top-down theory, and interactive theory.

The second chapter deals with the methodological part of the research. It includes the setting of the research, population and sample, research design and data collection techniques. The latter are a questionnaire, pre-test, and post-test.

The third chapter is the final part of the research study. It is concerned with data analysis, findings, and discussion. In this chapter, the research questions are answered and the research hypothesis is confirmed according to the outcome of the results. Based on the results of the questionnaire, it is found that students face problems in reading comprehension. The most common problems are the absence of using a strategy in reading, the misunderstanding of new vocabularies that leads to the misunderstanding of the text, the problem of comprehending difficult and boring texts. Besides, the results obtained from pre-test reveal that both the control group and the experimental group have difficulties in understanding texts and answering comprehension questions. After the treatment is delivered to the experimental group, the students 'scores increased and their reading comprehension improved. However, the control group scores did not increase and their reading comprehension shows no improvement. This answers the research questions and shows that there is an improvement in students' reading comprehension and that the PQRST strategy positively affects students' reading comprehension. Furthermore, the research hypothesis is confirmed, in which PQRST strategy has a positive impact on students' reading comprehension.

On the basis of the research findings, it is concluded that students need a strategy to help them improve their comprehension level. On one hand, it is the responsibility of the teacher to introduce and teach such a strategy. On the other hand, the students should be motivated to learn a reading strategy and be active during the learning process.

1. Limitations

This study has two main limitations, which are time limit and references.

1.1. Time Limit

This study was carried out in a limited period of time. This happens because of difficulty of finding an appropriate topic.

1.2. References

There is certain shortage in references and documentation in our school's library. In addition, there are not so many online books related to the investigated topic. That's why we were obliged to include some master's theses in our research.

2. Recommendations

Since the problems of reading comprehension exist in both the control group and experimental group, solutions are needed. Hence, some recommendations are suggested for teachers, students, and further researches.

2.1. Recommendations for Teachers

- The teachers should know the students' weaknesses and strengths in reading comprehension.
- The teachers should find solutions to students' problems in order to overcome them.
- The teachers should motivate the students to read by providing them with interesting texts.
- The teachers should provide students with texts according to their level and interests.
- The teachers should provide their students with an appropriate method of reading like PQRST so that to enhance their learners reading comprehension skills.

2.2. Recommendations for Students

- The students should use strategy in reading like PQRST strategy.
- The students should read more in order to acquire new vocabularies and enrich their background knowledge.

- The students should interact with the teacher and actively involved in the classroom.

2.3. Recommendations for Further Researches

- This research is expected to contribute to knowledge and give the chance for further development.
- The results of the study are expected to be as a support for other researchers who intend to conduct researches related to PQRST strategy and reading comprehension.
- The call for other researchers to conduct studies about PQRST strategy in different settings and expand it on a large population.

List of References

The references are referenced using APA style: 6th edition

Ahuja, G. C., & Ahuja, P. (1991). *How to Read Effectively and Efficiently*. New Delhi, India: Sterling Publishers Pvt.

Baugh, A. C., & Cable, T. (2005). *A History of the English Language* (5th ed.).

Bojovic, M. (2010, September). *Reading Skills and Reading Comprehension in English for Specific Purposes*. Paper presented at The International Language Conference on the Importance of Learning Professional Foreign Languages for Communication between Cultures, Slovenia. Retrieved from https://www.researchgate.net/publication/261213403_Reading_Skills_and_Reading_Comprehension_in_English_for_Specific_Purposes

Bousbai, A. (2005). *Integrating Reading Comprehension Skills and Strategies in Literary Text Reading: The Case of 4th Year English Department Students at Biskra University* (Master's thesis, Biskra University, Biskra, Algeria).

Boyle, J., & Scalon, D. (2009). *Methods and Strategies for Teaching Students with High Incidence Disabilities: A Case-Based Approach*. Retrieved from https://books.google.dz/books?isbn=0618396896

Brown, J. D. (1997). *Designing Surveys for Language Programs*. Retrieved from https://files.eric.ed.gov/fulltext/ED415700.pdf

Ciaramelli, E., Neri, F., Marini, L., & Braghittoni, D. (2015). Improving Memory Following Prefrontal Cortex Damage with the PQRST Method. *Frontiers in Behavioral Neuroscience, 9*. doi:10.3389/fnbeh.2015.00211

Creswell, J. W. (2011). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (4th ed.). New York, NY: Pearson College Division.

Dash, N. D. (2007). *Teaching English as an Additional Language*. New Delhi, India: Atlantic Publishers & Dist.

Dechant, E. (2013). *Understanding and Teaching Reading: An Interactive Model*. Retrieved from https://books.google.dz/books?isbn=1135438625

Esteria, A. (2017). The Role of PQRST Strategy to Improve Reading Comprehension in Indonesia. *Pascasarjana Universitas Negeri Malang*, 14. Retrieved from http://pasca.um.ac.id/conferences/index.php/gtk/article/view/333

Harris, P. (2005). *Reading in the Primary School Years*. Retrieved from https://books.google.dz/books?isbn=0170122204

Insani, Y. N. (2013). *The Effect of Using PQRST Method on Reading Comprehension Ability Of The Seventh Grade Students Of SMP Diponegoro Depok in The Academic Year of 2011/2012* (Master's thesis, Yogyakarta State , Indonesia). Retrieved from http://eprints.uny.ac.id/44105/

Ismiyanti, T. (2017). *Improving Students' Ability in Reading Comprehension by Using Preview, Question, Read, State and Test Strategy* (Master's thesis, State Islamic University, North Sumatera, Indonesia).

Jelita, T. C. (2018). *Using Preview, Question, Read, Summarize, Test (PQRST) Technique to Improve The Narrative Text Reading Comprehension of the Twelfth Grades of SMK Negri 3 Magelang in The School Year 2017/2018* (Master's thesis, Tidar University, Indonesia).

Jennings, F. G. (2012). *This Is Reading*. Retrieved from https://link.springer.com/book/10.1007/978-1-4684-4232-8

Kabir, S. M. (2016). Methods of Data Collection. *In Basic Guidelines for Research: An Introductory Approach for All Disciplines* (1st ed., pp. 201-275). Retrieved from https://www.researchgate.net/publication/325846997_Methods_of_Data_Collection.

Kabkoub, F. (2013). *Major Difficulties Faced by Foreign Language Learners in Reading: Case of Study of First-Year Students at Biskra University* (Master's thesis, Biskra University, Biskra, Algeria).

Karolina, I. (2006). *Teaching Narrative Text in Improving Writing to the Tenth Grade Students of SMA Negeri 1 Petarukan, Pemalang* (Unpublished master's thesis). Negeri Semarang.

Kelly, E. B. (1994). *Memory Enhancement for Educators* [Bloomington, Indiana], pp. 1-36.

Khoiriah, N. (2017). *The Implementation OF P - Q - R - S - T Strategy to Improve Students' Reading Comprehension Ability at SMKI Assya'orinyyah Matarambaru* (master's thesis). Lampung, Indonesia.

Kumar, C. R. (2008). *Research Methodology*. New Delhi, India: APH Publishing Corporation.

Latifa, N., & Manan, A. (2018). Teaching Narrative Text by Using Preview, Question, Read, State, and Test (PQRST) Technique. *English Education Journal (EEJ)*, *9*(2), 243-260.

LoBiondo-Wood, G., & Haber, J. (2014). Research Questions, Hypothesis, and Clinical Questions. In *Nursing Research: Methods and Critical Appraisal for Evidence-Based Practice* (9th ed., pp. 27-55). St. Louis, MO: Elsevier Health Sciences.

Madani, H. (2016). *The Effect of Reading Skills on the Development of Language Proficiency: Case of 1st Year EFL Students. University of Tlemcen* (Doctoral dissertation, University of Tlemcen, Tlemcen, Algeria). Retrieved from http://dspace.univ-tlemcen.dz

Malia, N. (2015). Using PQRST Strategy to Improve Students' Reading Comprehension of Hortatory Exposition Texts at Grade XI IPS of MA Diniyah Puteri, Pekanbaru. *Journal English Language Teaching (ELT)*. Retrieved from http://ejournal.unp.ac.id/index.php/elt/article/viewFile/4626/3665

McNamara, D. S. (2012). *Reading Comprehension Strategies: Theories, Interventions, and Technologies* (p. 536). London, England: Psychology Press.

Messerehi, M. (2008). *The Role of English Culture in Teaching English as a Foreign Language to Second Year Literary Stream Classes at Kais Secondary Schools* (Master's thesis, Mohamed Khider, Biskra, Algeria).

Ngabut, M. V. (2015). Reading Theories and Reading Comprehension. *Journal on English as a Foreign Language*, *5*(1), 25-36.

Nofitarina. (2016). *Teaching Narrative Reading by Using Literature Circles Strategy to the Tenth grade Students of SMA N 1 Lempuing Jaya* (Master's thesis, Islamic University State). Retrieved from http://eprints.radenfatah.ac.id/1219/

Oudia Mendil, E. (2016). *Lack of Reading Motivation in the Algerian EFL Classrooms: The case of First Year Master ELT Students at Tlemcen University* (Master's thesis, Tlemcen University , Tlemcen, Algeria).

Romero, A. D., & Romero, R. C. (1985). Background Information. In *Developmental Reading*

Rouai, S. (2014). *The Use of Reading Strategies in Improving Reading Comprehension The case of First Year LMD English Students* (Master's thesis, University Kasdi Merbah, Ouargla, Algeria).

Sah, K. P. (2012). Assessment and Test in Teaching and Learning. *Academic Voices: A Multidisciplinary Journal*, *2*, 28-32. doi:10.3126/av.v2i1.8282

Singh, Y. K. (2010). *Research Methodology*. R. Nath (Ed.). Retrieved from *https://books.google.dz/books?isbn=8176489638*

Škudienė, V. (2002). A Comparison of Reading Models, Their Application to the Classroom and Their Impact on Comprehension. *Studies About Languages, 2*, 94-98.

Sulistyo, I. (2012). An Analysis of Generic Structure of Narrative Text Written by the Tenth Year Students of SMA Yasiha Gubug.

Subbiah, R., & Singh, D. (n.d.). *Problems in Reading Comprehension in English Among Weak Rural Secondary Scholl Students: A Study of Four Rural Secondary Schools Iin the District of Segamat*. Retrieved from Academia.edu website: https://www.academia.edu/6888737

Susanti, A. N. (2013). *Improving Students' Reading Comprehension through PQRST Technique at grade XI of SMA PIRI 1 Yogyakarta in the Academic Year of 2012/2013* (Master's thesis, Yogyakarta State, Indonesia). Retrieved from http://eprints.uny.ac.id/25726/

Thyer, B. A. (2012). *Quasi-Experimental Research Designs*. New York, NY: Oxford University Press.

Vázquez, C. B., Green, R., & Medina, J.M. (2006). *The Application of the "PQRST" Method to the Teaching in English of Difficult or Complex Technological Subjects* (Doctoral dissertation, University of Madrid, Madrid, Spain).

Wilson, B., & Moffat, N. (2014). *Clinical Management of Memory Problems (2nd Edn) (PLE: Memory)*. London, England: Psychology Press.

50 Benjamin Franklin Quotes on Success and Life (2019). (2019, May 17). Retrieved from https://everydaypowerblog.com/benjamin-franklin-quotes/

List of Appendices

Appendix One: Questionnaire

Dear Students,

This questionnaire is designed to gather information about reading strategy and reading comprehension.

Please, choose and tick (√) the appropriate circle (s) or give full answer(s) on the provided lines whenever necessary.

We will be thankful for your cooperation and for the time devoted to answer the questionnaire.

Master's Students:
SAFIA ZAHRAOUI & MERIEM BARA
Department of Languages
Faculty of Lettres and Languages
Medea University

Please select the suitable answer (s) **for you:**

1. I am In:

- ○ 1st group
- ○ 2nd group

2. I am:

- ○ Male
- ○ Female

3. I am:

- ○ 19 years old
- ○ 20 years old
- ○ 21 years old
- ○ Another age …….

4. I consider the library to be

- ○ Interesting
- ○ Cool
- ○ Boring
- ○ Other……

5. How often do you read?

- ○ Every day
- ○ Once a week
- ○ Once a month
- ○ Rarely

○ Never

6. What kind of texts do you like to read?

○ Descriptive

○ Narrative

○ Argumentative

○ Explanatory

○ Other kinds …….

7. Please select any of the following that you read for enjoyment

○ Novels

○ Non-fiction such as books on hobbies, sports

○ Graphic novels/Magazines/Comics

○ Newspapers (any section)

○ Digital media such as Twitter, Facebook, blogs

○ Textbooks

○ Books

○ None

○ Other……

8. What kind of story/novel do you like to read?

○ Comedy

○ Horror

○ Romance

○ Mystery/Crime

○ Adventure/ Fantasy

- ○ Fairy tales
- ○ Fable
- ○ Epic/Legend
- ○ Other Kind……...

9. What is the hardest part of reading for you?

- ○ Comprehension
- ○ Vocabulary
- ○ Finding the main idea
- ○ Other problems ……...

10. What is your method of reading?

- ○ My method is……...
- ○ Just reading without using any method
- ○ Other……

11. What are the problems that you encounter when answering comprehension Questions in tests or exams?

- ○ Failure to identify the meaning of new vocabularies
- ○ Problem in sequencing and connecting ideas in reading text
- ○ Problem in finding main ideas
- ○ The misunderstanding of new vocabularies leads to misunderstanding of the text.
- ○ The problem of prediction next events when reading.
- ○ When the text is difficult and boring, the comprehension is hard.
- ○ The misinterpretation of the author's intention.

- ○ The inability to connect previous knowledge to the information provided in the text.
- ○ The failure to answer comprehension questions even if the text is understood.
- ○ The problem of maintaining concertation in the reading process.

12. What do you do when you find a problem in understanding a text?

- ○ Ask the teacher for clarification
- ○ Summarizing the main points
- ○ Translating the difficult words to the mother tongue
- ○ Use dictionary
- ○ Read the text again
- ○ Look for the general idea

Other…….