

**TASK-BASED INTENSIVE READING THROUGH PQRS
STRATEGY FOR SECONDARY SCHOOL STUDENTS'
READING COMPREHENSION DEVELOPMENT**

THESIS



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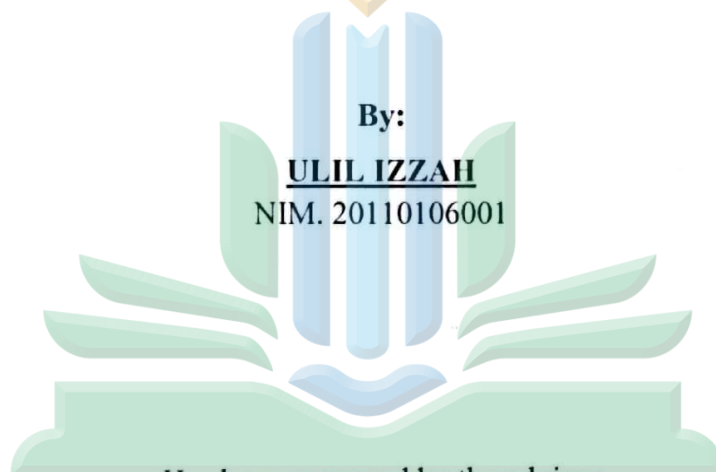
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THESIS

Presented to Kiai Haji Achmad Siddiq Jember State Islamic University
in Partial Fulfillment of the Requirements for Education Bachelor Degree (S.Pd)
Tarbiyah and Teacher Training Faculty
Islamic Education and Language Department
English Education Study Program

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MOTTO

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ . خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ . اقْرَأْ وَرَبُّكَ الْأَكْرَمُ . الَّذِي عَلَّمَ
بِالْقَلَمِ . عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ

"Read with (mentioning) the name of your Lord Who Created. He has created humans from a clot of blood. Read, and your Lord is the Most Gracious, who teaches (humans) by means of qalam. He teaches humans what they do not know."

(Q.S. Al-Alaq: 1-5)*



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* Abdullah Yusuf Ali, The Meaning of the Holy Qur'an, 10th edition, Maryland: Amana Publication 2004), P.240

DEDICATION

With respect and pleasure, I dedicated this thesis for:

1. Mrs. Siti Iliyah, S.Pd, my mother, strongest woman who I loved, who plays the role as father also, who has worked hard to educate her daughter to have a bachelor's degree, take care of me with full of love, and always sent me pray and bless until I can stand at this point.
2. M. Ubaidillah, my father who always pray for me
3. A. Nazeel Ilham H, my younger brother who has always been with me, I hope this thesis can motivate you
4. Mrs. Ana Istianah, S.E, my beloved maternal aunt, who has cared for and supported me in various ways. May Allah bless you
5. Nuril Aini, my buddy that I consider as my sibling, who always be there whenever I need and to be a good listener when I lamented
6. Aditya Ghimnastiar, a good man, who accompany me, help and support me. May Allah return your kindness.

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I would like begin by thanking Allah SWT for his mercy, blessings, and great wellness, which have allowed me to finish my final thesis. Furthermore, the researcher realizes that without the support and guidance provided by additional individuals, this thesis could not have been finished. I want to express my sincere gratitude to the following individuals:

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8. Participants especially the 9 grade students of MTsN 6 Pasuruan in this study who are willing to be involved in a series of learning activities and in-depth interview session.

The researcher recognizes that there is still potential for improvement in the writing and language of this thesis. For this reason, the author is open to critiques and suggestions that could assist to make this thesis better yet. It is hoped that future researchers will find this thesis to be useful. May Allah SWT return the extraordinary kindness of those who have assisted me to accomplish my thesis.

Jember, 31 May 2024

Researcher



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ABSTRACT

Ulil Izzah, 2024: Task-Based Intensive Reading through PQRST Strategy for Secondary School Students' Reading Comprehension Development

Keywords: *Task-Based Intensive Reading, PQRST strategy, Reading Comprehension*

Learning strategies used in intensive reading comprehension mediated by task-based language teaching can facilitate students in intensive reading classes. This research was conducted because researcher found that students have reading difficulties, especially in terms of understanding the content of the text. Teachers encouraged to adopt effective strategies for improving their students' reading abilities. The researcher took task-based language teaching through PQRST strategy because there are several specific activities for students in reading classes which facilitated students reading comprehension. Students are more responsive and have an interest in reading and develop various ideas in their thinking through several activities when this strategy was implemented.

Although many studies have investigated the use of task-based learning in language learning, only a few have been able to implement the activities contained in reading classes. Challenges in adapting task-based learning activities to suit the dynamics and objectives of reading classes have contributed to the limited exploration of this approach within the realm of reading comprehension development. Moreover, the research question of this study is how task-based intensive reading through PQRST strategy facilitated students reading comprehension development. Thus, this research aims to investigate how task-based intensive reading through the PQRST strategy can facilitated students reading comprehension development.

The research design taken by the researcher is a qualitative approach with case study. This research project was carried out at one of the secondary schools in Pasuruan. The participants involved were taken from superior 9th grade D students. Three methods were used for collecting the data they are in-depth semi-structured interviews supported by audio recordings (which were presented in transcript form), analyzing student related documentation, and observation reinforced by the recording of several important incidents. This research data processing uses analysis using an interactive model adopted by Miles, Huberman, and Saldaña.

The research identifies two significant findings they are using an Image stimulated in preview task boosts creativity by prompting students to visually articulate ideas and summary and test tasks enhance critical thinking skills by encouraging students to identify and reflect on various issues. Overall, implementing PQRST strategy in language learning activities promotes cognitive development, including creativity and critical thinking, thereby enhancing reading comprehension. Additionally, this study benefits for English teachers by fostering student understanding. Therefore, researcher recommended the implementation of this strategy which could improve students reading comprehension.

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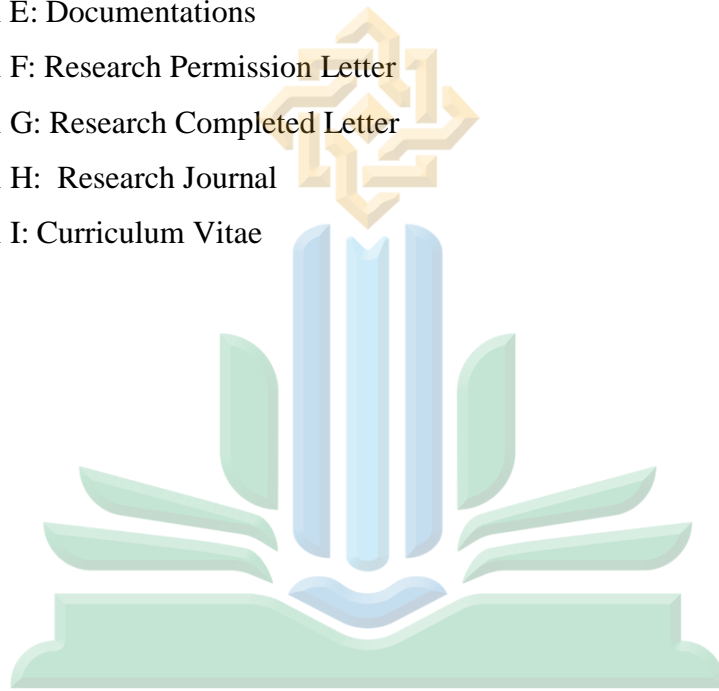
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CHAPTER I

INTRODUCTION

This chapter provides background information of the research to help readers understand the context of the study. Research questions and research objectives would be applied to explaining what the study intends to achieve. The definition of key terms will also be displayed also to ensure that the readers understand the specific meanings of important terms used in the study. This introduction sets the stage for the readers, established context, and explains the research importance. The explanation of these matters is as follows.

A. Research Background

Reading is a part of daily activities carried out by students, especially in the digital era, both in classrooms and beyond. Accessing information through reading is also very easy recently. They can read not only from articles, news, books, and stories as printed media but also from soft files read by phones, laptops, and computers. Reading is one of the abilities considered crucial in extending the viewpoints of readers and giving them a chance to explore the world. Readers who read get a capacity to control their own understanding. Besides speaking, writing, and listening, reading is one of the four language skills that students need to learn in order to learn English (Roehling et al., 2017). The students will be required to read a variety of books and publications that are written in English. From Reading activity, students can hone another language skills. Reading significantly increased students' spelling, writing, and vocabulary skills. Madkour (2016) stated that reading

was a sophisticated ability involving an improvement of both cognitive and meta-cognitive skills, it is one of the most crucial aspects of learning a language. From these statements, it can be implied that reading is a component of English that students should achieve in learning language to understand how well the students in learning and practicing the language.

In another hand, there are many reading issues that can occur in class. Students have reading difficulties, especially in terms of understanding the content of the text and unfamiliar words. According to Prayuda (2023) the students struggled greatly with reading comprehension, particularly when it came to understanding the texts' essential idea, details, and word meaning. It means that the students are lack of understanding the literal meaning of some texts' words, when the teacher provided the students to read a text and asked them to answer a few inquiries regarding it, the students read the text without fully understanding its contents and did not answer to the teacher's inquiries. The students did not seem enthusiastic in reading. In this particular case, the students read autonomously an extended essay and reacted to inquiries based on it to determine their proficiency of reading comprehension. Patel and Jain (2008) stated that under the guidance of the educator, reading deeply is linked to further advancement in learning a language. Students who read a lot will be able to analyze structural issues and deepen their vocabulary and grammatical knowledge. Additionally, it will offer resources for improving language control in speaking and writing. The foundation of class activities will be reading intensive material. Brown (2000) explained to grasp literal meaning,

implications, rhetorical relationships, and construct, intensive reading brings attention to grammar forms, rhetorical indicators, and basic details. From this statement, Intensive reading is a typical classroom exercise, in which students concentrate on the passage's linguistic or semantic details.

Reading comprehension is a critical skill for English academic success. In secondary school, students encounter increasingly complex texts that demand advanced comprehension abilities. However, many students struggle with comprehending texts effectively, which can hinder their overall educational progress. Alderson (2000) stated that reading comprehension was an overview project which requires on word understanding. In reading, the students must as quickly as possible acquire the information they need from the text in order to understand it. In another way, they must understand specific information conveyed through what they read in the content when they read the text. Klinger, et.al (2007) elaborated that reading comprehension was probably a challenging process that related the significance of the text to the reader's perception of the globe through word understanding. By conducting this, a reader can be more easily to understand the whole meaning of text, such as word, structural sentence, literal meaning and semantic process. Additionally, Harvey and Goudvis (2007) stated that understanding was characterized as the capacity for readers to reflect on both what they were reading and what they were learning. So, students receive the knowledge and ideas when they construct the understanding of meaningful interpretation.

Comprehension is target of the reading lesson. Surely that

comprehension cannot be attained in sudden. Yet, some good strategy needs to be applied by teacher. Torres and Constain (2009) strengthened that recognizing a text and its content requires employing awareness and strategies that readers possess. This is known as comprehension. As a result, students might have trouble in reading comprehension if they are lack of any strategies from the teacher. According to Manalu (2014), some educators hardly apply any unique strategies when teaching students in reading. These instances explain that students need learning strategies in order to easily understand the content. Additionally, there are several tasks that students need to act in order to comprehend the material. McNamara (2007) revealed the significance of reading strategies, particularly for students who have low ability to comprehend text and those with limited reading knowledge. This statement encourages teachers to adopt effective strategy for improving their students' reading abilities. In order to evaluate student comprehension, teachers often assign a variety of class activities. To gain reading comprehension, it means that the students and the teacher should do it collaboratively.

The strategy that can be used to improve reading comprehension is task-based learning. Task-based intensive reading is an instructional method that focuses on engaging students in a variety of reading tasks to enhance their comprehension skills. These tasks may include summarizing texts, making inferences, identifying key information, and critically analyzing content. While task-based approaches have gained attention in language teaching, their specific impact on secondary school students' reading comprehension

development remains a subject of exploration. Willis (1996) presented a standard task cycle framework for task-based learning that emphasized the value of using language to exchange meaning and provided detailed explanations for each step of the sequencing. The outcome demonstrated that such a system provided the most effective learning environments for languages. Students' understanding of a language will develop as a result of task-based practice, and they will ultimately be able to use it effectively and accurately. Students can apply what they have learned in the "real world" by doing these. Giving students enough opportunities for good language practice is a critical strategy. According to David Nunan (1989), language learners recognize, employ, and express the target language in order to communicate while completing communicative language tasks, which place more emphasis on language meaning than language forms.

Therefore, Task Based learning strategy build another element such as communication skills by using the language in authentic contexts, engaging student motivation as they work on tasks with a clear purpose, which can boost motivation, critical thinking, and problem-solving as students complete the tasks. Breen (1980) suggested the tasks entail problem-solving, role-playing, or decision-making with defined objectives, appropriate contents, set procedures, and a sequence of implications. This statement showed that specific steps must be prepared to do. In this study, there are stages which are suggested for a typical design of task-based teaching contents in the course of secondary school students intensive reading. Researcher used PQRS

strategy to increase students reading comprehension. Some activities conducted in this strategy, such as Preview, Question, Read, Summarize, and test.

The researcher reached to the idea that implementing the PQRST strategy might be appropriate for students' reading comprehension in terms on the basis of the previous explanations. It was discovered that the approach is suitable for secondary school students. Previous studies focused particularly on intensive reading and the use of Tasks-Based learning strategy to enhance language proficiency, especially in English. The use of Task Based Learning for developing reading comprehension deserves more attention. Therefore, the purpose of this study is to concentrate on investigating reading comprehension development through the PQRST strategy of Tasks Based Intensive reading.

B. Research Question

The researcher determines the following research question due to the research background: How can task-based intensive reading through PQRST strategy facilitate secondary school students' reading comprehension development?

C. Research Objective

Following by the research question and a review of other studies in the background, the recent study goal is established: To investigate how Tasks-Based Intensive reading through PQRST strategy can facilitate the development student's reading comprehension.

D. Research Significances

The researcher considers that the recent research will be beneficial for:

1. Empirical Significance

This study can help determining whether task-based intensive reading is indeed an effective method for enhancing reading comprehension in secondary school students. This research clarifies researcher insights regarding effective learning strategies using tasks-based learning theory to determine students' reading comprehension. Researcher focuses on the use of the PQRST strategy (Preview, Question, Read, summary, and test) in this study.

2. Practical Significance

a. For English Teacher

This study can provide clarity and guidance for educators because this research can inform a teaching practice by identifying specific tasks or strategies that are most beneficial for students. This research help teachers practice more targeted and evidence-based teaching methods in secondary education that teachers can apply in the classroom

b. Future Researchers

This study aims to stimulate and encourage additional study on the same subject. This research can serve as a foundation for further studies in the field to explore related areas, refine teaching strategies, and continue to improve reading comprehension for secondary school students. Additionally, to build on the research findings as additional

reference for studying reading comprehension strategies, further researchers might learn more about the method students use to understand the text content in their reading activity.

E. Definition of Key Terms

1. Tasks - Based Intensive Reading

Task-Based Intensive Reading is an instructional approach that involves focused, in-depth reading activities designed to enhance comprehension, vocabulary acquisition, and critical thinking skills through the completion of specific tasks related to the text. In this study, the tasks require students to concentrate, criticize, and read carefully in order to understand the content of the reading by doing specific steps such as reading, answering questions, and summarizing the ideas they get in the text.

2. Reading Comprehension

Reading Comprehension is the capacity to understand, interpret, and construct meaning from written text. Reading comprehension is essential ability for productive communication and education. Understanding the primary ideas, identifying details, and drawing conclusion from the text are types of activity in reading comprehension. In this study, students are engaged in reading activities to understand and determine the literal meaning and inferential meaning of the text.

3. PQRST

PQRST strategy is one of the strategies in task-based learning. The

first is Preview which means making initial observations of the contents of the reading, after that Question which means asking several questions related to the reading. Read which means reading in deeper, the next step is Summary which means summarizing the contents of the reading and the last is a Test to review the topics that have been studied.



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CHAPTER II

LITERATURE REVIEW

This chapter provides a discussion of previous researcher and theoretical framework. Highlighted researcher which are relevant to current research is called previous research, while the theory that supports the theory currently being researched is a theoretical framework. Below is the detail explanation regarding to literature review.

A. Previous Study

This study is not the initial study to employ PQRST strategy as a means of developing reading comprehension. The same subject has been covered in a variety of previous studies. They use many frameworks. The explanations are provided below:

First, the study conducted by Tengo, *et al.* (2023) on students' reading comprehension in procedure texts through PQRST strategy. The study used a pre-experimental design involved a test, specifically a multiple-choice test that focused on procedure texts. The pre-test analysis showed that students' reading comprehension was initially low. The strategy helped students to become more active in the reading process, focus on the text, and improve their long-term memory of the content. As a result, students' scores on the post-test increased, indicating an enhancement in their reading comprehension skills. The results showed a significant improvement in students' reading comprehension after using the PQRST strategy.

Second, Abdillah (2020) conducted an experimental design with a posttest-only design to compare the effectiveness of the PQRST strategy in teaching reading Narrative Text. It involved the Eight grade students to read a Narrative text. The study employed PQRST strategy to teach student's reading comprehension. The researcher collected data through pre-tests and post-tests and analyzed the data using non-parametric statistical analyses. Overall, the findings suggested that the PQRST method could be an effective approach for teaching reading narrative text to eighth-grade students. As a result, the study indicated that the PQRST method was effective in improving students' reading comprehension.

Third, the study conducted by Fahas, *et al.* (2022) on students' reading ability in Islamic Junior High School. The study employed PQRST strategy to improve students' reading ability in Narrative text. The researcher used Classroom Action Research (CAR) by conducting pre-tests and post-tests. The data collection was conducted in four meetings within two cycles. From this study, the PQRST method helped students to become more active and motivated in their reading activities. It increased their participation and response during the treatment. The PQRST method guided students to understand the purpose of the text, identify the generic structure, understand the meaning, and comprehend the contents of the text effectively. The study found that the PQRST method significantly improved students' reading skills and comprehension ability in narrative texts.

Fourth, Dasena, *et.al* (2019) conducted a quasi-experimental design at

senior high school. It involved the eleven grade students to read a text. The study revealed that the implementation of the PQRST method led to a notable enhancement in reading comprehension. The data obtained from the post-test was analyzed using a t-test. This study found that PQRST method could help students develop critical thinking skills and become more independent readers, while for the teachers this method could also help addressing common challenges that students face in reading comprehension, such as difficulties in understanding difficult words or lack of motivation. Overall, the findings of this study highlighted the effectiveness of the PQRST method in improving reading comprehension. Additionally, this study found that there was a significance of the PQRST method on reading comprehension.

Fifth, the study conducted by Arbandari, *et al.* (2022) discussed about the effectiveness of the PQRST strategy in improving reading comprehension among first-grade students in descriptive text. A quantitative method with experimental design used to investigate the effect of PQRST strategy. The study found that a significant number of students had difficulties in comprehending descriptive texts. The PQRST strategy was found to be effective in helping students to retrieve information from their memory and improve their understanding of reading passages. As the result, the PQRST strategy had a significant effect on improving students' reading comprehension in descriptive texts.

Sixth, Sukadi, *et al.* (2021) investigated the effectiveness of the PQRST strategy in improving students' reading comprehension ability and their

attitudes towards the strategy. The research method used in this study was a quantitative method with a one-group pre-test post-test design. In terms of reading comprehension improvement, the study found that the use of the PQRST strategy resulted in a significant improvement in students' reading comprehension scores. The strategy helped students in various aspects of reading comprehension, such as making inferences and summarizing information from the text. The results showed a significant improvement in students' reading comprehension after implementing the PQRST strategy, and the students had a positive attitude towards using the strategy. The study concluded that the PQRST strategy effectively enhanced reading comprehension and promoted active participation in reading.

According to the explanation provided, previous researcher had demonstrated that each researcher had examined the use of Tasks Based learning using PQRST strategy to enhance reading comprehension and then focused on specific areas of language proficiency that they wish to develop. This study used a case study to explore how the PQRST technique, which is centered on tasks-based intensive reading, assisted the participants' development of their reading comprehension.

Table 2.1
Similarities and Differences

No	Researcher's Name and Title	Similarities	Differences
1.	Tengo, Miolo, Hatibie (2023). The Effect of PQRST Strategy on Students' Reading Comprehension in Procedure Text	<ul style="list-style-type: none"> Using PQRST to measure the effectiveness of PQRST in reading comprehension 	<ul style="list-style-type: none"> Using experimental research through pretest and post test The researcher focused on procedure text.
2.	Abdillah (2020). The Use of PQRST (Preview, Question, Read, State, Test) in Teaching Reading Narrative Text for Eight Graders Students of SMPN 2 Purwosari	<ul style="list-style-type: none"> Both researchers have the same topic about PQRST and reading comprehension 	<ul style="list-style-type: none"> The researcher used experimental design
3.	Fahas, Husaini (2022). Improving Reading Skill of Students in Eight Grade Through Preview, Read, State, and Test Method	<ul style="list-style-type: none"> Both researchers have the same topic about PQRST 	<ul style="list-style-type: none"> Using CAR (Classroom Action Research) to improve students reading skill Previous Research more focused on reading process
4.	Dasena, Hardian&Susilowati (2019). The Effect of Using Preview Question Read Summarize and Test (PQRST) Method Towards Student's Reading Comprehension at the Eleventh Grade Student's of SMAN 4 KOTABUMI	<ul style="list-style-type: none"> Both researchers have the same topic about PQRST 	<ul style="list-style-type: none"> The researcher used A Quasi Experimental design
5.	Arbandari, Azhar&Erni (2022). The Effect of PQRST (Preview, Question, Read, Summary, and Test) Strategy on Reading Comprehension at First-Grade Students of SMAN 1 SABAK AUH SIAK	<ul style="list-style-type: none"> Both of the researchers have the same topic about PQRST 	<ul style="list-style-type: none"> An Experimental design used in this study The researcher focused on reading descriptive text
6.	Sukadi, Supriady&Putrawan (2021). The implementation of P-Q-R-S-T strategy to improve students' reading comprehension ability at SMAN 3 Bandar Lampung	<ul style="list-style-type: none"> Both researchers have the same topic about PQRST 	<ul style="list-style-type: none"> Using Experimental design (pre-test, post-test) Students' attitude and motivation

After reviewing related previous research, it appeared that nearly all of them were the same studies. This study was carried out as part of the PQRS learning strategy, which aimed to enhance reading comprehension. Further research is necessary to determine how high school students' learning process enhances their understanding to read a text aloud. In order to fill this gap, the research will use a case study that focuses on investigating how students can use the PQRS strategy to improve their reading comprehension by understanding both the literal and inferential meaning of a text. It will also be able to hone students critical thinking skills and teach them to concentrate on the texts they read.

B. Theoretical Framework

1. Task-Based Language Teaching

a. The principles and stage of Task-Based Language Teaching

Task-Based Language Teaching (TBLT) is an innovative language instruction approach that center on real-world communication tasks, fostering language acquisition through meaningful and goal-oriented activities. According to Nunan (2004), Task-Based Learning is an instructional technique that has assisted students in choosing material and increasing their relationship with the target language. TBLT emphasizes the learning process over language and uses real texts in educational contexts by placing an intense emphasis on individual experiences and connecting language learning in the classroom with language use outside of it. This method offers a setting

which most effectively supports natural language learning activity (Foster, 1999). This indicates that when using this strategy, using language is very important. Additional chances are provided for students to express themselves verbally while concentrating on meaning.

Meanwhile, Ellis (2003) stated that TBLT was a method that language did not appear as an item to be analyzed or controlled, but rather as a tool for communication. When TBLT is used, learners participate in activities like role-playing, problem-solving, and information sharing, which foster the development of communication skills in addition to language proficiency. This approach places a strong emphasis on using language in context, which makes learning more efficient and meaningful.

In essence, knowledge of the principles of TBLT provides a theoretical foundation and guides the effective language learning settings. According to Nunan (2004) the points of TBLT that must be observed especially when teaching language by several principles including:

- 1) Scaffolding (the usefulness of the lessons and chosen material. At the beginning of learning, students are expected to be active in producing their own language)
- 2) Task dependency (students take receptive tasks which move on to productive tasks continuously or in other words the completion of

one task must gradually lead to another task, namely "create a pedagogical story")

- 3) Recycling (students need time to progress through repeated practice. This recycling allows them to recall what they have learned and provides opportunities to perform certain language functions after some intervals)
- 4) Active learning (students actively participate in learning to carry out several activities that they do "Learning by doing". This is also experiential learning where the tasks present their experience in doing them. This kind of practice removes shame and they do the work actively)
- 5) Integration (linguistic form, communicative function, and semantic meaning must all be incorporated into the language acquisition process. by doing this, students can distinguish the relationship between function, form and meaning)
- 6) Reproduction to creation (that the development of creative language usage follows from the replication of language models)
- 7) Reflection (evaluation of the learning process, Learners should be given opportunities to reflect on what they have learned and how well they are doing)

Besides that, Ellis (2003) presented three stages of TBLT, including:

- 1) Pre-task (defining the task's goal, arranging and phrasing the task).
- 2) During task (Time pressure, learners can engage in language-focused activities that lay the groundwork for the main task, fostering a deeper understanding of language structures) Given time limitations, students can participate in language-focused exercises that help them comprehend language structures deeper by laying the foundation for the primary objective.
- 3) Post-task (Repetition, contemplation, and retention of learned linguistic skills during the main task from the overall language learning experience within the Task-Based Language Teaching (TBLT) framework)

The stages or components of a task-based lesson must be considered while designing a task-based lesson. By being aware of implementing each stage purposefully, teachers can direct their teaching methods to meet the diverse needs of learners, and fostering an effective language learning environment.

b. Task-Based Reading

Task-based reading is interacting with a text by concentrating on particular objectives of tasks. This method fosters understanding and active participation. Summary, analysis, or key details extraction from the text are possible tasks. It is a useful method for enhancing memory and comprehension while boosting critical thinking abilities.

Furthermore, reading calls for a sophisticated fusion of language ability, past knowledge, and meta-cognitive strategies (Rosenshine, 2017). By accessing relevant reading passages, students can enhance their reading comprehension of textual tasks and guidance on tests. In order to complete a task or goal, task-based reading involves understanding and extrapolating information from a text. Rather than just understanding the information, readers concentrate on accomplishing a specific goal. This can involve providing answers and resolving problems or forming judgments based on the text's content.

The concepts around the learning process of reading comprehension have undergone a major transformation in the last several years. Lessons using a task-based approach more focus on the language needed to complete specific tasks than on specific linguistic elements like vocabulary and grammar. Stated differently, task-based teaching is a popular method for teaching foreign languages. According to Prabhu (1987), students learn more effectively when their cognitive abilities are focused on the task. Tasks can be used in language classes to practice an exact sub-skill, function, or structure. Task-based reading is frequently utilized in educational settings to evaluate students' application of reading abilities in real-world contexts. By pushing students to go beyond simple comprehension and take an active interest in the content, it fosters the development of critical thinking and problem-solving abilities.

Ellis (2018) stated that tasks provide an activity as a meaning that goes beyond simply practicing language. Students must cooperate and actively participate in order to complete assignments, and they should share information about challenges they have encountered. Tasks in a reading classroom can take many forms, from summarizing a text and highlighting important elements to inferring or drawing conclusions. The objective is to assess the reader's comprehension of the text as well as their capacity to apply that comprehension in a relevant context.

Reading tasks should go beyond merely focusing on isolated grammatical structures. According to Nunan (2015) tasks are communicative actions that typically do not require a constrictive concentration on a particular grammatical structure. Instead, it should involve communicative acts that reflect real-world language use. For example, reading tasks might require learners to comprehend and discuss a passage, summarize information, or engage in discussions related to the content. This approach fosters a more comprehensive understanding of language, incorporating grammar within the broader context of meaningful communication during the reading process.

Willis (1996) had listed some types of reading skills which are appropriate for reading in TBLT which can be implemented. They are:

- 1) Listing: At this point, the teacher makes use of the students' past understanding of the subject being covered. The teacher may compile a list of ideas from the pupils as the activity's output.
- 2) Ranking items: Students rank the tasks that are most important to them when the target language is required, the information maintained in accordance with certain criteria may be the outcome of this process.
- 3) Comparing or contrasting items: In this part, students could draw comparisons among the various aspects. This activity could lead to a debate about it in front of the entire class. This exercise may lead to the identifying similarities and divergences.
- 4) Problem-solving activities: Students may offer suggestions on how to handle typical workplace issues in this task. The answer to a problem could be the result of this process.
- 5) Sharing personal experiences: Students respond to those open projects by exchanging ideas. The sharing of viewpoints and opinions could be the activity's result.
- 6) Creative tasks: Higher planning and skill integration are needed for these demanding activities. The final product that the public appropriates could be the result of this work.

From several theories that have been explained, this approach is common in language learning as well, where learners might be tasked with reading a passage and then answering questions or discussing the

content in the target language. It enhances both language proficiency and cognitive skills associated with reading comprehension.

c. PQRST (Preview, Question, Read, Summarize, and Test) Strategy

Understanding the PQRST strategy is valuable for effective learning and information retention. The PQRST strategy, which stands for Preview, Question, Read, Summarize, and Test, provides a structured approach for studying and processing information. According to Thomas and Robinson (1982), PQRST is a strategy that can help students to become more proficient readers, because it has a well-organized stage. This technique is suggested as a treatment to enhance the learners' reading comprehension.

According to Wormeli (2005) the steps taken in learning reading comprehension using the PQRST strategy include Preview, Question, Read, Summarize, and Test:

- 1) Preview: Students are given the reading text by the teacher, who then instructs them to find the main section of the text they have read.
- 2) Question: Develops the question they try to answer; by posing queries and encouraging students to get curious in the material, teachers can help students develop their creative thinking. To help students to concentrate on reading each section, the teacher provides questions that are relevant to the material in this step.

- 3) Read: Reads the content. After being asked to formulate questions about the text they had read, the students began carefully examining the content in an effort to locate the answers.
- 4) Summarize: Summarizes the main idea; the instructor assigns students to do this by noting the key ideas they took away from the reading material.
- 5) Test: An exam to evaluate students' comprehension of the reading material or for answering questions.

According to Staton (1982), PQRST method has been shown as a method that enhances student's reading comprehension and memorization. To put it another way, the reader has a greater chance of learning and learning more from the content they are reading. This approach rates the information according to how it matches up to the manner they were instructed to use it on the text.

Furthermore, Turkington (2003) stated that "many memory researchers believed that the PQRST strategy" was the most effective study method since it helped students to retrieve information from their recollection. The PQRST strategy encouraged a more systematic and engaged approach to reading, enhanced comprehension and retention. Incorporating the PQRST strategy into your study routine enhanced comprehension making it a valuable tool for effective learning.

d. The Advantages of the use of PQRST in class

PQRST strategy offers several advantages for students and teachers in the classroom. One of the benefits is to increase reader's comprehension and memory of information. To put it another way, the reader has a greater chance of learning from the content they are reading (Staton, 1982).

Another advantage of PQRST strategy is the chance to build a positive impact like students' attitude and increase student motivation. According to the findings of Sukadi, et.al (2021) study, the majority of students supported the use of PQRST strategy in the reading learning process because they found it engaging and motivating. This was consistent with the findings of Karahan (2007), who reported that language attitudes played a critical role in students' success or failure in language learning processes and enabled learners to have a positive influence on learning English. Students could become curious about the text by creating standard questions and drawing conclusions to help them to remember what they read, as evidenced by the positive impact and motivation of the PQRST strategy in reading activities.

Moreover, PQRST strategy could provide the students in specific formation to obey the reading and collaborating with the reading passage. Turkington (2003) found that the PQRST strategy could assist students in retrieving information from memory. The study by Arbandari, *et al.* (2022) found that the PQRST strategy could

motivate the students because this strategy could provide the students in specific formation to obey the reading and collaborate with the reading passage. Furthermore, the findings of this study were consistent with those of the other researchers. The PQRST strategy, according to the researcher, improved students' reading comprehension.

In general, both teachers and students are able to benefit abundance from the implementation of the PQRST strategy in the classroom. It can increase student motivation and comprehension, offer new ways to get the point of the text and understanding the content of the text they read. They also express their ideas and knowledge from their transcription. It also has a positive impact after they learn the lesson especially in reading comprehension.

2. Reading Comprehension

Reading comprehension is the ability to understand and interpret texts effectively. This process involves interaction between the reader and the text, where the reader does not only decode words but also makes inferences, connects information, and constructs a comprehensive understanding. The main goal is to obtain necessary information in a practical manner, enabling the reader to apply the knowledge gained from the text. Harvey and Goudvis (2007) stated that comprehension was defined as the readers' ability to reflect on both what they were reading and what they were learning. When the reader produced meaning, they added to their information base, because comprehension is an essential

component for understanding.

In addition, reading comprehension is an organized strategy to learning that includes communicating and drawing conclusions from textual material (Snow, 2002). The sentence means reading comprehension involves a structured approach to acquire knowledge by engaging with and making inferences from written information. In essence, it highlights the active and thoughtful nature of comprehending written material. According to Bunner (2002), the capacity to connect with words and ideas on a page in order to comprehend what a writer said was known as reading comprehension. This sentence aims to achieve a comprehensive understanding of the author's intended meaning or message. In essence, reading comprehension involves not only decoding words but also actively interpreting and grasping the broader concepts conveyed by the writer.

Furthermore, reading comprehension is the process of comprehending texts in order to as realistically as possible extract the information the reader needs (Grellet, 1981). It emphasizes the reader's goal of obtaining necessary information efficiently, highlighting the practical utility of comprehension in accessing and making use of the content within the text. In other words, the ability of readers to understand what they have read is measured by reading comprehension. To make it simpler to comprehend and articulate the key ideas in the book, the reader must be able to identify the subject matter before beginning to read it.

a. Definition of Literal Meaning

The literal meaning in reading comprehension refers to the straightforward and explicit information presented in the text. It involves understanding the surface-level facts, details, events, or statements without interpreting or inferring beyond what is explicitly stated. The first level of comprehension, known as literal comprehension, allows students to be able determine information from an article by using its explicit language. (Lapp & Flood, 1983). From this statement, literal comprehension involves grasping the basic information and facts as they are presented in the text, without delving into deeper interpretations or implications.

Achieving literal understanding serves as a foundational step toward developing more advanced comprehension skills. According to Kintsch & Rawson (2005), Literal comprehension serves as a foundation for deeper comprehension abilities, which need to be assessed in order to maintain educational improvement. To delve deeper into student performance growth, it becomes imperative to explore and assess these higher-order cognitive abilities that extend beyond mere literal comprehension. Essentially, the text suggests that unlocking the full potential of students requires a comprehensive examination of the progression from basic literal understanding to the cultivation of advanced cognitive skills.

Two processes provided of literal comprehension stated by Rupley and Blair (1983), they were recall, or the capacity to explain a specific idea that was included in a paragraph and the capacity to determine that a passage contains particular details. It means, literal comprehension involves not only the recall of specific details from a passage but also the skill of recognizing whether particular information is explicitly provided within the text. To ascertain whether understanding has truly taken place, the truth has to be recognized as being within the overall context of the text. On the contrary, it is uncertain whether the readers understand what was read or depended on previous knowledge and understanding. This dual strategy approach forms the foundation of effective literal comprehension.

Literal reading, which is considered as an absence of comprehension, includes learning behaviors that are considered essential as the basis for the development of higher levels of comprehension. Saadania, *et al.* (2017) reported that in order to have literal comprehension for student, they have to pick specific details out of a paragraph. This involves the ability to extract meaning from an extended sequence of words that contains propositions and sentences by processing and recognizing each word separately. Therefore, Literal comprehension is foundational for understanding a text, as it forms the basis for higher-level in comprehension skills such

as making inferences, drawing conclusions, and analyzing the author's purpose.

b. Definition of Inferential Meaning

The subsurface knowledge is referred to be known as inferential comprehension. The reader must make an assumption about its meaning based on the context of the story and the hints of students use to interpret it because it is not explicitly stated. According to Pennell (2002), determining the text's meaning is a step in the inferential meaning process. Once readers grasp the surface-level meaning, they can delve into inferential analysis, where they draw deeper insights, make connections, and infer additional layers of meaning that go beyond what is explicitly stated. In essence, determining the text's meaning serves as a crucial foundation for engaging in the more intricate and insightful aspects of inferential comprehension.

To ascertain inferential meaning, you must consider the text and make a determination. According to Cheek, *et al.* (1989), one of the three main components of reading comprehension is inferential comprehension. Generalizations, cause-and-effect connections, and future projections serve as prime examples of this advanced comprehension. In other words, it goes beyond surface-level understanding, requiring readers to infer relationships, patterns, and potential outcomes based on implicit information. Inferential meaning

thus demands a more nuanced and critical engagement with the text, elevating comprehension skills to a higher level of cognitive processing.

Students who are taught to read inferentially will gain more strategic in reading. Inferences are judgments based on information provided and draw a conclusion from what we already know. Students draw relations between their understanding of a text and their personal experiences by using inference. Hirsch (2003) stated that prior understanding of the topic increased up basic understanding and leaved working memory open to draw conclusions, think through implications, and make connections between the new material and previously learned information. It means, having a foundational knowledge of a topic enhances one's basic understanding, allowing the working memory to focus on drawing conclusions, considering implications, and forming connections with previously acquired information. In essence, prior knowledge serves as scaffolding for more effective cognitive processing of new material.

CHAPTER III

RESEARCH METHOD

This section describes the stages involved in carrying out a study. It shows detailed descriptions of the various components, including the design of the research, research setting and subjects, methods of instruction, data collection, data analysis, and viewpoints. The content has been rewritten to avoid copyright infringement and has no similarity to the original substance.

A. Approach and Research Design

In order to provide a detailed description of a single component, this research used a case study research design through qualitative approach. According to Merriam (1998), case study can be especially helpful for conducting a thorough, comprehensive study of a process, system, or individual that enables deep understanding. It is impossible to isolate a specific phenomenon from its context when doing a case study on it. However, it is critical to recognize the context in this study as an integral component of the procedure. Case study assist in our comprehension of the procedures involved in events, projects, and programs as well as in identifying contextual features that, when combined with in-depth analysis and explanation will illuminate a problem or item.

Researcher employed a qualitative descriptive method for data presentation. This method refers to the process of methodically, factually, and accurately describing the facts, features, and connections between the phenomena under investigation. While the descriptive method, according to

Sugiyono (2005), is a method used to characterize or examine research findings without drawing wider conclusions. Whitney (1960) defined the descriptive method as the process of finding facts that can be properly interpreted. The researcher described how reading comprehension can be developed through the implementation of Task Based Intensive Reading with PQRST. The researcher tells the narrative concentrating on providing a detail explanation of this strategy including limitation, problems, etc.

B. Research context and setting

This case study conducted in an Islamic Junior High School in Pasuruan, East Java, with the aim to provide students with variety strategies to English language teaching. English is a subject in the curriculum in Indonesia which is a compulsory. The school's English teacher stated that English lessons were taught twice a week on different days. The normal of given time in an English learning class is amount 2 hours for 45 minutes of time allocation per hour. Researcher was interested in conducting research at this school because there is a literacy program that is mandatory for all students. This activity aims to increase motivation to learn through reading and writing activities. The researcher used a purposive sampling technique to take data sources with certain considerations through English teachers who were considered knowing the most about the research object to produce a stronger understanding of a topic with appropriate results. Schools often use classical methods for learning English and are not familiar to use learning methods such as Problem Based learning and Task Based Language

Teaching. Therefore, researcher wanted to explore and hone students' cognitive abilities, especially in reading activities.

TBLT (Task-Based Language Teaching) has been implemented to involve students for developing reading comprehension through the PQRST strategy in this research. The aim of this research is not only to hope that students can understand reading text, but also to train them in critical thinking, the ability to rewrite texts they have read, draw appropriate messages and conclusions, as well as produce their own sentences by their creativity. There are several considerations that the researcher made in choosing this school for this research, including: (1) the school is accredited A in one of the junior high schools in Pasuruan with several adequate facilities, especially in teaching activities such as LCD and projectors (2) there are additional extracurricular activities outside of class hours which have been on hiatus for a while which need to be developed further (3) this research is fully supported by the school with several requirements that must be fulfilled such as submitting this research results to the school which is expectedly able to contribute to the school betterment in the future. Because of these considerations, the researcher wanted to dig deeper into students' comprehension of reading through strategies that have been prepared by the researcher before.

C. Research Participant

The researcher made several considerations to determine the participants for this research, considering that participants are a fundamental

part that must be presented in conducting research. The researcher took class IX at one of Junior High Schools in Pasuruan. First, the number of participants was sufficient for research because there were many students in class IX who were divided into several classes. The number of students in class IX is approximately 30 students per class. Implementing the strategies in class would be easier if the participants in the class are active and intend in learning activities. Indirectly, the application of TBLT invited students to contribute actively and interact with each other that create their assumption that English learning is not difficult to understand. This activity can build students' motivation and interest in learning English. Secondly, the English teacher offered several classes that could be inspected. After discussing together, she recommended class IX to be studied in order to learn English better. Effective learning strategies were needed in learning considering the time and unsupportive conditions in the last hours and after school breaks. It is a challenge for the researcher to keep their enthusiastic in learning.

The first observation, I visited the school to start my research by meeting the headmaster of the school and consulting about the research that I would do at the school. I also asked permission to meet the English teacher to gain access for my field research. Not long after being informed, I got her permission to conduct research. I also discussed my research projects and goals. I also discussed my research in more depth with her via WhatsApp. Not only that, I met the principal again to inform him that this research had received permission from the English teacher that my research had never

been studied before by other researchers. The headmaster gave several directions and requirements, one of those was providing a written permission letter from the university before carrying out research as a licensing ethic.

In the next day, I continued to communicate by asking the English teacher regarding learning time. She said that English was scheduled twice a week for 45 minutes per hour. This time allocation is the standard time allocation for English language lessons at school. She also informed that class IX still use the K-13 curriculum, different from grade VII and VIII which have used Merdeka curriculum. This is because Merdeka curriculum is a curriculum that has just been redefined by the education authorities in Indonesia. The English teacher recommended that my research class focused on class IX, especially in class IX D which consists of 30 students. Qualitative research has certain goals for selecting participants who have been studied, such as gaining a deep understanding of the topic and formulating research questions with a more appropriate approach.

D. Research Instruction

There are several procedures followed before introducing TBLT (Task-Based Language Teaching) through PQRST (Preview, Question Read, Summarize and Test) strategy. In accordance with the theory explained previously, Ellis (2003), there were three stages in the project applied in learning. Namely pre-task, during task, and post-task. In planning, the teacher provided instructions and steps during the learning process. The teacher also discussed with the students about the PQRST strategy. Moreover, the teacher

provided a brief overview of the material and context of the text to be studied.

Table 3.1
Activities of the Research

Learning Step	Learning Purpose	Activities
Pre-Task Activities	<ul style="list-style-type: none"> • To introduce students about PQRST • To explain student how to do the strategy and give them example • To Foster student's critical thinking • To build student's responsibility and 	<ul style="list-style-type: none"> • The teacher discussed the material that would be learn with students regarding the text or story that will be understood the plot of the story, understood the explicit and implied context of a sentence and concluded the text by the student • The teacher explained the material and stages or steps that would be implemented by using the PQRST strategy • The teacher gave assignment for student • Students worked in group • The teacher conducted questions and answers, shared opinions and insights with students, then teacher provided feedback
During-Task Activities	<ul style="list-style-type: none"> • Preview (provided an overview of the text that students will read, can be in the form of images, keywords and titles) • Question (brain storming and stimulates students to guess the content of the text) • Read (to obtain information and understand the contents of the text) • Summarize (recalled what students have read and retell it in their own language) • Test (measures 	<ul style="list-style-type: none"> • The teacher carried out brain storming in the form of a preview by providing images / title (key term) that could describe the theme of the material • The teacher also explained the elements related to the material • The teacher asked questions to students, and students presented ask questions to the teacher (other students could answer and refute opinions in this activity) • After the teacher answered and directs the topic to be discussed, the teacher instructed students to read the text • The teacher provided reading materials that were relevant to the material and distributed in to students

	<p>knowledge and understanding of reading)</p> <ul style="list-style-type: none"> • To build self-confidence in speaking English • To build collaboration between teams 	<ul style="list-style-type: none"> • Students were instructed to summarize and provided conclusions from the text they read. In addition, they could write about personal experiences that are relevant to the text. Each group makes a summary of the text by discussed together. The summary would be presented in front of the class. • The teacher instructed each group representative who has the same text to come forward to give more explanation or share the results of the discussion with their group. The same with others • The teacher provides questions or essay related to the text
Post-Task	<ul style="list-style-type: none"> • Reflecting on completed task and analyzing 	<ul style="list-style-type: none"> • The teacher provided a reflection of student learning outcomes • The teacher asked to all learners to submit a perspective or reflection on their experience using the PQRST technique

Teacher started the learning activity with a joint discussion. Teacher wanted to know the basic abilities possessed by students, such as reasoning through pictures, or several key words given by the teacher. This activity included an explanation of the material by including several text examples. Teacher also explained the task-based strategy that would be implemented, namely PQRST, so these two aspects were explained in detail. In each explaining activity, students were invited to actively ask, refute, and answer several questions. This was very important to do in order to increase interest in being involved in learning activities that would be carried out at the next meeting.

At this first meeting, the teacher provided text and several questions that were available in the study book which aimed to stimulate thinking. Teacher divided students into groups with the aim of making it easier for them to work together and express their opinions. Teacher had a reason for dividing students into groups in order that students did not feel too bored to think for themselves and feel very burdened due to the limited vocabulary they had and expected to review activities and directed students. After that, teacher invited students to discuss until students understood the topic at this meeting. Teacher focused on understanding the material and the aspects of that. So, the learning objectives could be achieved well.

During task activities, students were invited to carry out a series of activities. In this stage, PQRS strategy were implemented. The first task is P which is preview. Teacher provided students with a preview in the form of images or keywords which aimed to review initial information and attracted the reader's curiosity. When students were presented with a preview of the material, it served as a trigger for their existing knowledge related to the topic. This activation of prior knowledge was essential because it helped students make connections between what they already knew and what they were about to learn. For example, if students were previewing a lesson on narrative text like Snow White, they were seeing image of princess, palace, and several royal soldiers could activate their prior understanding of royal fiction story concepts. By providing an overview of what would be covered they got a glimpse of the key topics, themes, or ideas that would be explored

in the reading. This clarity helped students mentally prepare for the learning experience.

The next activity was Q which is question. The teacher asked students questions related to their initial preview. For examples “what is the main topic or theme of the material?”, “who are the main characters or figures in the text?”, “what are some alternative perspectives or interpretations from the image?”, “How does this image make you feel or think differently?”. The aim of this activity was to stimulate them to think and guess the content in a text. Following the preview, the next stage encourages students to take an active role in their learning by generating questions about the material. Rather than passively receiving information, students were encouraged to interact with the material, analyze it, and identify areas of curiosity or uncertainty. This active engagement promoted deeper levels of understanding and retention. The types of questions generated by students varied widely, ranging from basic factual inquiries to more complex, open-ended queries. This diversity allowed teacher to gauge students' comprehension levels and tailor instruction accordingly. By addressing a range of questions, teachers could accommodate different learning styles and abilities within the classroom.

After that, the main activity that would be carried out is reading. Teacher instructed students to read the text that had been provided previously and urged students to try to understand the reading text. This activity was carried out in groups. Group reading allowed students to discuss the material, share insights, and support each other's understanding. Students were

instructed to read the assigned material carefully, emphasizing the importance of understanding the text thoroughly. They were encouraged to pay attention to details, nuances, and key concepts while reading. This focused approach helped students extract essential information and grasp the main ideas presented in the text.

S which is summary was the activity after students had read. The result of the reading activity was to find the important points of the reading in the form of a summary. Teacher instructed students to summarize the information they had captured. Apart from that, students were also encouraged to write down their experiences related to the text. This summarizing process was carried out individually because each student definitely had the potential to express their opinions freely and they had their own unique language. They wrote the important point of the text for example the main character, the storyline, and the message contained in the narrative text story. This individual approach recognized the diversity of students' perspectives and writing styles, fostering autonomy and creativity in their expression of ideas. This summarizing activity aimed to recall what students had read. By summarizing the material in their own words, students reinforced their understanding of the text and consolidated their learning.

The last was T which is test to measure the achievement of learning process. The final activity that would be carried out is a test in the form of essay questions which aimed to measure students' reading comprehension and obtain precise general and specific information. Essay questions typically

prompted students to analyze, interpret, and synthesize information from the reading material. By formulating responses, students showcased their comprehension skills, critical thinking abilities, and ability to communicate effectively. Teacher provided several questions to be worked on in groups with the aim that they tried to find out the truth of the information together. Group work promoted peer learning and allowed students to benefit from diverse perspectives, enhancing their understanding and problem-solving skills. These assessments served multiple purposes they are evaluated comprehension, reinforced key concepts, and identified areas where students may have needed additional support or clarification.

After all the activities had been carried out, teacher provided an accurate understanding of the results of their discussion. At the end of the lesson, teacher gave students a challenge, namely to present their summary results in front of the class to train students' self-confidence. The results of student summaries would be collected as student work. The final task was reflection. Teacher asked students to write reflections regarding learning experiences when using the PQRST strategy. Teacher also provided reflection on students during learning process. An evaluation would be useful to create better learning strategies, especially in measuring students' cognitive abilities through reading comprehension.

E. Data Collection Technique

In this part, the researcher took the data collection. The qualitative research procedure made inquiries into three different data sources;

1. Observation

A process to gather data by directing situations or events in the field is observation. Researcher can also capture information as the researcher perceive it during observation. According to Widoyoko (2014), Observation is the methodical monitoring and documentation of the components on the research object that manifest as a symptom. Here the researcher required images when the task process was carried out actively by students, such as summarizing reading, guessing and asking, reading, and testing. So, researcher did not just collect notes from the field while providing instruction or learning process. Thus, these images could be useful for researcher as the gained analysis of digital information.

2. Interview

Interviews are activities to obtain in-depth information about an issue or theme raised in research. An interview is a conversation with specific purposes, the conversation is carried out by two parties, namely the interviewer who asks questions and the interviewee who provides answers to statements (Moleong, Lexy J, 1995). In this section, there were several steps. First, the researcher created several lists of questions to ask students. Second, the questions made by researcher were everything related to research. Third, A few students would be questioned by researcher about the enquiry. Student interviews would provide the researcher with information. The final, researcher obtained the data through observation, documents, and learning artifacts.

The researcher invited students to focus on conducting interviews in groups which were communicates with Bahasa. The questions that had been asked during the interview would be designed to explore students' experiences using PQRST strategies on developing reading comprehension.

Example:

a. Students Aspect:

- Do you know about reading? What is your opinion about it?
- What is your difficulty in understanding reading?
- What is your motivation or aspect that makes you enjoys reading?

b. Learning Process:

- Can you explain how to understand the reading text?
- How can the PQRST strategy help you to improve your reading comprehension skills?
- How do you understand, summarize, and convey the information from a text?

c. Products:

- What do you get from learning activities using this strategy?
- What tasks of PQRST strategy have helped you the most? Why?
- What is your experience when you read a text using the PQRST?
- Is this strategy can increase reading motivation? Why?
- Is this strategy can help you understand the reading?

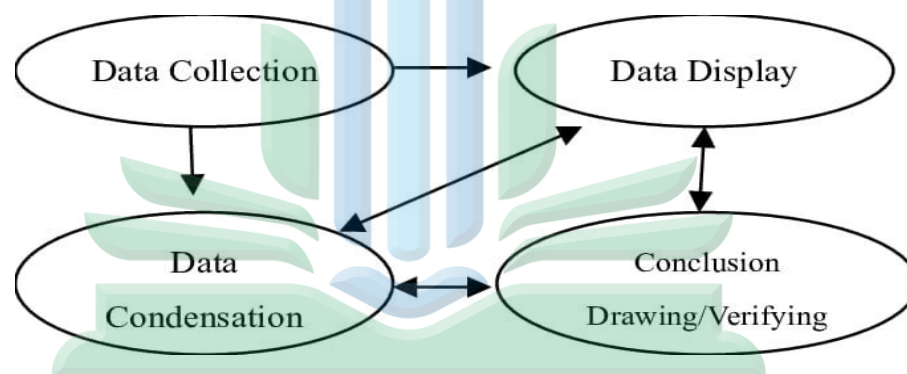
Interview was conducted in a semi-structured manner in a comfortable

way, so students could share their feelings and thoughts openly (without tension or embarrassed). In addition, to collect the interview data, researcher used convenience sampling by taking respondents without any consideration. According to Basyit, *at al.* (2018), convenience sampling is the process of collecting or choosing respondent data with the aim of making it easier for researcher to obtain data. So, the researcher took the data sources by students who were willing and opened to be interviewed and suitable as data sources. Prior conduct the interview, the researcher was secure consent from the student's parents or guardians and the school. The interview results would be documented for analytical purposes. The researcher's goal was to evaluate the effectiveness of reading to develop students' reading comprehension through the PQRST strategy using a combination of observation, documentation, and interviews.

F. Data Analysis

Data analysis in research involves examining, cleaning, transforming, and interpreting raw data to uncover meaningful patterns, draw conclusions, and support decision-making. It is a crucial step in the research process and helping the researcher to make sense of the information collected during their studies. Researcher combined the obtained information first by collecting the data needed for research. Data collection techniques included observation, interviews and documentation studies. The important thing to pay attention was collecting relevant and authentic data with the research focus so that the researcher can conclude the research questions.

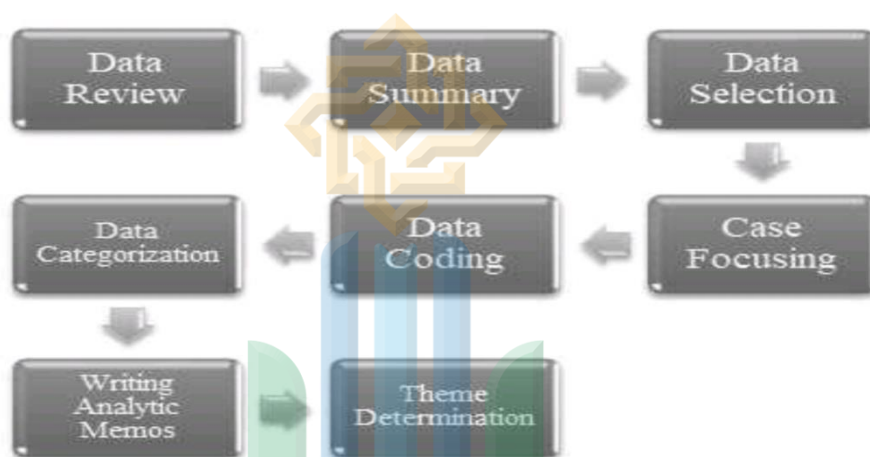
Furthermore, Miles, *et al.* (2014) described that qualitative analyst would be concerned about simplified or automating an objectively complicated, iterative collection of processes. According to the statement above, the researcher analyzed the data both during and after the data was collected. For instance, if the informants provided information that was unclear or misleading during the detailed interview process, the researcher would continue to pose questions until the information provided was deemed reliable. Based on that, an interactive model with multiple stages was used to analyze the data from this case study.



1. Data Condensation

Data condensation is process of summarizing and synthesizing large amounts of information gathered during the study. It involves reducing complex and detailed data into more manageable, meaningful, and understandable forms. The data collected after the researcher attended the school was too complex and varied. In this case, the researcher needs to summarize the information and provided further details in line with the selected study subject. This condensation facilitates analysis and interpretation, helping researcher draw meaningful conclusions from the

qualitative data. Miles and Huberman (1994) stated that data reduction referred to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appeared in written up field notes or transcriptions. From this statement, the researcher should separate both accurate and inaccurate data to make the data is credible.



a. **Selecting.**

Selecting involves the careful process of choosing and identifying key elements from the collected data. Researcher filter the rich and

diverse information to select specific excerpts, quotes, or examples that are representative of the themes or patterns observed in the data.

In this stage, the researcher identified the results of interview transcripts regarding important information related to the research focus. Besides that, the researcher also selected and sorted several components found in several activities in the PQRST strategy carried out in the learning process.

b. Focusing

Focusing is the act of concentrating on specific aspects or themes within the collected data. It involves narrowing down the scope of analysis to key elements that are particularly relevant to the research questions or objectives. After the researcher had sorted out important information at the selecting stage, the researcher then focused on sentences in the interview data that often appeared. This stage helped narrow the scope of the researcher's analysis and making it possible to find emerging patterns or themes.

c. Simplifying

Simplifying involves streamlining complex and detailed information into a more straightforward and manageable form. This simplification makes the data more accessible for analysis and interpretation. At this stage, researcher reduced the complexity of the data by categorizing themes that emerged from the data that had been focused. Simplifying helped researcher organize and simplify data to made it easier to manage and understand.

d. Transforming

Transforming involves converting raw data into a more refined and meaningful representation. This process includes reorganizing information, identifying patterns, and sometimes translating data into a different format or structure. In this stage, the researcher interpreted and understood the data in more depth by linking research findings

with relevant theories and made conclusions or determined findings that were supported by the data. Moreover, researcher could also involve compiling narratives or stories that described research findings comprehensively.

2. Data Display

Following the data condensation process, the researcher presents the data together with an explanation of the filtered conclusion of the data. According to Miles, Huberman, and Saldaña (2014), data display is “an organized, compressed assembly of information that allows conclusion drawing and action.” Based on the previous assertion, data display facilitates understanding of what's going on and enables taking decisions based on our findings or additional investigation. In this stage, the researcher arranged information in a logical order, provided clear labels for each data element, and maintained consistency in presenting the findings from the data. Apart from that, the researcher provided an explanation that described the meaning of the findings in relation to the research questions so that they could describe the findings comprehensively as evidence of a more detailed analysis process.

3. Conclusion drawing and Verification

Conclusion drawing in research is about making sense of data to answer questions, while verification is the process of checking and confirming that the findings are accurate and reliable. Conclusion drawing involves stepping back to consider what the analyzed data mean

and to assess their implications for the questions. “Final conclusions may not appear until data collection is over.” (Miles, *et al.*, 2014). According to the previous statement, in order to verify reliable results, a valid data must be gathered throughout the data collection process and analyzed.

The cycle of data collection, data condensation, data display, and drawing conclusion was the researcher's main emphasis when examining the data and drawing conclusions that could be verified. All of those fields have a part in determining how the analysis process can be carried out effectively. As a result, when examining the data to ascertain the outcomes, the researcher can emphasize each step that needs to be comprehended and investigated. The researcher presents the visual representation of data in this process, such as charts, graphs, or tables, to help researcher organize and present their findings. It is a means of making complex information more accessible and understandable. The researcher should be selecting appropriate formats, provide context, maintain integrity, and align with research question.

G. Trustworthiness

The accuracy of the data reported in the findings is a factor in the trustworthiness of research findings in empirical investigations. Elo, *et al.* (2014) stated in order to ensure credibility, the study framework describes the qualitative content of the analytic process, from data collection to results presenting. The study stayed away from being extremely ambiguous by offering reliable facts. The data triangulation method was utilized by the

researcher to evaluate the study's validity. To evaluate potential trends across the many data sources which included observation, document analysis, and interviews cross-method triangulation was applied.



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CHAPTER IV

FINDINGS AND DISCUSSION

This section provides the discussion based on the findings of the study. The results of the data acquired by observation, interview, and document review are described in the findings. Whereas, discussion interpret the findings of the research problem being investigated to add new insights that emerge as a result of the research.

A. Research Findings

This case study focuses on how PQRST strategy facilitated students reading comprehension which involved critical thinking skills and produce creative ideas through task-based language teaching. Researcher collected data through in-depth semi-structured interviews, observation and photo documentation of student activities. There are two dominant themes will be presented in the research findings related to the research objective which include (1) Image-stimulated preview task to promote creativity and (2) Summary and test tasks foster students' critical thinking. A series of learning activities related to these themes will be presented and illustrated with research evidence. All findings will be equipped with a complete discussion in descriptive form.

Image-stimulated preview task to promote creativity

Before the PQRST strategy was implemented in the classroom, the teacher explained the narrative text material at the beginning of the lesson as the Pre-Task activity. The teacher explained several activities that would be

carried out by students using PQRSST strategy. Not only that, the teacher also provided examples of narrative text in the PPT and explained how to find the main idea in a paragraph. This is very important to do to get more detail in the information they would read in the next activity. During the task, the first activity of during task in this strategy was to preview in the form of a title along with an image or graphic or something that attracted textual-visual attention on it. The teacher provided a relevant description of the text. This phase provides brainstorming for students.

In this research, PQRSST activities were mediated using visual or image media corresponding to the reading text. The visual selection was intended to help students to identify the suitability between the theme and the text they would read. In addition, the visualization would help students to gain background knowledge which could later help them to understand the next reading activity. In this case, students were asked to look at pictures and read the text. Then the teacher asked students to adjust whether the image they saw was in accordance with the presented text. In this case, several students said that they were interested in images, exactly in the choice of colored images, as well as the uniqueness of the images, where the images represented some of the content in the text.



Dylan, the young blue dragon, lived deep in the Rockstone Mountains of Scotland. Every day the playful young dragon woke up early in the morning and flew around the mountains and valleys looking for something to do. When he was hungry, he would go home to his cave. Mommy dragon would have hot soup ready for his dinner.

Dylan woke up bright and early the next day. He was very excited that he would soon have friends to play with every day. He put on his baseball cap and flew passed the valleys and mountains. He reached the little village of Falkirk. He glided down to a passer-by to ask for directions to the children's playground. "That ... that ... that way," pointed the quivering man.

Picture 4.1. Adopted from monkeypen website (*monkeypen.com*) as the example of Preview Narrative Text (20th February 2024)

The researcher asked interview participant to tell about what they felt when they saw the picture in a follow-up interview through WhatsApp. Two participants expressed how the process was when a preview activity that was stimulated by using images was carried out with several short questions that could help them to develop their thinking.

"When I saw the picture there was a cute dragon because the dragon was smiling and not scary. I thought that maybe this story would be funny and adorable. Then I also saw several small children playing on the playground. In my opinion, the story that will be told has a connection between children and a good dragon. Moreover, this story is fictional because the theme is narrative text. it helped me to find my own ideas, besides that when I read the text at a glance, I more or less understood it and made me interested in knowing the story as a whole." (Individual student interview stories #1, 18th March, 2024)

"I remember when I look the Pinocchio. I know a little story about Pinocchio whose nose gets longer when he lies. However, before reading, I did not know whether Pinocchio was human or not. I saw a picture of an old grandfather playing with his wooden doll. That's where I imagined that Pinocchio is a wooden doll that can become human" (Individual student interview stories #2, 18th March, 2024)

The quote reflection above was an implication that students consciously created their creative thinking when assisted with an image. They

imagined simple pictures with some vocabularies they understood in the title. At first, I gave them and asked them to read a text without pictures and titles. It turned out I did not find their enthusiasm for reading in that time. In fact, many of them find it less helpful to find out information from the text. Then with the picture and title that I displayed, they seemed interested and started expressing their ideas during a short question and answer session. This is the time they start to pry the meaning of the story text. They would see and guess the content of the story they were going to read. They saw expressions, colors, and even places in an image. Then they would construct it with their glimpse understanding as they read. It showed that drawings might help students hone their creativity. Apart from that, images can also facilitate them to increase wider curiosity about what they read.

Teacher : At the beginning of the lesson, I provide pictures and text. So, what do you think that you got from this picture?

Student 1 : Yes, in my opinion, it is exciting because there is an initial description of the story that will be read from the title. The images also bring up my idea to think what is that story about. I mean, the picture gives a little clue to the story that will be read.

Student 2 : makes me imagine what about the text is, like guessing the story

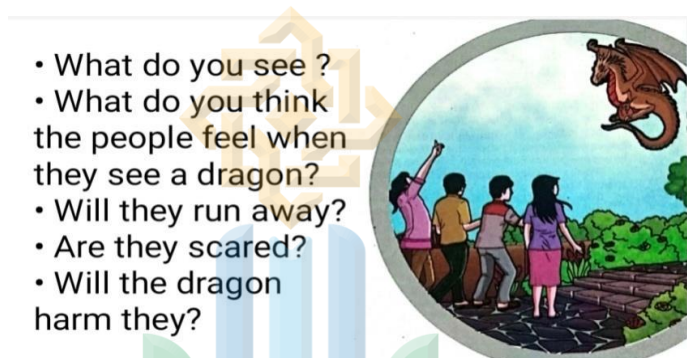
Student 3 : Yes, I agree. According to me, the pictures make me curious and give me imagination. (Interview student of IX/D, 4th March 2024)

Students naturally analyzed a given picture where they tried to construct their own thoughts and then they read the text of the story. Of course, they still only knew a glimpse of the contents of the texts they had read. This was the first step taken so that students could try to understand the reading in depth and thoroughly later. As a result, they got an idea from what

they read about the story text. In this activity, students then connected the text with the image. They saw a small smiling dragon which in the end they thought that the rendition of this story was cute. Then, they saw children playing in the playground which might have a connection between the dragon and the children playing. Then from there, students would try to read the text as a whole. Students enthusiastically paid attention to the images. They could read and synchronize the pictures with the text and keywords with their own imagination. At least, they already had some initial points of view and clues through the picture. Therefore, this process was the initial stage to provide views and the process of capturing ideas in conducting a review. However, student had different ideas regarding to the image which become material for discussion later. The text mediated by images was also related to the learning series that had been designed. In addition, the provide images were also guided by several questions that allowed students to build their creativity and stimulate them to read the text deeper.

After doing the preview, the next activity that was carried out was asking question. This section was continuation of the preview to do a deeper stabilization. The question would be relevant to the provided image. In this stage the teacher asked questions whose possible answers were based on the reading that had been processed at the review stage. Teachers could measure the extent of students' understanding briefly. Here, students could freely answer short questions according to their respective opinions as to consider what they had obtained is optimal. The students tried to guess creatively from

what they captured from the images they saw. Here, having these questions could raise student curiosity. Apart from that, this question stage also trained their memory for things they might have experienced before. Therefore, presence of several questions lead students to think deeper about the text they were about to read.



- What do you see ?
- What do you think the people feel when they see a dragon?
- Will they run away?
- Are they scared?
- Will the dragon harm them?

Picture 4.2. Give a simple question related to the text
(20th February 2024)

Teacher : What are your reasons that can attract you after you see a picture?

Student 2 : I think having several questions can make me think and more guessing the story

Students 1: Alright. Because of several question, I have an interesting thought

Students 3: In my opinion, the presence of pictures is not enough to make me want to read. Having several questions can make me even more enthusiastic to read and emit my speculation.
(Interview student of IX/D, 4th March 2024)

From the evidence, it was found that students creatively got ideas from what they saw in the picture so they got a glimpse or initial knowledge of the story they read. These two activities were continuous with each other which gave students an overview of the text they read. This activity showed that interesting images could attract students to be inspired to read a text which in the future they also believed that they used their creativity and

imagination to obtain a point of view to acquire information. Students would analyze images and how they aligned the image with the text. Besides that, they would also realize that having new ideas could make them be more productive in producing creation, especially in reading and writing activities. They would identify ideas from what they read which they would later combine with the knowledge they had obtained previously. This preview activity through pictures and several questions would promote them to think creatively, which could improve students' level of understanding of the received information and the studied concepts.

Summary and test tasks foster students' critical thinking

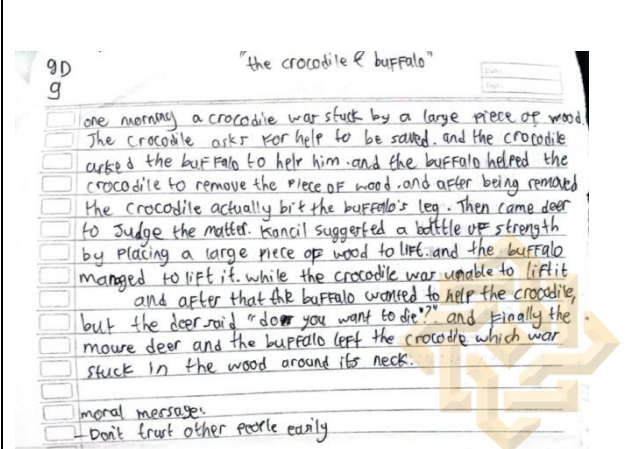
Obtaining students' reading comprehension results is important. That is the reason why the teachers need output to find out student's understanding. The next step was making a summary after the student read the text carefully. Summarizing is a process of understanding the output of reading activities. This summary stage is part of the PQIRST strategy with the aim of remembering or reorganizing important information, identifying main ideas, making it easier to share information with other students, and trying to understand the main story briefly and efficiently. It is important for students to know the story line, characters and other important information. In order to strengthen the evidence of this activity, the researcher has presented the picture along with evidence in picture 4 of this activity being carried out.



Picture 4.3 Students make summarize from the text they have read (22nd February 2024)

Students freely wrote and expressed the ideas they got. In their own language, they provided an overview of the tale based on what they knew. With the use of this tool, students would be able to assess their own thinking, which would develop their critical thinking skills going forward. For this exercise, students must respond with greater seriousness and allow enough time to reduce the explanation. They undoubtedly summarized in accordance with a predetermined subject. The teacher had provided them with a summary example to aid them with summarizing the reading without altering the text's original meaning. As a result, this exercise would motivate students to read the text more carefully. This table shows that they reduced and simplified the information. They wrote the important point without changing the content of the text.

Table 4.1. The example of students' summary

PICTURE	DESCRIPTION
 <p>The image shows a handwritten student summary on lined paper. The title is "the crocodile & buffalo". The text is written in cursive and includes a moral message at the bottom: "Don't trust other people easily". The summary describes a crocodile stuck in wood, asking a buffalo for help, and a mouse deer intervening with a large piece of wood.</p>	<p>One morning a crocodile was stuck by a large piece of wood. The crocodile ask for help to be saved and he asked buffalo to help him. After the wood being remove, the crocodile actually bit the buffalo's leg. Then, the deer came to judge the matter. Kancil suggest a battle of strength by placing a large piece of wood to lift. The buffalo managed to lift it. Whole the crocodile was unable to lift. After that, the buffalo wanted to help the crocodile, but the deer said "do you want to die?" Finally the mouse deer and the buffalo left the crocodile which was stuck in the Wood around its neck.</p>

In the narrative text material, a tale assisted students to develop cognitive skills such as their empathy, interpretation, deduction, reading comprehension, and making conclusions. Furthermore, stories promoted critical thinking by presenting opposing viewpoints, questioning assumptions, and stimulating reflection on mental processes. It also fostered group conversations, giving students the opportunity to develop critical thinking skills in a collaborative environment. In this finding, students summarized stories individually the important information that related to their environment. They tried to complete the reading in each paragraph when they found it difficult to read. Then, they created a main idea which would be continuous with the next paragraph. From summary they tried to understand the content of the story. Furthermore, they freely wrote and expressed the ideas they got. Overall, stories are a useful tool for strengthening critical thinking skills and should be included in educational curriculum. When they found it difficult to read, they would try to complete the reading in each

paragraph. They created a main idea which would be continuous with the next paragraph. Through summary they tried to understand the content of the story.

Teacher : After reading, I ask you to summarize. What do you get from what you have summarized?

Students 1: I think I tried to write the points of the story rationally according to what I knew before

Students 2: I also learned to analyze a story from a series of several sentences to combines the story

Students 3: I try to consider the story according to my own understanding when I take notes and extract the main ideas of each paragraph. (Interview student of IX/D, 9th March 2024)

The data showed that summarizing activity was carried out as a continuation of the reading stage because not all students could remember the writing they had read. They easily remember things if they made summaries. They had the different opinion with each other, but from that they could analyze and consider ideas they captured. This activity was proof that they tried to understand the story they had read. Then, from this activity they could build their critical thinking individually which will later be criticized more in discussions. Moreover, they can explain more what information they got from reading through summary activity. They could connect the ideas and bring out their critical thinking and creativity in arranging words and sentences. However, there were further steps after students carried out the summary to ensure the correctness of the information they got. This was important to do so that students knew how far they could try to understand the reading. Therefore, teachers wanted to measure students reading comprehension through a test.



Picture 4.4. Students work on group to take the test (22 February 2024)

It is equally crucial to ascertain the extent of students' understanding. This phase represents the culmination of multiple earlier stages of work. A number of exam questions are given to students with the intention of gauging their level of achievement at the end of the learning process. This task serves as a tool to assist students in practicing their comprehension of the subject matter. Here, the teacher formulates essay questions that accurately reflect the assessment components in order to gauge the students' comprehension. A series of text-related questions are used to gain knowledge and comprehension of reading. When this activity occurred, students actively engaged with one another, expressed their thoughts, and gathered necessary information to reduce pressure and create a comfortable learning environment.

Taking a test to group is a good idea since it fosters discussion and facilitates problem-solving so that the group can consider the answer deeper.

In addition, students learn responsibility, respect for the opinions of others, cooperation, and communication—all of which will be useful in their future lives. Working on the questions in groups also helps to cut down on time because it takes time to complete this stage, which is difficult for an individual. As a result, the teacher monitored the students' progress and allots sufficient time for discussion and answering questions. The test given included general information and specific information. Specific information refers to facts or a precise description of something mentioned in the text while general information usually only represents a broad picture of something. Students could find out the main characters in the story, sentence statements in the story and the plot told in the text. Then, students' reading comprehension result could be seen from several evaluations after taking the test. In this stage, they tried to evaluate the information deeper. They would answer the question by considering several ideas, making decision, solving problem together and analyzing several different arguments so they truly understood the information.

Teacher : Alright, after you summarize, I ask you to do the test by several questions. What do you think in your process when taking the test?

Student 3 : I think the test make me think deeply to find the answer. I have to collect arguments and opinions to reach the right conclusion

Student 2 : From answering the question I can re-examine whether what we have summarized is correct. Moreover, my friends and I try to solve the problem trough several answer

Teacher : How do you solve the problem then?

Student 2 : I re-read the text by evaluate my previous summaries until I found the right answer from several comparisons with my friends

Student 1 : According to me, I tried to simplify several point like

looking for main idea. Sometimes I answer in detail through several arguments that I observed together with friends in the group. Such as looking for sentences that show evidence or explain implies meanings (Interview student of IX/D, 9th March 2024)

According to the data that has been presented, students got correct information because they were directly concluding the content of the text they had read. The test helped students to evaluate the information they summarized and captured previously. This activity trains them to capture information clearly. Apart from that, they could learn to analyze and solve a problem together by looking at several different assumptions. Students did not only know what they were learning but also clearly showed evidence of arguments. Therefore, this test could facilitate them to develop reasoning, accuracy, decision making, and understanding as some elements of critical thinking. They would realize that critical thinking was really needed in everyday life so that they did not easily believe in something before getting strong evidence, so they could make the right decision. As a result, they also realized that they got results from what they had learned, especially in reading English text.

The discussion was carried out after the entire group was ready on their result of discussion. The teacher randomly selected several groups as representations to present their answers in front of the class. Each group was represented by two people. Moreover, the teacher provided appropriate directions and answers from the results of the discussion. Unconsciously, they had reviewed their answers to several questions. Apart from that, the

teacher asked the conditions students to pay attention to each group making a presentation, so that they could find out about the content of the stories that other groups read. The results of the discussion showed that each group understood the content of the story they read. Almost all the answers to several questions were answered correctly. In the last learning process, the teacher gave a challenge to three students to independently come to the front of the class to retell the contents of the story they had read by giving a reward afterwards. This could train students' self-confidence and served as confirmation that the students had understood the text correctly. This was also the output of reading which explained the story related to the learning objectives.

B. Discussion

In the first finding, preview activities through images were a stimulus to encourage students' creativity. Students gained basic understanding through a picture and their imagination. Keun Huh (2016) stated that using visuals as a way of thinking must be developed to improve conditions for language learning, which is a cognitive process that can encourage students' creative thinking in various ways. Teacher inserted images, in the form of cartoons or photos, in narrative text material which became a tool to encourage student visual thinking. This was related with the recent study in the findings from Li (2020) that visual pictures are used in multimodal pedagogy, which enhances learning in creativity and higher cognitive skills. In this case, students could generate ideas and opinions because they had different points of view. Students

also guessed how the story flew and imagined what they read and then created a story from the visual images. Incorporating visual thinking strategies into language tasks empowered students to explore diverse perspectives, foster creativity, and engage in dynamic communication, thus it can enrich student's language learning experience and foster their deeper understanding.

Furthermore, Arnheim (1969) on his study of visual thinking considered that visual thinking is human primary mode of thinking because human considers images to be the primary component of thought. It is evident that the visuals serve as symbols for broad concepts since they are connected to language. This viewpoint emphasizes how important images are as effective means of communicating abstract ideas because of their ability to elicit and signify larger ideas due to their linguistic connections. As mentioned by Listyani (2019) in her study showed that students are creative and imaginative when the teacher gives visual image. Expanding on this idea, images serve as potent vehicles for communicating universal concepts and abstract notions, as they can transcend linguistic barriers and resonate with individuals across diverse cultural and linguistic backgrounds. By harnessing the symbiotic relationship between images and language, teacher can leverage visual stimuli to facilitate deeper understanding, encourage critical thinking, and stimulate creative expression among language learners.

In the context of image promoting creativity in the preview task, task-based language teaching activities also involved simple question. The given questions were short questions that encouraged students to find ideas and

encouraged them to think what they saw. Students enthusiastically responded to what they felt when they found their visual ideas. Therefore, Huh and Egbert (2010) argued that teachers could foster creative thinking in their students by asking thought-provoking and varied questions that link to visual thinking skills. Moreover, the teacher provided a responsive attitude and accepted the opinions of each individual so the students learned to be open to their own ideas and arguments when conducting questions and answers. This in line with the statement by Ritter, et.al (2020) in his latterly study who said that in order to discover and stimulate creative thinking was asking several questions. Furthermore, task-based language learning can create a responsive learning as to create a comfortable collaborative learning environment. This is supported by recent research which is still being developed by Lestari, et.al (2023) in the results of her research that students really participate and show involvement in learning which can improve students' reading comprehension skills when implementing TBLT. Based on previous statements, brainstorming using pictures and several stimulus questions can build students' creative ideas to build basic understanding by easily absorbing information from appropriate reading texts.

The second findings are the summary and test that can build students critical thinking. Researcher found output from students' reading comprehension results through summarizing activities. Certainly, in this activity students naturally analyzed the main ideas and found important information in the text. Nuttal (1996) defined that summarizing as an approach

that combined reading with writing or speaking and required a thorough comprehension of the text in order to allow pupils to produce a more simplified and shorter version containing the text's primary concepts. Through this activity students were expected to be able to easily find the essence of a story text. According to Utami, *et al.* (2020) summary is a simplified version of the content that is easier for students to comprehend. In the findings of this research, students summarized individually where they had the right to freely retell the story briefly using different languages.

Furthermore, Yu (2015) listed six strategies in critical reading, one of which involved summarizing the main ideas of a text and creating an outline of the text without using the same words in the text. This activity certainly made students thought deeper about the content of a story and learned to compose sentences effectively. Apart from that, this activity was also useful for students as a first step to better writing which can foster a culture of student literacy aligning with Spirovska (2022) stated that improving critical reading skills could be achieved by pre-reading, while-reading and post-reading activities which included identifying opinions, distinguishing facts and opinions, and summarizing parts of the text. It encouraged students to engage critically with textual content, identify key ideas, and synthesize information in a concise and coherent manner.

The last phase, students were also given several questions through tests as material for evaluating their understanding. According to Brown (2005) achievement tests were designed to gauge a student's level of language learning

at the end of a program, with language programs being aimed at helping pupils reached a certain language learning objective. By aligning language program objectives with assessment outcomes, teachers can ensure the coherence and continuity in the learning process, foster continuous improvement and optimize students' language learning experiences. Therefore, (Schaferman, 1991) stated that various methods of teaching and assessment in the classroom could be implemented to enhance students' critical thinking skills. Students learned to analyze assumptions, predict, identify arguments, and even make conclusions as the indications of critical thinking. Furthermore, critical thinking is closely related to understanding because readers can understand reading when they can connect ideas with facts so that they are able to think rationally.

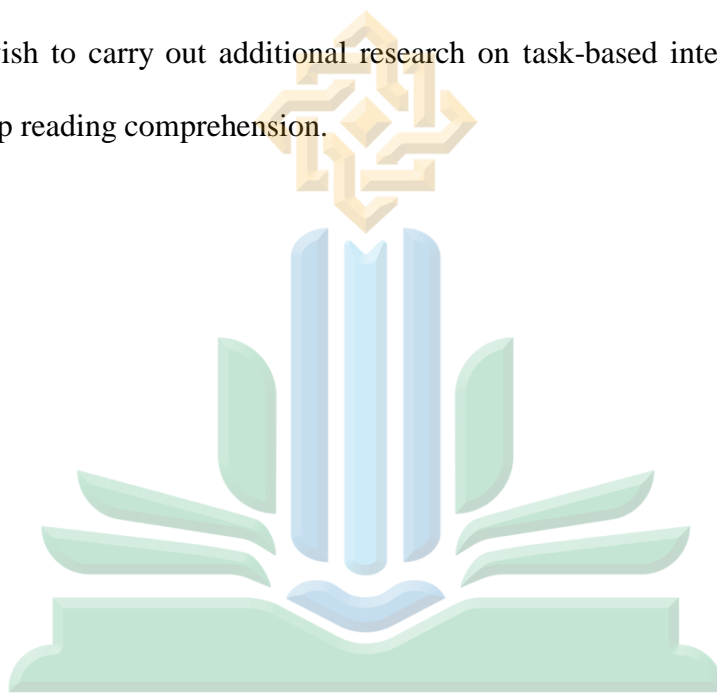
The test used at that time was in the form of essay questions so that students could freely express their answers in group. Ozdemir and Akyol (2019) stated that several types of tests such as open-ended questions, true or false, or filling in gaps could be used for students reading comprehension development. Rehan and Mankash (2022) strengthened that teacher employed a variety of task styles, such as multiple-choice, complete sentences, short answer, and matching (and multiple matching) strategies, to measure and assess their students' reading comprehension skills. The teacher can assess the pupils' reading comprehension skills and help them to be better readers by using this work style. It underscores the importance of employing diverse assessment strategies to effectively evaluate students' reading comprehension skills, ensuring a thorough and accurate assessment of their abilities in this

critical area of literacy.

At this discussion stage, it has been explained that the implementation of the PQRST strategy as a part of TBLT has a positive impact on students in learning. Starting from how students play around with pictures, creating an active and collaborative class atmosphere through several brainstorming questions. This activity can develop students' ideas and creativity. Sukadi (2020) in his research results said that pupils had a positive attitude toward the use of the PQRST technique in lessons on reading comprehension. Most pupils approved when the method was implemented and they appeared to take enjoyment in taking classes. Then, at the post-reading stage, students wrote their ideas and the information they got. This allowed students to simplify sentences and make conclusions. According to Tengo, et al. (2023) said that PQRST was very helpful for students in understanding reading by following each stage in the strategy of identifying themes, finding short answers, reading carefully, simplifying information, and knowing understanding of the material. The final stage of this activity was a test in which students could create argumentations as a part of critical thinking.

This research produces positive findings that help the students to find information in the text developing their reading comprehension and help the students to strengthen their memory after they read the text. However, this study also has certain limitations. Firstly, this method requires complete concentration so the researcher had a little difficulty in monitoring the students' learning process when reading due to several different reading themes.

Secondly, implementing this strategy requires quite a long time because of many activities carried out by students. Future researchers will require the effectiveness of learning hours when implementing this strategy. The last, this research did not can generalize as a whole so the context of the findings might be different. Therefore, the author provides suggestions for further researchers who wish to carry out additional research on task-based intensive reading to develop reading comprehension.



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CHAPTER V

CONCLUSION AND SUGGESTION

Here are the conclusion and recommendations for this final stage of the study. In order to provide guidance for future researchers, a thesis and brief summaries of the entire research chapter have been included in the end. The essential elements of the recommendation and conclusion are outlined in the ensuing sections.

A. Conclusion

Researcher concluded from the two findings that task-based language teaching through PQRST strategy is beneficial for language learners. Certainly, these findings can answer the focus of the research which is how the PQRST strategy can help students develop reading comprehension. The first findings include how teachers can build student creativity in preview task before they read the text which makes it a basic view of students towards reading. Furthermore, the existence of a test in this strategy also becomes a place for students to reflect as a form of evaluation that they will improve. Some of the students involved and expressed that they were aware of their learning experience and their mastery of the material. When implementing the strategy, students also got ideas and got stimulation in honing their creativity in visual thinking through images. Visual thinking makes an enjoyable learning in class. The presence of several stimulus questions also encourages them to express their opinions that they does not tend to be boring but they were actively responsive. In addition, they feel that the

implementation of this strategy is structured so they will carried out activities in stages too without any further difficulties.

The second findings can be reviewed regarding writing summaries and taking tests that can increase their critical thinking. This activity is also closely related to the development of literacy in students so that they can understand the reading which can be seen from the summarizing results. In this case, students can simplify information according to the content of a text so that they understand the important point by remembering the story. Moreover, the test is carried out in group to make students sharing thoughts and opinions and explore knowledge widely. Furthermore, students are able to make conclusion, consider a decision, and identify a problem which trains their cognition to think critically. The most students said that they feel comfortable in participating in activity-based learning. In short, the implementation of task-based intensive reading through the PQRST strategy can develop students' reading comprehension and used as a reference for teaching strategies that involved students' cognitive abilities in reading comprehension development.

B. Suggestion

Referring to the conclusion above, the researcher provides several suggestions related to develop reading comprehension in intensive reading mediated by task-based language teaching, namely as follows:

1. For in-service and pre-service English teacher

Utilizing a learning strategy might become the sole method to

accomplish the goal of language learning. Due to this, researcher has found that using task-based intensive reading can be useful alternative for developing students' reading comprehension as an innovative strategy of teaching. In addition, it is expected that this study will help English teachers who desire to use other strategies based on activity levels to increase students reading comprehension.

2. For further researchers

The researcher hopes that these findings will be of relevance to fellow researchers who are interested in combining activity-based learning strategies to improve reading comprehension abilities. Furthermore, the results of the research provide an opportunity of comparison with related research projects that are presently in the phase of planning such as designing how TBLT does not only focus on cognitive skill in other more specific activities. Lastly, it is suggested that future researchers complete an additional research gap in this study.

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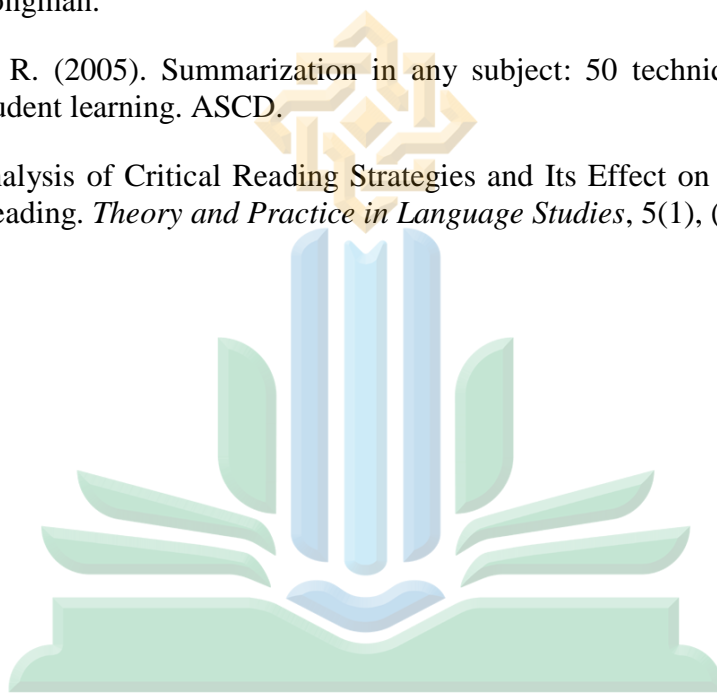
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Appendix A

STATEMENTS OF AUTHENTICITY

The undersigned below:

Name : ULIL IZZAH
SRN : 201101060010
Major : Tadris Bahasa Inggris
Faculty : Tarbiyah dan Ilmu Keguruan
Institution : UIN KHAS Jember

stated that the undergraduate thesis entitled **“Task-Based Intensive Reading for Secondary School Students' Reading Comprehension Development”** is truly my original work. It does not incorporate any material previously written by another person except those indicated in quotation and references. Do the fact, I'm only person who is responsible for the thesis if there is any objection or claim from others.

Jember, May 31th, 2024

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Ulil Izzah

NIM. 201101060010

Appendix B

MATRIX OF RESEARCH

TITLE	VARIABLE	INDICATOR	DATA SOURCES	RESEARCH METHODOLOGY	RESEARCH FOCUS
Task-Based Intensive Reading through PQRST Strategy for Secondary School Students' Reading Comprehension Development	1. Task-based Intensive Reading 2. Reading Comprehension	1. Task based language teaching 2. PQRST strategy (Preview, Question, Read, Summarize, Test) 1. Literal meaning 2. Inferential meaning	Primary Data: Interview participant: a. English teacher b. The students Secondary Data: Observation and Document review,	Research Approach Qualitative Research Type of The Research: Case study Qualitative Data collection technique: a. Observation b. Interview c. Document review Data analysis: a. Data condensation b. Presentation of data Validity of data: a. Source triangulation b. Triangulation technique	- How can task-based intensive reading facilitate secondary school students' reading comprehension development?

Appendix C

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : MTs NEGERI 6 PASURUAN

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : IX/ Genap

Tahun Pelajaran : 2023/2024

Alokasi Waktu : 3x45 menit (3 Pertemuan)

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya
3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahu tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian yang tampak mata.
4. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi dan membuat), dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang atau teori.

B. Kompetensi Dasar

Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)
3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait fairy tales, pendek dan sederhana sesuai dengan konteks penggunaannya.	3.7.1 Mengidentifikasi fungsi sosial, struktur teks, unsur kebahasaan dari teks naratif berbentuk cerita rakyat. 3.7.2 Mengidentifikasi berbagai informasi rinci dalam teks naratif berbentuk cerita rakyat.
4.7 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif lisan dan tulis sangat pendek dan sederhana terkait fairy tales	4.7.1 Menceritakan kembali teks naratif yang didengarkan

C. Goal of Learning

- **First meeting:**

1. Identify the social function of spoken or written texts in the form of narrative texts critically and creatively
2. Analyze the structure and linguistic elements of spoken or written texts in the form of narrative texts carefully
3. Students are able to estimate and predict reading texts through images, vocabulary and titles in a text

- **Second meeting:**

1. Students are able to interpret and interpret narrative texts appropriately
2. Students are able to capture implied and explicit information in narrative texts

- **Third meeting:**

1. Students are able to express information obtained from narrative text

2. Retell and memorize important information in oral and written form

• **Fourth meeting:**

1. Students are able to determine the main idea of each paragraph in narrative text
2. Students are able to dig up information accurately and appropriately
3. Students are able to simulate moral messages in everyday life

D. Learning Material

Lampiran I

E. Learning Method

Communicative learning, discussions, questions and answers, TBLT (task-based language teaching),

F. Media, Tools, and Source

1. Media: PPT, Ms. Word, IT board
2. Tools: LCD, projector, white board, eraser, marker
3. Sources: Class IX English book, Dictionary, and text

G. Step Learning Activities

Meeting (1)

Activities	Description
Opening (5 minutes)	<ul style="list-style-type: none">• The teacher gives greetings• The teacher greets the students and asks about the students' condition• The teacher checks students' attendance and provides ice breaking• The teacher conveys learning objectives about the topic to be taught
Main Activity (35 minutes)	<ul style="list-style-type: none">• The teacher provides an overview/brain storming with several themes related to the narrative text through images (PPT)• The teacher explains material related to narrative text (linguistic elements and text structure)• The teacher provides narrative text reading materials• The teacher conducts discussions and questions and answers with students regarding pictures and reading titles

	<ul style="list-style-type: none"> • The teacher helps students to interpret the reading • The teacher instructs to write the meaning of vocabulary that is not yet known • The teacher gives students the opportunity to ask questions • Teachers and students carry out text analysis together • The teacher asks again about the essence of the reading • The teacher asks questions related to the main idea of the paragraph, story line, and moral message and exchanges opinions with students • The teacher divides students into several groups • The teacher provides reading material to study next week • The teacher instructs students to learn to give meaning to the text which will be reviewed in the next meeting
<p style="text-align: center;">Closing (5 minutes)</p>	<ul style="list-style-type: none"> • Students and teachers conclude the material that has been taught • The teacher conveys the material that will be studied next • Teachers and students reflect on learning • The lesson ends with prayer and greetings



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Meeting (2)

Activities	Description
Opening (5 minutes)	<ul style="list-style-type: none">• The teacher gives greetings• The teacher greets the students and asks about the students' condition• The teacher checks students' attendance and provides ice breaking• The teacher conveys learning objectives about the topic to be taught
MainActivity (35 minutes)	<ul style="list-style-type: none">• The teacher involves students actively discussing in their respective groups• The teacher gives a reading text in the book and explains it• The teacher explains how to find the main idea and look for the implied meaning in the text• The teacher gives students the opportunity to ask questions• Teachers and students answer several questions provided in the book• The teacher instructs all students individually to summarize the reading material that has been provided previously• The teacher gives students the opportunity to express opinions, express ideas, and summarize important points in their own language• The teacher facilitates the IT Board to look for vocabulary that students don't know• The teacher provides sufficient processing time for writing and summarizing• Students are instructed to discuss in groups to find the main idea of the paragraph, understand the reading, story line, and information contained in the reading that was previously distributed.• Each group gets reading material with different themes and titles• The teacher provides the questions that have been provided and allocates time for completion• The teacher provides discussion time and monitors the learning process• Group representatives collect the results of the discussion to the teacher which will be discussed at the next meeting

<p>Closing (5 minutes)</p>	<ul style="list-style-type: none"> • Students and teachers conclude the material that has been taught • The teacher conveys the material that will be studied next • Teachers and students reflect on learning • The lesson ends with prayer and greetings
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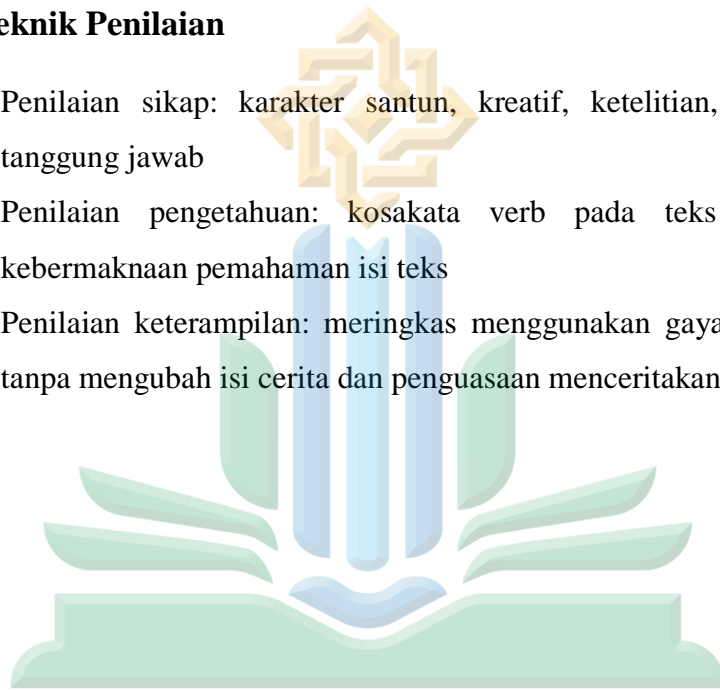
Meeting (3)

Activities	Description
<p>Opening (5 minutes)</p>	<ul style="list-style-type: none"> • The teacher gives greetings • The teacher greets the students and asks about the students' condition • The teacher checks students' attendance and provides ice breaking • The teacher conveys learning objectives about the topic to be taught
<p>MainActivity (35 minutes)</p>	<ul style="list-style-type: none"> • The teacher selects several group discussion results which will be selected randomly (randomly) • The selected groups will take turns coming forward to present the results of their discussion • Each group is represented by 2 people who come forward • The teacher provides more appropriate directions and answers after completing the presentation • The teacher gives students the opportunity to ask questions • Students prepare their own summary results • The teacher gives students who want to advance 3 opportunities to retell the results of what they read • Teachers provide motivation to increase students' self-confidence • The teacher gives students the opportunity to ask questions • 3 students with different reading titles come forward and make a presentation • Students retell using mixed language (English-Indonesian) • Teachers also pay attention to how students speak • The teacher gives rewards to students who have presented their summary results • The teacher instructs students to collect their summary

Closing (5 minutes)	<ul style="list-style-type: none">• Students and teachers conclude the material that has been taught• The teacher conveys the material that will be studied next• Teachers and students reflect on learning• The lesson ends with prayer and greetings
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H. Teknik Penilaian

1. Penilaian sikap: karakter santun, kreatif, ketelitian, keaktifan, dan tanggung jawab
2. Penilaian pengetahuan: kosakata verb pada teks narrative dan kebermaknaan pemahaman isi teks
3. Penilaian keterampilan: meringkas menggunakan gaya Bahasa sendiri tanpa mengubah isi cerita dan penguasaan menceritakan kembali



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Appendix D

Lampiran I

NARRATIVE TEXT MATERIAL



BANYUWANGI



BUFFALO AND CROCODILE



PINOCCHIO



SNOW WHITE

Narrative text is a type of text that tells a story or describes a sequence of events. The social function of a narrative text is to entertain or amuse the listeners or readers. It can be used to teach people with moral values.

Basically, a narrative text consists of three parts:

1. **Orientation** which sets the scene and introduce the characters.
2. **Complication** which provides problems faced by the characters.
3. **Resolution** which states how the problems are resolved, for better or worse.
4. **Re-orientation** (optional) which concludes the story.

A narrative text uses:

1. **Past tense**, such as Dylan, the young blue dragon, lived deep in the Rock stone Mountains of Scotland.
2. **Direct sentences for direct speech**, such as "Wash your wings and get ready for tea. I've made your favorite today, darling... pea and soup," said Mommy dragon.
3. **Adverbs of time**, such as Everyday the playful young dragon woke up early in the morning and flew around the mountains and valleys looking for something to do.

Example:

- What do you see ?
- What do you think the people feel when they see a dragon?
- Will they run away?
- Are they scared?
- Will the dragon harm them?



Please analyze the generic structure and language features from the text above!

Dylan, The Dragon and The Playground Ride

Dylan, the young blue dragon, lived deep in the Rockstone Mountains of Scotland. Every day the playful young dragon woke up early in the morning and flew around the mountains and valleys looking for something to do. When he was hungry, he would go home to his cave. Mommy dragon would have hot soup ready for his dinner.

"Wash your wings and get ready for tea. I've made your favorite today, darling... pea and soup," said Mommy dragon. Dylan sighed, "Ehhh... thank you, Mom." He said sadly.

"What's the matter, son? Every day you come back home happily for your tea. But today, you look so sad," inquired Mommy dragon.

"I'm lonely, Mom. I can't find anyone to play with. In all the lakes, mountains, and valleys in Rockstone, there isn't a single dragon for me to play with," he grumbled.

"Well, how about this for an idea? Why don't you fly down to the village playground and see if the children there want to play with you?" said Mommy dragon.

Dylan woke up bright and early the next day. He was very excited that he would soon have friends to play with every day. He put on his baseball cap and flew passed the valleys and mountains. He reached the little village of Falkrik. He glided down to a passer-by to ask for directions to the children's playground. "That... that... that way," pointed the quivering man.

"Oh! He must be cold," thought Dylan. "After all humans don't breathe fire like dragons. So, they must find it very difficult to keep warm."

Not long after, Dylan came in for a swift landing in the center of the playground. It was filled with smart young children. Dylan cleared his throat. He was about to open his mouth to introduce himself when he suddenly heard... "AAAARRRRRGGGGHHHH... ruuuunnnnn! It's a dragon! He's going to burn us!" yelled on the young boys. All the children ran frantically towards the exits and disappeared in no time. (Continued)

Practice I

Read the following texts in turns. Share your work with the class!

One day, a little girl was walking in the forest when a horrible bear appeared. There was a scream, 'Aaagh!', and the little girl shouted, "Help! Help me!" and ran through the forest. Suddenly, a rabbit appeared. "Quick, follow me!" it said. They went along a secret path by the river and arrived at a castle. "Now, you are safe. Please stay in the castle and keep your behavior. Don't touch anything or eat and drink before the host lets you. Goodbye!" it said and went away.

The door opened and the little girl went in. It was dark and there was a long tunnel. At the end of the tunnel was a tower. The little girl climbed the stairs of the tower, pushed open the secret door and saw a huge black box. As if by magic, it opened and inside there was gold. The little girl forgot the rabbit's advice. She tried to pick the gold. All at once, the secret door opened again and a huge, angry ogre came running into the room. He tried to grasp the little girl.

At that moment the rabbit reappeared and held the little girl's hand. It shouted "Abracadabra!" and they escaped together back to the forest. "Thank you!" said the little girl. "You're welcome!" said the rabbit. "I'm sorry you didn't get the gold."

"Never mind. I apologize for my mistake," said the girl, but she couldn't find the rabbit. It had gone away.

<https://web.archive.org/web/20200930105640/https://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/worksheets-fairy-tales.pdf> (February 22, 2021)

Answer the following questions based on the texts in practice 1.

1. What are the texts about?
2. Where did the rabbit take the little girl to?
3. What was the little girl doing there?

4. What was an ogre?

5. What is the message of the story?

Practice II

After you read the text and understanding the content, please compose sentence summary of the text with your own language! You can tell your personal experiences or daily activities related to the text if necessary.

True Brother

Pinocchio

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The Fortune Teller

Practice III

Read the following texts. Discuss and share your opinion in your group about the context of the text above!

Text 1

True Brother



One day in the past, there were two turtle brothers named Apin and Epin. Both of these brothers are very liked by animal friends in the forest. At one point, the two turtles met with Apes, Rabbits, Bears and other friends. This turtle brings them their own fruits. One of the tortoise's friends, monkey, had bad intentions towards the goodness of the turtle. The next day, the monkey went to the turtle's house and met Epin. Kera intends to take Epin to the next forest to attend a big fruit party. But on condition that Epin should not invite Apin.

Epin was confused whether he would leave or not. With his cunning, the Ape persuaded Epin not to invite Apin on the grounds that Apin kept the fruit plants in his house. Epin agrees and intends to leave with Kera quietly without Apin's knowledge. Unwittingly, Apin heard the conversation of Epin and Ape. Apin pretends not to know Epin's plans and he intends to follow Epin without his knowledge. The next day Epin went with Apes without his brother Apin.

Apin followed Epin and Kera because he was worried that his brother would have a problem later. On the way, Kera began to get bored and impatient with the Apin turtle whose road was very slow. Finally Kera left Apin alone and waited for him at the end of the road. Apin continued to call Kera so he would not be left alone. Apin tortoise continued to walk until he met Kera who was taking a break while eating his banana lunch. Apin took a break and ate his fruits. Kera's banana stock finally ended up eating, but he had bad intentions to take bananas belonging to Kura Kura.

Finally, the Kura Kura banana was taken by Kera and brought away. The Apin tortoise is caught by hunters. Seeing this incident Kera tried to approach the turtle caught earlier. Arriving there, he saw a turtle tortoise eating a lot of fruit. Because Kera was very greedy, he again tricked the turtle tortoise so he would swap places. He persuaded the turtle to exchange places on the grounds that his sister Apin would be worried if

Epin didn't go home soon. Epin was also willing to exchange places and before the hunter came back, he had to leave immediately. With his greed, Kera was caught up in his own plan. From that moment Kera was not seen again. Then tortoise Epin lived happily with his relatives and friends.

After you read the text, answer the following questions based on the text with your group!

1. What is the first paragraph about?
2. What can you get from the second paragraph ?
3. What does the third paragraph tell you about ?
4. What did you imply from the last paragraph
5. What is the moral value from the story?
6. Why does Apin still follow Epin on his journey?
7. How did the monkey persuade Epin to go with him?
8. Why did the monkey persuade Epin to change places?
9. What was the reason given by the monkey for Epin to change places?

Read the following texts. Discuss and share your opinion in your group about the context of the text above!

Text 2

Pinocchio



In the past, there was a puppeteer whose name was Geppetto. He was eager to have a son very much but his wife passed away several years ago. One day, he got an idea to make a puppet in order not to be lonely again. He made a puppet all day long. Finally, in the morning he had finished his work and he named the puppet Pinocchio. Soon he felt

lonely again since Pinocchio couldn't walk or talk by itself. One night, Geppetto prayed to God to become a real boy. He always thought it in his mind in his dream.

The next morning, he was surprised that Pinocchio was alive. He taught Pinocchio how to walk, how to read, how to speak and to do other things as human. He then studied at an elementary school. One day, Pinocchio felt bored and it made him go home late. When Pinocchio finally came home, Geppetto asked him. He said that he was in school but he wasn't. Instantly, Pinocchio's nose grew longer and longer and it meant that Pinocchio had lied.

The next morning, Pinocchio was kidnapped by the owner of the circus. Pinocchio soon became a slave for the circus. He was so famous because he was a puppet which could talk. Geppetto worried about him because Pinocchio had not been going home for almost two days. He tried to find Pinocchio everywhere but he found nothing. When he searched for him on the sea, a big wave smashed him. He was then in the whale's stomach when he awoke. He couldn't find the way to go out.

On the other side, Pinocchio finally could escape out from the circus. He came home but nobody was there. Later on, he searched Geppetto in the sea. He had the same accident as Geppetto and he met Geppetto in the whale's stomach. Both of them got out from its stomach by making a fire. In the end of the story, they went home together and lived happily ever after.

After you read the text, answer the following questions based on the text with your group!

1. What is the information from the first paragraph?
 2. What is the main idea from the second paragraph?
 3. What does the third paragraph tell you about?
 4. What did you imply in the last paragraph?
 5. Why is Geppetto so worried about Pinocchio?
 6. What does the word "smashed" paragraph 3 imply?
 7. How did Pinocchio and Geppetto meet?
 8. Why did Geppetto make a wooden doll and expect Pinocchio really alive?
 9. In the past, there was a puppeteer whose name was Geppetto. What is puppeteer means?
-

Read the following texts. Discuss and share your opinion in your group about the context of the text above!

Text 3

The Fortune Teller



In the big city of Taipei, there lived a man called Lee and his wife Mrs. Lee. Both of them had no children. This made them very sad and unhappy. One day, Mr. and Mrs. Lee found a baby boy right outside their door. He was crying though wrapped in a blanket. They took that baby into the house and named him Xiao Lee.

When Xiao Lee was a young man, a fortune teller came to Lee's house. "You should send your son away," she said. "One day your son will be a thief and cause a lot of trouble for you." Mr. and Mrs. Lee were extremely sad to hear this. They believed in what the fortune teller said. They gave Xiao Lee some money and clothes and then sent him away.

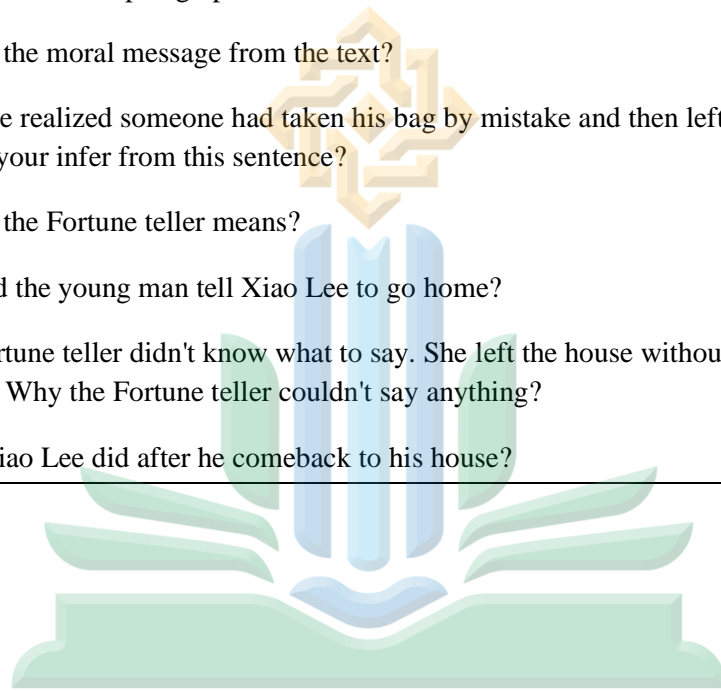
A couple years later, Xiao Lee was having a meal in a restaurant several miles away from Taipei. He put the bag on the floor right next to his own table. After finishing the meal, he picked up his bag. "This isn't my bag!" he thought, "This bag feels too heavy." He looked inside the bag and found a lot of gold bars. Then he realized someone had taken his bag by mistake and then left another bag.

In the evening, a young man came to the restaurant, "Has anyone seen my bag?" he asked. Xiao Lee was extremely honest, he returned the bag to that man. The young man thanked him. "You are such an honest man." He said, "I am going to ask my father to give you a job." Since the young man's father was a rich merchant, he gave Xiao Lee a good job. "But go home first," he said. Xiao Lee returned to Taipei. Mr. and Mrs. Lee were delighted to see him again. The fortune teller was also there. Xiao Lee told them what had happened.

The fortune teller didn't know what to say. She left the house without saying anything. Mr. and Mrs. Lee never believed in fortune tellers ever again. Xiao Lee took them to live with him and they live happily.

After you read the text, answer the following questions based on the text with your group!

1. Why was Xiao Lee kicked out from his house?
 2. What can you get from the third paragraph?
 3. What is the fourth paragraph?
 4. What is the moral message from the text?
 5. "Then he realized someone had taken his bag by mistake and then left another bag". What can you infer from this sentence?
 6. What is the Fortune teller means?
 7. Why did the young man tell Xiao Lee to go home?
 8. "The fortune teller didn't know what to say. She left the house without saying anything". Why the Fortune teller couldn't say anything?
 9. What Xiao Lee did after he comeback to his house?
-



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J E M B E R

Appendix E

DOCUMENTATION



Interview with English teacher about teaching and learning process



The researcher is teaching and learning activities



The researcher doing the Preview task with an image in the IT board



Students are summarizing individually about the narrative text



Students are discussing when they are taking the test in groups



The researcher conducted interviews about the experience of teaching and learning process

Appendix F

SURAT PERMOHONAN IZIN PENELITIAN



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jl. Mataran No. 01 Mangli. Telp (0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
Website: <http://iik.uinkhas-jember.ac.id> Email: tarbiyah.iainjember@gmail.com

Nomor : B-5093/In.20/3.a/PP.009/1/2024
Sifat : Biasa
Perihal : Permohonan Ijin Penelitian

Yth. Kepala MTs Negeri 6 Pasuruan
Jl. Raya Warungdowo Barat, Pohjentrek, Pasuruan

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM	: 201101060010
Nama	: ULIL IZZAH
Semester	: Semester tujuh
Program Studi	: TADRIS BAHASA INGGRIS

Untuk mengadakan Penelitian/Riset mengenai "Task-Based Intensive Reading for Secondary School Students' Reading Comprehension Development" selama 30 (tiga puluh) hari di lingkungan lembaga wewenang Bapak/Ibu Kepala MTs Negeri 6 Pasuruan.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
JEMBER

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 9 Januari 2024

an. Dekan,
Wakil Bidang Akademik,

NOTIBUL UMAM

Appendix G

SURAT KETERANGAN SELESAI PENELITIAN



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN PASURUAN
MADRASAH TSANAWIYAH NEGERI 6 PASURUAN
Jalan Pegadaian Barat Warungdowo Kec. Pohjentrek Kode Pos : 67171
Telepon (0343) 431743; Faksimili : (0343) 431743;

SURAT KETERANGAN

Nomor : B-135/Mts.13.9.6/Hm.01.2/03/2024

Yang bertanda tangan di bawah ini :

Nama : Firmansyah, S.Pd, M.Pd, M.A
NIP : 197306112003121002
Pangkat/ Golongan : Pembina (IV / a)
Jabatan : Kepala Madrasah Tsanawiyah Negeri 6 Kab. Pasuruan

Menerangkan bahwa nama tersebut di bawah ini:

Nama : ULIL IZZAH
NIM : 201101060010
Semester : Delapan
Program Study : TADRIS BAHASA INGGRIS
Dari : UIN KH. ACHMAD SIDDIQ JEMBER

Telah melakukan penelitian/Riset di MTs Negeri 6 Pasuruan dalam rangka penulisan skripsi dengan judul : "Task-Based Intesive Reading for Secondary School-Students' Reading Comprehension Development" Siswa Kelas IX D pada 10 Januari 2024 – 20 Februari 2024.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.



Appendix H

JURNAL KEGIATAN PENELITIAN



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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JURNAL KEGIATAN PENELITIAN

**TASK-BASED INTENSIVE READING FOR SECONDARY SCHOOL STUDENTS
READING COMPREHENSION DEVELOPMENT**

NO	Day/ Date	Activities	Name of Informant	Signature
1.	Wednesday, 10 January 2024	Submit a research permit letter	FIRMANSYAH, S.Pd, M.Pd, MA	
2.	Tuesday, 16 January 2024	Observation	Ramadhona Noor Sasi, S.Pd	
3.	Tuesday, 20 February 2024	First meeting (Pre-Task) • Explain material (Narrative) • Arrange and phrasing the task • Divide student's group	Ramadhona Noor Sasi, S.Pd	
4.	Tuesday, 22 February 2024	Second meeting (During Task) • PQRS Strategy • Learning process	Ramadhona Noor Sasi, S.Pd	
5.	Tuesday, 27 February 2024	Third meeting (Post-task) • Review material • Evaluation	Ramadhona Noor Sasi, S.Pd	
6.	Saturday, 9 March 2024	Interview and Documentation	Ramadhona Noor Sasi, S.Pd	
7.	Monday, 18 March 2024	Receive a letter of completion of research	FIRMANSYAH, S.Pd, M.Pd, MA	

Pasuruan, 18 March 2024

The Headmaster of Mts Negeri 6 Pasuruan

FIRMANSYAH, S.Pd, M.Pd, MA

Appendix I

CURRICULUM VITAE



Personal Information

- Full Name : Ulil Izzah
- NIM : 201101060010
- Gender : Female
- Place & Date of Birth : Pasuruan, June 4th 2002
- Address : Kraton - Pasuruan
- Religion : Islam
- Department/Major Courses : FTIK/ English Department
- Email Address : ulilizzah301@gmail.com

Educational Background

- 2006 - 2008 TK Wakhid Hasyim Bangil
- 2009 - 2014 SD Negeri Dermo I Bangil
- 2015 - 2017 SMP Negeri 2 Kraton Pasuruan
- 2018 - 2020 MA Negeri 2 Pasuruan