

PARS (PREVIEW, ASK, READ, AND SUMMARIZE (PARS) STRATEGY IN READING COMPREHENSION

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ABSTRACT

This article suggests how many strategies are used in the teaching and learning process, teachers need to be more creative and innovative in creating new things. This strategy is not yet well known by students and is a new challenge for teachers to display. If you listen to the steps, it is almost the same as SQ3R. Still, the difference is that the PARS strategy is that students preview the text before reading, they look at headings; words that are bolded or underlined; and pictures, tables, graphs, and other key information and the main point is students preview the entire of passage or text before they read, suddenly the students generate some question based on what they have already previewed. Therefore, the students read to find out the answers to their questions. After reading, the students write a summary of the text that they have read. It is hoped that students can see big ideas and details that need support in the form of relational structures and are expected to foster students' interest in reading for the better and supported by the right strategy, and one of them is the use PARS Strategy.

Keywords: *PARS (Preview, Ask, Read, and Summarize) Strategy, Reading Comprehension, Benefit PARS*

INTRODUCTION

Reading is one of the four important competencies, and it is the most important if no one of the readers can comprehend the main point of what they have read. Reading involves the use of words, fluency in reading a text, and comprehension of the printed word. Furthermore, it is a way of extracting information from written language words and a means of interacting with the text and the reader. The reader can gain benefits from reading, including obtaining a lot of information, improving their knowledge,

solving problems, and gaining new ideas by comprehending a reading passage. In other words, reading is not only a precision for uttering words or phrases, but also identifying and understanding the intent of the author in a reading passage.

Reading should be taught well by the teacher to ensure students master the important skill of reading. It includes how teachers develop the right strategies in the reading activity and how students feel comfortable receiving and understanding the topic. Patel, et al (2008: 84) stated that

reading is crucial, as it is one of the skills that are required, and correction is necessary, whereas in the modern era, information comes from different sources and to obtain the information, people need to know how to read. Reading is a means to gain knowledge from various fields, allowing you to see knowledge from different fields in a more accessible way. It will be able to increase their knowledge. This will help them to improve their knowledge.

Reading is an important process for getting information from a text, where readers must link the information in the text, they read into one unit. Grabe, et al (2011:17) stated that reading is the ability to extract meaning from printed material and interpret it appropriately. This means that reading is an activity conducted to obtain information and also in reading is not only reading but also meaning entry.

Furthermore, reading and comprehension are not separate, as they are interconnected. comprehension is the basis of reading as stated by Kruidenier (2002:77), who stated that comprehension is the reason. when reading a text, they must comprehend its content. Reading and comprehension are related because the outcome of the reading activity is to

understand what was read. While reading, the reader constructs the significance of the written text.

Reading is all about comprehending the content, and this requires understanding the material and this is the key to effective reading. The meaning of reading is understood through reading through various processes that involve reading words, knowledge, and fluency, as stated by Klinger, et al. (2007:2). It can be said that understanding reading is an understanding by reading words, the more the reader reads, the more knowledge or information he gains, and fluidity in reading each word of the text.

According to Hoover (2001) said that "PARS is a simplified textbook reading strategy that is good for younger students or students without much experience using textbooks". It means that PARS strategies have a good concept to apply in teaching reading comprehension.

This strategy has been supported by some researchers, they are Nurfitriani (2010). He was used in classroom action research. The result of her research shows that the PARS Strategy was improved significantly by using pre-tests and post-tests in descriptive text. Then Hariyanto (2014), was used in experimental research

and the result is PARS strategy can influence of PARS Strategy and the students' reading attitude on comprehending Recount Text. Next,

Priyanti, Padmadewi, and Saputra (2017), were used in experimental research, and this strategy is good for application.

REVIEW OF RELATED LITERATURES

1. Reading

a. Reading comprehension

Reading is a language skill that requires students as readers to interact with the text to gain information from the texts. Some experts share their definitions of what is meant by reading. Patel (2008:113) said that reading is an important activity in life with which one can update his or her knowledge. Similarly, Smith (2004:8) said that reading is a complex process in which readers must interpret information in the text and it constantly involves guessing, predicting, checking, and asking oneself questions. From these definitions, it can be concluded reading is one way to develop someone's knowledge and make it progress for his/her self-related to language activities including new vocabulary also it involves the reader's thinking, and the readers must guess what the writer's to convey.

Nunan (2003: 68) stated that reading is the fluent process of readers,

combining information from a text and their background knowledge to build meaning. Similarly, Grimes (2006:5) stated that reading is an active process of constructing meaning. From this definition, it can be concluded that reading is a process of thinking where the readers relate the information from the text and their background knowledge of the text to build their understanding of the meaning of the text.

According to Peregoy & Boyle in Suryanto (2007:69) stated that reading is a set of skills that involves making sense and deriving meaning from printed words. It means that, the students must cultivate their minds to gain comprehension. Then, the goal of the students is to be able to analyze information in their minds to find meaning. In addition, students must also be able to find the necessary information in the text.

In additional Grellet (2006:4) stated that there are two main reasons for reading. The first is reading ability that people do get information and pleasure. It means that

we can understand reading to increase our knowledge because we can obtain a great deal of information such as developments in all regions of the world, the progress of business and education. Second, reading can amuse the reader because many kinds of text can give satisfaction to the reader.

Furthermore, Moreillon (2007:10) said that reading is making meaning from printed and visual information. From the above definition, reading is an active process in which students can come up with an idea of what they have read. Then, for getting information students do a set activity. The activities start with rapid eye movement to follow the composition, then send it to the brain and the reader will analyze the information in the brain. Lastly the reader gets the meaning from the text. Besides, the statement above also indicates that reading is not a simple task, as it necessitates a great deal of effort to derive meaning or information from the text. In this case, readers are expected to have a capability or strategy that may help them understand the content of the text.

Based on the opinion above, it can be concluded that reading is a process in that engages prior knowledge with current knowledge and interprets how the readers watch things in the world. Through what

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has been read, there will be a new thought to achieve what readers previously knew.

In reading comprehension becomes an important factor. This idea is supported by Ostrov (2003:1) who stated that in reading “comprehension is one of the important factors that indicate how well people read.” He then explains when we read a text extremely quickly but we cannot understand what we have read, it means that we do not read it comprehensively. Thus, comprehension is an indispensable part of reading activity. Based on Khand (2004:43-56) stated that reading comprehension is the activity of getting the content of the writer wants to explain. It is making meaning from the text. Furthermore, the readers can comprehend the text through a reading process that includes the readers’ background knowledge. Reading comprehension is crucial for students to be able to get the meaning out of their reading. Reading with comprehension means understanding what has been read. It is an active thinking process that depends not only on comprehension skills but also on the students’ experiences and prior knowledge. Comprehension involves understanding the vocabulary and seeing the relationship between words and concepts.

Similarly, King and Stanley (1999:330) explained that “reading comprehension has five aspects contained in reading text. They are; finding information, finding the main idea, finding the meaning of vocabulary in content, identifying reference, and making inference.” It means that factual information requires readers to scan specific details, and recognition of the main idea of a paragraph is very important because it helps the reader understand the paragraph and content of reading text when the students find the meaning of vocabulary in the content, it can develop his/her guessing ability to the word which is unfamiliar with him or her by relating the close meaning of unfamiliar words. In identifying of reference, the words or phrases, the students can identify the word which they refer to will help the students understand the reading passage. In making an inference, it is a skill where the students can read between the lines. It divides into main attention, drawing logical inferences, and making accurate predictions.

So, based on the experts above, the writer concludes that reading comprehension is one’s ability in comprehending the message of the English materials. It is an interactive and thinking

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process of transferring printed letters into meaning in order to communicate certain messages between the writer and the reader. It involves the process of identifying the text elements such as; finding the main idea, details, the meaning of vocabulary in context, identifying references, and making inferences.

b. PARS Strategy

According to Hoover (2001:452) said that “PARS is a simplified textbook reading strategy that is good for younger students or students without much experience using textbooks”. It means that PARS strategies have a good concept to apply in teaching reading comprehension. Then Collier (2005:19) also supported that PARS is recommended to be used for young students and with those who have limited experiences. Students can create cue cards or use posters to remind themselves of the steps. This is the simple study strategy which could be used by a student for first learning to use. According to Luckner et al (2006:133) stated that “it helps the students actively process and remember the information they are reading in their texts.

1. Preview

In this phase, the students preview the text by looking at the topic and glance

of major headings or read the first sentence of every 2nd or 3rd paragraph to get the gist of what they will be reading. It is designed to give students an overview of the content in order to help them activate their background knowledge by skimming over the material.

2. Ask question

The students generate some question based on what they have already previewed. The students can use 5 W 1 H (what, who where, when, why and how) it can help them understand the text. The questions give students a specific idea to look for while reading. Keeping a question in mind can help maintain concentration on the reading's focus; greater concentration can lead to improved comprehension and efficiency. Based on Moreillon (2007:58) stated that questioning must also be practiced with texts in content areas which students are often asked to answer literal, inferential, and evaluative question is helpful students in understanding and comprehending about the material or the text.

3. Read

The student read for an answer to the question, they underline or take notes on information related to the questions, as well as other information that seems

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important, relevant, and interesting. Read the easy bits faster and slow down for difficult new material. Stop when you need to think about what you have been reading. This activity is doing will help the readers receive the message from the text.

4. Summarize

The students write a summary from the text that they have been read. The students summarize the text by pointing out the information that presented on the text. This activity shows their understanding in reading the text. Based on Judy (1991:136) stated that summarization connects reading and memory by linking an understanding of text to remembering. It means that summarization will help older student who are struggling to understand and remember when they read informational text.

c. Procedure of PARS (Preview, Ask, Read, and Summarize) Strategy.

There are several steps in implementing this strategy. Based on Holandyah (2012:1) said that procedures that we can use to teach the PARS strategy are as follows:

1. Preview

When the students preview before reading, they looks at headings; words that

are bold or underlined; and pictures, tables, graphs and other key information.

2. Ask

After getting an overview of the text through previewing, the students try to formulate questions from their previewed that they expected to be answer.

3. Read

Students read the material or text carefully and comprehensively to get more information from the text, being sure to answer the question and automatically the students can answer the questions that appear in their mind after they read the text.

4. Summarize

The last step, when students have finished reading, the students will be given a few minutes to summarize the material. In summarizing, the students have to recall the information from the text that they have read. They can say over in their own words or write down what they read. During this step, the teacher observes students as they complete this process with a partner or small group. While, the teacher's activities in teaching using PARS can be seen from the steps below:

1. The teacher gives a text for the students and they only read in few

second (skimming) that can be active their background.

2. Suddenly, the students generate some question based on what they have already previewed.
3. Therefore, the students read to find out the answer to their questions.
4. After reading, the students write a summary from the text that they have read.

d. Advantages and Disadvantages of PARS Strategy

There are some advantages and disadvantages explained by experts in doing PARS Strategy to comprehend the text that they read. It can be described as follows;

1. Advantages of PARS Strategy

According to Collier (2005:29) stated that the advantages of PARS Strategy are newcomers will need to have the PARS steps models and explained in their most proficient language before they can proceed independently the students can paired with partners who are slightly more bilingual than they are facilitating their learning in this process. In addition Taylor (2008:55) said that students practice the four basic reading and test their ideas against those of their peers and

students can explore their vocabulary during discussion of the text.

Based on the opinion above, it can be concluded that PARS are one of models for the students and the students can do with partners to help students develop interpersonal communication skills and can help students connect their personal background experiences with the text.

2. Disadvantages of PARS Strategy

Based on Helms (2005: 12) stated that the disadvantages of PARS Strategy. They are; because the students are collaborating with each other and sharing the teaching of the material with the teacher, it's possible that the students to provide wrong feedback to other student while discussing the material. Next, with larger groups of the students, it sometimes hard for the teacher to monitor all of the communications between the students and misinformation may be passed through the class.

CONCLUSIONS

Based on the theories above, it can be concluded that PARS is one of reading comprehension strategy that have advantages for the students and also make the students more active in the learning process for improving their reading

comprehension. Despite of, there are disadvantages that appear in PARS that make the students is not prepared the material well while discussion session and the uncontrolled teacher with the larger groups of the students.

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