

**EMBEDDING TRANSLANGUAGING IN PQRSST STRATEGY IN
INCREASING STUDENTS' READING COMPREHENSION
ACHIEVEMENT**

**By
Fizri Ismaliana SNA
2223042010**



**MASTER OF ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG
2025**

ABSTRACT

EMBEDDING TRANSLANGUAGING IN PQRSST STRATEGY IN INCREASING STUDENTS' READING COMPREHENSION ACHIEVEMENT

By

Fizri Ismaliana SNA

The objectives of the research are to investigate: 1.) the difference of students' reading comprehension achievement of the students taught through the embedding of translanguaging in PQRSST strategy and the original PQRSST strategy, 2.) the students' belief in the use of embedding translanguaging in PQRSST strategy in reading comprehension, 3.) the correlation between students' reading comprehension achievement and students' belief in the use of embedding translanguaging in PQRSST strategy in reading comprehension. This study uses quasi-experimental design. The research was conducted at the third year of SMPN 1 Punggur. The researcher used two classes, the experimental and the control group. The subjects are 60 students. Those are divided into two classes, each of class consists of 30 students. The experimental group used the integration of Embedding translanguaging in PQRSST strategy while the control group used original PQRSST strategy. The result shows that there is a statistically significant difference between the students taught by using of embedding translanguaging in PQRSST strategy and those taught through the use of the original of PQRSST strategy. The mean score of the experimental class (76.50) is higher than the mean score of the control class (71.67). It is also implied the t-value exceeds the t-table with a significance level of less than 0.05 ($2.530 > 2.042$) ($0.014 < 0.05$). The second finding of this research was the students with positive belief had higher achievement with the mean score 78.24 in reading achievement than those with negative belief with 60.29. The result showed that the students' belief gives different result on the students' reading comprehension achievement. Then, the last finding of this research indicates that the majority of the students have positive belief toward the use of embedding translanguaging in PQRSST strategy in reading comprehension. This indicates that the students have positive belief towards the integration of these two strategies because it gives positive impact to their reading comprehension achievement particularly in memorizing vocabulary and understanding the text and English language learning process.

Keywords: Translanguaging strategy, PQRSST strategy, reading comprehension, students' belief

ABSTRAK

MENYISIPKAN TRANSLANGUAGING PADA STRATEGI PQRS DALAM MENINGKATKAN HASIL PEMAHAMAN MEMBACA PESERTA DIDIK

Oleh

Fizri Ismaliana SNA

Tujuan penelitian ini adalah untuk mengetahui: 1.) perbedaan hasil pemahaman membaca peserta didik yang diajarkan melalui penyisipan translanguaging pada strategi PQRS dan strategi PQRS yang asli, 2.) keyakinan peserta didik terhadap penggunaan penyisipan translanguaging pada strategi PQRS dalam pemahaman membaca, 3.) korelasi antara hasil pemahaman membaca peserta didik dan keyakinan peserta didik terhadap penggunaan penyisipan translanguaging pada strategi PQRS dalam pemahaman membaca. Penelitian ini menggunakan desain quasi-eksperimental. Penelitian ini dilakukan di kelas tiga SMPN 1 Punggur. Peneliti menggunakan dua kelas, yaitu kelas eksperimen dan kelas kontrol. Subjek penelitian adalah 60 peserta didik. Mereka dibagi menjadi dua kelas, masing-masing kelas terdiri dari 30 peserta didik. Kelompok eksperimen menggunakan integrasi penyisipan translanguaging pada strategi PQRS sedangkan kelompok kontrol menggunakan strategi PQRS yang asli. Hasil penelitian menunjukkan bahwa ada perbedaan yang signifikan secara statistik antara peserta didik yang diajarkan dengan menggunakan penyisipan translanguaging pada strategi PQRS dan mereka yang diajarkan melalui penggunaan strategi PQRS yang asli. Nilai rata-rata kelas eksperimen (76,50) lebih tinggi daripada nilai rata-rata kelas kontrol (71,67). Hal ini juga menyiratkan bahwa nilai t melebihi t -tabel dengan tingkat signifikansi kurang dari 0,05 ($2,530 > 2,042$) ($0,014 < 0,05$). Hasil temuan kedua dari penelitian ini adalah peserta didik dengan keyakinan positif memiliki hasil yang lebih tinggi dengan skor rata-rata 78,24 dalam kemampuan membaca daripada mereka yang memiliki keyakinan negatif dengan 60,29. Temuan penelitian menunjukkan bahwa keyakinan peserta didik memberikan hasil yang berbeda pada pemahaman membaca peserta didik. Kemudian, temuan terakhir dari penelitian ini menunjukkan bahwa mayoritas peserta didik memiliki keyakinan positif terhadap penggunaan strategi translanguaging pada strategi PQRS dalam pemahaman membaca. Hal ini menunjukkan bahwa peserta didik memiliki keyakinan positif terhadap integrasi kedua strategi ini karena memberikan dampak positif terhadap pencapaian pemahaman membaca mereka terutama dalam menghafal kosakata dan memahami teks serta proses pembelajaran bahasa Inggris.

Kata kunci: Strategi translanguaging, strategi PQRS, pemahaman membaca, keyakinan peserta didik

**EMBEDDING TRANSLANGUAGING IN PQRSST STRATEGY
IN INCREASING STUDENTS' READING COMPREHENSION
ACHIEVEMENT**

A Thesis

**By
Fizri Ismaliana SNA
2223042010**

**Submitted in a Partial Fulfillment of
The Requirements for S-2 Degree**



**MASTER OF ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG
2025**

Research Title : **EMBEDDING TRANSLANGUAGING IN
PQRST STRATEGY IN INCREASING
STUDENTS' READING COMPREHENSION
ACHIEVEMENT**

Student's Name : **Fizri Ismaliana SNA**

Student's Number : **2223042010**

Study Program : **Master in English Language Teaching**

Department : **Language and Arts Education**

Faculty : **Teacher Training and Education**

APPROVED BY

Advisory Committee

Advisor

Co-Advisor

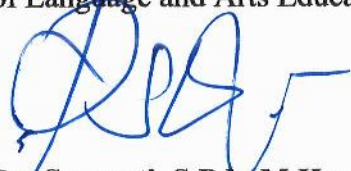


Dr. Ari Nurweni, M.A.
NIP 19630302 198703 2 001



Dr. Muhammad Sukirlan, M.A.
NIP 19641212 199003 1 003

The Chairperson of Department
of Language and Arts Education



Dr. Sumarti, S.Pd., M.Hum.
NIP 19700318 199403 2 002

The Chairperson of Master
in English Language Teaching

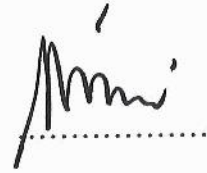


Drs. Mahpul, M.A., Ph.D.
NIP 19650706 199403 1 002

ADMITTED BY

1. Examination Committee

Chairperson : Dr. Ari Nurweni, M.A.



Secretary : Dr. Muhammad Sukirlan, M.A.

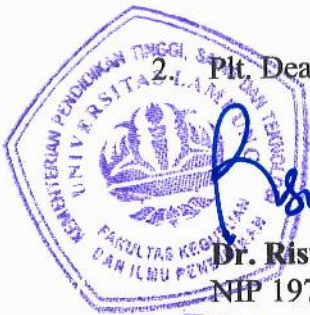


Examiners : 1. Prof. Ujang Suparman, M.A., Ph.D.

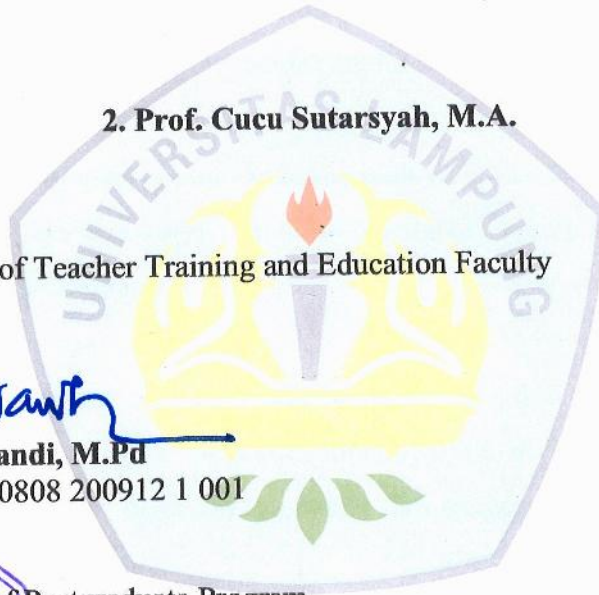


2. Prof. Cucu Sutarsyah, M.A.

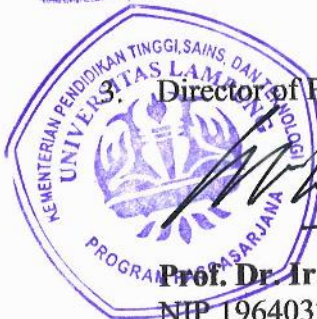
2. Plt. Dean of Teacher Training and Education Faculty



Dr. Riswandi, M.Pd
NIP 19760808 200912 1 001



3. Director of Postgraduate Program



Prof. Dr. Ir. Murhadi, M. Si.
NIP 19640326 198902 1 001

4. Graduated on: January 23rd, 2025

LEMBAR PERNYATAAN

Dengan ini saya menyatakan dengan sebenarnya bahwa:

1. Tesis dengan judul “Embedding Translanguaging in PQRSST Strategy in Increasing Students’ Reading Comprehension Achievement” adalah benar hasil karya sendiri dan saya tidak melakukan penjiplakan dan pengutipan atas karya penulis lain dengan cara tidak sesuai tata etika ilmiah yang berlaku dalam masyarakat akademik atau yang disebut plagiarism.
2. Hal intelektual atas karya ilmiah ini diserahkan sepenuhnya kepada Universitas Lampung.

Atas pernyataan ini apabila dikemudian hari ditemukan adanya ketidakbenaran, saya bersedia menanggung akibat dan sanksi yang diberikan kepada saya, saya bersedia dan sanggup dituntut sesuai hukum yang berlaku.

Bandar Lampung, 19 April 2025
Yang membuat pernyataan,



Fizri Ismaliana SNA
NPM 2223042010

CURRICULUM VITAE

Fizri Ismaliana SNA was born in Metro on March 22nd, 1996 as the first daughter of the greatest parents of Ismail, S.I.P and Herlina Wati, S.Pd. she has two siblings named Ratu Syahdatul Roslima SNA, S.Kep and Ayattulloh Nur Alam.

She attended a formal education institution at Kindergarten Kartika Banjarsari Metro in 2000 and graduated in 2002. Then, she continued her elementary school at SDN 3 Kotagajah and graduated in 2008. She pursued her study at SMPN 2 Kotagajah and finished in 2011. After that, she continued her study at SMAN 1 Kotagajah and graduated in 2014. She continued her study to bachelor degree at English Education Study Program of Lampung University in 2014 and finished in 2018. After graduating, she had the opportunity to study for a master degree in English Education Study Program at the University of Lampung in 2022.

MOTTO

My success is only by Allah.

(Q.S Huud: 88)

If you do good, you do good for yourselves....

(Q.S Al-Isra: 7)

DEDICATION

By offering my praise and gratitude to Allah SWT for giving never ending blessing to me, this work is proudly dedicated to: Ayah and Bunda, Ismail, S.I.P and Herlina Wati, S.Pd who always pray for my life.

My almamater, Lampung University.

ACKNOWLEDGEMENT

Praise is only for Allah SWT, The Almighty God, for blessing the writer with health and determination to finish this script. This script, entitled “Embedding Translanguaging in PQRS Strategy in Increasing Students’ Reading Comprehension Achievement”, is presented to the Department of Language and Arts Education of the Faculty of Teacher Training and Education, Lampung University as partial fulfillment of the requirements for S-2 degree.

Gratitude and honor are addressed to all people who have helped and supported the writer until the completion of this research. Since it is necessary to be known that this research will never have come into existence without any supports, encouragement and assistance by several outstanding people and institution, the writer would like to express her sincere gratitude and respect to:

1. Dr. Ari Nurweni, M.A., as my first advisor, for her patience, encouragement, and who has been willing to spend her time to assist me in accomplishing this thesis.
2. Dr. Muhammad Sukirlan, M.A., as my second advisor, who has contributed and given his evaluations, comments, suggestion during the completion of this thesis.
3. Prof. Ujang Suparman, Ph.D., as the first examiner, for his encouragement and contribution during the seminar until this work is finished.
4. Prof. Cucu Sutarsyah, M.A., as the second examiner, for his suggestion and contribution during the seminar until this work is done.

5. Lecturers and administration staffs of Department Language and Arts Education.
6. My greatest parents, Ismail, S.I.P., and Herlina Wati,S.Pd. Thank you for the kindness, support, prayers and loves.
7. My sweetest friends in Master Degree in English Education Study Program 2022, especially Dwi Fitri Arnaz, Dwi Yulianti, and Faqih Aulia Rahman, thank you for your kindness, supports, and helps.
8. My friends in Master Degree in English Education Study Program 2022, thank you for your greatest motivation, kindness and helps.

Finally, the writer believes that her writing is still far from perfection. There might be weaknesses in this research. Thus, comments and suggestions are always appreciated for improvement. Somehow, the writer hopes this research can give a positive contribution to the educational development, the readers, and to those who want to conduct further research.

Bandar Lampung, April 2025

The writer,

Fizri Ismaliana SNA

CONTENTS

	Page
ABSTRACT	i
CURRICULUM VITAE	ii
MOTTO	iii
DEDICATION	iv
ACKNOWLEDGMENT	v
CONTENTS	vi
LIST OF TABLES	viii
LIST OF CHARTS	ix
LIST OF APPENDICES	x
 I. INTRODUCTION	
1.1. Background of the Research	1
1.2. Research Questions	9
1.3. Objectives of the Research	10
1.4. Uses of the Research	10
1.5. Scope of the Research	11
1.6. Definition of Terms	11
 II. LITERATURE REVIEW	
2.1. Reading	13
2.2. Aspects of Reading	16
2.3. Narrative Text	18
2.4. PQRSST Strategy	21
2.5. PQRSST Strategy in Teaching Reading	23
2.6. Procedure of PQRSST Strategy in Teaching Reading	25
2.7. Translanguaging	27
2.8. Modified PQRSST Strategy	29
2.9. Theoretical Assumption	31
2.10. Hypotheses	32
 III. METHODS	
3.1. Design	33
3.2. Population and Sample	34
3.3. Data Collecting technique	35
3.4. Instrument	36
3.5. Scoring System	46
3.6. Research Procedures	46
3.7. Data Analysis	48

3.9. Hypothesis Testing.....	49
------------------------------	----

IV. RESULT AND DISCUSSION

4.1. Teaching Learning Process	51
4.2. Result of Data Analysis.....	53
4.2.1. Result of Students' Reading Comprehension Achievement in Experimental Class	53
4.2.2. Result of Students' Reading Comprehension Achievement in Control Class	59
4.2.3. The Difference between Students' Reading Comprehension Achievement after being taught through the Original PQRST and the Modified PQRST	65
4.2.4. Students' Belief in the Use of Embedding Translanguaging in PQRST Strategy in Reading Comprehension Achievement.....	68
4.2.5. The Correlation of Students Belief and Reading Comprehension Achievement	71
4.3. Discussions.....	73
4.3.1 The Difference in Students' Reading Comprehension Achievement by Using Original PQRST Strategy and the Use of Embedding Translanguaging in PQRST Strategy	73
4.3.2 The Students' Reading Comprehension Achievement in Each Aspect after Being Taught through Original PQRST Strategy and the Use of Embedding Translanguaging in PQRST Strategy	77
4.3.3 The Students' Beliefs in the Use of Embedding Translanguaging in PQRST Strategy in Reading Comprehension Achievement	79
4.3.4 The Correlation between Students' Belief and Reading Comprehension Achievement.....	84

V. CONCLUSIONS AND SUGGESTIONS

5.1. Conclusions	87
5.2. Suggestions	89
5.2.1. Suggestions for English Teachers.....	90
5.2.2. Suggestions for Other Researchers.....	91

REFERENCES

APPENDIXES

LIST OF TABLES

Table 3.1. Table of Specification of Try-Out Test.....	37
Table 3.2. The Category of Belief Questionnaire Statements.....	42
Table 3.3. The Validity of Questionnaire Items in Experimental Class.	44
Table 3.4. The Criteria of Alpha Cronbach	45
Table 3.5. Reliability of the Questionnaire	45
Table 4.1. The Result of Student's Pre-Test and Post-test in Experimental Class	54
Table 4.2. Pre-Test and Post-Test Scores Distribution of Modified PQRST Class	55
Table 4.3. Students' Reading Comprehension Improvement in Modified PQRST Group	57
Table 4.4. Reading Aspects' Analysis in Experimental Class	58
Table 4.5. The Result of Student's Pre-Test and Post-test in Control Class.....	60
Table 4.6. Pre-Test and Post-Test Scores Distribution of PQRST Class.....	61
Table 4.7. Students' Reading Comprehension Improvement in PQRST Group	63
Table 4.8. Reading Aspects' Analysis in Control Class	64
Table 4.9. Homogeneity Test of the Control and Experimental Classes	66
Table 4.10. Normality Test	66
Table 4.11. Result of Independent Group T-Test	67
Table 4.12. The Correlation of Students' Belief and Reading Comprehension Achievement.....	71
Table 4.13. Product Moment Correlation Index	72

LIST OF CHARTS

Chart 4.1. Modified PQRST Class Students' Reading Scores Improvement from Pre-Test to Post-Test	55
Chart 4.2. PQRST Class Students' Reading Comprehension Scores Improvement from Pre-Test to Post-Test	61

LIST OF APPENDIXES

Appendix 1. Lesson Plan (Experimental Class).....	97
Appendix 2. Lesson Plan (Control Class).....	118
Appendix 3. Try-out.....	135
Appendix 4. The IBT (Inventory for Beliefs about Translanguaging) Items.....	140
Appendix 5. Reading Comprehension Test	142
Appendix 6. Score Distribution of Upper and Lower Group.....	147
Appendix 7. Level of Difficulty and Discrimination Power of the Try-out Test.....	151
Appendix 8. Reliability of Try-out Test.....	152
Appendix 9. The Students' Pre-test and Post-test Score in Control Group	155
Appendix 10. The Students' Pre-test and Post-test Score in Experimental Group	156
Appendix 11. Result of Reading Aspects in Control Class (Pre-Test)	157
Appendix 12. Result of Reading Aspects in Experimental Class (Pre- Test)	159
Appendix 13. Result of Paired Sample T test in Control Class	161
Appendix 14. Result of Paired Sample T test in Experimental Class.....	162
Appendix 15. Result of Independent T test.....	163
Appendix 16. T table.....	164
Appendix 17. Result of Student' Belief Questionnaire in Experimental Class (Pre-Test).....	165
Appendix 18. Result of Student' Belief Questionnaire in Experimental Class (Post- Test)	166
Appendix 19. Result of Computation of Belief Questionnaire in Experimental Class (Pre-Test)	167
Appendix 20. Result of Computation of Belief Questionnaire in Experimental Class (Post-Test)	169
Appendix 21. R table.....	171
Appendix 22. Letter of Research Permission.....	172
Appendix 22. Letter of Doing Research	173
Appendix 23. Sample of Students' Work	174
Appendix 24. Photo of Documentation.....	177

I. INTRODUCTION

This chapter indicates some points in order to introduce the research. It includes background, research questions, objectives of research, uses of research, scope, and definition of terms.

1.1 Background

In learning English, there are four skills that have to be mastered by the learners, i.e., listening, speaking, reading, and writing skills. Speaking and writing are useful abilities that require students to use language to communicate and express their ideas. Meanwhile, listening and reading are receptive abilities in which learners acquire language and understand its meaning.

Reading is a receptive skill that allows us to gather information from our surroundings. Besides, it is one of the most difficult English skills. This happens since the skill requires higher comprehension of the learners in order to fully comprehend the topic. In other words, reading is crucial for expanding intellectual ability, developing comprehension, and emphasizing foreign culture. As Patel and Jain (2008) assume, reading is an important process for developing the understanding of a language.

Elizabeth (2012) identifies reading as the process of glancing at a text or visual symbol and interpreting it into the proper sound. The spoken symbol is also

linked to the object for which it stands. Based on those statements, Reading consists of three components: the representation (which was written or published), the sounded word, and the sense of thought. In fact, reading is a skill which offers learners to read for the aim of obtaining views, facts, and information sooner or later. As a result, it implies that reading has become essential for the learners to master.

Reading is referred to as the process of learning knowledge relevant to a person's goals through written material that has been published by the writer (Grabe & Stoller, 2013). The material is easily accessible in printed or digital media, with translations available for each language, such as into Indonesian or English. The development of technology in the twenty-first century has benefited people and encouraged them to frequently utilize the internet as a digital information source rather than written text to find information. The availability of reading materials should correlate to humans' interests and levels of comprehension. Unsurprisingly, some Indonesians struggle to grasp English literature, which makes their education and contributions to the world less significant than those of other nations (Andrade, 2006). According to Harfenik and Wiant (2012), reading academic writings in a second language can be difficult due to the unfamiliarity of the material. They encounter numerous materials that have unusual vocabulary, unfamiliar organization, and unexpected subjects. It is also in line with Sutarsyah (2015) who found that the very common problem in reading was on word-problems. These elements have a negative effect on how well learners understand texts.

Most bilingual learners think that reading in the second language is quite challenging due to its complexity. There are various of situations that make it challenging for readers of second languages to understand literature (Grabe & Stoller, 2011). In order to understand the materials, second language readers must increase their linguistic proficiency in the target language. However, this idea is canceled since second language learners typically start reading simple phrases and passages almost immediately that they learn the language orally. Lack of structural knowledge causes a lot of learners to struggle in comprehending textbook reading, which ultimately results in academic failure. In most cases, students may know the vocabulary and even understand the main ideas but they may not be able to follow the developments of the text and the arguments being made, leading to non-comprehension of texts, according to Grabe and Stoller (2011), who give a concrete example of the effects of this lack of structural knowledge and text organization.

In addition, second-language readers have little experience to second language reading, which makes it difficult for them to recognize and develop the vocabulary needed for second-language comprehension, and for their lack of understanding of the target language's grammatical structure (Grabe & Stoller, 2001). Young learners' inability to read in their second-language prevents them from reaching the necessary language proficiency level for them to read and comprehend texts. In accordance with Nation (2006), second-language readers need a vocabulary of roughly 2000 words to interpret text. Unfortunately, most second-language readers do not have the necessary knowledge, which forces them to spend the majority of their cognitive resources on comprehending the second-

language instead of engaging in the comprehension process (Grabe & Stoller 2011).

To improve learners' comprehension in reading, The Minister of Education and Culture confirmed the development of personality through the reading process accomplished around 15 minutes daily, and described school literacy movements (Kemendikbud, 2016). It implies that the students' reading comprehension can be increased by implementing literacy movement routines in their school daily. Students' reading experiences will include reading any book or material both in Indonesian or English. Students' comprehension is impacted by their understanding of the world and the meaning of the word, and the more they study and understand a topic, the more at ease they are with it (Klingner, Vaughn, & Boardman, 2015). It can happen through the teachers' participation and students' belief.

Students' beliefs have an impact on both their experiences and their actions (Inozu, 2011). Beliefs influence students' drives, mindsets, accomplishments, skills, fears, fulfilments, acts, and language learning strategies. Some of these beliefs are constructive, while others are destructive (Sadeghi & Abdi, 2015). Students possessing good attitudes and realistic language-related beliefs are prone to perform actively in the classroom than those with negative attitudes and beliefs (Mantle-Bromley, 1995). In line with Mantle-Bromley (1995), Positive beliefs are able to compensate for the students' limited skills (Mori, 1999). As the researcher mentioned before, the teachers' participation in the classroom can help students read more enthusiastically and more clearly, which will promote their

development of good character following government goals. Besides, the appropriate strategy that is taught by the teachers can support the second-language learners to promote learners' ability in reading comprehension.

While some reading strategies will help students become better readers, not every strategy will be suitable for every learner. This suggests that teachers are involved in substantial decision regarding the strategy which will be utilized to help the students develop their reading comprehension achievement. The PQRST strategy is one of the strategies that can help learners become better readers by using its steps Preview, Question, Read, Summarize, and Test. Furthermore, by employing its stages, it can provide the learners with additional information and text comprehension (Preview, Question, Read, Summarize, and Test). The PQRST strategy can also encourage students to consider on what the material is, come up with their own questions and answers after thoroughly reading the text.

Thomas and Robinson (1982) encounter that the PQRST (Preview, Question, Read, Summarize, and Test) strategy allows students enhance their understanding. This strategy is offered as a treatment for improving students reading comprehension achievement simply because it features a properly organized process. By implementing this strategy, various earlier researchers discovered that the PQRST strategy is beneficial for students' reading comprehension achievement. It assists students in organizing and comprehending the material they have read, resulting in improved retention and understanding of the content (Esteria, 2017; Sulisty, 2011; Miqawati and Sulisty, 2014; Malia, 2015; Susanti, 2013; Syafitri, 2010; Septiari, 2013). Furthermore, this strategy provides a

systematic, effective, and efficient way for students to learn and consider the material they are reading, which allows for properly organized stage that is capable of being modified to accommodate different forms of learning and also have the ability for more accurate timing of work (Esteria, 2017).

Moreover, it encourages students to build on their prior knowledge, inspires them to actively reflect on the subject before reading and prepares them to engage in reading with an investigating mindset regarding the material. This is being directly associated with the subject matter increases comprehension and retention (Esteria, 2017). In short, the PQIRST strategy is appropriate for reading as it provides a structured and effective approach to comprehending and retaining the material being read, while also encouraging active engagement and enhancing memory retention. Although this strategy appears effective in enhancing students' reading comprehension achievement, it possesses limitations. It comprises a lack of flexibility and limited applicability. This strategy is organized, which can restrict its flexibility compared to other reading comprehension strategies. This could negatively impact its effectiveness for students who have different needs for learning or preferences (Pertiwi, 2021). Furthermore, the PQIRST strategy could possibly not be appropriate for many different types of texts and learning styles. It could be more successful for certain kind of texts or students with specific approaches to learning (Miqawati and Sulisty, 2014).

In addition, due to Indonesia's cultural diversity, teachers have to use various types of strategies which integrate students' cultural backgrounds and experiences into the learning process. Culturally responsive teaching methods that incorporate

students' cultural backgrounds and experiences into the learning process is presumed as an alternative way in order to encourage learners to learn English language and reduce their stress. This also enhances student engagement and motivation by making learning more meaningful and relevant (Fatmawati, 2021). Besides, developing students' cultural intelligence by using various methods such as group assignments, group discussions and direct activities that involve students in cultural practices helps students navigate diverse social contexts effectively (Fatmawati, 2021)

Garcia (2009) asserts that it is critical to acknowledge the language diversity of students and multilingualism can be used as a solution. The consideration of students' language practices as tools for developing and strengthening students' comprehension of academic language practices has increased in the twenty-first century (Garcia, Flores, & Woodley 2012). Translanguaging is present as a strategy that can overcome the problem of language diversity. Translanguaging is a term used to describe several aspects of multilingualism. It can be used to explain how bilinguals and multilinguals use their linguistic resources to make sense of as well as interact with their surroundings (Wei, 2017). It can also refer to an educational technique in which multiple languages are used in a classroom (Garcia & Wei, 2014).

Translanguaging is the process of constructing meaning, influencing experiences, obtaining insight, and knowing utilizing two languages (Baker, 2011). Besides, translanguaging is appropriate for reading skill. It is because by using this strategy, the teacher gives freedom to students to use the language that

they understand better as their basic for understanding the new language which they will learn. This freedom makes students feel more comfortable, and make it easier for them to learn a new language (Rolin-Ianziti & Varshney, 2008). According the definition, translanguaging is a resource that can be used for making meanings and understanding texts in bi/multilingual students. In this regard, it is important for teachers and lecturers to use this resource as a pedagogic practice to assist students to make meaning (Wei, 2014).

In several studies, translanguaging provides an additional cognitive support to learners (Storch & Wigglesworth, 2003); As a result, their second language skill improves (Hussein, 2013; Otheguy et al., 2018). In accordance with these findings, learners and teachers regularly use translanguaging (Seng & Hashim, 2006; Vaish, 2019) while engaged in L2 reading activities, and this aids in the production and discussion of ideas (Hawras, 1996; Kern, 1994). This implementation of translanguaging can take various forms, such as using mental translations (Hawras, 1996; Kern, 1994), by offering comprehension questions in learners' L1 (Chu, 2017), by using L1 for group discussions, or by the teachers' use of L1 for explaining syntactic and lexical items in a text (Vaish, 2019). Furthermore, this dependence on translanguaging has been shown to improve second language reading comprehension in secondary school students (Chu, 2017) or college programs (Hawras, 1996; Hungwe, 2019; Kern, 1994; Seng & Hashim, 2006). However, some of these studies required more methodological rigor. For example, some of these studies did not report inter-rater reliability for coding themes (Hungwe, 2019; Kern, 1994; Vaish, 2019), and others reported partial results (Hungwe, 2019).

From the explanation above, the researcher is intended to apply the modified PQRS strategy using translanguaging in order to solve the diversity in classroom activities. The participants of the research would be junior high school students of SMPN 1 Punggur. Although both of two strategies have been proven to improve students' reading comprehension achievement, the combination of the two strategies has never been proven to have a good impact on students' reading comprehension achievement. According to the explanation above, the researcher is interested in obtaining the impact of embedding translanguaging in PQRS strategy in facilitating students' reading comprehension achievement and the students' belief in the implementation of embedding translanguaging in PQRS strategy.

1.2 Research Questions

Referring to the background of the problem, the research questions of this research are formulated as the following:

1. Is there any significant difference of students' reading comprehension achievements of the students taught through the embedding translanguaging in PQRS strategy and the original PQRS?
2. What is students' belief in the use of embedding translanguaging in PQRS strategy in reading comprehension achievement?
3. Is there any correlation between students' belief in the use of embedding translanguaging in PQRS strategy and students' reading comprehension achievement?

1.3 Objectives

Based on the research questions, the objectives of the research are:

1. To investigate the significant difference of students' reading comprehension achievements of the students taught through the embedding translanguaging in PQRST strategy and the original PQRST.
2. To identify students' beliefs in the use of embedding translanguaging in PQRST strategy in reading comprehension achievement.
3. To find out the correlation between students' belief in the use of embedding translanguaging in PQRST strategy and students' reading comprehension achievement.

1.4 Uses

The uses of the research are:

1. Theoretically, this research is expected to enrich the information about PQRST strategy and translanguaging in students' reading mastery.
2. Practically, this research is expected to provide contribution to teachers about the use of the embedding translanguaging in PQRST strategy in reading comprehension achievement. Moreover, this research is expected to explain the students' belief in the use embedding translanguaging in PQRST strategy in reading.

1.5 Scope

According to the background of this research, this research focused on the significant difference in students' achievements taught through original PQRS strategy and the implementation of embedding translanguaging in PQRS strategy in reading comprehension, especially in five aspects of reading (main idea, reference, inference, information details, and vocabulary), and students' beliefs in the use of embedding translanguaging in PQRS strategy in reading comprehension. This research used narrative text, and the participants of this research were junior high school students of SMPN 1 Punggur.

1.6 Definition of Terms

Here are the definitions of terms which are used in the research:

Reading Comprehension

Reading comprehension is the act of building meaning by coordinating a variety of complicated processes such as word reading, knowledge, and fluency (Klinger, 2007).

PQRS Strategy

PQRS (Preview, Question, Read, Summarize, and Test) strategy is offered as a treatment for improving students reading comprehension achievement simply because it features a properly organized process (Thomas and Robinson, 1982).

Translanguaging

Translanguaging is the process of constructing meaning, influencing experiences, obtaining insight, and knowing utilizing two languages (Baker, 2011).

Belief

Beliefs influence students' drives, mindsets, accomplishments, skills, fears, fulfilments, acts, and language learning strategies. Some of these beliefs are valuable and others are adverse (Sadeghi & Abdi, 2015).

Those are all that the researcher covers in this chapter such as the background, research questions, objectives, uses, scope, and definition of terms.

II. LITERATURE REVIEW

This chapter discusses the theories that are used in this research. These theories are reading, aspects of reading, narrative text, PQRS strategy, PQRS strategy in teaching reading, procedures of PQRS strategy in teaching reading, translanguaging, modified PQRS strategy, theoretical assumption, and hypotheses.

2.1 Reading

It is essential to comprehend the meaning of reading. As a result, the past presents numerous definitions of reading aimed at different experts. As defined by Brown (2004), Reading is a act of interpreting information. In this process, readers convey their early thoughts to the next stages of the reading process in order to grasp the meaning of the texts they read. According to Grellet (1998), reading is a continual process of guessing, and the information one contributes to the text is often more crucial than what one finds in it. Furthermore, Grellet characterizes reading as an active skill which involves in progress guessing, predicting, checking, and questioning.

In addition, Nunan (1998) defines reading as a process of understanding written symbols, progressing from smaller units (individual letters) to larger ones (words, clauses, and sentences). On the other words, Aebersold and Field (1997)

use a similar definition, stating that reading occurs when individuals interpret written symbols in a text after reading it. White (1997) determines understanding as more than just decoding. It entails identifying the relevance of the message, comprehending the writer's intentions, and extending beyond what is written to figure out obscured, uncover, or imply meanings. Tonjes et al (1999) represent comprehension in relation to reading as facts, meanings, or knowledge received from readings. They carry on to assert that gaining an understanding is the end of comprehension. Understanding is a complex process of interaction which incorporates what is being presented as well as what readers are already familiar with in the real world.

Comprehension entails recognizing and comprehending the fundamental idea as it connects to the facts. While Klinger (2007) defines reading comprehension as the act of creating meaning by synchronizing a variety of extremely complicated operations such as comprehending words, understanding vocabulary, and fluency. It signifies that readers have to interact with the material in order to understand what the writer meant by it (Anjomshoaa, 2012). Meanwhile, Snow (2002) distinguishes reading comprehension is defined as the process of concurrently receiving and creating interpretation through written language as well as participation. It demonstrates that reading comprehension is an intricate, multifaceted process which encompasses both the reader's connections and what she or he brings to the text, such as events and previous insights.

To achieve proper understanding, readers must preserve the meaning beyond the whole reading. Brown (1998) confirms the argument, defining reading as the

act of understanding a piece of text by retrieving as much information as feasible from it. Furthermore, students have to be competent to traverse each piece of data while trying to understand the text. In order to figure out the meaning, they have to differentiate terms by words to bring out. Reading stress, according to the majority of definitions, is the process of extracting information of the written content. A cognitive-constructivist emphasizes that reading is a process that occurs when readers intentionally seek and generate content for themselves by considering the material they read (Gambrell and Dromsky, 2000). As noted by Westwood (2001), successful comprehension depends on the reader to remain engaged with the message beyond analysing the contents. If the meaning fades away, the reader has to become conscious of this fact as soon as possible and conduct the proper action to rectify it.

In fact, there are numerous barriers that must be conquered during the teaching process. Nowadays in educational period, the barrier to teaching reading comprehension has changed and students are asked to peruse additional content, which is challenging. In order to deal with an expectation, students have to read exceptionally well publications. Furthermore, to assisting students in understanding the topic, the teacher should be focused on providing teaching. This standard involves the teacher to verify that the students completely understand the substance of the text with the goal to achieve comprehension. Reading comprehension should be viewed as a process that occurs at the beginning of reading instead of thing which students' progress to while developing an understanding of print (Snow, 2002).

Regarding the definition above, reading is an entity of interpersonal interaction that lets various people express themselves. It is certainly an important skill in academic contexts, and it has increased in significance. It is also defined as the phenomena of creating meaning by combining numerous complex processes such as word knowledge, word reading, and words with extensive linguistic expertise. Additionally, reading comprehension is the act of acquiring and generating information from written language by means of engagement and implication.

2.2 Aspects of Reading

Certain components of reading have to be understood by the reader. Students are able to comprehend a text well in five elements of reading comprehension: determining main idea, recognizing references, making inferences, identifying specific information, and understanding vocabulary (Brown, 2004).

1. Determining Main Idea

Determining the main concept serves as one of the foremost important skills in reading comprehension since it allows you to grasp and locate the primary message of the writing by examining it and looking for similarities in ideas or phrases. It is vital for the reader. It is due to how it illustrates the main point of the writings. Readers are unlikely to understand the writing's objective unless they are familiar with the major topic.

2. Recognizing References

Referential representation is a subprocess in comprehension of sentences which discovers the references which the words throughout a phrase connect to exterior terms. Making reference simpler to detect helps referential representation. Readers have to acknowledge a pronoun's reference whenever the object of reference occurs recently in the source material and has been referenced previously. It serves as a cue for readers to begin searching for the meaning wherever in the text.

3. Making Inferences

Inference is an educational assumption or conclusion taken from the its deductive thinking. Inference occurs when readers use indications from a story as well as the information which they already understand in what they have experienced to determine what the teacher was referring to. Since the teacher does occasionally fail to explain students everything, they have to depend on inferences to comprehend and believe the story. Students are going to reach conclusions to assist them realize what they are reading. Here are several examples:

- a. Consider the sort of material the teacher is presenting.
- b. Analyze the way the theme of the work connects to your own background or the events which students have experienced.

4. Identifying Specific Information

Identifying details relate to the evidence and notions that explain or prove the topic phrase or primary idea. Supporting details offer the reader with further information about a particular subject or issue. They serve as chunks of information that help readers suppose the term that the narrative is about.

Additional information can enable readers find solutions to their queries.

5. Understanding Vocabulary

The accuracy of vocabulary determines whether or not the conversation is appropriate. It suggests that comprehending exactly the phrases mean plays a role in vocabulary. Once readers' vocabulary grows, they are going to be able to relate the symbol seems association to a created word and link it to an identified word from their speech. Understanding the meanings of words and how to utilize them assists to reading comprehension and knowledge building.

In accordance with the definition of comprehensions provided above, it can be deduced that in order to comprehend written material, students must be able to decode what they read, make connections between what they read and what they already know, and think deeply about what they have read, since reading comprehension is characterized as the ability to comprehend the meaning or significance of something or the knowledge gained as a result.

2.3 Narrative Text

Narrative text is one that focuses on a specific participant. The social function of narrative text is to entertain readers by telling stories or recounting events from the past. It is written in a creative fashion that depicts a series of imaginary or nonfictional occurrences. An essential component of narration is the narrative mode, which is the collection of techniques utilized to convey the story. According to Bal and Boheemen (2009), a story that is presented and conveyed to recipients through the use of a medium—that is, through translation into signs—is referred to as a narrative text. The symbols are created by a

character who connects and makes use of the symbols, as the description of a narrative text suggests. Moreover, McQuillan (2000) demonstrates that in narrative text, there are passages which have connection to events, such as a description of a person or an event, an opinion on something, or an explanation from the narrator that has nothing to do with the events.

The structural order that permits the sequence and manner in which a narrative is presented to a reader, listener, or viewer is generally referred to as a narrative text. In spite of influencing attitudes or social views, narrative can be used to instruct or educate. In contrast to accounts, narratives place the protagonists in the setting and time of events, but they also introduce one or more problems that must be resolved in the end. Carrasquillo et al. (2004) argue that narrative text appears in stories and has a beginning, middle, and the end as part of its structural organization. Understanding the structure of the text improves the student's comprehension.

A text type known as narrative is intended to amuse readers and address real-life and fictional experiences in a variety of ways. Narrative is also concerned with problematic events which cause an issue or turning point of some type, which is finally resolved. It can also be used to describe a chronological event, real or imaginary, that can be spoken or written to amuse readers. As stated by Hanne and Kaal (2004), Barthes believes that narrative is mostly a stunning variety of genres distributed across many materials- as if all media were fit to accept man's stories. Myth, legend, fable, tale, novella, epic, history, tragedy, drama, comedy, mime, painting, stained glass windows, film,

comics, news item, conversation are all kinds of narrative.

A narrative text comprises a story that attempts to identify solutions to problems by describing difficulties or troublesome events. The narrative mode, the established ways utilized to tell the narrative through process narration, is an important component of narrative text. Its goal is to provide the reader with some sort of amusement or entertainment. As defined by Baskerville and Wagner (2000), it consists of at least four stages, with steps being repeated often to increase complexity and suspense. A short story will consist of:

1. Orientation

The purpose of it is to draw interest, create the tone, and present of the personalities. Additionally, orientation produces a visual image to set the setting. To attract the attention of the reader, the narrative text's direction generates the initial perception and gives away the plot (and the conflict that will occur).

2. Complication

It refers to conflicts or crises which directly or indirectly influence the main characters. The crises may be imagined or real, physical or mental.

3. Events

The plot unfolds through a sequence of anticipated or surprising occurrences that enable more complexity or resolution.

4. Resolution

It is the settlement of the dispute. Adding a final twist or reversal that activates the entire plot is a popular format. The way this works is by giving the reader a certain expectation and then shocking them by altering it.

5. Reorientation/Coda

Narrative texts are those that amuse, entertain, and address real or many occurrences in a variety of ways, according to the definitions given above. Narrative is one of the best forms of communication. Moreover, narrative texts are written to instruct or educate, to alter social attitudes or ideas, or to illustrate a moral principle.

According to the aforementioned definitions, a narrative text is one that deals with real or multiple occurrences in a variety of ways while also entertaining and amusing the reader. Storytelling is one of the best ways to communicate with people. Another purpose of narrative texts is to educate or enlighten, to alter social attitudes or ideas, or to illustrate an idea of morality.

2.4 PQRST Strategy

The PQRST strategy will be used in this research to investigate the difference in achievement of students taught using the original PQRST strategy and the modified PQRST strategy.

The strategy that can help students improve their reading comprehension is PQRST (Preview, Question, Read, Summarize, and Test). Recognizing that it contains an orderly stage, it can be used as an activity for strengthening learners' reading comprehension (Thomas and Robinson, 1982). In other words, employing it will assist the reader gain insight into what she or he has read. Understanding the context is a crucial component of the strategy which ensures students understand why they are participating in the activity. PQRST strategy offers stage-by-stage instruction which is necessary for learners' comprehension before,

during, and after the reading process. Furthermore, Wormerly in Susanti (2013) states that the PQIRST strategy consists of five steps: preview, question, read, state, and test. Below are descriptions of the steps:

1. Preview

During previewing, the teacher guides students in identifying text elements such as the title, picture, figure, and number. The reader must guess what they will read in order to complete the assignment. Usually, this is done by reading the headline or title. The reader will be helped by the stage to describe the concepts covered in the text. It offers the reader to decide what they choose to learn and rapidly understand the content's main idea.

2. Question

The teacher poses many questions and instructs the students to identify the solutions. The second stage aims to assist students concentrate on the text's content. To help them grasp particular concepts in the book, the teacher is able to use questions. It allows them in learning as much as possible through reading.

These are the steps:

- a. Go over the heading again.
- b. After the teacher distributes the text, either offer lead questions or base the assumptions on the title, which includes who, what, when, where, why, and how.

3. Read

A text or other piece of content is created by the teacher and given to the students. When it is applicable, it may be in an individual or group reading practice. As they read the book, students can identify difficult words and vocabulary they

never knew during this process. The students will read the text twice, if they consider it feasible.

4. Summarize

Students are instructed by the teacher to memorize the text's main ideas and specific information to be able to sum up the content. At this point, the teacher can assess the students' comprehension of the text by having them share what they already know.

5. Test

This step involves the teacher giving a test to the class in an effort to gauge their level of understanding. A test consisting of multiple-choice questions can be created by the teacher, or students can be encouraged to show the reading materials to their peers.

In short, the PQRST strategy is effective in improving students' reading abilities. The reason for this is due to the PQRST strategy drives students to read more carefully. Further, by employing its steps (preview, question, read, summarize, and test), it offers students with additional information and assists them understand the content better. After carefully reading the text, students who follow the PQRST strategy are also more likely to reflect on the material they have read, formulate some questions, and come up with their own answers.

2.5 PQRST Strategy in Teaching Reading

The PQRST strategy is appropriate for promoting reading comprehension. As defined by Sulistyono (2011), the PQRST strategy consists of five instructional strategies which involve the following stages/schemes: preview, question, read,

summarize, and test. Furthermore, it supplies students with detailed guidance before to, during, and following their reading process—a crucial component of understanding. Every level is utilized by students to enhance their learning. The PQRST strategy's steps highlight the constructivist nature of learning by highlighting how reading is an interactive, engaged, frequently selective, and laborious process (Johnston and Anderson, 2005).

In providing reading instruction, the PQRST strategy is able to direct students to the main points and specific facts. Additionally, this reinforces students in resolving the issue of missing of vocab. The students who struggle to identify specific information will benefit from adopting the PQRST strategy. As a cognitive activity, reading is fostered with a focus on comprehension (Westwood, 2001). It promotes how understanding abilities are necessary for reading. The long-term developmental process that depends on early language, text, and world knowledge as well as the ability to decode fluently and use comprehension processes and methods to extract meaning from texts will be taken into account when developing comprehension skills.

Meanwhile, When implementing the strategy, there are a few things to keep in mind, and the teacher explains them to the students. This can be achieved by providing examples of how to apply the PQRST technique while reading. As the students practiced the PQRST strategy (preview, question, read, summarize, and test), the teacher delivered the text that they would understand. Assessing the process of learning by assessing students how well they comprehend the text is the last step.

As stated above, the researcher's goal was to teach reading using the PQRST strategy. By using the strategy, the researcher expects students' reading comprehension to increase. Since it assists students interpret the text and identify the details, the PQRST strategy is beneficial to the teacher.

2.6 Procedures of PQRST Strategy in Teaching Reading

There are six steps in the PQRST strategy for teaching reading (Westwood, 2001), and if the teacher provides the right strategies, it will be successful. The steps are as follows:

Step 1

The teacher presents the idea of the PQRST strategy. The benefits of the strategy for learning reading activities can be explained by the teacher. The most crucial step is for the teacher to explain the strategy's goal in order to inspire the students to embrace it.

Step 2

The teacher provides the students with a text to read. After afterwards, students can skim the material to obtain a sense of its core theme. One way to do this is to read the text and observe its type, orientation, and verb usage. You may also look at the text's pictures, figures, and numbers and see how the content is organized. The students will receive an overview and an explanation of how to arrange the text in this step. The purpose of this part is to enhance the students' capacity to identify the primary theme.

Step 3

By posing precise questions about the text in their minds, the students attempt to

guess it. Students begin this phase by turning the header into a question. The teacher encourages the students understanding the question so they can concentrate on reading and comprehending the text's main idea. The typical inquiries like who, what, why, which, when, where, or how must be employed. Based on the text, it may lead them to look up those detailed information.

Step 4

The content was thoroughly read by the students. Then, they attempt to provide an answer to the question they have in mind. Additionally, they need to focus on the subject and emphasize the challenging topic. Moreover, if students consider they have not fully grasped the material, they can read it again. The students assist in drawing conclusions from the text and discovering the new word by this step.

Step 5

Based on their readings, the students attempt to understand the text's main idea and recite the information they have learned. The students can commit the content to memory by summarizing the text. They must be aware of the amount of information they obtain and make claims in their own words. It can assist them organize the material in the text and expand their understanding. The students can also take notes while reading the text. This stage allows the student to make references since it makes them decide what the text's subject and object are.

Step 6

The last step is the test, in which the students, without consulting the text or their notes, recall what they have learned and comprehend. This can help them consider the connections between what they have learned. This strategy uses testing to determine how well students have understood the material. Reviewing and

committing the information to their long-term memory will help them do it. The students can get better at reading in all areas in this level. This step makes students reflect carefully on what they have learned.

As previously explained, there are six processes involved in teaching reading using the PQRSST strategy. Good communication between the teacher and the students is necessary for these procedures to be successful.

2.7 Translanguaging

Translanguaging is a term used to describe several aspects of multilingualism. It clarifies how bilinguals and multilinguals engage using their environment as well as make connection with it by utilizing their linguistic resources (Wei, 2017). It can also refer to an educational technique in which multiple languages are used in a classroom (Garcia & Wei, 2014). Welsh *trawsieithu* is the source of the phrase translanguaging, which was first used by Williams (1994, 1996 as mentioned in Garcia & Wei, 2014). In contrast to many previous bilingual education systems that sought to separate languages by class, time, or day, Williams adopted the term to describe the practice of using two languages in the same session (Cenoz & Gorter, 2020).

As multilingual teaching strategies advanced, especially those backed by Teaching English to Speakers of Other Languages (TESOL), an international organization devoted to raising the standard of English language instruction, the idea of translanguaging developed. The origins of bilingual education in the United States emphasized speech over written language instruction (Raimes, 1991). In the 1960s and 1970s, oral-aural exercises were widely employed in

second language teaching, while textual course materials were duplicated and focused on repetition, giving learners primacy over structure, form, syntax, and grammar (Raimes, 1983; Raimes, 1991). In this system, there was no focus on real language use, which led to a lack of knowledge about how language and communication function in real-world situations.

In the late 1970s and early 1980s, second language instruction changed to stress the value of language use and communication for engagement in specific discourse communities (Raimes, 1983). Nevertheless, as language acquisition entails students giving up their native-language activities with the goal to transform into practicing participants in new communities of speakers, it was also problematic as a way to develop a discourse community (Johns, 1990). Its foundation is François Grosjean's theory that bilinguals differ from two monolinguals (Grosjean, 2016). Williams and his partners were looking into techniques to teach in both Welsh and English in the same classroom. As a result, translanguaging arises.

Regarding to Vogel and Garcia (2017), they argue a component of rather than having two or more autonomous language systems, as previously thought when scholars describe bilingual or multilingual speakers, A unitary linguistic repertoire is used by bilinguals and multilingual speakers to decide on and employ their native languages. However, it was published research by Ofelia García and others that helped spread the name and its associated concept decades later. According to Garcia (2017), translanguaging serves as an adaptation to the concept of languaging, it depicts the communication actions of language speakers,

but it also includes the use of many languages, commonly at the same time. It is a dynamic process in which multilingual speakers negotiate complicated social and cognitive demands by using many languages strategically (Garcia and Wei, 2017).

Vogel and Garcia (2017) assume that translanguaging theory is founded on three foundations: 1.) it proposes that in order to communicate, individuals select and employ characteristics from an identical language repertoire, 2.) It embraces the idea of bi- and multilingualism, giving speakers' dynamic linguistic and semiotic practices precedence above defined national and state languages, 3.) It continues to acknowledge the real effects of structuralist language ideologies and the way society produced naming language categories, especially for speakers of minority languages. These foundations, when taken together, seek to challenge prior paradigms of bi- and multilingualism, thus elevating the status of people around the world whose linguistic practices have traditionally been marginalized and classified as "nonstandard."

2.8 Modified PQRST Strategy

Below is a comparison of the original and modified PQRST Strategy:

PQRST strategy	PQRST Strategy through Translanguaging
a) Preview <ul style="list-style-type: none"> - The teacher provides students an image or the title of the text. b) Question <ul style="list-style-type: none"> - The teacher encourages students to create questions based on WH-questions. 	a) Preview <ul style="list-style-type: none"> - The teacher provides students an image or the title of the text. - Teacher asks students to tell or say something related to the image or the text title of the text in Indonesian language. b) Question <ul style="list-style-type: none"> - Students make several questions and ask questions to their friend next to them using Indonesian language or target language (Specific Information).

<p>c) Read</p> <ul style="list-style-type: none"> - Students read the entire text for the purpose to discover the answers to their own questions. <p>d) Summary</p> <ul style="list-style-type: none"> - Students construct their own summaries by underlining - important points from the text. <p>e) Test</p> <ul style="list-style-type: none"> - Teacher gives the test to the students to find out the student's comprehension about the text. 	<ul style="list-style-type: none"> - Teacher asks some questions using target language and allows students to answer in Indonesian language or target language (Specific Information). - The teacher encourages students to create questions based on WH-questions. <p>c) Read</p> <ul style="list-style-type: none"> - Students read the entire text for the purpose to discover the answers to their own questions. - Students have to list several unfamiliar vocabularies and find the meanings in the table which is provided by the teacher utilizing Indonesian language (Understanding Vocabulary). <p>d) Summary</p> <ul style="list-style-type: none"> - Students construct their own summaries by underlining important points from the text and using target language and Indonesian language (Making Inference). <p>e) Test</p> <ul style="list-style-type: none"> - Teacher gives the test to the students to find out the student's comprehension about the text. - Teacher provides several questions based on the text which must be answered by students in Indonesian language (Understanding Vocabulary).
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

The researcher incorporates a translanguaging principle into the PQRST strategy stages and teachers assist students to comprehend how word meanings are likely classified. It is also useful for acquiring an overview of a topic and enhancing recording information and creative thinking skills. Finally, the benefits of incorporating translanguaging into the PQRST strategy are capable of stimulating and making students engage in all aspects of thinking and reading.

2.9 Theoretical Assumption

One of the most crucial abilities that students must acquire in order to succeed in their industry is reading comprehension. To accomplish the objectives of the teaching and learning process, teachers employ a variety of tactics when instructing students in reading. Teaching reading comprehension is the act of a teacher motivating students to utilize a specific strategy to boost their reading comprehension of a text. Considering a method is the responsibility of the teacher to guide students in learning or acquiring a second and foreign language (English) in a classroom setting since the teacher is the center of these activities. In this research, the researcher uses PQRSST strategy combining with translanguaging to investigate difference between students taught through the original and the modified PQRSST strategy using translanguaging in reading comprehension achievement and to obtain the students' belief related to the combination.

The researcher believes that the modified strategy assists students in overcoming the diversity around them. In addition, it benefits students in identifying specific information and constructing its meaning. In addition, instructions are given for pupils to estimate or predict the response to the question they came up with on their own. The procedures are meant to make it easier for students to learn particular material. It helps them manage the important information they need to retain. The researcher believes that the modified strategy allows this research to answer the research questions.

2.10 Hypotheses

In this study, the researcher suggested the following hypotheses based on the previous theories and assumptions. This research included two hypotheses. The first hypothesis was formulated as follows:

There is significant difference of students' reading comprehension achievements of the students who taught through the embedding translanguaging in PQRST strategy and the original PQRST strategy.

In addition, to determine the correlation between students' beliefs about the use of embedding translanguaging in the PQRST strategy and their reading comprehension achievement. The second hypothesis has the criteria:

There is correlation between students' belief in the use of embedding translanguaging in PQRST strategy and students' reading comprehension achievement.

In brief this chapter discussed reading, aspects of reading, narrative text, PQRST strategy, PQRST strategy in teaching reading, procedures of PQRST strategy in teaching reading, translanguaging, modified PQRST strategy, theoretical assumption, and hypotheses.

III. METHODS

This chapter discusses about the methods of the research and they are design, population and sample, data collecting technique, instruments, scoring system, data collecting procedures, data analysis, and hypothesis testing.

3.1 Design

The research being conducted was quantitative. A control group and an experimental group were the two types of groups that were utilized. Treatments using a modified PQRSST approach through translanguaging were administered to the experimental group, whereas the original PQRSST strategy was administered to the control group. The researcher used this design because it allowed the researcher to compare two different conditions or treatments in order to distinguish the effect of a certain variable or intervention on the outcome. This design was very beneficial when the researcher desired to determine if a specific treatment or condition had a substantial effect on the dependent variable. The two groups were known as the experimental and the control groups had been designed to be as comparable as can be expected in all ways except for the variable being test. This similarity assisted in minimizing external factors that might influence the results, providing that any differences found between the groups were more likely to be caused by the treatment or condition during research. For the first research question, the research used a Control Group Pre-test – Post-test strategy.

The research design is presented as follows:

G1: T1 X T2

G2: T1 O T2

Notes:

G1 : Experimental group

G2 : Control Group

T1 : pretest

T2 : posttest

X : treatments (modified PQIRST strategy using translanguaging)

O : treatments (original PQIRST strategy)

(Setiyadi, 2006)

3.2 Population and Sample

The subjects of this research were third-grade students at SMPN 1 Punggur in Central Lampung. The total number of populations was 235, divided into two groups. The first group consisted of 96 male students whereas the second group consisted of 139 females. The research's sample was separated into two groups: the experimental group and the control group. The classes were chosen randomly while determining the sample. Every student in the population was assumed to have an equal chance of getting selected when it was applied. Two classes were used by the researcher: the experimental class and the control class. There were thirty students in each class.

3.3 Data Collecting Technique

To collect the data, the researcher employed a questionnaire, a pre-test, and a post-test. The following explanation of the data results that the researcher used:

1.) Pre-test

Before putting the PQRST strategy and the integration of translanguaging in PQRST strategy into learning process, the pre-test was designed to evaluate the students' reading proficiency. Meanwhile, the researcher presented the topic and material that would be studied to the students before administering the pre-test. The test consisted of multiple-choice written items and was a reading assessment. It included 40 questions regarding the five aspects of reading, with four possible answers (a, b, c, and d). Its topic was about narrative.

2.) Post-test

Following treatment procedures or after the researcher employed the PQRST strategy and embedding translanguaging in the PQRST strategy in both classes, a post-test was given. In order to assess the students' reading comprehension after treatment, a post-test was administered. The multiple choices item was written as a reading test. It included 40 questions about the five aspects of reading, with four possible answers (a, b, c, and d). The content was about narrative texts. It will take eighty minutes to complete. The post-test results were compared to the pre-test in order to determine whether or not translanguaging and the PQRST strategy have an impact on students' reading achievement.

3.) Questionnaire

Questionnaire is a set of statements or questions that are delivered to others in order to gather their responses. It included inquiries pertaining to the issue or the goal of the study. Using a questionnaire, this research examined students' belief of the use of embedding translanguaging into the PQRSST strategy for improving reading comprehension.

The activities that the researcher conducted to get the data are described above.

3.4 Instruments

To collect data for this research, the researcher implemented the reading test and the questionnaire.

Reading Test

There were three different types of reading exams that the researcher provided: try-out, pre-test, and post-test. First, a try-out was conducted to evaluate whether the reading test was good or not. The try-out test had ten items for each of the reading aspects. The try-out test of 50 multiple-choice questions with four possible answers (a, b, c, and d). It took 80 minutes to complete. This test was administered to students who were not in the experimental class. Following the try-out, the students from the experimental and control classes took the pre-test just before receiving treatment. The students took the pre-test to determine their previous reading proficiency. Additionally, the post-test was administered during the last meeting. Multiple-choice questions with four possible answers (a, b, c, and d) were used to write such assessments. The students were given eighty minutes to complete the tests by the researcher. The post-test was designed to

determine how the students' reading proficiency had changed. There were four factors for determining whether a test was good: validity, reliability, difficulty level, and discrimination power.

1.) Validity

Validity reflects the depth to which the instrument measured the research's goal. The four types of validity were the construct validity, empirical validity, face validity, and content validity. This study employed two types of validity to assess the instruments as follows:

A. Content Validity

Heaton (1975) states that the purpose of content validity is to determine whether the exam items accurately reflect the material covered. To put it another way, content validity is the study of whether the test is relevant and accurate enough. In order to ensure validity, the researcher should examine all test item indications and conduct a thorough analysis to determine whether the test has been applied to the material being examined (Setiyadi, 2006). It concentrated on whether or not the test reflected or supported the curriculum that the school used. The five aspects of reading—the main idea, specific information, reference, inference, and vocabulary—were the basis for the scoring criteria in this research (Nuttal, 1985). The specification table below provided the substance of the try-out test.

3.1 Table of specification of reading comprehension test

No.	Sub-Skills of Reading	Item Number	Total Item	Percentage
1.	Main idea	1, 7, 12, 20, 21, 26, 33, 38	8	20 %
2.	Specific information	5, 8, 13, 17, 23, 28, 35, 37	8	20 %
3.	Vocabulary	4, 10, 15, 22, 24, 29, 36, 39	8	20 %
4.	References	3, 9, 14, 19, 25, 27, 30, 32	8	20 %
5.	Inferences	2, 6, 11, 16, 18, 31, 34, 40	8	20 %
	Total	40	40	100 %

B. Construct Validity

According to Hatch and Farhady (1981), construct validity assesses whether the test's design has already made incorporation of theory and shows that it is in accordance with the learning purpose. It further questioned whether the tests accurately reflected the trait's theory. A test that possessed construct validity was able to measure certain characteristics, particularly in reading consists of such as vocabulary, main concept, specific information, reference, and inference.

The construct and content validity are essentially inseparable; it is a representative of the subject matter. In accordance to Nuttal (1985), the relation validity of the instrument refers to construct validity, where the question represents five reading skills; the item number is part of the content validity, and the reading skills in the test are part of the construct validity. In overall, this research will use both content and construct validity to determine whether the instruments are valid or not.

2.) Reliability

To comply with the criteria regarding reliability, which involves the ability of measurements to assess the same research subjects at different times and provide consistent results, or the consistency of a measurement of research (Setiyadi, 2006). Hatch and Farhady (1981) defined test reliability as the degree to which a test produces consistent results. The odd (x) and even (y) of the test items were analyzed using the Split-Half Method (see appendix 8). By employing the split half method, the reliability of the test in this research may be estimated. The following formula was applied by the researcher.

$$r_l = \frac{\sum xy}{\sqrt{[\sum x^2 \sum y^2]}}$$

$$r_l = \frac{7852}{\sqrt{7206 \times 8973}}$$

$$r_l = \frac{7852}{\sqrt{64659438}}$$

$$r_l = \frac{7852}{8.041}$$

$$r_l = 0.9764$$

Where:

r_l = the coefficient of reliability between first half group and the second half group

x = total number of the first half group

y = total number of second half group

x^2 = square of x

y^2 = square of y

xy = total number of first and half group

The "Spearman Brown Prophecy Formula" was finally used by the researcher to determine reliability of the research (Hatch and Farhady, 1981).

See the following formula:

$$r_K = \frac{2r_l}{1 + r_l}$$

$$r_K = \frac{2 \times 0.9764}{1 + 0.9764}$$

$$r_K = \frac{1.95}{1.976}$$

$$r_K = 0.986$$

Where:

r_K = The reliability of the test

r_l = The reliability of half test

And the criteria of the reliability as follow:

0.80-1.00 = very high

0.60-0.79 = high

0.40-0.50 = average

0.20-0.39 = low

0.00-0.19 = very low

(Hatch and Farhady, 1982:246)

The calculation revealed that the test's reliability coefficient was 0.986 (refer to Appendix 8). Given that the range of high criterion of reliability is 0.80-1.00, it can be said that the test had high reliability (Hatch and Farhady, 1982:246).

3.) Level of Difficulty

An item's difficulty level describes how simple or complex the participants found an assignment to be (Heaton, 1975:182). The percentage of students that properly answered the question was typically used to indicate the level of difficulty. The researcher applied the following formula for calculating the test's level of difficulty:

$$LD = \frac{Upper+Lower}{N}$$

Where:

LD = level of difficulty

R = number of the students answer correctly

N = total number of the students

Here the criteria of the level of difficulty:

<0.30 = difficult

0.30-0.70 = average

>0.70 = easy

(Shohamy, 1985:79)

The test items were classed as having average levels of difficulty after the computation, while a few were classified as having difficult level; ten items were classified as difficult and were eliminated as a result (see appendix 7).

4.) Discrimination Power

The level to which an item on a test differentiates students at high and low levels is known as its discrimination power. Depending on this criterion, a good item constitutes a situation in which good students performed well and poor

students did not (Shohamy, 1985:81). The formula was:

$$DP = \frac{Upper - Lower}{1/2N}$$

Where:

DP = discrimination power
 Upper = proportion of “high group” students getting the item correct
 Lower = proportion of “low group” students getting the item correct
 N = total number of students

The criteria are follows:

LD = 0.00-0.20 = poor
 LD = 0.21-0.40 = satisfactory
 LD = 0.41-0.70 = good

In line to the try-out test's discrimination power calculation (see Appendix 7), 10 items (items 8, 9, 11, 19, 39, 41, 43, 45, 46, and 47) were classified as poor since their discrimination power ranged from 0.00 to 0.19. Afterwards, 40 items which had adequate discrimination power were identified: 1, 2, 3, 4, 5, 6, 7, 10, 12, 13, 14, 15, 16, 17, 18, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 40, 42, 44, 48, and 50.

Questionnaire

The students' beliefs regarding the use of embedding translanguaging in the PQIRST strategy for reading comprehension accomplishment were determined by administering a closed-ended questionnaire. Both before and after the post-test, the questionnaire was distributed. The questionnaire was written in Bahasa Indonesia to prevent misunderstandings among students. There were four choices for each item: strongly disagree, disagree, strongly agree, and agree. The translation questionnaire was modified from Liao's (2006) study served as the research instrument for the belief.

1.) Validity of Questionnaire

The questionnaire's validity was assessed using construct validity. It focused on whether the questionnaire genuinely followed the theory. It implies that the test items could either assess the students or evaluate their belief of the used strategy. In terms of construct validity, it assessed whenever the test design had previously derived the theories, indicating that it had already aligned with the learning objectives (Hatch and Farhady, 1982). Besides, before the questionnaires were distributed, the researcher would test the instruments to English teacher to make sure that the statements did not have multiple interpretations. Additionally, for the construct validity of students' belief questionnaire was adapted from Liao (2006) about the Inventory for Beliefs about Translation (IBT). The adaptation and adjustment were done since in the previous research; the questionnaire was intended to get the students' belief on the implementation translation strategy whereas this current research was intended to investigate the students' belief in the use of embedding translanguaging in reading class. Then, the belief questionnaire consisted of 20 items, for each was translated into Indonesian language to avoid misunderstanding among the researcher and learners.

Table 3.2 The category of belief questionnaire statements

No.	Original	Adapted	Category
1.	Translating helps me understand textbook readings.	Translanguaging helps me understand textbook readings.	Positive belief
2	Translating helps me write English composition.	Translanguaging helps me write English composition.	Positive belief
3.	Translating helps me memorize English vocabulary.	Translanguaging helps me memorize English vocabulary.	Positive belief
4.	Translating helps me learn English idioms and phrases.	Translanguaging helps me learn English idioms and phrases.	Positive belief
5.	Translating does not help me make progress in learning English.	Translanguaging does not help me make progress in learning English.	Negative belief
6.	Translation helps me understand my teacher's	Translanguaging helps me understand my teacher's English	Positive belief

No.	Original	Adapted	Category
	English instructions.	instructions.	
7.	The more difficult the English assignments are, the more I depend on Chinese translation.	The more difficult the English assignments are, the more I depend on Indonesian translation.	Positive belief
8.	Using Chinese translation helps me finish my English assignments more quickly and save time.	Using Indonesian translation helps me finish my English assignments more quickly and save time.	Positive belief
9.	Using Chinese translation while studying helps me better recall the content of a lesson later.	Using Indonesian translation while studying helps me better recall the content of a lesson later.	Positive belief
10.	Translation helps me interact with my classmates in English class to complete assignments.	Translanguaging helps me interact with my classmates in English class to complete assignments.	Positive belief
11.	The use of Chinese translation may interfere with my ability to learn English well.	The use of Indonesian translation may interfere with my ability to learn English well.	Negative belief
12.	Chinese translation diminishes the amount of English input I receive.	Indonesian translation diminishes the amount of English input I receive.	Negative belief
13.	At this stage of learning, I cannot learn English without Chinese translation.	At this stage of learning, I cannot learn English without Indonesian translation.	Positive belief
14.	I think everyone has to use Chinese translation at this stage of learning.	I think everyone has to use Indonesian translation at this stage of learning.	Positive belief
15.	I will produce Chinese-style English if I translate from Chinese to English.	I will produce Indonesian-style English if I translate from Indonesian to English.	Negative belief
16.	I prefer my English teachers always use English to teach me.	I prefer my English teachers always use English to teach me.	Negative belief
17.	I feel pressure when I am asked to think directly in English.	I feel pressure when I am asked to think directly in English.	Positive belief
18.	I tend to get frustrated when I try to think in English.	I tend to get frustrated when I try to think in English.	Positive belief
19.	When using English, it is best to keep my Chinese out of my mind.	When using English, it is best to keep my Indonesian out of my mind.	Negative belief
20.	I believe one needs to be immersed in an English-speaking culture for some time before he/she is able to think in English.	I believe one needs to be immersed in an English-speaking culture for some time before he/she is able to think in English.	Positive belief

Using SPSS version 16, the researcher in this research further assessed the questionnaire's validity; the computation's findings are shown in the table below:

Table 3.3 The Validity of The Questionnaire items in experimental class

		Experimental Class (N=30)
item1	Pearson Correlation	.580**
	Sig. (2-tailed)	.001
item2	Pearson Correlation	.661**
	Sig. (2-tailed)	.000
item3	Pearson Correlation	.820**
	Sig. (2-tailed)	.000
item4	Pearson Correlation	.755**
	Sig. (2-tailed)	.000
item5	Pearson Correlation	.693**
	Sig. (2-tailed)	.000
item6	Pearson Correlation	.616**
	Sig. (2-tailed)	.000
item7	Pearson Correlation	.670**
	Sig. (2-tailed)	.000
item8	Pearson Correlation	.650**
	Sig. (2-tailed)	.000
item9	Pearson Correlation	.579**
	Sig. (2-tailed)	.004
item10	Pearson Correlation	.665**
	Sig. (2-tailed)	.001
item11	Pearson Correlation	.541**
	Sig. (2-tailed)	.001
item12	Pearson Correlation	.687**
	Sig. (2-tailed)	.000
item13	Pearson Correlation	.610**
	Sig. (2-tailed)	.003
item14	Pearson Correlation	.722**
	Sig. (2-tailed)	.000
item15	Pearson Correlation	.791**
	Sig. (2-tailed)	.000
item16	Pearson Correlation	.635**
	Sig. (2-tailed)	.000
item17	Pearson Correlation	.717**
	Sig. (2-tailed)	.000
item18	Pearson Correlation	.610**

		Experimental Class (N=30)
	Sig. (2-tailed)	.003
item19	Pearson Correlation	.610**
	Sig. (2-tailed)	.003
Item20	Pearson Correlation	.610**
	Sig. (2-tailed)	.003

The significant value (Sig. (2-tailed)) of each item in the preceding table, which is less than 0.05, it indicates that every questionnaire item was valid.

2.) Reliability of the Questionnaire

Since the questionnaire implemented a Likert scale, the researcher applied Cronbach Alpha. Setiyadi (2006) asserts that if the test is organized using a Likert scale, Alpha at least 0.70 is preferable.

Table 3.4 The criteria of Alpha Cronbach

Cronbach's Alpha	Internal Consistency
$\alpha \geq 0,9$	Excellent
$0,9 > \alpha \geq 0,8$	Good
$0,8 > \alpha \geq 0,7$	Acceptable
$0,7 > \alpha \geq 0,6$	Questionable
$0,6 > \alpha \geq 0,5$	Poor
$0,5 > \alpha$	Unacceptable

The following table displays the results of the reliability test on the experimental class questionnaire following data computation utilizing SPSS version 16 and reliability tests:

Table 3.5 Reliability of the Questionnaire

Reliability Statistics

Cronbach's Alpha	N of Items
.756	20

The table mentioned earlier indicates that the reliability of the questionnaire intended to accumulate information on students' beliefs is 0.756.

3.5 Scoring System

The researcher decides which technique or strategy to be utilized in grading the students' work before collecting the score. The researcher utilized Arikunto's formula (2006) to accomplish that. The highest possible score would be 100. The following formula was used to figure out the pre-test and post-test scores:

$$S = \frac{r}{n} \times 100$$

S = the score of the test

r = the total of the right answer

n = the total of score

3.6 Research Procedures

To address the research question, this research executed a number of procedures. The following is the procedure that the researcher employed:

1. Selecting and determining the population and sample

Two of the numerous classes of third-grade students at the chosen school were picked by the researcher to serve as the control and experimental classes for the study.

2. Arranging the teaching material

The teaching materials were organized according to the junior high school curriculum at SMPN 1 Punggur. The content focused on their narrative text reading skills.

3. Administering try-out test

While the test was utilized to gather data for the research, a try-out test had been provided to determine its quality. There were 50 items on the test, each with four possible answers (a, b, c, and d), one right response, and three distractions. The items which failed to fulfill the pre-test and post-test standards have to be revised or removed by the researcher after receiving the data.

4. Giving a pre-test

In order for the researcher to more easily evaluate the improvement in the reading abilities of the students that follow treatment, the pre-test was administered to determine the students' reading proficiency before they started treatment, and each test item was evaluated after the test had been taken.

5. Administering the questionnaire

Students were given a questionnaire to explore their beliefs about learning to read narrative texts as well as translation before they were given instructions to implement the PQRST strategy of embedding translanguaging in reading comprehension accomplishment.

6. Conducting treatments

Using the PQRST strategy and translanguaging narrative texts, the researcher instructed the research's sample. After reading the material, the students determine its subject and respond to the text-related questions. The researcher used the PQRST strategy and translanguaging to examine teaching and learning activities while administering treatments.

7. Conducting a post-test

After the implementation treatments, the post-test was given. By comparing the

scores before and after the treatment, the post-test aimed to identify how the PQRST strategy and translanguaging benefited the students' reading comprehension ability. To determine whether there was a significant difference in reading comprehension achievement between those who were taught using the PQRST strategy and those who were taught using the embedding of translanguaging in the PQRST strategy, the post-test results were also applied.

8. Administering the questionnaire

The students were given a questionnaire to figure out if they believed that reading narrative texts employing the PQRST strategy of embedding translanguaging would improve their understanding of the material.

9. Analyzing the data

After delivering the post-test, the researcher examined the results of the questionnaire concerning students' beliefs and utilized the results to validate the hypothesis put forward using the independent group samples t-test on the SPSS program.

There are nine steps in the data collection process, as explained above. Getting the data needed to address the research questions was the goal of those points.

3.7 Data Analysis

To get the answers to each of the research questions, the researcher employed quantitative data analysis. The researcher employed quantitative data analysis in order to investigate the first research question on students reading achievement. Both the pre-test and the post-test as the reading test was employed as instruments by the researcher. The Statistical Package for Social Science, or SPSS 16, was

used to analyze the data using the t-test. To determine whether or not the data are normally distributed, the researcher examined the data's normality. In order to determine the difference in reading comprehension achievement between those who were taught using the PQRST approach and those who were taught by embedding translanguageing in the PQRST strategy, the researcher conducted an independent group t-test to examine the data. The students' belief would be investigated using the questionnaire in order to answer to the second research question. Descriptive analysis would be used to examine the questionnaire's results.

3.8 Hypothesis Testing

To determine how students reading comprehension changed following treatments, the pre-test and post-test were compared. In order to determine whether or not there is a significant difference in reading comprehension achievement between students who were taught using the PQRST strategy and those who were taught applying the embedding translanguageing in PQRST strategy, the post-test results from the two classes (control and experimental classes) were then compared. The independent group t-test was used by the researcher to test the hypothesis. The hypothesis is accepted if $p < 0.05$ at the significance level of 0.05 or 5%. Here is how the hypothesis was formulated:

H_0 : There is no significant difference of students' reading comprehension achievements of the students who taught through the embedding translanguageing in PQRST strategy and the original PQRST strategy.

H₁ : There is significant difference of students' reading comprehension achievements of the students who taught through the embedding translanguaging in PQRST strategy and the original PQRST strategy.

Additionally, the researcher used pearson product moment in order to find out the correlation between students' belief in the use of embedding translanguaging in PQRST strategy and students' reading comprehension achievement. The criteria of hypothesis are as follows:

H₀ : There is no correlation between students' belief in the use of embedding translanguaging in PQRST strategy and students' reading comprehension achievement.

H₁ : There is correlation between students' belief in the use of embedding translanguaging in PQRST strategy and students' reading comprehension achievement.

Those were the methods of research used in this study, such as design, population and sample, data collecting technique, instruments, scoring system, data collecting procedures, data analysis, and hypothesis testing.

V. CONCLUSIONS AND SUGGESTIONS

The final chapter presents the conclusions of the research findings and suggestions for English teachers who apply embedding translanguaging in PQRSST strategy in investigating learners' reading comprehension and belief. This chapter also presents suggestions for further researchers who intend to conduct a related study.

5.1 Conclusions

According to the discussions of the research findings on the previous chapter, the researcher intends to draw the conclusions.

1. There was a statistically significant difference between the students taught with the original PQRSST strategy and the use of embedding translanguaging in PQRSST strategy. It is revealed from t-value which is higher than t-table with the significance level of less than 0.05. The implementation of the original PQRSST strategy and the use of embedding translanguaging in PQRSST strategy facilitate the students to in-depth analysis so that they can better recall and comprehend a text. Additionally, PQRSST strategy focuses on the organization of a series of steps such as Preview, Question, Read, State, and Test that helps students comprehend the reading passage. However, the use of embedding translanguaging in PQRSST strategy improves the quality and

depth of learning and reading since it allows the students to use their native language and English simultaneously during teaching and learning process to help them build meaning and better understand the content of reading passage. It indicates that there is a considerable difference between students who were taught using the original PQRST strategy and those who were taught using the PQRST strategy having embedded translanguaging.

2. The students appear to have positive belief toward the use of embedding translanguaging in PQRST strategy before and after they are being taught through the strategy. Before the students receive treatment using embedding translanguaging in PQRST strategy, they are already aware and familiar with translation because during teaching and learning process, students and the teacher frequently resort to translation. The students believe that the adoption of translation has positive effects on their foreign language learning process and helps them finish the tasks which are given to them quickly. Additionally, after the students are being taught through the use of embedding translanguaging in PQRST strategy, they perceive translanguaging as a strategy that solve their obstacles and facilitate their English learning process. Translanguaging strategy facilitates inference-making strategy using the learners' native language and English in the same classroom lesson and this brings positive light in learning process and outcome because it helps the students make a meaning using two or more languages that might solve learning obstacles for examples understanding textbook or memorizing vocabularies. It means that before and after students' learning using the

PQRST strategy, the students seem to have a positive assessment of the use of embedded translanguaging.

3. There is a correlation between the students' belief and their reading comprehension achievement in the learning process of using the embedding translanguaging in PQRST strategy. The result is obtained because the students attribute their success in reading comprehension due to translanguaging strategy. The attribution belief occurs after the students experience advantages of using translanguaging during reading process and this strategy is assumed as a useful one that serves as a scaffold to enhance comprehension challenges faced by the students. In short, translanguaging provides a balance between the learners' language deficiency and content learning so one can read a text in one language and retell or explain it in another. It seems there is a correlation between the students' belief and their reading comprehension achievement during the learning process of applying the embedded translanguaging in the PQRST strategy.

5.2 Suggestions

After conducting this research on investigating students' reading comprehension achievement taught by the use of embedding translanguaging in PQRST strategy and their belief towards the strategy in reading comprehension achievement, the researcher suggests teachers and further researchers to do things as follows:

5.2.1 Suggestions for English Teachers

1. Teachers should set rules and agreements that students are not allowed to only use their native language all the time during teaching and learning process in order to avoid over-reliance on their native language in learning English language. The students should find the other information in their native language, and then draw the English reading inference into a new idea in their native language.
2. Teachers have to provide ice breaking to students before starting and during learning process in the classroom. The aim is to get students' entire attention when they begin learning in the classroom.
3. Teachers should work hard on enabling students to get familiar with the steps in the use of translanguaging in PQRSST strategy, so that the students can get the advantages for their English learning process by using this strategy entirely.
4. Translanguaging strategy is suggested for the class whose students have low English language proficiency in order to solve their learning obstacles and maximize their achievement in learning English language. The purpose of the implementation of translanguaging strategy is to remove the learners' class anxieties, obstacles, and worries and make them feel more self-confident so that they can maximize their learning.

5.2.2 Suggestions for Further Researchers

1. Further researchers may examine other skills such as writing and speaking since this research only focused on one receptive skill that is reading. The parts of the treatment may also help the students to enhance their other English skills.
2. Further researchers may examine English teachers' beliefs about the use of translanguaging strategy to learn English and make a comparison between these teacher's beliefs with their students' beliefs.
3. In obtaining the students' beliefs about the use of translanguaging strategy, the researcher simply used close-ended questionnaire. It is suggested for further research to collect the data of students' belief by implementing other techniques for example observation, open-ended questionnaire, and interview so that the data taken is more in-depth and varied.

REFERENCES

- Anjomshoaa, L; Golestan, S; and Anjomshoaa, A. 2012. The influences of metacognitive awareness on reading comprehension in Iranian English undergraduate students in Kerman, Iran. *International Journal of Applied Linguistics & English Literature*, 1(6). ISSN 2200-3592, ISSN 2200-3452. <http://www.journals.aiac.org.au>
- Arikunto, S. 2006. *Prosedur penelitian suatu pendekatan praktek*. Jakarta: RinekaCipta.
- Ashouri, A and Fotovatnia, Z. 2010. The effect of individual differences on learners' translation belief in EFL learning. *English Language Teaching*, 3(4).
- Aygoren, F. 2020. The effect of PQRSST strategy technique on recalling what you read. *Elementary Education Online*, 19(1), 269-285.
- Bal, M., & Van Boheemen, C. 2009. *Narratology: Introduction to the theory of narrative*. University of Toronto Press.
- Baker, C. 2011. *Foundations of bilingual education and bilingualism*. Bristol: Multilingual Matters.
- Barskerile, A., Wagner, P. 2000. *Targeting Text*. Australia: Blake Education
- Brown, H. D. 2004. *Language assessment: principles and classroom practices*. New York: Pearson Education Inc.
- Brown, H. D. 1998. Teaching by principles: An interactive approach to language pedagogy. English cliffs, New Jersey: Prentice Hall Regents. *Asian Journal of English Language Teaching*, 8(1), 117-123.
- Carrasquillo, A., Kucer, S. B., & Abrams, R. 2004. *Beyond the beginnings: Literacy interventions for upper elementary English language learners*. Clevedon, UK: Multilingual Matters Limited.
- Cenoz, J., & Gorter, D. 2020. "Pedagogical translanguaging: An introduction". *System*. Pedagogical translanguaging: navigating between languages at school and at the university. **92**: 102269. doi:10.1016/j.system.2020.102269
- Chu, C. S. 2017. Translanguaging in reading comprehension assessment: implications on assessing literal, inferential, and evaluative comprehension among ESL elementary students in Taiwan. *NYS TESOL Journal*, 4(2), 20–34.
- Desmond, V. and Mgijima. 2013. The effects of translanguaging on the bi-literate inferencing strategies of fourth grade learners. *Perspectives in Education*, 34(3).
- Elizabeth, M.E.S. 2012. *Methods of teaching English*. India: Discovery Publishing House.
- Esteria, A. 2017. Implementing PQRSST (Preview, Questions, Read, Summarize, and Test) strategy to improve eighth graders' reading comprehension, State University of Malang.
- Febrianti, M. 2019. The Effect of PQRSST and SGD methods on students' reading comprehension at Dehasen University. *Journal of English Education Studies*, 1(2), Page: 86-98.
- Gambrel, L. and Dromsky, A. 2000. Fostering reading comprehension. In D. S. Strickland & L. M. Morrow (eds) *Beginning reading and writing*. New York: Teachers College Press.
- García, O. 2009. *Bilingual education in the 21st century: A global perspective*. Malden/Oxford: Wiley/Blackwell.

- Garcia, O., Flores, N., & Woodley, H. 2012. Transgressing monolingualism and bilingual dualities: Translanguaging pedagogies. In A. Yiakoumetti (Ed.), *Harnessing linguistic variation to improve education* (pp. 45-75). Peter Lang.
- García, O., & Wei, L. 2014. *Translanguaging: language, bilingualism and education*. Basingstoke: Palgrave Macmillan.
- Grabe, W. 2009. *Reading in a second language: Moving from theory to practice*. New York: Cambridge University Press.
- Grabe, W., and Stoller, F. L. 2013. Teaching and researching reading, second edition. In C. N.Candlin and D. R. Hall (Eds.), *Teaching and researching reading, Second Edition* (Second Edi). Routledge. <https://doi.org/10.4324/9781315833743>
- Grabe, W. and Stoller, F. L. 2011. *Teaching and Researching Reading*. Second Edition. New York: Routledge.
- Grabe, W. and Stoller, F. L. 2001. *Teaching and researching reading*. Harlow: Pearson Education limited.
- Grellet, F. 1998. *Developing Reading Skill*. USA: Cambridge University Press.
- Grosjean, F. 2016. "What is Translanguaging?". *Psychology today*. Sussex Publishers.
- Hanne, M., Kaal, A. A. 2018. *Narrative and metaphor in education: Look both ways*. New York: Routledge
- Hatch, E. and Farhady, H. 1982. *Research design and statistical for applied linguistics*. Los Angeles: Nwe Bury House Publisher Inc.
- Harfenik, JJ., Wiant, FM. 2012. *Integrating multilingual students into college classrooms: Practical advice for faculty*. Bristol: Multilingual Matters
- Hawras, S. 1996. Towards describing bilingual and multilingual behavior: Implications for ESL instruction. Unpublished thesis, University of Minnesota.
- Heaton, J. B. 1975. *English language test: A practical guide for teachers of English as a second or foreign language*. Virginia: Longman.
- Hummel, K.K. 2010. Translation and short-term L2 vocabulary retention: Hindrance or help? *Language Teaching Research*, 14(1), 61–74.
- Hungwe, V. 2019. Using a translanguaging approach in teaching paraphrasing to enhance reading comprehension in first-year students. *Reading and Writing*, 10(1), 1–9. doi:10.4102/rw.v10i1.216
- Hussein, B. 2013. Teaching and learning English-as-a-second/foreign language through mother tongue: A field study. *Asian Social Science*, 9(10), 175–180. doi:10.5539/ass.v9n10p175
- Indahwati, 2020. Autonomous online reading using PQRST to enhance the students' reading skill in recount text. *Educafl.*, 3(1).
- Inozu, J. 2011. Beliefs about foreign language learning among students training to teach English as a foreign language. *Social Behavior and Personality*, 39(5), 645–652. <https://doi.org/10.2224/sbp.2011.39.5.645>
- Johns, A. 1990. Kroll, B (ed.). *Second language writing: Research insights for the classroom*. Cambridge: Cambridge University Press.
- Karimian, M and Talebinejad, M. 2013. Students' use of translation as a learning strategy in EFL classroom. *Journal of Language Teaching and Research*, 4(3), pp. 605-610.
- Kemendikbud.2016. *Permendikbud Nomor 22 Tahun 2016 Tentang Standar Proses Pendidikan Dan Menengah*. Jakarta: Kemendikbud
- Kern, R. G. 1994. The role of mental translation in second language reading. *Studies in Second Language Acquisition*, 16, 441–461. doi:10.1017/S0272263100013450

- Klinger, J. K. Vaughn, S & Boardman, A. 2015. Teaching reading comprehension to students with learning difficulties. *International Journal*, 35-44.
- Klinger, J.K. 2007. *Teaching reading comprehension to the students with learning difficulties*. New York, NY: The Guildford Press.
- Koda, K. 1989. The effects of transferred vocabulary knowledge on the development of 12 reading proficiency. *Foreign Language Annals*, 22(6).
- Law, Yin-Kum. 2013. The role of attribution beliefs, motivation and strategy use in Chinese fifth-graders' reading comprehension. *Educational research*, 51(1).
- Liao, P. 2006. EFL learners' beliefs about and strategy use of translation in English learning. *Regional Language Centre Journal*, 37(2), 191-215.
- Nur, R., Namrullah, Z., Syawal., and Nasrullah. 2020. Enhancing reading comprehension through translanguaging strategy. *Journal of Language Teaching and Research*. Vol. 11(6), pp. 970-977.
- Malia, N. 2015. Using pqrst strategy to improve reading comprehension of hortatory exposition text at Grade XI IPS of MA Diniyah Puteri, Pekanbaru. *Journal English Language Teaching (ELT) Volume 1 Nomor 1*. <http://www.journal.unp.ac.id>
- Mantle-Bromley, C. 1995. Positive attitudes and realistic beliefs: Links to proficiency. *The Modern Language Journal*, 79(3), 372–386. <https://doi.org/10.1111/j.1540-4781.1995.tb01114.x>
- McQuillan, Martin. 2000. *The narrative reader*. New Fatterlanne, London: Martin McQuillan.
- Mgijima, V. 2021. Advancing text prediction skills through translanguaging. *Reading & Writing - Journal of the Reading Association of South Africa*, 12(11).
- Miqawati, A.H. and Sulisty, G.H. 2014. The PQRST strategy, reading comprehension, and learning styles. University of Bondowoso and University of Malang. *Indonesian Journal of Applied Linguistics*, 4(1). pp. 123-139. <http://www.download.portalgaruda.org/> (Accessed on: October 21th, 2017).
- Mori, Y. 1999. Epistemological beliefs and language learning beliefs: What do language learners believe about their learning? *Language Learning*, 49(3), 377–415. <https://doi.org/10.1111/0023-8333.00094>
- Nation, I. S. P. 2006. How large a vocabulary is needed for reading and listening? *Canadian modern language review*, 63(1), 59-82.
- Nunan, D. 1998. *Research Methods in Language Learning (7th ed.)*. Cambridge: Cambridge University Press.
- Nuttal, C. 1985. *Teaching reading skills in a foreign language*. London: Heinemann Educational Books.
- Ocampo, D. 2022. Translanguaging and reading comprehension of Filipino ESL intermediate learners. *Journal of Natural Language and Linguistics (JNLL)*, 1(1), 13-21.
- Otheguy, R., Garcí'a, O., & Reid, W. 2015. Clarifying translanguaging and deconstructing named languages: A perspective from linguistics. *Applied Linguistics Review*, 6(3), 281–307. doi:10.1515/applirev-2015-0014
- Patel and Jain. 2008. *English language teaching: Methods, tools, and technique*. New York: Sunrise Publisher and Distribution.
- Qureshi, M.A. and Aljanadbah, A. 2022. Translanguaging and reading comprehension in a second language. *International Multilingual Research Journal*, 16(4), 247–257.

- Raimes, A. 1991. Out of the woods: Emerging traditions in the teaching of writing. *TESOL Quarterly*, 25(3), 407–430. doi:10.2307/3586978.
- Raimes, A. 1983. Tradition and teaching in ESL teaching. *TESOL Quarterly*, 17(4), 535–552. doi:10.2307/3586612.
- Rolin-Ianzity, J., & Varshney, R. 2008. Students' views regarding the use of the first language: an exploratory study in a tertiary context maximizing target language use. *Canadian Modern Language Review*, 65, 249-273.
- Sadeghi, K., & Abdi, H. 2015. A Comparison of EFL teachers and students' beliefs about language learning. *Mextesol*, 39(1), 1–14. <http://mextesol.net/journal/public/files/0d83ed8ed9fa6ead155215e59d8b99e7.pdf>
- Seng, G. H., & Hashim, F. 2006. Use of L1 in L2 reading comprehension among tertiary ESL learners. *Reading in a Foreign Language*, 18, 29–54.
- Septiari, K.A. 2013. Improving reading comprehension through PQRST of eight grade students of SMP N 2 Banjarangkan in academic year 2012/2013. Mahasaraswati Denpasar University. Unpublished script.
- Setiyadi, Ag. Bambang. 2006. *Metode penelitian untuk pengajaran bahasa asing (pendekatan kuantitatif dan kualitatif)*. Yogyakarta: Graha Ilmu.
- Shohamy, E. 1985. *A practical handbook in language testing for the second language teacher*. Tel Aviv: Tel Aviv University.
- Snow, C. 2002. Rand, reading study group. *Reading for understanding: toward an r & d program in reading comprehension*. Santa Monica: Rand Corporation.
- Staton, T. F. 1982. The "PQRST METHOD" of reading a textbook how to study, 7th edition. Houghton. www.lintech.org/study-skills/The_PQRST_method.html
- Storch, N., & Wigglesworth, G. 2003. Is there a role for the use of the L1 in an L2 setting? *TESOL Quarterly*, 37(4), 760–770. doi:10.2307/3588224
- Sulistyo, G.H. 2011. *Reading for meaning*. Malang: Pustaka Kaiswaran.
- Susanti, A. N. 2013. Improving students' reading comprehension through PQRST technique at grade XI of SMA PIRI 1 Yogyakarta. A Script. Yogyakarta State University.
- Sutarsyah, C. 2015. *Reading Theory and Practice*. Yogyakarta: Graha Ilmu.
- Syafitri, Dewi. 2010. The effect of PQRST Technique toward reading comprehension of the second grade Students at SMAN 1 Kota Jambi. Thesis. Jambi: Jambi University. http://www.usm.unsri.ac.id/upload/lampiran/201205040_abstrak_skripsi.pdf. Accessed on 05 November 2012.
- Thomas, E.L., and Robinson H.A. 1982. *Improving reading in every class*. Boston: Allyn & Bacon Press. <http://www.amazon.com/>
- Vaish, V. 2019. Translanguaging pedagogy for simultaneous biliterates struggling to read in English. *International Journal of Multilingualism*, 16(3), 286–301. doi:10.1080/14790718.2018.1447943
- Vogel, S., & García, O. 2017. "Translanguaging", *Oxford Research Encyclopedia of Education*. Oxford University Press, doi:10.1093/acrefore/9780190264093.013.181
- Wei, L., & García, O. 2017. From researching translanguaging to translanguaging research. In K. Kendall, Y. J. Lai, & S. May (Eds.), *Research Methods. Encyclopedia of Language and Education* (pp. 227-240.). Cham: Springer. https://doi.org/10.1007/978-3-319-02249-9_16
- Westwood, P. 2001. *Reading and learning difficulties: Approaches to teaching and assessment*. Australia: Acer Press.

- White, R.E.1997. Principles and Practice of Soil Science. 3rd Edition, Blackwell et al Inc., 152.
- Ying, B.J., Hoon, A., Halim, H., and Majtanova. 2018. Students' beliefs on translation strategy in learning German language. *Journal of Language Studies*, 18(1).
- Zulfitriyani., Simaibang., and Sari, A. 2021. The influence of preview, question, read, summary, test (PQRST) method and learning strategies towards students' reading ability at SMPN 5 Banyuasin III. *Advances in Social Science, Education and Humanities Research*, 565.