ABSTRACT

Preview, Ask question, Read, and Summarize (PARS): Its Effectiveness on Students

Reading Comprehension on Narrative Text at Tenth Grade of SMKN 1 Banjar

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This research aims to find out whether teaching using the PARS strategy has a significant impact on improving tenth-grade students' reading skills, especially in narrative texts, at SMKN 1 Banjar Margo. This research is quantitative research with a one-group pre-test and post-test design. The research subjects were students of class X motorbike engineering at SMK Negeri 1 Banjar Margo who were selected purposively. To collect data, a test using multiple-choice questions was given. The data obtained were analyzed using IBM SPSS version 27 which includes normality tests and hypothesis tests based on pre-test and post-test scores. The finding shows that there is a significant difference in students' reading comprehension in the pre-test and post-test, with a significance value is 0.001 ($\alpha<0.05$). In other words, it can be stated that H_a is accepted and H_0 is rejected according to applicable regulations. It can be concluded that there is a significant increase in the reading comprehension of Tenth Grade Students after being taught through PARS. It is suggested that English teachers are advised to use PARS in teaching students reading comprehension with interactive education games of building vocabulary in English texts. For further research, it is recommended to conduct interviews or questionnaires with students to obtain further information about students' perceptions toward teaching reading with PARS.

Keywords: **Narrative text, PARS strategy, reading comprehension**