The Effectiveness of Preview, Question, Read, Summary and Test (PQRST) Method to Improve Students' Reading Comprehension at SMA Islam Roudlotun Nasyiin Mojokerto

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Abstract

In our daily lives, language plays a crucial function as a communication tool. One of the most crucial receptive abilities in language learning and instruction is reading. If you are still working on your receptive skills, it will be challenging to develop your productive skills. Finding information in a book and using it to make a decision is the process of reading. PQRST is a teaching method that has been demonstrated to improve readers' comprehension and retention of material. The text is that first-graders in senior high school should be proficient in is narrative. Put another way, a narrative text is a composition of written work whose purpose is to assist the reader in understanding the importance of the story. The research aims is to determine the effectiveness of the PQRST Method in teaching reading comprehension. This research was conducted in class X of SMA Islam Roudlotun Nasyiin, Mojokerto. This research use pre-experimental quantitative research method which is carried out in 1 class by giving pre-test and post-test. The subject of this research is 1 class with 20 students. The data collected was from pre-test and post-test. Due to the sample size being less than fifty, the Saphiro-Wilk normalcy test was utilized. There is a substantial difference, as evidenced by the T test results, which indicate that if sig. (2-tailed) < 0.05, HO is rejected and Ha is accepted.
Keywords: *PQRST Method, Reading Comprehension, Student.*

INTRODUCTION

English is one of the compulsory subjects in school. There are four main skills in English, and one of the four skills that must be mastered in English is reading. According to Sartika (2018), reading is an activity to understand information. Reading has a very important role in all areas of the school, by reading we will find good information in written texts such as magazines, letters, newspapers, and many other materials.

Reading comprehension has a goal that is expected to make students understand the text well so that they are better able to express their ideas, feelings, and opinions while in discussion groups during the learning process. However, in reality, students' limitations in reading comprehension make it difficult for students to understand a reading text (Hasanah, 2017). The limitations that students have to impact their difficulty in expressing ideas, opinions, and feelings in the language during discussions in the teaching and learning process. According to Tri Ismiyanti (2017), this is influenced by several factors such as internal and external factors. Internal factors are influenced by interest, motivation, understanding, and recognition of words and others. And external factors, namely motivation of parents, environmental facilities, media, including teaching strategies.

In reading, difficulties that are commonly encountered, for example in understanding the content of the passage, spelling, recognizing letters, and understanding punctuation.

Apart from that, there are also factors that cause difficulties in learning to read, namely lack of parental attention, lack of student concentration in learning, lack of teacher attention in teaching students, and lack of student motivation in learning. These difficulties can hinder the learning process, especially in the reading section.

To overcome the difficulties in reading above, there are several learning methods that can be used in learning English, especially to improve your ability to read. The first is the SQ3R Method (Scanning, Questioning, Reading, Reciting, Reviewing), PQRST (Preview, Question, Read, Summary, Test), Skimming and Scanning, and Storytelling. This method is not only used for beginners, but can also be applied by those who are experts in their field in terms of teaching (Nigrum, *et.al.,* 2022).

PQRST could be a classroom approach to encourage programmed word acknowledgement and comprehend components including comprehension, this method makes a difference the understudies center on considering and getting the data in a way that relates specifically to how they will be inquired to utilize that data in reading test. Rick Wormeli (2005), said that PQRST method is the method to increase the reading comprehension. PQRST stands for Preview to identify the main parts. Question, develop question to which you want to find. Read the material. State or summarize the central idea or theme. Test yourself by answering questions.

There are five steps taken by the teacher in using the PQRST method by Susanti, 2020:
1. Preview. In previewing, the teacher will leads the students to identify the title, picture, figure, number, italic words in the text.
2. Question. The teacher develops questions that students want to find answers.
3. Read. The teacher gives the texts to students. When reading the text the students can also find difficult or new vocabulary in the text.
4. Summarize. The teacher can ask students to summarize by remembering important ideas from reader of the section that has just read.
5. Test. The teacher tries to measure the students of understanding by giving a test.

In another book (Wormeli, 2001) said that methods such as these are motivating because they give the students an identifiable structure to follow the reading and interacting with the materials. PQRST method provides security and specific directions. (Staton, 1982) also stated that, "PQRST is instructional methods that have been shown to be effective to increasing a readers understanding, and their ability to remember information".

METHOD

In this research, an experimental research design was used. There are four types of experimental research designs, namely Pre-Experimental, Experimental, Quasi Experimental, and Factorial Experimental. Pre- and post-tests are administered as part of this research, prior to and following the administration of therapy.

The target sample is class 10-2 of SMA Islam Roudlotun Nasyiin contains 20 students. A pre-test was provided to the students in order to assess their reading proficiency. Following the administration of the pre-test, the class was divided into one group, which is known as the Experimental group. The Experimental group was taught using the PQRST Method. After several meetings, a post-test was held again to determine students' reading abilities. Multiple-choice questions will be used in this study to gauge students' proficiency.

The 20 multiple-choice questions, which feature multiple stories, will serve as a benchmark for pupils' reading proficiency.

FINDINGS AND DISCUSSION
Finding

Following data analysis, researchers did more investigation to acquire the outcomes of this study. The data collection outcomes are utilized to address open-ended inquiries and conjectures. The PQRST Method was used to find the students' work in the research findings.

This research was conducted 2 times, specifically, the pre- and post-tests. The pre-test data is taken before giving treatment to students. This is done to find out the student's score before giving treatment. While post-test data is taken after treatment is given to students. The aim is to ascertain the student's score subsequent to receiving treatment.

Students' reading (pre-test)

Before giving the treatment, the researcher first gave a first test to know the student's knowledge and the following are the results of the pre-test score:

Table 1. The Data of Pre-test

No	Name	Score	Classification
1	Aprilia P.A.	30	Poor
2	Ardhea V.	45	Poor
3	Asshafa L.R.	50	Poor
4	Atika S.	20	Poor
5	Aurellia R.	30	Poor
6	Ayu Tri A	35	Poor
7	Dwi Agustin	50	Poor
8	Erna Novia S	15	Poor
9	Gita A	45	Poor
10	Lailatul R	20	Poor
11	Marsya L.S.E	15	Poor
12	Maya Dwi K.A.	35	Poor
13	Nahda F.A.	30	Poor
14	Nufaisahtus S	30	Poor
15	Revi Dwi A	20	Poor
16	Revi M	35	Poor
17	Salsabila R.A.	25	Poor
18	Shalfa O.	55	Poor
19	Sherinna A	15	Poor
20	Tiara N	45	Poor
	Total Score		645
	Mean		32.25

Based on the pre-test results above, it shows the student's ability in reading skills before given treatment. After the data analysis, it shows mean was 32.25. It can be seen in the table, in the Pre-test the highest score was 55 and the lowest score was 15. The table also shows that the pre-test score categorized poor were 20 students.

Students' reading (post-test)

After given treatment, the researcher gave a Post-test and found the results of the Post-test score:

Table 2. The Data of Post-test

No	Name	Score	Classification
1	Aprilia P.	50	Poor
2	Ardhea V.	55	Poor
3	Asshafa L.	70	Good
4	Atika S.	30	Poor
5	Aurellia R.	50	Poor
6	Ayu Tri A.	35	Poor
7	Dwi A,	55	Poor
8	Erna N.	40	Poor
9	Gita A.	50	Poor
10	Lailatul R.	50	Poor
11	Marsya L.S.	35	Poor
12	Maya D.K.	55	Poor
13	Nahda F.A.	50	Poor
14	Nufaisahtus S.	50	Poor
15	Revi D.A.	30	Poor
16	Revi M.	50	Poor
17	Salsabila R.	55	Poor
18	Shalfa O.	60	Fair
19	Sherinna A.A.	45	Poor
20	Tiara N.	60	Fair
	Total Score		975
	Mean		48.75

Based on the Post-test results above, it shows the student's ability in reading skills after given treatment. After the data analysis, it shows mean was 48.75. It can be seen in the table, in the Post-test the highest score was 70 and the lowest score was 30. The table also shows that the pre-test score categorized poor were 17 students, fair were 2 students, and good were 1 student.

Table 3. The Descriptives
Descriptives

			Statistic	Std. Error
pretest	Mean		32.25	2.844
	95% Confidence Interval for Mean	Lower Bound	26.30	
		Upper Bound	38.20	
	5% Trimmed Mean		31.94	
	Median		30.00	
	Variance		161.776	
	Std. Deviation		12.719	

	Minimum	15	
	Maximum	55	
	Range	40	
	Interquartile Range	25	
	Skewness	.225	.512
	Kurtosis	-1.105	.992
posttest	Mean	48.75	2.319
	95% Confidence Interval for Mean — Lower Bound	43.90	
	95% Confidence Interval for Mean — Upper Bound	53.60	
	5% Trimmed Mean	48.61	
	Median	50.00	
	Variance	107.566	
	Std. Deviation	10.371	
	Minimum	30	
	Maximum	70	
	Range	40	
	Interquartile Range	14	
	Skewness	-.297	.512
	Kurtosis	.000	.992

Based on table above, the average score from the pretest was 32,25, while the average score from the posttest was 48,75. From the descriptive data, it can be seen that the average posttest score is greater than the pretest average score with the difference in mean score is 16,5. From the descriptive data median value on the pretest is 30.00 and the posttest is 50.00. Meanwhile, score standard deviation from pretest is 12.179 and posttest is 10.371.

And then, the data obtained is tested using the Paired Sample t-test if the data is normal. If the data is not normal, a non-parametric test is carried out using Wilcoxon Signed Ranked Test. So before carried out the two tests, both t-test and the non-parametric test, the data is tested first to find out whether it is normally or not.

Table 4. Tests of Normality
Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
pretest	.142	20	.200*	.931	20	.160
posttest	.248	20	.002	.927	20	.133

*. This is a lower bound of the true significance.
Lilliefors Significance Correction

Based on the table above, Saphiro Wilk shows that the significance P-value from the Pre-test data was 0.160 > 0.05 and the data from the Post-test was 0.133 > 0.05. Based on the test of normality from Pre-test and Post-test, it can be conclude that the Student Reading skills data shows that it is normally.
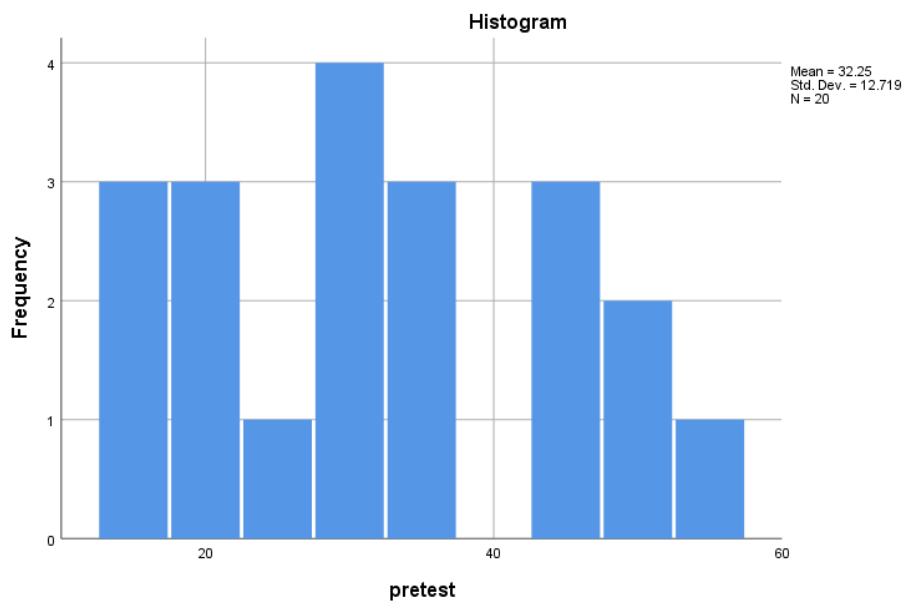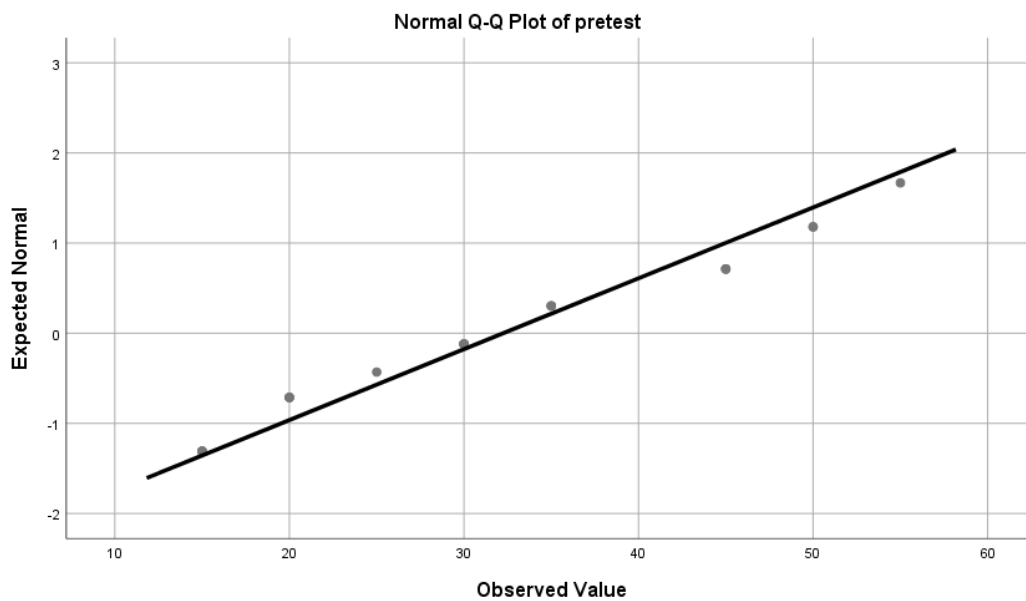
Figure 1. Learning Achievement of Pre-Test

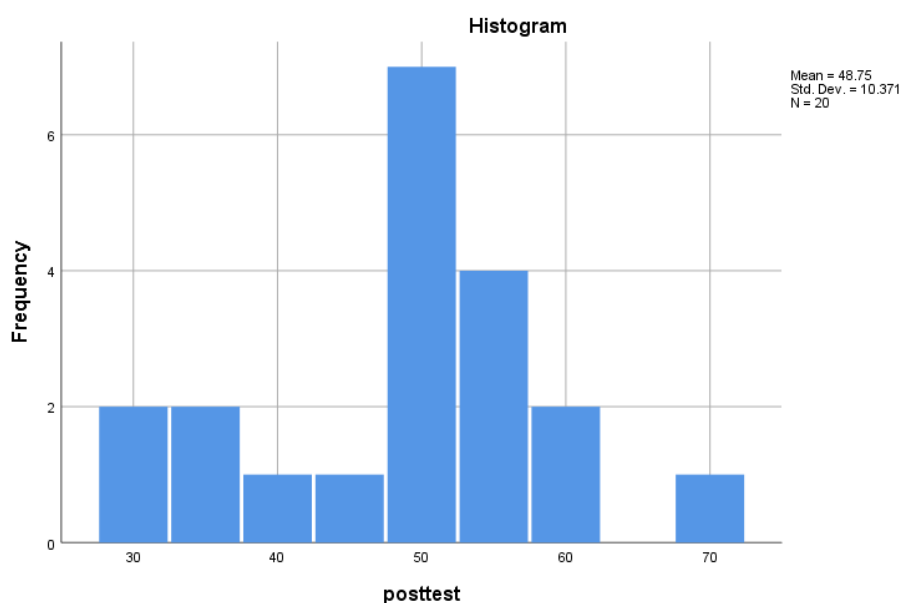**Figure 2. Normal Q-Q Plot of Pre-Test**

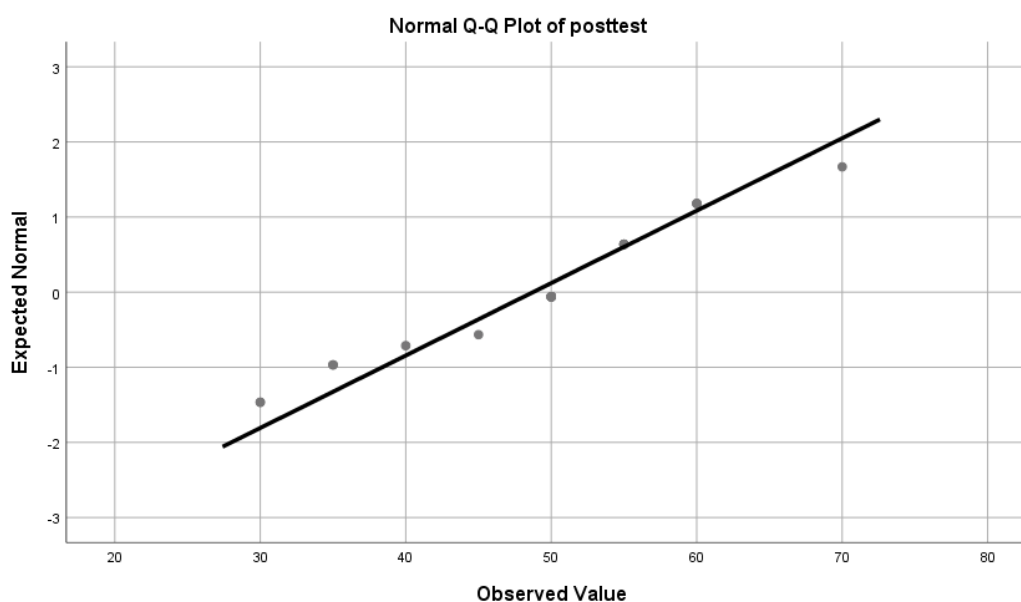**Figure 3. Learning Achievement of Post-Pest**

Figure 4. Normal Q-Q Plot of Post-Test

Hypothesis Test

Hypothesis test is used to determine the score between students before teaching to read using PQRST Method and the score of students after teaching to read using PQRST Method. The researcher use SPSS Version 25 to run the T-test to determine the mean score, mean standard error, standard deviation, and the significance of the data. The test results were used to obtained the hypothesis result.

Paired Samples Test

Paired Samples Test

			Std. Deviatio n	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
		Mean			Lower	Upper			
Pair 1	pretest - posttest	-16.500	8.900	1.990	-20.665	-12.335	-8.291	19	.000

Based on the data table above, the output of paired sample t-test shows the mean paired differences from le lowest value and the highest value is 8.330. The standard error mean was 1.990 and the standard deviation was 8.900. The difference between the mean Pre-test results and the mean Post-test results or 32,25 – 48,75 = -165 and the difference is between -20.665 to -12.335 (95% Confidence Interval of the Difference).

Discussion

From the research results above, it is concluded that there is significant difference between the Pre-test score and Post-test score. It is known that the students mean Pre-test was 32,25 and the students mean Post-test was 48,75. According to the basis of decision-making, it is known that the significance value was 0.000 < 0.05, which means that it was significance.

From the data table, it is known that the T value is 8.291 > α (2.093). which means that the research results show that the treatment has a different significant effect. The results of the significance was 0.000 < 0.05, it means there was significance. Also from that, the alternative hypothesis (Ha) is accepted. This is shows that there is effectiveness in teaching reading using the PQRST Method.

It indicated that there was effectiveness using PQRST Method in teaching reading skills. It can be seen that there was a significance difference between teaching before using the PQRST Method and after using PQRST Method (Watialfiana, *et.al.*, 2024).

Moreover, there are several factors that assume to cause the effectiveness of PQRST technique in teaching reading which can support the result of the treatment. First, it provides a step-by-step guidance to students prior, during, and after their reading process which is essential for their comprehension.

From the discussion and data analysis above, the researcher can conclude that teaching reading skill using PQRST Method at the 10th grade of SMA Islam Roudlotun Nasyiin is effective and can be used than without using PQRST Method.

CONCLUSION

Based on the results of the research that has been conducted on the effectiveness of the PQRST method in improving the reading comprehension skills of grade X students at SMA Islam Roudlotun Nasyiin Mojokerto, it can be concluded that the PQRST method is proven to be effective. This is indicated by the significant difference between the pre-test and post-test results analyzed using the t-test, where the significance value (sig. 2-tailed) <0.05. This means that there is an increase in students' reading comprehension skills after the PQRST method is applied in learning. This method helps students understand the structure of narrative texts more systematically through the stages of Preview, Question, Read, Summary, and Test, thereby improving their skills in understanding the contents of the reading. Thus, the application of the PQRST method is worth considering as an alternative strategy in teaching reading comprehension, especially for narrative texts at the high school level.

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