

**THE IMPLEMENTATION OF PREVIEW, QUESTION, READ, SUMMARIZE  
AND TEST (PQRST) TECHNIQUE FOR STUDENTS' READING  
COMPREHENSION IN THE SECOND GRADE OF  
JUNIOR HIGH SCHOOL**

**(Undergraduate Thesis)**

**By**

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**ENGLISH EDUCATION STUDY PROGRAM  
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION  
FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY OF LAMPUNG  
2025**

## **ABSTRACT**

### **THE IMPLEMENTATION OF PREVIEW, QUESTION, READ, SUMMARIZE AND TEST (PQRST) TECHNIQUE FOR STUDENTS' READING COMPREHENSION IN THE SECOND GRADE OF JUNIOR HIGH SCHOOL**

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This study aims to find out whether the PQRST (Preview, Question, Read, Summarize, and Test) technique can improve reading comprehension of the students in the second grade of junior high school at SMP YBL Natar. The data were collected using a reading comprehension test, which was used to measure students' performance before and after the technique was applied. The results showed a significant improvement. The average score increased from 65.30 on the pre-test to 74.50 on the post-test, with a gain of 9.20 points. A paired samples t-test was used to analyze the data, and the result was statistically significant at the 0.05 level ( $p < 0.05$ ). Based on these findings, it can be concluded that the PQRST technique is effective in improving students' reading comprehension.

**Keywords:** PQRST, Technique, Reading Comprehension

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**AGNESSI SHELINA RYNALDO**

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Research Title

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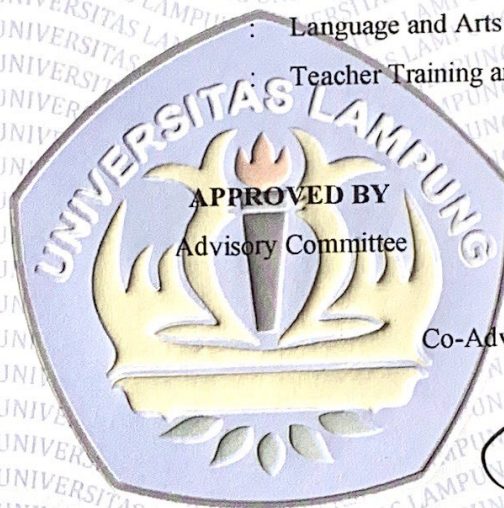
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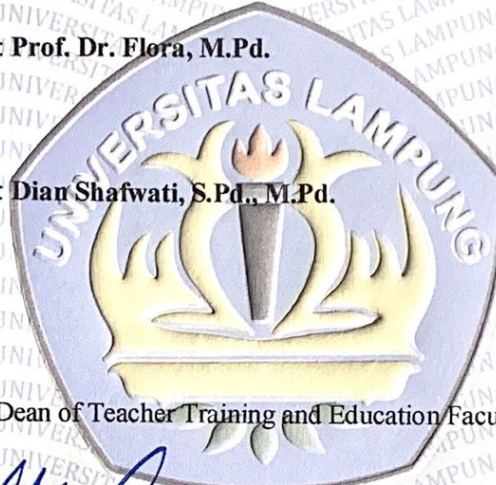
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Menyatakan bahwa skripsi ini adalah karya saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

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## **CURRICULUM VITAE**



The author was born in Sukaraja on August 16, 2000, and is the only child of Mr. Yosinaldo and Ms. Rieka Royati Sidabalok. She currently resides in Gedong Tataan, Pesawaran.

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## **MOTTO**

In The Name of Jesus Christ

“Therefore, do not worry about tomorrow, for tomorrow will worry about itself.

Each day has enough trouble of its own.”

**Matthew 6:34**

“Whatever you do, work at it with all your heart, as working for the Lord, not for human masters.”

**Colossians 3:23**

"Yesterday is gone. Tomorrow has not yet come. We have only today. Let us begin."

**Mother Teresa**



## **DEDICATION**

I dedicate this thesis to:

Lord Jesus, for His wisdom and blessings that guided me through the completion of  
this thesis.

Opung Doli, Opung Boru (Mamak), Mama, and Papa, for your unconditional love,  
encouragement, and support.

Kezia, for your loyal companionship and unwavering presence throughout the  
writing process.

Lastly, to myself, for the perseverance and dedication I showed in completing this  
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## **I. INTRODUCTION**

This chapter provides an overview of the study, encompassing the background, formulation of the research question, research objectives, significance of the study, research limitations, and definitions of key terms.

### **1.1 Background**

English is widely integrated into the national curriculum and taught consistently from the early years of formal education through to high school. During the learning process, students are guided to develop their skills in understanding, expressing ideas verbally, reading texts, and composing written messages. While these areas are interrelated, each requires distinct instructional approaches. Mastery of these skills supports students in becoming competent and confident communicators in a variety of real-life contexts. To reach this goal, educators must implement diverse and appropriate teaching strategies that cater to different learning needs and situations.

In the current educational context, various instructional techniques have been developed to assist students in better understanding and actively engaging with learning materials. These techniques function as practical tools used by teachers to implement lesson plans into real classroom activities. A technique refers to specific procedures or actions carried out during the teaching process, while a learning approach is a broader framework that guides how content is organized and delivered.

In simple terms, a technique can be defined as an operational step taken to achieve a particular objective in the learning process. Sugiyono (2013) explains that a technique is a systematic way of obtaining data or information for a



specific purpose. This statement emphasizes the importance of selecting appropriate techniques to ensure that instructional goals can be achieved effectively and efficiently.

In classroom instruction, the choice of learning techniques significantly contributes to the development of students' English language abilities. One technique that can effectively support reading comprehension is known as PQRSST. As noted by Hurmali (2011), several structured reading techniques have been formulated to assist learners in understanding texts more efficiently. Several reading techniques have been introduced to help students understand texts better, such as SQ3R, SQ4R, OK4R, and PQRSST. Among these, the PQRSST technique stands out because it offers a structured and easy-to-follow approach that helps learners go through reading tasks in a clear and organized sequence. Each part of the PQRSST technique is designed to improve understanding and help students remember what they have read more effectively.

The PQRSST technique is composed of five sequential steps that aim to improve reading comprehension through a structured approach. The first stage, *Preview*, involves skimming the material to gain a general understanding of the content and context before engaging in deeper reading. In the *Question* phase, students are encouraged to generate relevant questions based on the headings or introductory sections of the text, which serves to activate prior knowledge and guide their focus. The third step, *Read*, requires careful and critical engagement with the text to find answers to the previously formulated questions. Once the reading is complete, learners proceed to the Summarize stage, where they restate the key points using their own sentences to explain the content, which helps strengthen their grasp of the topic. Finally, the *Test* phase encourages students to evaluate their comprehension by recalling and reviewing the information they have processed, ensuring that the material has been fully grasped.

The PQRSST technique is especially appropriate for junior high school students, particularly those in the second grade, as it offers a systematic and easy-to-follow framework for engaging with reading activities. At this stage of development, students are transitioning from basic to more analytical reading skills, and often benefit from techniques that guide them step by step. By helping students focus their attention, activate prior knowledge, and organize new information systematically, PQRSST supports both comprehension and retention. Moreover, its repetitive and reflective nature encourages active learning, which is essential for younger learners who may struggle with concentration or abstract thinking. As such, this technique not only improves reading outcomes but also builds essential study habits that are valuable across subjects.

Marselinus (2014) explains that the PQRSST technique, which includes previewing, questioning, reading, summarizing, and testing, is intended to enhance students' understanding of texts and help them retain the information they read. This technique is especially useful for learners who have difficulty processing and remembering written material, as it offers a structured way to guide them through reading more effectively.

Meanwhile, Rahim (2008) categorizes listening and speaking as verbal language skills, while reading and writing fall under the domain of written communication. Among these, reading is a critical skill that must be nurtured in schools to develop students' ability to analyze and interpret information from written texts, which often contain ideas, messages, opinions, or key arguments. Reading activities not only aim to improve comprehension but also play a role in sharpening intellectual capacity.

Crawley and Mountain (1995) argue that reading is far more than simply decoding words on a page; it is a cognitive process involving visual interpretation, linguistic understanding, and higher-order thinking. It includes various levels of engagement, such as identifying words, grasping literal meaning, interpreting context, analyzing critically, and understanding creatively.

Based on the previous discussion, the researcher feels encouraged to investigate how the PQBST technique can be applied in classroom reading activities, particularly to enhance students' comprehension skills. Consequently, this study is entitled: "The Implementation of Preview, Question, Read, Summarize, and Test (PQRST) Technique for Students' Reading Comprehension in the Second Grade of Junior High School."

### **1.2 Research Question**

Based on the background describe above, this study proposes the following research question:

Is teaching using the PQBST technique able to increase students reading comprehension?

### **1.3 Objectives of the Research**

This research aims to investigate the effectiveness of applying the PQBST technique in enhancing students' ability to comprehend reading materials.

### **1.4 Uses of the Research**

#### **1. Theoretical Use:**

This research aims to reinforce previous theories concerning the use of the PQBST technique in reading instruction. Furthermore, the results of this study offer valuable insights into the theoretical framework surrounding students' reading comprehension abilities.

#### **2. Practical Use:**

The outcomes of this research provide useful insights for learners in improving their ability to comprehend texts. The findings may also serve as a practical reference for language teachers, particularly those focusing on reading comprehension. Teachers can utilize the PQBST technique as a tool to help students overcome difficulties in understanding reading texts. For students, the technique can enhance their comprehension when it is applied effectively during instruction.

## **1.5 Scope of the research**

This research is focused on the use of the PQRSST (Preview, Question, Read, Summarize, and Test) technique to improve students' reading comprehension. The study is limited to eighth-grade students at a junior high school. It only discusses reading skills and does not include listening, speaking, or writing. This research also does not compare PQRSST with other reading methods. The technique is applied during English learning activities in the school's academic schedule.

## **1.6 Definition of Research**

Here are the definitions of terms used in this research:

### **1.6.1 PQRSST Technique**

The PQRSST technique is a structured reading strategy that consists of five stages: Preview, Question, Read, Summarize, and Test. It is designed to guide students through a systematic reading process that enhances their understanding and retention of written material.

### **1.6.2 Reading Comprehension**

Reading comprehension refers to the ability to understand, interpret, and analyze written texts. It involves recognizing the meaning of words, identifying key ideas, and drawing conclusions based on the content of the reading material.

### **1.6.3 Junior High School Students**

In this research, junior high school students refer specifically to eighth-grade learners who are in the middle stage of secondary education. They are the target participants for applying the PQRSST technique in reading instruction.

## **II. LITERATURE REVIEW**

### **2.1 Reading**

Reading is a fundamental aspect of language proficiency that learners are expected to develop. This skill not only supports the improvement of writing but also assists in refining spoken communication when needed. However, due to its multifaceted nature, reading often presents challenges for students, particularly in terms of comprehension. To read effectively, one must understand both the surface content and the deeper intentions conveyed by the author. According to Hasibuan (2007), reading serves as a purposeful activity where success relies on the reader's ability to interpret the material while selecting suitable techniques and skills based on the type of text encountered.

Snow (2002) explains that reading comprehension means understanding and making meaning from written words through an active and ongoing process. It happens when readers connect what they read with what they already know. To keep understanding the text, readers need to link new information to their past knowledge. Brown (1998) also says that reading is a useful and effective way to get meaning from written language.

De Bour and Dalman (1964) describe reading as a process that involves understanding and interpreting the concepts encoded in written symbols. Stephenson (2009) also notes that reading is part of our daily language use, serving functions such as gathering information, communication, and enjoyment. Based on these perspectives, reading may be understood as the process of decoding and grasping meaning from visual language forms used to convey information..

According to Suparman (2012), effective reading comprehension involves mastering several components, such as identifying the central idea, making inferences, locating referents, retrieving detailed information, and interpreting vocabulary within context. These components are crucial to navigating written material successfully. Moreover, Suparman (2007) emphasized that key elements in defining reading include absorbing, processing, interpreting, and drawing meaning from texts.

In practice, numerous challenges hinder the reading instruction process. These obstacles have become more evident in the current educational landscape. Students are often required to engage with increasingly dense and complex texts. To meet these demands, learners must develop high-level reading abilities. Teachers not only need to assist students in grasping subject content but also implement effective teaching techniques to enhance comprehension. This necessitates instructional approaches that help learners fully grasp textual meaning. Snow (2002) further highlights that comprehension should be cultivated from the initial stages of learning to read, rather than treated as an advanced skill acquired later.

From these ideas, reading can be seen as a thinking skill that develops when someone understands messages and learns from written texts. So, reading comprehension means the reader is able to get and create meaning by actively engaging with written words.

## **2.2 Reading Aspects**

According to Nuttall (1982), to achieve comprehensive reading understanding, students need to develop five key components. These components involve the ability to determine the main idea, locate relevant supporting information, interpret implied meanings, comprehend word meanings in context, and identify textual references. Mastery of these elements significantly enhances students' ability to understand texts more deeply and accurately.



**Main Ideas**

Identifying the main idea within a paragraph represents one of the essential components of literal comprehension. The main idea reflects the central thought or the primary point the writer aims to communicate to the reader. In other words, this refers to key message the writer intends the audience to grasp. Thus, the central idea is the core message that is continuously elaborated throughout the paragraph.

**Supporting Details**

Recognizing supporting details means identifying facts and ideas that are closely connected to the text. These details help clarify the main idea and make the meaning of the passage easier to understand. Supporting details also guide readers to make predictions or draw conclusions, and often provide answers to questions that may appear while reading.

**Vocabulary**

Improving vocabulary is important to help students understand what they read more easily. The more words they know—both in speaking and in writing—the better they can understand the meaning of a text. That’s why students should be active in learning new words through different ways, such as learning key words before reading, practicing them often, learning through real situations, discovering new words by accident, and using technology to support their learning.

**Inference**

Inference is when students make a guess or conclusion based on what they read and what they already know. It happens when they look for hints in the story and use their own experiences to figure out what the writer really means. Since the writer doesn’t always explain everything clearly, students have to use inference to understand the story and imagine what is going on. This helps them know the meaning better. To do that, students can:

- A. Think about what kind of information is given in the text.
- B. Relate the topic to their own life of experiences.

## **References**

One part of understanding a sentence is knowing how some words refer to other words outside the sentence. This means the reader has to figure out how a word, like a pronoun, points to something that was already mentioned. To make this easier, the thing being referred to should be clear. If there is a pronoun in the text, the reader needs to find out who or what it refers to. This helps the reader connect ideas and understand the meaning of the whole text.

### **2.3 Strategies in Teaching Reading**

Reading and comprehension are inherently connected, as the fundamental objective of reading is to grasp the meaning of the text. Without understanding, the act of reading loses its value. According to Hedge (2003), every part of reading in English learning has learning goals that help students read different types of texts. This is something that many teachers hope for when students learn to read independently outside the EFL/ESL classroom. Having a good vocabulary also helps students improve their reading ability.

Teaching reading means helping students to read English texts effectively and efficiently. These two things—being effective and efficient—are important to reach the learning goals. To do this, teachers need to choose the right technique that keeps students interested and active in class. Today, there are many teaching techniques that teachers can use to help students become better at reading.

In connection with this, this research uses the PQIRST technique to see how it can improve students' reading skills and how students respond to using this technique. Based on the reading strategies discussed earlier, the writer believes that using the right technique can support student participation and improve their reading comprehension results.

## 2.4 PQRST Technique

The PQRST technique, which stands for Preview, Question, Read, Summarize, and Test, is recognized for its potential to enhance students' reading comprehension. This technique offers a structured and systematic approach that guides learners throughout the reading process. Thomas and Robinson (1982) suggest this technique because it gives a clear and organized way to guide students through reading. Using this kind of technique helps students learn better and understand what they read. One important part of PQRST is using students' previous knowledge to help them know the goal of their reading. The technique gives step-by-step help before, during, and after reading so students can understand the text more easily.

The PQRST technique is employed to support learners in enhancing their reading comprehension by providing a well-defined sequence of actions to follow. This technique increases engagement by encouraging students to activate prior knowledge before reading and then verify their understanding afterward. By fostering a comfortable learning environment, this approach aims to address difficulties encountered in reading instruction and optimize the overall teaching–learning process.

Furthermore, Vazques (2006) states that the PQRST technique serves multiple purposes in supporting reading comprehension development. These include:

1. Helping students use what they already know about the topic;
2. Making students think about the topic before reading it in class;
3. Getting students ready to read with curiosity and interest;
4. Helping students understand the text more clearly;
5. Encouraging students to ask questions and take tests to check how much they understand;
6. Helping students become more independent in learning; and
7. Improving the final results of students' learning.

In addition, according to Wormerly in Susanti (2013), the PQIRST technique includes five steps: preview, question, read, summarize, and test. The steps are explained below:

1. Preview. In this step, the teacher asks students to use what they already know to guess what the text is about. They can do this by looking at pictures, charts, diagrams, or the title of the text. This helps students get an early idea of the topic or theme before reading.
2. Question. After looking at the text, the teacher asks students to make questions based on what they noticed and what they already know. By asking questions, students get ready to do reading activities that help them explore the text. They will then read the text to find the answers to their own questions.
3. Read. In this step, students read the text more carefully to find the answers to the questions they made before. If they cannot find the answers, they can change their questions and keep looking for the answers in the text
4. Summarizing. In this step, students make a summary by writing down the main ideas they found while reading. Their notes can be in the form of a list, a mind map, or a diagram that shows the important parts of the text.
5. Test. In this step, the teacher asks more questions to check how well students understand the text. This step is important because it lets students show what they have understood by answering the teacher's questions.

Previous research about the PQIRST technique was done by Susanti (2013), and it showed that this method helped improve the reading comprehension of ninth-grade students at SMA Piri 1 Yogyakarta. New vocabulary can be introduced during the preview and question steps in different ways, like guessing the title or topic, using past experiences, looking at pictures related to the text, and using 5W1H questions. These ways help students learn more vocabulary, and when they can deal with new words better, their reading comprehension also gets better.

Septiari (2013), together with other researchers, did classroom action research to help improve reading comprehension through the PQRSST technique for eighth-grade students at SMPN 2 Banjarangkan. The results showed that students' attitudes and motivation became better. This was proven by the improvement in their reading test scores. Before using the technique, the scores were low, but after using it, the scores got much higher. Students also became more active in class. They were more confident to share their ideas and more willing to answer questions. This proves that the PQRSST technique is helpful in improving students' reading comprehension.

## 2.5 Recount text

Recount text is used to tell about something that happened in the past, like an accident, a trip, or a personal experience. Anderson and Anderson (1997) say that a recount text is a kind of writing that tells what happened and when it happened. Because it talks about past events, the simple past tense is usually used. Recount texts also use words like *then*, *after that*, and *finally* to show the order of events. This kind of text has three main parts: orientation, events, and reorientation. Each of these parts will be explained below.

1. Orientation is the beginning part of the story. It tells who was involved, when and where it happened, and what the situation was at the start.
2. Event is the part that shows the events in the order they happened, from the beginning to the end.
3. Reorientation is the closing part of the text, where the writer can give a summary or a personal opinion about the experience.

Recount text uses some special features in its language. Here are the common features:

1. Nouns and pronouns are used to talk about people, animals, or things.  
Examples: my uncle, she, the tiger.
2. Action verbs show what happened.  
Examples: ran, helped.

3. Past tense tells that the event happened in the past.

Examples: he cleaned the classroom, they felt very happy.

4. Conjunctions and time words help show the order of events.

Examples: after that, then, because.

5. Adverbs or adverb phrases give more information about time, place, or how something happened.

Examples: on Sunday, in the kitchen, quickly.

6. Adjectives describe nouns.

Examples: angry, kind, dirty.

Recount text is used not just to tell about something that happened before, but also to make the reader enjoy the story. Derewianka (1994) explains that there are four kinds of recount text: personal recount, factual recount, imaginative recount, and historical recount.

#### 1. Personal Recount

A personal recount tells real-life events that the writer has experienced. It shares personal moments, such as writing in a diary or telling a true story. This kind of text usually uses first-person pronouns like I and we.

Here is an example of personal recount:

#### *A Trip to the National Zoo and Aquarium*

*Yesterday, my family and I went to the National Zoo and Aquarium to visit the new Snow Cubs and the other animals. In the morning, when we got to the Zoo and Aquarium there was a great big line, so we had to wait a while to get in.*

*After we entered the zoo, we went straight to the enclosure for the Snow Cubs. My brother and I were so excited to see them. They were so cute and playful. At lunchtime Dad decided to cook a BBQ. He cooked sausages so we could have sausage sandwiches. My Mom forgot the tomato sauce so we*



*had to eat them plain. In the afternoon, we visited the aquarium. My brother was excited to see the sharks and the tropical fish.*

*At the end of the day, when we left, we were going to get ice cream, but we decided we were too tired, so we drove straight home. Nevertheless, I was very happy.*

## 2. Factual Recount

Factual recount tells real events in a clear and factual way. Some examples are police reports, news stories, history texts, or reports from science experiments. This type of writing usually uses she, he, it, or they. In a factual recount, it is okay to include reasons or explanations for what happened.

Here is an example of factual recount text:

### ***Empowering Underprivileged Children Through Technology on Children's Day 1999***

*On Children's Day in 1999, a technology company treated more than 200 underprivileged children to a 'high-tech' experience. They were given training on information technology. The company wanted to provide opportunities for these children to learn more about the Internet and the latest technology. They wanted to help the less fortunate in the community.*

*The children had an enjoyable and educational experience that day. They were exposed to the new technology for the first time and they were very interested. The company hopes to conduct many more such training sessions for these children. They felt that the children's skills would be useful to them when they grew up.*

*The company was very active in caring for the less fortunate. They even put aside one day a year for their employees to do volunteer work to help the*

*needy. They also donated money to many charitable organizations. Many people have benefited from their efforts. Many also praised the company for being so generous towards the needy.*

### 3. Imaginative Recount

An imaginative recount is a genre of text that conveys fictional or imaginary events. It may take the form of a short story, a poem, or a vivid description of an imaginary world created by the author. This type of writing employs a more creative style and relies heavily on the writer's imagination to portray events or experiences. In this type of recount, the writer pretends to be a made-up character and tells the story from that person's view. It usually uses *I* or *we* when written.

Here is an example of imaginative recount:

#### ***Being a Spiderman***

*Ever since I was a teenager, I often imagined myself as a superhero. Among all heroes, I dreamed of becoming Spiderman. One afternoon, while I was fishing alone by the river, a spider bit me. At first, I felt strange and shivered the entire night, but I kept it a secret from everyone, including my family. I didn't want them to worry or scold me. For a while, I lived like usual—going to school, hanging out, and doing my regular activities—without realizing that something inside me had changed.*

*The first time I noticed I had special powers was during a motorcycle accident. A bus hit me, and my motorcycle was wrecked. Surprisingly, I didn't feel any pain or injury. I was angry that the bus driver didn't stop, so I chased after it. Somehow, I could run faster than ever before and jump incredibly high. I jumped onto the back of the moving bus, climbed it like a spider, and stopped the vehicle. I realized I was no longer a normal person. But instead of using my powers to fight crime, I decided to keep them hidden.*

*I never acted like the Spiderman in the movies who saves the world. I was more cautious and only used my powers when my family or close friends were in danger. I was scared of hurting people by accident, so I stayed in the shadows. I didn't want anyone to find out what I had become.*

#### 4. Historical recount

Historical recount is a type of recount text in English that contains historical accounts or major historical events. This can be a story about a war, revolution, or major event in history that influenced many people. Historical recounts usually have a formal style and contain accurate and verified information.

Here is an example of historical recount:

#### ***Indonesia's Reformation***

*For more than three decades, Indonesia was under the leadership of President Suharto, who succeeded Soekarno. Over time, dissatisfaction grew among the people, leading to social and political unrest in several regions. Public anger intensified as the country experienced ethnic conflicts and riots. These tensions reached a critical point when the Asian financial crisis hit in late 1997, causing massive inflation, business closures, and rising unemployment.*

*Despite being re-elected in March 1998, President Suharto failed to resolve the worsening economic conditions. Protests erupted throughout the nation, driven by frustration over government inaction and the increasing hardship felt by ordinary citizens. A turning point occurred with the Trisakti tragedy on May 12, 1998, where several university students were killed during a demonstration. This incident triggered widespread riots and became a powerful symbol of the people's demand for change.*

*Eventually, the mounting pressure led to Suharto's resignation. His departure marked the beginning of a new political chapter known as the Reform Era. The fall of Suharto signified not just a leadership change, but also a major shift in Indonesian democracy, law, and public participation in governance. The Reformation continues to influence Indonesia's political and social development today.*

Out of the four types of recount text, the researcher chooses to use personal recount in this study because it fits the purpose of the research.

## **2.6 PQRST Technique in Teaching Reading**

The PQRST technique is useful for teaching reading because it helps guide students step by step. Sulisty (2011) says that this technique has five steps: preview, question, read, summarize, and test. These steps give clear instructions to students before, during, and after reading, which helps them understand the text better. Each step supports students in their learning. Johnston and Anderson (2005) also say that the PQRST technique shows how learning is active and built from experience. Reading needs focus, effort, and interaction with the text.

When teaching reading, the PQRST technique helps students find the main idea and important details in a text. It also helps solve problems when students don't know enough vocabulary. For students who have trouble finding information, this technique can guide them step by step. According to Westwood (2001), reading should be taught as a way of thinking, where the focus is on understanding the text. This means that comprehension is an important skill that takes time to develop. It depends on how well students understand the world, language, and what they have read before, along with their ability to read fluently and use strategies to understand what they read.

In applying the PQRST technique there are a few things the teacher needs to do. First, the teacher explains the technique to the students by introducing each

step used during reading. Then, the teacher gives a reading text that is suitable for the students' level. After that, students follow the five steps of the technique: preview, question, read, summarize, and test. At the end, the teacher checks their understanding by asking if they understood the text or not.

From the explanation above, the researcher chose to use the PQRST technique to teach reading. The researcher believes that this technique is important to help students understand what they read. It was very useful in the research, especially in helping students read the text and find important details more easily.

## **2.7 Procedures of PQRST Technique in Recount text**

Westwood (2001) explains that teaching reading with the PQRST technique includes six main steps. This technique will work well if the teacher follows each step properly during the lesson. The steps are as follows:

### **Pre-Activities**

#### **Step 1**

The PQRST technique is introduced by the teacher as a structured approach to enhance reading comprehension. Its application and benefits within reading activities are thoroughly explained to help students grasp its practical value. Most importantly, the teacher emphasizes the objective behind using this technique, aiming to encourage students' motivation and active participation in implementing it effectively during their reading process.

### **While-Activities**

#### **Step 2**

The teacher gives students a reading text to use as part of the lesson. In the initial phase, learners are guided to preview the content by applying skimming techniques to identify the primary ideas. This technique involves recognizing

the type of text, examining its structure and key verbs, and noting visual elements such as images, tables, figures, and numerical data. These observations support students in gaining an overview of the content and understanding how the information is systematically organized. Ultimately, the use of this technique aims to strengthen students' ability to detect central ideas within a text and improve their overall reading comprehension.

### Step 3

During this phase, learners are encouraged to actively engage with the text by generating content-related questions. An effective technique to initiate this process involves rephrasing the heading into a question, which can stimulate critical thinking and foster deeper interaction with the reading material. The teacher serves as a facilitator by supporting students in developing focused and meaningful questions, allowing them to maintain attention while reading and to extract essential elements such as main ideas and key vocabulary. In formulating their inquiries, students are guided to use standard interrogative forms, including who, what, when, where, why, which, and how. This questioning technique promotes a more thorough understanding of the text and plays a crucial role in enhancing students' overall reading comprehension skills.

### Step 4

In this stage of the technique, students engage in close reading of the text. They attempt to respond to the questions they previously formulated, which guides their focus during the reading process. Additionally, they are encouraged to underline unfamiliar vocabulary and concentrate on the main topic of the passage. If they encounter difficulties in comprehension, they are advised to reread the text to enhance understanding. This technique assists students in drawing inferences from the text and in expanding their vocabulary through contextual analysis.



### Step 5

Students utilize techniques to determine the central idea of a text and to condense the information gathered through reading. Summarizing helps them reinforce the material in their memory. Additionally, they evaluate the amount of information retained and express it using their own words. This process promotes deeper comprehension and aids in organizing the textual information. Moreover, students might take notes related to the content. The step may also involve recognizing referential elements, which supports students in identifying the roles of subjects and objects within the passage.

### Post-Activities

### Step 6

The final stage, known as the test phase, requires students to recall the information they have learned without referring to the original text or any notes. This encourages them to reflect on their understanding and recognize the connections between the ideas they have studied. The test is used to assess their understanding, and it also helps move the information into long-term memory. At this stage, students can improve their reading skills more by thinking deeply about the text. Based on the explanation above, the PQRSST technique consists of five steps, and these steps work well when teachers and students have good interaction.

## **2.8 Advantages and Disadvantages of the PQRSST Method**

Advantages of PQRSST Technique:

- 1) It accommodates a broad spectrum of learning materials.
- 2) It is highly suitable for teaching declarative knowledge, including concepts, definitions, rules, and practical applications in daily life.
- 3) It supports students with weaker memories in retaining learning concepts.
- 4) It is simple to implement across all educational levels.

- 5) It enables students to enhance their skills in formulating questions and expressing their understanding

Disadvantages of the PQRST Technique:

- 1) It may require considerable time for both teachers and students to become familiar with the technique.
- 2) The effectiveness of this technique depends heavily on students' motivation and discipline to engage actively in each step.
- 3) It might not be suitable for materials that require creative or critical thinking beyond memorization and comprehension.
- 4) Some students may find it challenging to formulate meaningful questions during the questioning phase.
- 5) In large class settings, providing individual guidance throughout the steps can be difficult for the teacher.

The PQRST technique is an effective approach to enhance students' reading comprehension. This technique facilitates active engagement with the text through its structured steps—previewing, questioning, reading, summarizing, and testing—helping students better understand and retain information. Moreover, the PQRST technique improves students' critical thinking skills by encouraging them to formulate questions and analyze the text deeply. Although it requires time and student discipline, when applied consistently with good teacher-student interaction, it significantly supports the learning process.

## **2.9 Theoretical Assumptions**

Reading skill is a crucial competence that students must master in their academic field. In teaching reading, teachers apply various techniques to effectively reach the instructional objectives through the learning process. This study employed the PQRST technique to examine the enhancement of students' reading abilities and to explore their responses to the technique. The approach assists students in understanding and constructing meaning from texts through a series of activities. It serves as a structured guide throughout the learning process. The researcher hypothesized that this technique could

efficiently support students in achieving learning goals. Moreover, it aids students in locating specific information and interpreting the text's meaning. Additionally, the procedure encourages students to predict or infer answers to self-generated questions, aiming to help them identify detailed information. This process enables students to prioritize important information for retention. The researcher believes that the PQRSST technique effectively facilitates this study in addressing its research questions.

## **2.10 Hypothesis**

Based on relevant theories and theoretical assumptions, the researcher hypothesizes that students' reading abilities will improve when taught using the PQRSST technique, and that students will respond positively to this teaching method. This chapter discusses several topics, including reading, aspects of reading, the reading process, techniques in teaching reading, the PQRSST technique, the application of the PQRSST technique in teaching reading, recount texts, the procedures of the PQRSST technique, its advantages and disadvantages, theoretical assumptions, and the research hypothesis.

### III. METHODS

This chapter discusses the various research techniques applied in this study, covering aspects such as the research design, population and sample, data collection technique, instruments, scoring system, data collecting procedures, data analysis and hypothesis testing.

#### 3.1 Design

This research employed a quantitative approach to examine the influence of the PQRST technique on students' reading comprehension. The study adopted a one-group pre-test and post-test design. It involved three stages: administering a pre-test to determine the students' initial reading ability, applying the PQRST technique during the instructional sessions, and conducting a post-test to measure any improvement in their reading performance following the treatment.

The one-group pre-test-post-test design involves evaluating the same group before and after an intervention. In this research, it was used to determine whether the PQRST technique significantly affected students' reading comprehension.

$T_1 \quad X \quad T_2$

Note:

$T_1$  : pre-test

$X$  : The treatment (PQRST technique).

$T_2$  : post-test

(Setiyadi, 2006)

The research procedures followed in this study are described as follows:

1. A pre-test was given to determine the initial reading ability of the students prior to the use of the technique.
2. During the treatment phase, reading was taught using the PQRSST technique with recount texts.
3. A post-test was administered after the intervention to assess the students' reading achievement.

### **3.2 Population and Sample**

The population in this research was the second-grade students of SMP YBL Natar, which had nine classes with about 24 to 26 students in each. The sample was chosen based on the English teacher's suggestion to use class VIIC for applying the PQRSST technique. The treatment was done in five meetings. The steps of the research included giving a pre-test, applying the technique during the lessons, and giving a post-test afterward.

### **3.3 Data Collecting Technique**

To collect the data, the researcher employed a pre-test and a post-test. The steps taken during data collection and analysis are described below:

#### **1. Try-Out**

Before the technique was applied in the experimental class, a try-out test was administered to evaluate the quality and validity of the reading questions. This procedure was essential in determining whether the items were appropriate for use. Any questions found to be ineffective or unclear were excluded from the final version. The try-out was conducted in a different class than the one used for the primary study. The test consisted of 40 multiple-choice questions, each with four answer options (a, b, c, and d), focusing on recount text material. It assessed five specific reading sub-skills and was completed within an 80-minute time frame.

## 2. Pre-Test

The purpose of the pre-test was to assess students' initial reading ability prior to receiving instruction through the PQRST technique. Before administering the test, the researcher explained the topic and provided an overview of the content to be tested. The test to check reading comprehension included 30 multiple-choice questions related to five reading skills. Each question had four options (a, b, c, and d). The reading texts used were recount texts, and students had 80 minutes to finish the test.

## 3. Post-Test

After using the PQRST technique, the students took a post-test to check if their reading had improved. The test had 30 multiple-choice questions based on five reading skills, with four answer choices for each (a, b, c, and d), and used recount texts. Students were given 80 minutes to complete the test. The questions were the same as the ones used in the pre-test, but the order was changed. The results of the post-test were then compared with the pre-test to see whether the PQRST technique helped improve their reading comprehension.

### 3.4 Instruments

Instruments in research are essential tools used to gather data, and they must meet the standards of validity and reliability to ensure accurate results. As noted by Arikunto (2006), researchers may use different instruments depending on the type of data they aim to collect. In this study, the researcher employed a reading comprehension test as the primary instrument to obtain data related to the implementation of the PQRST technique.

#### 3.4.1 Reading Test

Instruments refer to the tools employed by researchers to assess particular variables during the process of gathering data. In this research, three types of instruments were applied: a reading test, a pre-test, and a post-test. These assessments were made up of multiple-choice questions, with each



question providing four possible answers (A, B, C, and D). The use of multiple-choice format was selected because it is practical for both scoring and answering, as supported by Salwa (2012). Similarly, Huges (2005) emphasized that this format ensures high scoring accuracy. The post-test was used to measure how much the students' reading comprehension had improved after the PQRSST technique was introduced. To determine the test's quality, four aspects were examined: validity, reliability, item difficulty, and the discrimination power of each question.

### 1) Validity

Validity describes the extent to which an instrument accurately measures what it is designed to assess. In general, there are four major categories of validity: face validity, content validity, construct validity, and empirical validity. In this research, two types of validity were prioritized to ensure the instrument's quality.

#### a. Content Validity

Heaton (1975) explains that content validity refers to the degree to which test items are aligned with the subject matter intended for assessment. It emphasizes whether the test thoroughly represents the material being measured. To ensure content validity in this study, the researcher reviewed each item to confirm its relevance to the instructional content, as suggested by Setiyadi (2006). The evaluation also considered whether the test was in line with the school's curriculum. Furthermore, the assessment criteria were based on five key reading aspects: identifying main ideas, locating specific details, understanding references, drawing inferences, and interpreting vocabulary, as outlined by Nuttall (1985).

#### b. Construct Validity

Construct validity refers to the extent to which a test represents the theoretical concepts and learning goals it is designed to measure (Hatch & Farhady, 1982). It ensures that the assessment items

accurately reflect the intended construct or ability, particularly in relation to reading comprehension. In this study, construct validity was supported by aligning the scoring rubric with five essential reading aspects: identifying main ideas, recognizing specific details, interpreting references, making inferences, and understanding vocabulary.

Essentially, content and construct validity are closely interconnected and both represent the subject matter being tested. According to Nuttal (1985), relational validity in an instrument pertains to construct validity, meaning that questions represent the five reading skills, while item numbers relate to content validity. In summary, this study employed both content and construct validity to evaluate the appropriateness of the research instruments.

To further illustrate the construct validity of the test instrument, the distribution of items based on the five reading comprehension aspects is presented in the following table:

**Table 2.1 Table of Construct Validity**

| No. | Word Contents      | Total Number | Item Number  |
|-----|--------------------|--------------|--|
| 1   | Main idea          | 8            | 1, 2, 3, 8,12, 20, 21, 26.                                   |
| 2   | Supporting Details | 16           | 4, 6, 9, 13, 14, 15, 22, 25, 28, 30, 32, 35, 36, 37, 39, 40. |
| 3   | Vocabulary         | 4            | 11, 16, 18, 29.  |
| 4   | Inference          | 10           | 5, 7, 10, 17, 23, 24, 27, 33, 34, 38.                        |
| 5   | Reference          | 2            | 19, 31.  |
|     | <b>Total</b>       |              | <b>40</b>  |

The table above shows that the reading comprehension test items were distributed across five aspects: main idea (8 items), supporting details (16 items), vocabulary (4 items), inference (10 items), and reference (2 items), making a total of 40 items.

The variation in the number of items for each aspect was intentional and based on the instructional emphasis in reading lessons. Supporting details received the most items because this aspect is

frequently emphasized in the curriculum and essential for students to fully grasp the content of the text. In contrast, reference items were fewer, as this skill involves more limited textual elements and can be assessed with fewer items. This uneven distribution supports the validity of the test by accurately reflecting the practical weighting of each skill in real reading situations.

## 2) Reliability.

Reliability refers to the consistency of a research measurement or the instrument's ability to produce stable and consistent results when measuring the same subjects at different times (Setiyadi, 2006). In this study, quantitative descriptive methods were used to collect the data. The researcher evaluated the reliability of the reading test by applying the scoring rubric.

$$r_{xy} = \frac{N \sum xy - (\sum x) (\sum y)}{\sqrt{\{N \sum x^2 - (\sum x)^2\} \{N \sum y^2 - (\sum y)^2\}}}$$

Where:

- $r_{xy}$  : Coefficient of reliability between odd and even numbers items
- $x$  : Odd number
- $y$  : Even number
- $N$  : Amount subject
- $\sum x$  : Total score of odd number correct answers
- $\sum y$  : Total score of even number correct answers
- $\sum x^2$  : The square of odd number correct answers total score
- $\sum y^2$  : The square of even number correct answers total score
- $\sum xy$  : The score of odd number times even number correct answers

After calculating the reliability of the half test, the researcher applied Spearman-Brown prophecy formula (Hatch and Farhady, 1982) to estimate the reliability of the entire test as follows.

$$r_k = \frac{2r_{xy}}{1 + r_{xy}}$$

Where:

$r_k$  : The reliability of the whole test

$r_{ky}$  : The reliability of half test

The criteria of the reliability are:

9.00 – 1.00 : High

0.50 – 0.89 : Moderate

0.0 – 0.49 : Low

The reliability score obtained from the test was 0.68. According to the criteria set by Hatch and Farhady (1982), this value falls within the moderate category, ranging from 0.50 to 0.89. This suggests that the test demonstrates sufficient consistency to be used in assessing students' reading comprehension. In other words, the test can yield stable results when administered under similar conditions to the same participants at different times. Therefore, the instrument is considered to meet the required standards of reliability.

### 3) Level of Difficulty

Item difficulty refers to how challenging or easy a test question is considered by the students taking the test. This aspect plays a significant role, as questions that are overly simple or answered correctly by all participants may not serve their intended purpose. Such items do not effectively distinguish between students of varying proficiency levels within the tested group (Shohamy, 1985). Furthermore, as noted by Heaton

(1975), item difficulty reflects the perceived ease or challenge of the test items from the learners' perspective.

The formula used to calculate the level of difficulty is:

$$LD = \frac{U+L}{N}$$

Where:

LD : refers to the level of difficulty of the test item,

U : is the number of students in the upper group who answered the item correctly,

L : is the number of students in the lower group who answered the item correctly, and

N : represents the total number of students in both the upper and lower groups.

The criteria are as follows:

<0.30 : Difficult

0.30 – 0.70 : Average

> 0.70 : Easy

The steps for analyzing the item difficulty level using Microsoft Excel are outlined below:

1. Input the students' response data into Microsoft Excel.
2. Compute the proportion of correct answers from students in both the upper and lower groups, as well as determine the total number of participants.
3. Apply the previously described formula to process the data.
4. Compare the resulting values with the criteria established by Shohamy (1985).
5. Modify or eliminate test items that are considered too difficult or too easy based on the stated standards.

Based on the results of the try-out test and the predetermined criteria, 3 items were identified as difficult, 29 were considered moderate, and 8 were classified as easy. Referring to these results, the researcher concluded that 30 items were appropriate for use in the test, while the remaining 10 items were unsuitable and needed to be discarded. The valid items included numbers 1, 2, 3, 4, 6, 9, 10, 11, 12, 13, 15, 17, 18, 19, 20, 21, 22, 23, 24, 25, 27, 28, 29, 30, 31, 32, 33, 35, 36, and 38. Furthermore, the items considered invalid were numbers 5, 7, 8, 14, 16, 26, 34, 37, 39, and 40.

#### 4) Discrimination Power

Discrimination power indicates the extent to which a test item can differentiate between students with higher and lower levels of ability. This measure helps identify whether an item is capable of effectively distinguishing high-performing learners from those who struggle. As noted by Shohamy (1985), an item is regarded as effective when it is correctly answered by proficient students but not by those with lower achievement. The discrimination index is determined using the following formula:

$$DP = \frac{U - L}{\frac{1}{2}N}$$

Where:

- DP : discrimination power
- U : number of students in the upper group who answered correctly
- L : number of students from the lower who answer correctly
- N : total number of students

The steps for performing the discrimination power analysis in Microsoft Excel are:

1. Enter response data into Excel.
2. Determine the counts (and thus proportions) of correct answers in both upper and lower groups, and note the total sample size.
3. Apply the discrimination index formula to the data.
4. Compare each item's DP value against Shohamy criteria.

5. Exclude items with DP values below acceptable thresholds.

Shohamy's discrimination criteria:

- 0.00-0.19 = Poor
- 0.20-0.39 = Satisfactory
- 0.40-0.69 = Good
- 0.70-1.00 = Excellent
- Negative = Bad

After analyzing the try-out data, 10 items (5, 7, 8, 14, 16, 26, 34, 37, 39, 40) were discarded for poor discrimination. Fifteen items were rated satisfactory, fifteen were good, and one was excellent. Consequently, the researcher selected the 30 good items for use as both pre-test and post-test in the reading assessment.

### 3.5 Scoring System

Prior to score calculation, the researcher determined the evaluation technique to be employed in assessing students' performance. For this purpose, the formula proposed by Arikunto (2006) was adopted. The ideal maximum score was set at 100. Both the pre-test and post-test scores were derived using the following formula:

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

S = student's score

r = number of correct responses

n = total number of test items

### 3.6 Data Collection Procedures

The researcher followed several steps to collect data in order to answer the research questions. These procedures are described as follows:

1. Selecting and determining the population and sample  
The researcher selected one class from the second-grade students at SMP YBL Natar as the sample. Class VIII C was chosen to receive the treatment.
2. Preparing the teaching materials  
Teaching materials were designed according to the curriculum for second-grade junior high school students at SMP YBL Natar, focusing on improving students' reading skills through recount texts.
3. Administering the try-out test  
A try-out was given to check if the test was good enough before using it for real data collection. It had 40 multiple-choice questions, and each question gave four choices (a, b, c, d) with one correct answer and three wrong ones.
4. Giving the pre-test  
The pre-test was administered to evaluate students' baseline reading comprehension, providing a reference point for measuring progress following the treatment. This test was structured using multiple-choice items.
5. Conducting the treatments  
The researcher applied the PQRST technique during reading lessons on recount texts. Students read the texts, made predictions about the content, and answered related questions. The researcher also observed classroom activities during this phase.
6. Administering the post-test  
The post-test was administered following the implementation of the PQRST technique to evaluate the extent of students' progress in reading comprehension compared to their initial performance.
7. Analyzing the data  
After the post-test was conducted, the data were analyzed using the Paired Samples T-Test through SPSS software in order to examine the research



hypothesis and determine whether the PQRST technique had a significant effect on students' reading comprehension.

In summary, seven procedures were conducted to collect data: selecting the population and sample, preparing teaching materials, giving the pre-test, implementing the treatment, giving the post-test, and analyzing the results. These procedures were carried out to ensure reliable data were gathered to address the research objectives.

### **3.7 Data Analysis**

To answer the research question regarding the improvement of students' reading comprehension, a quantitative method was applied. Data were obtained from the results of pre-tests and post-tests and processed using SPSS version 21.0. Prior to the main analysis, a normality test was conducted to check whether the data were normally distributed. After that, the Paired Samples t-test was employed to compare the students' mean scores before and after the use of the PQRST technique. This statistical procedure was aimed at determining whether the technique produced a statistically significant improvement in reading comprehension.

### **3.8 Hypothesis Testing**

To examine whether there was a significant change in students' reading comprehension after the treatment, the researcher analyzed the difference between pre-test and post-test results. The Paired Samples t-test was applied to evaluate the research hypothesis. The level of significance was set at 0.05 (5%), meaning that the hypothesis would be accepted if the significance value (Sig.) was greater than p. This implies that there is a 5% chance of making an error in accepting the hypothesis.

The hypotheses were formulated as follows:

$H_0$  : There is no significant improvement in students' reading comprehension after the application of the PQRSST technique among second-year students at SMP YBL Natar.

$H_1$  : There is significant improvement in students' reading comprehension after the application of the PQRSST technique among second-year at SMP YBL Natar.

**(Hatch and Farhady, 1982)**

The decision rule was based on the following criteria:

1. If the obtained t-value is less than the t-table value,  $H_0$  is accepted, indicating no significant improvement.
2. If the obtained t-value is greater than the t-table value,  $H_1$  is accepted, indicating a significant improvement.

These were the research procedures applied in this study, including the research design, population and sample, data collection technique, instruments, scoring system, data collection steps, data analysis, and hypothesis testing.

## **V. CONCLUSION AND SUGGESTIONS**

In this chapter, the researcher summarizes the key findings of the study and puts forward several suggestions aimed at educators and future scholars who plan to apply the PQRST technique in teaching reading comprehension or developing other language abilities.

### **5.1 Conclusions**

After analyzing and interpreting the data, it is evident that using the PQRST technique in reading lessons positively influenced students' understanding of the texts. This is proven by the hypothesis test results, which showed a significance level of 0.000, lower than standard 0.05, and a t-s

Based on the analysis and interpretation of the findings, it can be concluded that the application of the PQRST technique in reading instruction contributed to an increase in students' reading comprehension. This conclusion is supported by the results of the hypothesis test, which revealed a significance value below 0.05 ( $p = 0.000$ ) and a t-value (6.754) greater than the critical value of the t-table (2.0452). Moreover, the students' average score improved from 65.30 on the pre-test to 74.50 on the post-test. These results suggest that the PQRST technique is an effective approach for improving students' comprehension in reading activities.

### **5.2 Suggestions**

Based on the above conclusions, the researcher offers the following suggestions:

1. To Teachers
  - a. One challenge faced in this research was time management. It is recommended that teachers carefully plan the time allocated for each step of the PQRST technique. All steps should be implemented fully and systematically to ensure effective learning.

- b. During the questioning phase, many students asked numerous questions, which took up a considerable amount of time. It is suggested that teachers manage students' activities more effectively in the classroom to ensure that all students understand the steps of the technique.

## 2. To Future Researchers

- a. While many prior studies have applied the PQRST technique mainly to enhance reading skills, future investigations are encouraged to apply this technique to other language skills and across different student levels. Researchers should consider modifying the technique as needed for each step, depending on the learners' needs. It is also advisable to use observation checklists to track student participation and behavior during learning sessions.
- b. For those intending to conduct a similar study, incorporating interviews as an additional data collection tool is recommended. This approach can help identify the specific challenges students face in understanding the reading material during the use of the PQRST technique.
- c. Considering that the PQRST technique consists of five distinct steps, future researchers are advised to manage class time effectively. Clear time allocation for each stage should be communicated to students to ensure smooth and efficient learning.

These conclusions and suggestions are intended for English educators seeking to implement the PQRST technique in reading lessons, as well as for future scholars interested in conducting further investigations related to the application of this technique.

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