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**STUDENTS IMPROVEMENT IN READING COMPREHENSION THROUGH  
PQRST (Preview, Question, Read, State, Test) TECHNIQUE**

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**Abstrak**

Studi ini menginvestigasi apakah penerapan teknik PQRST dapat meningkatkan kemampuan membaca siswa di SMP Muhammadiyah 2 Pontianak. Melalui pengamatan dan pengukuran yang cermat, diketahui bahwa pemahaman siswa mengalami peningkatan yang signifikan. Secara khusus, skor rata-rata mereka meningkat secara signifikan dari 25,6 menjadi 89,7. Temuan ini dengan kuat menyarankan bahwa penggunaan teknik PQRST sangat efektif dalam meningkatkan tingkat pemahaman membaca siswa. Penemuan ini menegaskan nilai praktis teknik tersebut di lingkungan pendidikan, menekankan potensinya untuk berdampak positif terhadap hasil belajar siswa dan kinerja akademik dalam pemahaman membaca di tingkat SMP.

**Kata Kunci:** Teknik PQRST, Kemampuan Membaca, Penelitian Tindakan Kelas

**Abstract**

*This study investigates whether implementing the PQRST technique can improve students' reading abilities at SMP Muhammadiyah 2 Pontianak. Through careful observation and measurement, it was noted that students' comprehension showed a substantial improvement. Specifically, their average score rose significantly from 25.6 to 89.7. This outcome strongly suggests that employing the PQRST technique is highly effective in enhancing students' reading comprehension levels. These findings underscore the technique's practical value in educational settings, emphasizing its potential to positively impact student learning outcomes and academic performance in reading comprehension at the junior high school level.*

**Keyword:** PQRST Technique, Reading Ability, Classroom Action Research

**INTRODUCTION**

In Indonesia, English is taught as a subject and is also used as the language of instruction in higher education. A number of different courses and teaching materials are also offered in English. In general, English is used in various fields. In addition, English is an international language where people from different language backgrounds use English to communicate with each other. Thus, English becomes a language learning taught to students.

Reading, listening, speaking and writing are the four skills that make up foreign language learning. Reading is one of four skills a student must master. Patel and Jain (2008) say that reading is arguably the most important exercise in improving language comprehension. Also, reading and understanding go hand in hand, so children need to be able to read to transmit and receive specific information. Furthermore, in order to extract information from the text, every reader must understand what they have read. So, mastering

this skill requires a well-designed teaching process. Since reading is one of the four language skills, its teaching requires carefully selected activities, methods, and processes. Reading skills help students benefit from educational activities and participate in the social and economic activities in which they participate.

Also there was a difficulty to engage with student teaching, there are some issues to be resolved in teaching, especially reading, this was stated by, Malinda<sup>1</sup>, Aunurrahman<sup>2</sup>, Sahrawi<sup>3</sup>, and Hafis<sup>4</sup> (2022), there are a number of issues with teaching reading comprehension in Indonesian schools that are brought on by a variety of elements and circumstances, such as the teacher's approach and the challenging material that is provided. Therefore, in order for the teaching process to go well, the teachers need to figure out the answer.

Therefore, this study was conducted within time constraints, with the researcher collaborating with teachers in using the PQRST technique. The researcher believed that the PQRST technique was one effective way to improve students' reading comprehension. The study goal had been to improve students' reading comprehension by using the PQRST technique.

## **METHOD**

In this study, the research design used is CAR, which aims to investigate whether using the PQRST technique can enhance students' reading ability. In carrying out classroom action research, researcher carry out four steps, namely planning, taking action, observing, and reflecting. As Kemmis and McTaggart argue in (Burn, 2010) "four components in one cycle in carrying out classroom action research. It consists of planning, action, observation, and reflection". Therefore, researcher used Kemmis and McTaggart's research procedure in (Burn, 2010). Therefore (Riadi, 2019) quoted that "Classroom Action Research (CAR) is a form of research that occurs in the classroom in the form of certain actions carried out to improve the teaching and learning process in order to improve better learning outcomes than before"

Technique of data collection in this study using Observation Techniques and Measurement Techniques, and tools in this study using Observation Checklist, field notes and reading test. Kawulich quoted in (Deggs & Hernandez, 2018) explains that field notes serve as records of observed activities or ceremonies and informal discussions from the

field, Exercise is a way of teaching by providing exercises repeatedly or continuously to instill certain habits from (Djamarah, 2010). Exercise means an activity that is carried out repeatedly and structured to achieve better quality than before. In this study, there are three steps for qualitative data analysis according to (Miles & Huberman, 1994) "data reduction, data presentation and conclusion drawing, and verification are processes that are commonly used and very important in analyzing qualitative data". According to (Blerkom, 2009) measurement is the process of assigning numbers (or labels) that are meaningful to a person or thing other than the extent to which they have characteristics. Researcher will analyze the data using the following formula, by calculating Individual Score To analyze students' individual scores, also calculate the mean student and classified student score to examine student ability, the classification of student skill are from brown (2003).

1. Student individual Score

$$X = \frac{A}{N} \times 100$$

Adopted from Cohen (2007: 423)

2. Mean

$$M = \frac{\sum X}{N}$$

Adopted from Singh (2006: 286)

Classification

**Table 1**  
**The Classification of Student's Score**

A	Excellent	90-100
B	Good	80-89
C	Adequate	70-79
D	Inadequate	60-69
E	Poor	Below 60

Adopted from Brown (2003:28)

## **FINDINGS AND DISCUSSION**

The use of the PQRST technique in learning has proven effective in enhancing students' reading comprehension through a phased approach involving the Preview, Question, Read, Summarize, and Test stages. Despite requiring more time compared to other strategies, this technique yields meaningful and continuous learning outcomes. Its implementation not only boosts active student engagement in the learning process but also

improves their ability to identify main ideas, summarize readings, and effectively answer questions. A conducive classroom environment and increasingly active student participation serve as tangible evidence that the PQRST technique is worth widespread adoption in education to significantly enhance student learning outcomes, according to Sulastri (2019), implementing the PQRST technique provides students with systematic, effective learning methods, enhances flexibility in adjusting reading speed, and improves their ability to select relevant materials. It also helps students answer literal and inferential questions, identify main ideas and supporting details, and recognize topic sentences and supporting sentences within paragraphs, ultimately enhancing their proficiency in summarizing reading content.

In Cycle I student already been testing by using reading test to measure they comprehension, it found interesting finding, it shown that in cycle I, 18 student participant Mean are 25.6 it can be observed student comprehension was classified “poor” it show that student are still not understanding the using of PQRST Technique, also in next cycle (cycle II) it found and improvement from student reading comprehension, that shows the mean from 10 student are 89.7 it can be said, student had an improvement on reading comprehension, and student are understand the technique of PQRST, and it shown as “Good” category.

## **DISCUSSION**

How the PQRST technique enhances reading comprehension. The study found that the PQRST method significantly improves students' ability to comprehend reading materials, as evidenced by data from Observation checklists, Field Notes, and Reading Tests across both Cycle I and Cycle II. Despite initial difficulties observed during Cycle I meetings, significant progress was noted in Cycle II, echoing findings from similar studies such as "Improving Students' Reading Comprehension Using PQ3R." This improvement underscores the effectiveness of the PQRST technique in facilitating students' engagement with texts, enabling them to extract key information and respond effectively to comprehension questions. Overall, the study concludes that integrating the PQRST technique into classroom practices effectively enhances students' reading comprehension through structured and interactive learning approaches. This progression aligns with the study Research entitled: Improving Students' Reading Comprehension Using PQ3R (Survey, Question, Read, Recite, and Review) at the Second-Grade students of MTs. Al-Mu'ini Sesela, conducted through Classroom Action Research in two cycles, involved 28

students. Results showed an increase in comprehension from 46% (pre-cycle) to 82% (Cycle II), and students' activity levels improved from 52% (pre-cycle) to 80% (Cycle II). The study concludes that the PQ3R technique effectively enhances reading comprehension, despite initial shortcomings in the first cycle.

Since this technique requires a substantial amount of time, students could explore it more thoroughly, thus fostering their curiosity. This makes the technique suitable for implementation. As referenced by Simatupang and Sihombing (2012), the strategy effectively engages students actively and meaningfully in their reading.

## **CONCLUSION**

The research conclusively demonstrates the profound efficacy of integrating the PQRST technique to enhance students' reading proficiency, evident in their improved academic metrics. This method not only strengthens comprehension skills but also fosters deeper engagement with learning materials, highlighting its substantial impact on educational practices. Moreover, the implementation of the PQRST technique has transformed classroom dynamics by cultivating environments once fraught with distractions into spaces where students actively participate, exchange ideas, and collaborate effectively. This transformation enhances overall educational experiences, promoting a more cohesive learning atmosphere that benefits students and educators alike.

For schools, integrating the PQRST technique into the learning curriculum can enhance reading skill development and teacher training initiatives. Providing additional resources like teacher training, interactive learning software, and quality reading materials supports effective implementation. Monitoring its use in classrooms and gathering student feedback are crucial for evaluating effectiveness. For teachers, integrating the PQRST technique into various activities such as shared reading, group discussions, and research projects can maximize its impact. Other researchers are encouraged to conduct further studies to explore the mechanisms and contexts where the PQRST technique proves most effective, expanding understanding across different learning environments.

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