



## PQRST (Preview, Question, Read, Summarize, Test) Technique to Enhance Students' Reading Comprehension on Narrative Text at SMP Negeri 1 Bintan Timur

**Adelina Syakinawaty Dongoran, Benni Satria, Elsa Ernawati Nainggolan, Muhammad Candra**

English Language Education Study Program, Universitas Maritim Raja Ali Haji,  
Tanjungpinang, Indonesia

English Language Education Study Program, Universitas Maritim Raja Ali Haji,  
Tanjungpinang, Indonesia

English Language Education Study Program, Universitas Maritim Raja Ali Haji,  
Tanjungpinang, Indonesia

English Language Education Study Program, Universitas Maritim Raja Ali Haji,  
Tanjungpinang, Indonesia

Corresponding email: [adelina21343@gmail.com](mailto:adelina21343@gmail.com)

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### **Abstract**

Teaching reading was something challenging for teachers because not all students could understand what they read. The purpose of this study was to improve reading comprehension of narrative text using PQRST (Preview, Question, Read, Summarize, Test) technique at IX A students of SMP Negeri 1 Bintan Timur. The subjects of this study consisted of 32 students, especially students of IX A. This research used classroom action research method where this method consisted of four steps namely plan, action, observation, and reflection. The instruments used to collect data by researchers were reading comprehension tests and observation checklist. Data analysis in this research were qualitative data and quantitative data. Researcher analyzed qualitative data from the result of observation checklist data while researcher analyzed quantitative data from the result of reading comprehension test data. This study used the success criteria shown by the passing grades of students at school and the percentage of student' activeness during the learning process. The results showed that the percentage of students who scored  $\geq 70$  in the preliminary study was 50% and 78% of students in the first cycle. It showed that the percentage of students met the success criteria in the first cycle. The results of the observation checklist also showed that the PQRST technique was successful in increasing students' participation in the class. Students' participation had been increased by 78% in the first cycle. It could be concluded that the PQRST technique could improve student's reading comprehension and participation at IX A of SMP Negeri 1 Bintan Timur.

**Keywords:** *Reading Comprehension, Narrative Text, PQRST (Preview, Question, Read, Summarize, Test) Technique*

## I INTRODUCTION

Reading was one of the basic skills that refers to other skills, such as listening, speaking, and writing. Reading comprehension was very important because students could get a lot of information from written text so that they can increase their knowledge. According to Tarigan (2015) reading was the process by which readers get the author's messages through the written language's use of words. Reading helped to get a lot of messages or information like what you want to know. This activity was one of the processes of transferring reading information to the reader in order to understand the context of the reading content. Therefore, students were required to read a lot and understand reading texts in order to obtain better results during the learning process. Because from reading, students could understand and analyze the reading text they read and were also supported by increasing new vocabulary, writing skills, and understanding in answering questions.

In addition, one of the language skills that was crucial to the learning process was reading (Tatipang et al., 2022). The main purpose of reading was to understand and discover the meaning, content and information of the reading material. Reading comprehension was very important for students because it could improve thinking skills, analyze text structure, answer questions and convey messages based on the reading text. Reading helped students to find difficult words so that they could learn to find the meaning of the word. This statement was supported by Paris in Middleton (2011:10) reading comprehension was the process of creating meaning by combining several complex processes like language, word reading, word knowledge, and fluency. It aimed to provide a lot of knowledge related to new vocabulary based on the reading text. Therefore, vocabulary comprehension was very important because it would help improve reading comprehension. When reading, students could learn different types of texts where students could know the difference of each part of the text and it would be easier to know the ideas or information based on the reading text.

Based on the preliminary study at SMPN 1 Bintan Timur by interview with a teacher, researcher found student's reading comprehension is still low. It was proven by only 50 % of total students who passed standards of minimum competence. There are several problems that students faced in class IX especially in IX A. First, students had difficulties in finding the main idea. Second, students had difficulties in finding the purpose. Third, students had difficulties in finding the meaning of a words. Fourth, students had difficulties finding the content message. Then, to overcome some difficulties in reading comprehension for students, teachers might pay attention to teaching strategies in the classroom because teachers might determine the focus of the goal in improving students' reading comprehension so that students could more easily had an interest in reading English texts. Teaching strategies were very important for students because they helped students slowly solve the difficulties faced by students in understanding English texts. There were strategies in teaching reading comprehension that were interesting and teachers could implement these strategies in the classroom. This technique is "PQRST". It consists of Preview, Question, Read, Summarize, Test. As stated by Wormeli (2005:131), one technique of teaching reading that helped students retain what they read and used voice practice for reading comprehension was the PQRST technique. The PQRST technique was one technique for enhancing memory through reading.

The purpose of this technique was to help students learned and retained the information in the textbook. Since this method could help students overcame their comprehension challenges and improved their understanding of the text at each stage of the PQRST technique, the researcher used this method in reading comprehension. This strategy helped students to be

actively involved in improving reading comprehension using reviewing the main idea or topic, generating questions, reading the material/text, summarizing information and responding to questions from memory. In addition, this strategy consists of 5 steps in implementing the method. First, students were guided by the teacher to review and background their knowledge about the topic/discussion being studied. Second, students were guided by the teacher to formulate questions from the content of the text. This helped students to focus more on building their curiosity about the text/material being studied and also increases their motivation to want to read. Third, students were asked to read the text twice so that they could know the purpose and content based on the questions from the text so that they focus and improve their comprehension skills. Fourth, students were asked to summarize what they have read such as title, purpose, ideas, discussion results, and text content. Fifth, students were asked to answer questions from the teacher according to the information from the text.

Since the process of comprehension the text was repeated, the PQIRST technique offered steps that helped students to retain the ideas, substance and material of the reading. To overcome the reading comprehension problem in the classroom, the researcher tried to apply the PQIRST technique during the learning process based on these advantages. The researcher thought the technique could help students to improve their reading comprehension.

## **II METHOD**

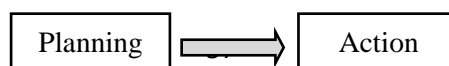
In this research, researcher used classroom action research (CAR) as a research method. The researcher used this method to solve the several problems through the PQIRST technique to help students to improve students' reading comprehension. According to Chemmis and Taggart (2010) there were four components form the basic idea of classroom action research: planning, action, observation and reflection. Researcher implemented the PQIRST technique used the classroom action research model from (Satria, 2017). For other models, including classroom action research, the design of the Satria model was the basic reference. This research was conducted at SMP Negeri 1 Bintan Timur in the first semester of the academic year 2024/2025 which started from November 19<sup>th</sup> to November 28<sup>th</sup> 2024. The subject The Subject of this research was the IX students of SMP Negeri 1 Bintan Timur which consist of 32 students in the class. This research held at one cycle with four meeting (three meetings for implementation and one meeting for test). The research instrument of this study were documentation, observation checklist (students' learning activity and teacher's activity), and reading comprehension test. The observation checklist in this research was used to collect the qualitative data that was students' activities or participations during learning process by PQIRST (Preview, Question, Read, Summarize, Test) technique. In addition, the reading comprehension test was used to collect the quantitative data, that was, the students' achievement in reading comprehension. The form of test was multiple choice. Qualitative data in this study was analyzed by interpreting the observation's result. The average score of the reading comprehension test was used in this study to see the students' success factor. If 70% of students complete the test with a minimum score of 70 Minimum Completeness Criteria (KKM) from the assessment required by the school, then the researcher considers this study successful. At a minimum, students must obtain a score of 70 to improve good learning outcomes.

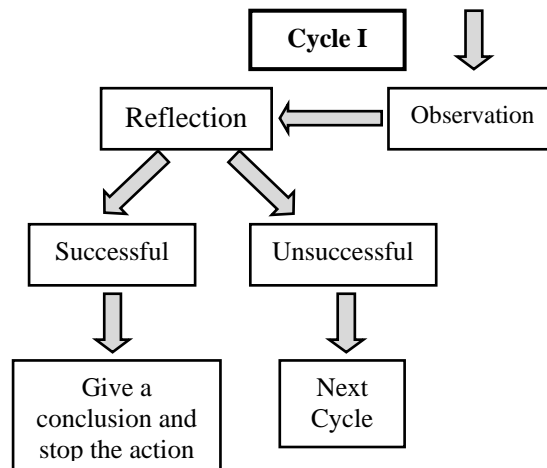
The following success criteria can be described:

**Table 1. The Criteria of Success**

	The Criteria of Success	Source of Data	Instrument for Data Collection
Product	At least 70% of the students pass the passing grades was 70	The students' score in Reading comprehension test	Reading comprehension test
Process	At least 30% of the students participate actively during the learning process	The students' participation during the implementation of PQIRST technique	Observation checklist

Here's a picture of the Classroom Action Research model:





**Figure 1: Classroom Action Research Model adopted from Satria (2017)**

### III RESULT

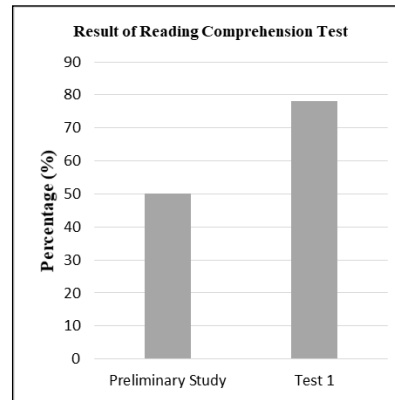
#### 3.1 The result of Cycle 1

The result of students' reading comprehension test in first cycle was improvement than preliminary study. It could be seen from the average score and the students' percentage. The following table illustrates the students' average score of reading comprehension and students' percentage in first cycle.

**Table 2. The Students' Average and Percentage of Reading Comprehension in the First Cycle**

Name of Data	Total Score	Average Score	Total of Students who Got Score $\geq 70$	Percentage
Test 1	2.480	78	25	78%

Based on the table above, the total of students score is 2.480 and the number of the students who took the test was 32 students. Then, the average score was 78. The researcher was already got the data from the reading comprehension test in the cycle It been found that there were increase students' mean score after implementing the PQRST (Preview, Question, Read, Summarize, Test) technique. The mean of the cycle I test was the highest than preliminary study. In the preliminary study, the mean score was 63, while  $77,5 = 78$  in reading comprehension test. The measure of students' passing grade in English lesson at the school could be seen if the students got score  $\geq 70$ . The students passed the reading comprehension test if they got score  $\geq 70$ . The table showed the students' percentage passed the KKM (Passing Grades). Then, the table above showed that the students' percentage have improved from preliminary study to test 1. There were 50% (16 of 32) students who got score  $\geq 70$  in preliminary study. In the test, there were 78% (25 of 32) students. As the result, the improvement in cycle I passed over the passing grades that have been set the school. It showed that the successful in cycle I must be improved.



**Graph 1. The Improvement of the Students' Reading Comprehension Test**

This research passed over the passing grades that had been set was 70%. The research was deemed successful if 70% of the number of students were able to achieve the student' passing grades (KKM) or  $\geq 70$  in the reading test. In fact, the data shows that there were 78% of students who achieve the score of  $\geq 70$ . It meant that the technique applied was successful in improving students' reading comprehension.

### 3.2 The Classroom Participation

From the observation checklist, the researcher could see the quality of students' classroom participation in each meeting of cycle I. For the detail data, it could be seen the table.

**Table 3. The Students' Participation in Cycle 1**

Meeting	No	Indicators	Result	
			Criteria	Yes/No
1	1	The students are ready to learn the material	Very Good	✓
	2	The students pay attention when researcher explains the material	Very Good	✓
	3	The students can formulate the questions related to the text	Not Enough	—
	4	The students participate when the researcher gives several questions	Not Enough	—
	5	The students are able to work together when there is discussion group	Good	✓
	6	The students can interact with the researcher during the discussion	Not Enough	—
	7	The students active in learning process during the discussion	Not Enough	—
	8	The students ask if they don't understand the material	Not Enough	—
Meeting	No	Indicators	Result	
			Criteria	Yes/No
2	1	The students are ready to learn the material	Very Good	✓
	2	The students pay attention when researcher explains the material	Good	✓
	3	The students can formulate the questions related to the text	Enough	✓
	4	The students participate when the	Not	—

		researcher gives several questions	Enough	
	5	The students are able to work together when there is discussion group	Enough	✓
	6	The students can interact with the researcher during the discussion	Enough	✓
	7	The students active in learning process during the discussion	Not Enough	—
	8	The students ask if they don't understand the material	Not Enough	—
Meeting	No	Indicators	Result	
			Criteria	Yes/No
3	1	The students are ready to learn the material	Very Good	✓
	2	The students pay attention when researcher explains the material	Very Good	✓
	3	The students can formulate the questions related to the text	Enough	✓
	4	The students participate when the researcher gives several questions	Enough	✓
	5	The students are able to work together when there is discussion group	Enough	✓
	6	The students can interact with the researcher during the discussion	Enough	✓
	7	The students active in learning process during the discussion	Enough	✓
	8	The students ask if they don't understand the material	Not Enough	—

From the table above showed the students' participation in the first cycle filled the passing grades. It could be seen in the first meeting. There were 32 students ready to learn the material. It was included "Very Good" category. Then, there were 32 students paid attention when researcher explained the material. It was also "Very Good" category. There were 14 students could formulate the questions related to the text. It was included "Not Enough" category. And also, there were 16 students participated when the researcher gave several questions. It was included "Not Enough". Besides that, there were 23 students were able to work together when there was discussion group. It was also "Enough" category. And then, there were 16 students could interact with the researcher during the discussion. It was included "Not Enough" category. There were 18 students activated in learning process during the discussion. It was included "Not Enough". The last, there were 16 students asked if they don't understand the material. It can be concluded that in the first meeting the students' participation in IX A was still low. It was because the result of the students' participation observation there were 2 "Very Good" categories, there was 1 "Good" category and there were 5 "Not Enough" categories. In addition, at the first meeting the researcher calculated that students' participation in class was shown 47%.

The second meeting, it could be seen from the table above. There were 32 students ready to learn the material. It was included "Very Good" category. There were 28 students paid attention when researcher explained the material. It was also "Good" category. Then, there were 23 students could formulate the questions related to the text. It was included "Enough" category. And also, there were 22 students participated when the researcher gave several questions. It was included "Not Enough" category. Besides that, there were 25 students were able to work together when there was discussion group. It was included "Enough" category. And then, there were also 24 students could interact with the researcher during the discussion. It was included "Enough" category. There were 21 students activated in learning process during the discussion. It was included "Enough". The last, there were 19 students asked if they don't understand the material. It can be concluded that in the second meeting the students' participation in IX A improved. It was because the result of the students' participation observation there was 1 "Very Good" category, there was 1 "Good" category, there were 3 "Enough" categories and there were

3 “Not Enough” categories. Then, at the second meeting the researcher calculated that students’ participation in class was shown 69%.

The third meeting, it could be seen from the table above. There were 32 students ready for to learn the material. It was included “Very Good” category. There were 30 students paid attention when researcher explained the material. It was included “Very Good” category. Then, there were 24 students could formulate the questions related to the text. It was included “Enough” category. And also, there were 23 students participated when the researcher gave several questions. It was included “Enough” category. Besides that, there were there were 25 students were able to work together when there was discussion group. It was included “Enough” category. And then, there were also 24 students could interact with the researcher during the discussion. It was included “Enough” category. There were 24 students activated in learning process during the discussion. It was included “Enough”. The last, there were 22 students asked if they don’t understand the material. It can be concluded that in the third meeting the students’ participation in IX A improved more than before. It was because the result of the students’ participation observation there were 2 “Very Good” categories, there were 5 “Enough” categories, and there were 3 “Enough” categories. Then at the third meeting the researcher calculated that students’ participation in class was shown 78%.

#### **IV DISCUSSION**

This research was conducted at SMP Negeri 1 Bintan Timur with 32 students. The purpose of this study was to determine the achievement of students' reading comprehension in narrative text after using the PQRST (Preview, Question, Read, Summarize, Test) technique. After implementing the action in cycle I, it can be said that the use of PQRST (Preview, Question, Read, Summarize, Test) technique can improve students' reading comprehension achievement and their participation in the learning process.

Before the application of the PQRST (Preview, Question, Read, Summarize, Test) technique, ninth grade students at SMP Negeri 1 Bintan Timur experienced difficulties in reading comprehension. For example, they had difficulty identifying the main idea, finding specific information, finding the purpose, understanding the meaning of words, and finding the message of the reading content.

In cycle I, the researcher applied the PQRST (Preview, Question, Read, Summarize, Test) technique to improve students' reading comprehension. The researcher provided texts for each meeting where students were invited to discuss the contents of the narrative text. Then, the PQRST (Preview, Question, Read, Summarize, Test) technique helped students to understand the concept of reading from the review text, create questions, read the text, summarize the contents of the text or moral messages, and answer questions. This was proven by the results of the reading comprehension test and the student observation checklist. To assess their reading comprehension abilities, pupils took a test in cycle I. According to the test findings, using the PQRST (Preview, Question, Read, Summarize, Test) strategy improved pupils' reading comprehension. The test's cycle I result was 78.

Based on this research, reading is of one the important skill that the students mastery in English subject. According to Novelti., Kristiawan, M., Erpidawati (2019) Reading is understanding what they read. It implies that, reading is getting meaning from them reading. That is, reading activity is one of the important points in understanding the content of a text. That is because, reading leads students to get a lot of information. Thus, the capacity that pupils develop during the learning process is the ability to read. Students who are able to read can engage in a production process that generates new knowledge and experiences. The process of reading comprehension involves interaction between the text and the reader's prior knowledge. (Yunus and others, 2020).

Students at SMP Negeri 1 Bintan Timur had trouble understanding what they were reading, so the researcher used the PQRST approach to help them. The researcher used an observation checklist and a reading comprehension exam to determine the impact of the PQRST (Preview, Question, Read, Summarize, Test) approach on students' reading comprehension. This method gives pupils detailed instructions that are crucial to their understanding before, during, and after the reading process. The PQRST technique encourages students to actively participate in the reading process, concentrate on the text, and develop long-term comprehension skills. According to Sulistyono (2011) contextually the PQRST strategy is a learning strategy. This process consists of five steps: curiosity, question, read, summarize, and test. This method

provides detailed instructions to students before, during, and after the reading process, which is crucial to their comprehension. Students benefit from each step in terms of how it helps them learn.

Therefore, According to Wilson (2005:10) states that explains that one practice technique that might aid with reading comprehension is the PQRST technique. From the explanation above, it can be concluded that this passed over the criteria of success that had been set was 70%. This researcher considered successful if 70% of the students are able to achieve the passing grade (KKM) or  $\geq 70$  in their reading comprehension test. In the fact, the data showed that there were 78% students reached the score  $\geq 70$ . It means that technique implemented successfully in improving students' reading comprehension. Thus, the result of cycle I have proven that the implementation of PQRST (Preview, Question, Read, Summarize and Test) technique can be the right solution in teaching reading comprehension. In addition, the result of this research conducted by Simatupang and Sihombing (2012) support this idea. The study found that the PQRST technique can improve students' reading comprehension.

## V CONCLUSION

The conclusion from the results of this study was that the implementation of the modified PQRST technique could provide a significant increase in students' reading comprehension and student participation in class during the teaching and learning process at SMP Negeri 1 East Bintan, especially in class IX A. This could be seen from the percentage of preliminary learning, and tests in cycle I. The percentage of tests in cycle I (78%) is higher than the percentage of preliminary learning (50%). In addition, the percentage of student participation at each meeting also increased.

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