

# The Influence of Preview, Question, Read, Summary, Test (PQRST) Method and Learning Strategies Towards Students' Reading Ability at SMPN 5 Banyuasin III

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## ABSTRACT

Language learning incorporates skill, strategies, techniques, and many others. This study was conducted to find a significant influence of the PQRST (Preview, Question, Read, Summary, Test) method and learning strategies on the students' reading ability. 32 students in each group of experimental and control were involved in this experimental research. The data were obtained through the distribution of questionnaires and reading test. We analyzed the data use statistical analysis. The findings of this study consists of 1) there was a significant influence of PQRST method on the eighth-grade students' reading ability for those who have effective learning strategies and those who have ineffective learning strategies, 2) there was a significant influence of conventional teaching method on the eighth-grade students' reading ability for those who have effective learning strategies and those who have ineffective learning strategies, 3) there was significant influences of PQRST method and Conventional teaching method on the eighth-grade Students' reading ability for those who have effective learning strategies and those who have ineffective learning strategies, and 4) there were significant interaction effects of PQRST method and learning strategies on the eighth grade Students' reading ability. Based on the findings, the PQRST method effectively improves students' reading ability.

**Keywords:** PQRST (Preview, Question, Read, Summary, Test) method, Learning Strategies, Reading Ability

## 1. INTRODUCTION

No matter how many scholars stated that reading is a complex, not to mention challenging skills that the process cannot be explained satisfactorily, it is still a very important and useful skill. Some even considered that one could not succeed in life with the lack of competence in reading. It concerns two different psychology roots: behaviorism and cognitivist. Some specific aspects like perceptual, stages like beginner or advance, and modes like oral or silent [1].

Reading is a process of achieving comprehension through making sense out of context [2]. The process includes the employment of students' schemata to the interpretation of a text in order to be able to establish the meaning from that particular text. [3] The complexity of its nature has brought reading to another level that students consider as the skill that evidently difficult to understand, boring and the lesson that contributes to the low school achievement.

In accordance to the results of the pre-survey conducted at SMP Negeri 5 Banyuasin III, it revealed that as many as 30 students (50%) of the

eight class did not reach the Minimum Mastery Criteria (MMC) in English, while the number of students who were able to reach MMC was 15 students (50%). Therefore, based on the information given by the teacher, it can be concluded that the class eighth SMPN 5 Banyuasin III has limited reading comprehension.

Based on interview result from teachers, the students' problems are caused by the limited number of English vocabulary so that they could not understand the entire contents of the reading properly. Feeble grammar studies also caused another problem, so they were not able to detention important messages in reading, problems in reading experienced by the students was caused by inability in determining main ideas and supporting ideas in the text. They also have a low motivation to read English texts. Therefore, it is concluded that those students have problems in reading comprehension.

In relation with reading problems got by the students, efforts to improve the reading ability is an effort that must be made. Improving the students' reading comprehension can be done by applying the right teaching strategy, one of which is the right

teaching strategy, to improve reading is the Preview, Question, Read, and Summarize, and Test (PQRST) method. PQRST is about the steps or stages. In the first step is preview the text, in the second step is give the question to students, in the third step is read the text, in the fourth step is give the statements by students in the front of their friend, and the last step is test [4].

Previous studies about PQRST method has been conducted to enhance reading comprehension in some level of students. Simatupang & Sihombing [5] conducted the research about the effect of PQRST method to enhance students' reading comprehension. But, the research not mentioned about the strategy or grade of students. Blanco et al [6] conducted the research about the effect of PQRST method, but the aimed is to know the difficulties of subject in telecommunication engineering.

Based on the explanation above, in this case the researcher conducted the study about the effect of PQRST method and learning strategies toward students' reading comprehension at eight-grade students SMP Negeri 5 Banyuasin III

## 2. METHODS

This quasi experimental research [7] involved 64 students from 2 classes of SMP Negeri 5 Banyuasin III. One class was plotted as the control group and the other was the experimental group. In the experimental class the writer used PQRST Method, and in the control class the conventional teaching was applied. Before the treatment, the students were given the pretest and subsequently, posttest was administered to compare the student's reading ability by using the PQRST method and conventional technique.

Further, to collect the data of the students' language learning strategy, a set of questionnaire was distributed. The data obtained through the distribution of questionnaire and reading test and quantitatively analyzed by using Pairing Sample t-test, Independent Sample t-test, and Two Way ANOVA, subsequently [8].

## 3. RESULTS AND DISCUSSION

We found several results in this study. First, there is a significant difference in students' reading ability between students who received effective learning strategies and those who did not get effective learning strategies using the PQRST method ( $0.00 < 0.05$ ). Second, there is a significant difference in students' reading ability between students who received effective learning strategies and those who did not get effective learning strategies using conventional methods ( $0.00 < 0.05$ ). Third, there is a significant difference in students' reading ability between students who received effective learning strategies and those who did not

get effective learning strategies using the PQRST method and conventional methods ( $0.00 < 0.05$ ).

One of the goals of teaching reading that must be developed is basic comprehension skills. Students can understand discourse well if they have good comprehension skills [9]. Understanding skills consist of knowing the background, being critical of discourse, being able to predict the content of discourse, being able to interpret the discourse, and being able to provide conclusions from the discourse that has been read. Learning strategies are things that must be considered for teachers in the teaching and learning process in the classroom. The teacher must choose the right learning strategy to improve reading skills.

In this study, the PQRST method and effective learning strategies really encourage students to improve students' reading comprehension skills. The PQRST method has also succeeded in increasing students' self-confidence in reading texts and improving students' understanding [10]. The PQRST method stages also provide opportunities for students to collaborate with friends in a team and present them to the class. This process helped 64 students more efficiently and effectively. Observations also found that when students do group work, students are very enthusiastic and active.

## 4. CONCLUSION

We can conclude that, there are the effect of PQRST method and learning strategies on students' reading ability at SMPN 5 Banyuasin III. So, the teacher in the junior high school level can use PQRST method to increase students' reading ability.

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