

Enhancing Students Reading Comprehension Through Preview, Question, Read, Summarize, and Test (PQRST) Method

 <https://doi.org/10.31004/jele.v10i5.1447>

* Ni Putu Indah Tiara Dewi, Hastini, Mukrim, Mochtar Marhum 

¹²³⁴⁵Tadulako University, Indonesia

Corresponding Author: indahtiaradewi149@gmail.com

ABSTRACT

Reading skills are very important for students such as students can get information from reading, students can improve their knowledge, students can expand their way of thinking by reading any text. Thus, this research aims to determine whether using the effectiveness of the Preview, Question, Read, Summarize, and Test (PQRST) method in enhancing reading comprehension skills of tenth-grade students at SMA Negeri 1 Torue. The researcher used purposive sampling approaches to get the sample. Using a quasi-experimental design with 72 participants divided equally into experimental and control group. Data were collected through pre-test and post-test on recount texts. The pre-test measured students' prior knowledge, where as the post-test measured students' improvement in reading comprehension using the PQRST method following the treatment. The results show that the experimental group improves significantly in reading comprehension, with the mean score rising from 59.64 in the pre-test to 87.28 in the post-test. In comparison, the control group showed a modest increase, with mean scores increasing from 65.19 to 75.83. Statistical analyses confirmed the PQRST method that the improvement in the experimental group was statistically significant ($p < 0.05$). The findings show that using the PQRST method successfully improves students' conceptual comprehension and promotes more fair learning outcomes. As a result, it is recommended that the PQRST method be used more widely to teach reading comprehension in senior high schools.

Keywords: PQRST Method, Reading Comprehension, Quasi-Experimental Design, Recount Text

Article History:

Received 28th August 2025

Accepted 14th September 2025

Published 17th September 2025



INTRODUCTION

Reading is the process of obtaining and comprehending information from written sources. The majority of knowledge in many aspects of life is found in books or written reports. Reading plays an important role in obtaining information and helping students build their own knowledge. According to Gilakjani and Sabouri (2016), reading is a skill that all students should possess. Students read for a variety of reasons, from education to entertainment. According to Mersono et al. (2020), readers need to be competent, cognitive, and intellectual to understand a text. Understanding the reading is an endeavor to recognize, assess, and comprehend the researcher's point of view in the reading material he is producing. The content or meaning of the reading text must be understood by an inside reader. According to Clymer in Shanty and Jufri (2020), there are three levels of comprehension that are needed to be mastered. They are literal comprehension, inferential comprehension, and critical comprehension. However, many students find reading challenging due to its inherent complexity, which requires them to understand the main ideas and messages conveyed in the text. Reading is a purposeful action when readers comprehend the material effectively and utilize appropriate skills and techniques for the type of text, they can achieve their reading objectives.

In fact, students still have difficulty in understanding reading texts. Some problems that students face in reading recount text. First, because their weakness in vocabulary and inadequate grammar, as a result, having poor vocabulary and grammar make students fail to answer the question of reading correctly. Second, students lack of habit in reading. Third, students have poor ability in catching the implied meaning of a sentence and unable to make summary of a text. Fourth, teacher only uses a conventional method. Thus, students are still achieved low attainment and comprehension in English reading.

To address these challenges, the researchers are interested in selecting an appropriate method was a good solution for the students. PQRST method is one reading method standing for Preview, Question, Read, Summary, Test. PQRST method proposed by Thomas and Robinson in 1982 which consisting of five stages: Preview, Question, Read, State and Test. PQRST method helps students retrieve the information got after reading from their memory. Preview is the first step that can activate their background knowledge by skimming over the material to get a general understanding of what it is about. Question refers to asking a series of questions such as what the main points of the passage. This step can encourage watching for details when reading and increase the concentration by giving something to hunt for throughout studying. Read means reading the passage again, but this time the readers bear in mind the questions that have been asked. This action makes the readers get the information inferred in the text. Test is meant to test the knowledge got from the passage by answering questions to see if the readers have retained the information. According to Jamie AI (2023) The PQRST method stands for Preview, Question, Read, Summarize, and Test. It is a structured study technique aimed at improving learning and retention by encouraging students to actively engage with the material. According to Wormeli in Elsa, et.al (2024), PQRST strategy has demonstrated an improvement in the readers' ability to recall information as well as their level of comprehension.

METHOD

A quasi-experimental design was utilized in this research which consisted of two classes, an experimental research group with 36 students taught by using Preview, Question, Read, Summarize and Test (PQRST method), and a control group with 36 students taught by using conventional method. The text used in this research was recount text and reading comprehension was limited in inferential level. Tests in terms of pre-test and post-test as instruments were given to both classes to measure their development in reading comprehension. The test comprised 10 numbers of multiple choice and 5 numbers of essay test. Next, data were analyzed using SPSS version 20.0, including normality test, paired t-test, and Wilcoxon signed rank test. To analyzed the data, the researchers assessed the students' scores after reviewing their answers from both the pre-test and post-test.

FINDINGS AND DISCUSSION

Findings

After collecting all of the data, the researchers present the evidences in term of statistic data about the comparison between PQRST and conventional method in developing students' reading comprehension.

Table 1. Descriptive Statistics Pre-Test and Post-Test

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Experimental	36	48	77	59.64	6.958
Post-Test Experimental	36	80	100	87.28	5.517

Students Perception on the Use of Speech Texter Application in Teaching Pronunciation Skills

Pre-Control	36	48	82	65.19	7.989
Post-Control	36	57	91	75.83	7.161
Valid N (listwise)	36				

The experimental group's average pre-test score was 59.64, with a standard deviation of 6.958. While, the post-test score increased to 87.28, while the standard deviation decreased to 5.517. This suggests that both the average score increased and the standard deviation decreased, indicating an equitable distribution of learning results and a substantial descriptive improvement in learning outcomes in the experimental group. Furthermore, the control group's standard deviation did not reduce considerably, indicating that learning results were not optimal. The lowest and maximum score ranges changed just little, from 48-82 to 57-91.

Table 2. Test of Normality

	Kelas	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Hasil Belajar Siswa	Pre-Test Experimental (PQRST)	.160	36	.021	.943	36	.065
	Post-Test Experimental (PQRST)	.167	36	.013	.887	36	.002
	Pre-Test Control (conventional)	.185	36	.003	.956	36	.160
	Post-Test Control (conventional)	.148	36	.045	.973	36	.499

The experimental group is not normally distributed after using kolmogorov-smirnov in both the pre-test and post-test. The researchers used a non-parametric test since the significant result was more than 0.05, as shown by the Wilcoxon test.

Table 3. Test Statistics

Test Statistics ^b		
	Post-Test Experimental - Pre-Test Experimental	Post-Test Control - Pre-Test Control
Z	-5.243 ^a	-4.976 ^a
Asymp. Sig. (2-tailed)	.000	.000
a. Based on negative ranks.		
b. Wilcoxon Signed Ranks Test		

From the table above, the asymp.sig value of 0.00 is less than 0.05, indicating that the hypothesis is accepted. The findings indicate that both the experimental and control groups had significant improvements following the treatment. Thus, the intervention utilized in this research enhanced the learning outcomes of the variable assessed. The averages of two matched samples differ. The hypothesis is further tested using the paired sample test, as follows:

Table 4. Paired Samples Test

Paired Differences								
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
				Lower	Upper			
Pair 1 Pre-Test Experimental - Post-Test Experimental	-27.639	5.733	.955	-29.579	-25.699	-28.927	35	.000

Based on statistical analysis using the paired sample t-test, the p-value obtained was 0.00, which is less than the significance level ($\alpha = 0.05$). Therefore, based on the decision-making criteria and the hypothesis, H_a is accepted and H_0 is rejected. This indicates that there is a statistically significant difference between the pre-test and post-test scores in the experimental group. The implementation of the Preview, Questions, Read, Summarize, and Test (PQRST) method has a positive and significant effect on students' learning outcomes, particularly in enhancing the reading comprehension of tenth-grade students at SMAN 1 Torue.

Discussion

Based on the findings presented in the previous table above, it can be concluded that there was a significant improvement in the reading comprehension of Grade X students at SMAN 1 Torue after the implementation of the Preview, Questions, Read, Summarize, and Test (PQRST) method especially focuses in Recount Texts.

Compared to previous studies, the findings of this research are consistent with Fitri (2020), which demonstrated that the implementation of the PQRST method significantly improves students' reading comprehension skills. These studies also indicated that the PQRST method enhances students' ability to understand reading content, draw conclusions, and answer questions accurately. Therefore, the results of this study strengthen the existing empirical evidence regarding the effectiveness of the PQRST method as a relevant and applicable reading instruction strategy, particularly in teaching English at the secondary education level.

CONCLUSIONS

The results show that the value of Sig (2. tailed) is 0.00, which is less than 0.05. Thus, it can be said that the Preview, Question, Read, Summarize, and Test (PQRST) method can enhance students reading comprehension at SMA Negeri 1 Torue understand reading texts that focus on recount texts. These findings suggest that the PQRST method not only enhances students' conceptual understanding but also contributes to more equitable learning outcomes, making it an effective method for improving reading comprehension among high school students.

ACKNOWLEDGEMENTS

For their assistance and involvement in this study, the researchers would like to sincerely thank the English instructor, staff, and principal of SMA Negeri 1 Torue. The authors are also grateful to the reviewers and colleagues for their encouraging comments and helpful criticism, which have significantly improved this paper.

REFERENCES

- Deliany, Z., & Cahyono, B. Y. (2020). Metacognitive reading strategies awareness and metacognitive reading strategies use of efl university students across gender. *Studies in English Language and Education*, 7(2), 421–437. <https://doi.org/10.24815/siele.v7i2.17026>
- Fitri, D., & Rozimela, R. (2020). The effect of PQRST strategy on students' reading comprehension. *Journal of Education and Practice*, 11(15), 12-20. Retrieved from https://digilibadmin.unismuh.ac.id/upload/39581-Full_Text.pdf
- Jamie AI. (2023). Understanding the PQRST method: A structured approach to learning. *Meet Jamie*. Retrieved from <https://www.meetjamie.ai/blog/pqrst>
- Octavia, S., & Jufri. (2020). *An Analysis of Ability in Comprehending Reading Text of Seventh Semester Students at English Department of FBS Universitas Negeri Padang*. 411(Icoelt 2019), 125–130. <https://doi.org/10.2991/assehr.k.200306.022>
- Pourhosein Gilakjani, A., & Sabouri, N. B. (2016). How Can Students Improve Their Reading Comprehension Skill? *Journal of Studies in Education*, 6(2), 229. <https://doi.org/10.5296/jse.v6i2.9201>

Students Perception on the Use of Speech Texter Application in Teaching Pronunciation Skills

Safitri, E., Astrid, A., & Sartika, E. (2023). Improving Students' Reading Comprehension By Using Preview Question Read Summarize Test (Pqrst) Strategy At One Islamic Senior in Palembang. *LITERAL: English Teaching and Learning Journal*, 2. <https://doi.org/10.19109/literal.v2i2.19206>