



**The Effect of Using PQRST on Students' English Reading Skills in
Senior High Schools**

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Abstract

This study examines the effect of using PQRST (Preview, Question, Read, State, Test) on students' reading ability in English narrative texts. The approach used was a quantitative method with a pre-experimental design, involving 34 tenth-grade students at MAN 1 Metro, Lampung, as a sample. Data collection techniques included administering tests, observation, and documentation, while data analysis was conducted through normality tests and normalized hypothesis testing. The results showed a significance value (sig-2-tailed) of 0.000, less than 0.05. Thus, the alternative hypothesis (H_a) was accepted, indicating a significant and positive influence between the independent and dependent variables. These findings suggest that implementing the PQRST strategy can assist English teachers in integrating online and offline learning methods, as this strategy enables students to understand the material effectively both in and outside the school environment.

Keywords : use of PQRST, student reading skills, english learning, senior high school

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A. Introduction

The PQRST model (Preview, Question, Read, State/Summarize, and Test) is a learning method that aims to improve understanding and memory of reading material by actively involving students through certain stages.¹ PQRST is designed to activate students' cognitive engagement through structured stages, from pre-reading to evaluating comprehension. In the context of English language learning, particularly reading narratives, students often experience difficulty grasping the story's essence, implied meaning, and text structure. This strategy helps students develop critical thinking skills, formulate questions, summarize information, and independently test their understanding.² In addition, the PQRST model is very important to provide empirical evidence of its effectiveness in improving reading skills and as a reference for teachers in implementing innovative and strategy-based learning approaches expected to enhance the quality of English language learning at all levels of school.³

One of the challenges faced, particularly at the high school level, in learning English, particularly narrative reading skills, is students' inability to comprehend the text's content fully. Many students skim through texts without using appropriate strategies, thus having difficulty grasping the main idea, the meaning of words in context, and the narrative storyline.⁴ This condition is exacerbated by teachers' lack of variety in learning strategies, which tend to focus on conventional methods without actively involving students in the reading process.⁵ Using PQRST can help students better understand text through systematic steps. However, this model has not been widely implemented in schools.⁶ Therefore, teachers need to provide a solution to find out how much influence the use of PQRST has on improving students' narrative reading skills significantly and effectively to improve their memory of the material they have read.

So far, several research trends related to the use of PQRST in English narrative reading skills of students at the senior high school level show a consistent direction. First, many studies highlight the effectiveness of using

¹ Ningsih Amah, "The Influence of Using PQRST (Preview, Question, Read, State/Summarize, Test) Strategy Toward Students' Ability in Reading Explanation Text at the Eleventh Grade of SMAN 1 Tanjung Sari South Lampung in Academic Year 2020/2021," in *UIN Raden Intan Lampung*, 2021, 1-49, <https://repository.radenintan.ac.id/15627/>.

² Nurul Khairunnisa, "The Effect of Preview, Question, Read, State, Test (Pqrst) Strategy On Students' Reading Comprehension at The Eight Grade of MTs DDli As-Salman Allakuang," in *IAIN Parepare*, 2018, <https://repository.iainpare.ac.id/id/eprint/919/>.

³ Miftahul Huda, "The Effect of PQRST (Preview, Question, Read, Summary, Test) Method on Students' Reading Comprehension of Narrative Text at the Tenth Grade of Senior High School in Academic Year 2020/2021," in *Universitas Islam Negeri Sumatera Utara*, 2021, <http://repository.uinsu.ac.id/13775/>.

⁴ Yessy Marzona and Muhammad Ikhsan, "An Analysis of Students' Reading Comprehension in Narrative Text at Second Grade At SMAN 1 Talamau," *Jurnal Ilmiah Pendidikan Scholastic* 3, no. 1 (April 29, 2019): 35-41, <https://doi.org/10.36057/jips.v3i1.349>.

⁵ Russell Gersten et al., "Teaching Reading Comprehension Strategies to Students With Learning Disabilities: A Review of Research," *Review of Educational Research* 71, no. 2 (June 1, 2001): 279-320, <https://doi.org/10.3102/00346543071002279>.

⁶ Zeni Nurdiana, "The Effectiveness of Using PQRST (Preview, Question, Read, Summarize, and Test) Strategy on Students Reading Comprehension," in *IAIN Kediri*, 2023, <https://etheses.iainkediri.ac.id/10123/>.

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PQRST in improving reading comprehension, especially in finding main ideas and important details.⁷ Second, the study used a quantitative experimental approach to measure differences in learning outcomes between groups using PQRST.⁸ Third, PQRST is generally applied in learning non-fiction reading or expository texts, while narrative texts are rarely the main focus. This shows that this model has proven effective in its application to narrative texts but has not been explored in depth.⁹ Therefore, this research opens up opportunities for further research that specifically examines the impact of the PQRST strategy on high school students' narrative reading skills comprehensively. Thus, this research offers novelty in its object, approach, and application context, making it more applicable in high school settings in Indonesia and globally.

The purpose of this study was to determine whether the use of PQRST (Preview, Question, Read, Summarize, and Test) had a positive and significant impact on the reading skills of 10th-grade English narrative texts at State Islamic Senior High School (MAN) 1 Metro, Lampung. The research questions were formulated based on the background and identified problems: students' low reading comprehension skills in narrative texts. This study is expected to contribute to developing English language learning at the high school level and its equivalent. The findings can serve as a reference for teachers to systematically adopt the PQRST model, thereby supporting the creating of an active, effective, and sustainable learning process by the demands of 21st-century education and the national sustainable education development agenda.

The PQRST (Preview, Question, Read, State/Summarize, Test) model is a reading learning method designed to help students understand texts more in-depth and structured. This strategy consists of five steps: Preview (overviewing the text), Question (generating questions from the title or subtitle), Read (reading thoroughly), State/Summarize (summarizing the content of the reading), and Test (repeating or testing comprehension).¹⁰ The main goal of using PQRST is to improve students' critical thinking skills and reading comprehension, particularly in narrative or academic texts. By implementing this strategy, students read

⁷ Cahyani Dias Ayu, "Using PQRST (Preview, Question, Read, State, Test) Method in Teaching Narrative Text at MTSN 1 Ngawi In Academic Year 2017/ 2018," in *IAIN Ponorogo*, 2018, <https://etheses.iainponorogo.ac.id/3107/>; Oke Sinambela, "An Analysis Of Preview, Question, Read, Summary, And Test (PQRST) Strategy In Teaching Reading Comprehension (Descriptive Qualitative Research at the Third Grade of Senior High School 3 Kepahiang)," in *Institut Agama Islam Negeri Curup*, 2023, <https://e-theses.iaincurup.ac.id/3271/>.

⁸ Fatih Aygören & Kemal Oğuz Er, "The Effect of Reading with PQRST Technique: Intergroup Comparison," *International Journal of Educational Studies and Policy* 2, no. 1 (2021): 15–19, <https://dergipark.org.tr/en/pub/ijesp/issue/90825/1658293>; Mariska Febrianti, "The Effect of PQRST and SGD Methods on Students' Reading Comprehension at Dehasen University," *Journal of English Education Studies* 1, no. 2 (November 9, 2018): 86–98, <https://doi.org/10.30653/005.201812.19>.

⁹ Lutfia Eka Farhani, "The Influence Of Using PQRST (Preview, Question, Read, State/Summarize, Test) Strategy Toward Students' Narrative Reading Skill Of MAN 1 Metro," in *IAIN Metro*, 2024, <https://repository.metrouniv.ac.id/id/eprint/9779/>; Huda, "The Effect of PQRST (Preview, Question, Read, Summary, Test) Method on Students' Reading Comprehension of Narrative Text at the Tenth Grade of Senior High School in Academic Year 2020/2021."

¹⁰ Elisa Ciaramelli et al., "Improving Memory Following Prefrontal Cortex Damage with the PQRST Method," *Frontiers in Behavioral Neuroscience* 9 (August 12, 2015): 211, <https://doi.org/10.3389/fnbeh.2015.00211>.

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passively and actively think, analyze, and test their own understanding.¹¹ The benefits of using the PQRST model can help students remember information longer, improve concentration when reading, strengthen summarizing skills, and answer questions more accurately based on the content of the reading.¹²

English language learning is an educational process aimed at developing students' ability to communicate using an international language, both orally and in writing. This learning encompasses four core skills: listening, speaking, reading, and writing, which are interrelated and support comprehensive language acquisition.¹³ The main objective of learning English specifically at the senior high school level is to equip students with language competencies that can be used in academic, social, and professional life, as well as to prepare them to face global challenges in the future.¹⁴ Learning English also aims to foster intercultural awareness and broaden students' horizons towards the outside world.¹⁵ This can help students access international information, increase competitiveness in the world of work, and make it easier to continue their education to a higher level, both nationally and globally.

B. Method

This research uses a quantitative approach; the design used is pre-experimental,¹⁶ where the researcher involved only one class to observe the scores and impact of the PQRST implementation on students. The research subjects were 10th-grade students of MAN 1 Metro in the 2023/2024 academic year. A total of 34 students from the class sample took the pre-test and post-test to measure the differences in results before and after the treatment. In determining the sample, the researcher used the cluster random sampling technique, a sampling method used when covering a very broad object or data source, so that the selection is randomly based on certain groups (clusters). Data was collected through tests (pre-test and post-test), observation, and documentation.

Then, in preparing the instrument, it involves developing questions for the test. The following table shows the instrument steps that the researcher has created.

Table 1. Narrative Text Reading Test Instrument Using PQRST

Variable	Indicator	Item number	Question form
Independent variable	a. students can preview text as they read. b. students can generate questions to help in	1-20	Multiple choice

¹¹ Dyah Sekar Pertiwi, "The Effectiveness of Preview, Questioning, Read, Summarize, Test (PQRST) Strategy to Improve Reading Comprehension at SMPN 1 Siman Ponorogo," in *IAIN Ponorogo*, 2021, <https://etheses.iainponorogo.ac.id/15149/>.

¹² Cecilia Natalia Sagul, "Improving Reading Comprehension Of The Eighth-Grade Students Of The SMPN 4 Sukawati In Academic Year 2022/2023 Through PQRST," in *Universitas Mahasaraswati Denpasar*, 2023, <https://eprints.unmas.ac.id/id/eprint/4051/>.

¹³ Sutanto Leo, *A Challenging Book to Practice Teaching in English* (Penerbit Andi, 2021).

¹⁴ Yufen Hsieh and Siouwun Huang, "Using an E-Book in the Secondary English Classroom: Effects on EFL Reading and Listening," *Education and Information Technologies* 25, no. 2 (March 25, 2020): 1285–1301, <https://doi.org/10.1007/s10639-019-10036-y>.

¹⁵ Sandra Lee McKay, *Teaching English as an International Language: Rethinking Goals and Perspectives* (New York: Oxford University Press, 2002).

¹⁶ Bruce A. Thyer, *Quasi-Experimental Research Designs* (Oxford University Press, 2012).

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(X) the using of PQRST strategy	remembering information from the text. c. students can read the text thoroughly without the need for notetaking.		
Dependent variable (Y) Reading skill	a. Students can articulate the main idea of each paragraph. b. Students can find specific information within the text. c. Students can interpret words, phrases, or sentence in the text. d. Students can identify the references in the text and conclude the meaning of vocabulary.	1-20	Multiple choice

Furthermore, the paired sample t-test was used to analyze the data to evaluate whether changes resulted from a treatment by comparing the conditions before and after the treatment. This study used a pretest-posttest design, where performance was measured before the treatment using a pre-prepared instrument, then re-measured after the treatment using the same instrument. To evaluate the effectiveness of the treatment, researchers looked for differences in the mean before and after the treatment. A significant difference indicates that the treatment had an impact.

$$t = \frac{D}{\left(\frac{SD}{\sqrt{N}}\right)}$$

The t-test formula can test the significance of differences: (t = calculate t value; D = Average measurements for samples 1 and 2; SD = Standard deviation of measurements for samples 1 and 2; N = Number of samples. To interpret the paired sample t-test, one must first prioritize: (Value α ; df (degree of freedom) = N-k for the paired sample t-test, df = N-1; compare the calculated t value with the t table). Next, the calculated t is compared with the t table with a significance level of 95%. The decision-making criteria are: $T_{table} > T_{hitung} = H_0$ is the accepted or H_a is the rejected; $T_{table} < T_{hitung} = H_0$ is the rejected or H_a is the accepted.

C. Findings and Discussion

1. Validity and Reliability Test

Validity of the Reading Narrative test

Validity refers to the table below to assess the extent to which a test can truly measure the intended aspect, namely, the effectiveness of using the PQRST strategy in reading English narrative texts by students at MAN 1 Metro. An instrument is declared valid if it has a high level of validity. Conversely, if the validity value is low, the instrument is considered not to meet the validity requirements and is not suitable for use in measurement. To test the validity of the calculation of SPSS will be compared with the value of $r_{hitung} > r_{tabel}$, or can decide from the $sig < 0,05$, which indicates the influence of the use of the PQRST strategy on students' reading skill in narrative text. Here is the validity of 25 questions, which becomes 20 questions after the validity test.

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Table 2. Correlation of Validity of Narrative Reading Test

		Correlations															
		NO1	NO2	NO3	NO4	NO5	NO6	NO7	NO8	NO10	NO11	NO13	NO14	NO15	NO16	NO17	NO18
NO1	Pearson Correlation	1	.278	.122	.278	.122	.009	1.000*	1.000*	.122	.122	.122	.278	.070	.009	1.000*	.009
	Sig. (2-tailed)		.100	.477	.100	.477	.957	.000	.000	.477	.477	.477	.100	.686	.957	.000	.957
	N	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36
NO2	Pearson Correlation	.278	1	-.056	1.000*	-.056	.394*	.278	.278	-.056	-.056	-.056	1.000*	.000	.394*	.278	.394*
	Sig. (2-tailed)	.100		.744	.000	.744	.017	.100	.100	.744	.744	.744	.000	1.000	.017	.100	.017
	N	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36
NO3	Pearson Correlation	.122	-.056	1	-.056	1.000*	.086	.122	.122	1.000*	1.000*	1.000*	-.056	.944**	.086	.122	.086
	Sig. (2-tailed)	.477	.744		.744	.000	.619	.477	.477	.000	.000	.000	.744	.000	.619	.477	.619
	N	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36
NO4	Pearson Correlation	.278	1.000*	-.056	1	-.056	.394*	.278	.278	-.056	-.056	-.056	1.000*	.000	.394*	.278	.394*
	Sig. (2-tailed)	.100	.000	.744		.744	.017	.100	.100	.744	.744	.744	.000	1.000	.017	.100	.017
	N	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36
NO5	Pearson Correlation	.122	-.056	1.000*	-.056	1	.086	.122	.122	1.000*	1.000*	1.000*	-.056	.944**	.086	.122	.086
	Sig. (2-tailed)	.477	.744	.000	.744		.619	.477	.477	.000	.000	.000	.744	.000	.619	.477	.619
	N	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36
NO6	Pearson Correlation	.009	.394*	.086	.394*	.086	1	.009	.009	.086	.086	.086	.394*	.019	1.000*	.009	1.000*
	Sig. (2-tailed)	.957	.017	.619	.017	.619		.957	.957	.619	.619	.619	.017	.911	.000	.957	.000
	N	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36
NO7	Pearson Correlation	1.000*	.278	.122	.278	.122	.009	1	1.000*	.122	.122	.122	.278	.070	.009	1.000*	.009
	Sig. (2-tailed)	.000	.100	.477	.100	.477	.957		.000	.477	.477	.477	.100	.686	.957	.000	.957
	N	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36
NO8	Pearson Correlation	1.000*	.278	.122	.278	.122	.009	1.000*	1	.122	.122	.122	.278	.070	.009	1.000*	.009
	Sig. (2-tailed)	.000	.100	.477	.100	.477	.957	.000		.477	.477	.477	.100	.686	.957	.000	.957
	N	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36
NO10	Pearson Correlation	.122	-.056	1.000*	-.056	1.000*	.086	.122	.122	1	1.000*	1.000*	-.056	.944**	.086	.122	.086
	Sig. (2-tailed)	.477	.744	.000	.744	.000	.619	.477	.477		.000	.000	.744	.000	.619	.477	.619
	N	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36
NO11	Pearson Correlation	.122	-.056	1.000*	-.056	1.000*	.086	.122	.122	1.000*	1	1.000*	-.056	.944**	.086	.122	.086
	Sig. (2-tailed)	.477	.744	.000	.744	.000	.619	.477	.477	.000		.000	.744	.000	.619	.477	.619
	N	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36
NO13	Pearson Correlation	.122	-.056	1.000*	-.056	1.000*	.086	.122	.122	1.000*	1.000*	1	-.056	.944**	.086	.122	.086
	Sig. (2-tailed)	.477	.744	.000	.744	.000	.619	.477	.477	.000	.000		.744	.000	.619	.477	.619
	N	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36
NO14	Pearson Correlation	.278	1.000*	-.056	1.000*	-.056	.394*	.278	.278	-.056	-.056	-.056	1	.000	.394*	.278	.394*
	Sig. (2-tailed)	.100	.000	.744	.000	.744	.017	.100	.100	.744	.744	.744		1.000	.017	.100	.017
	N	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36
NO15	Pearson Correlation	.070	.000	.944**	.000	.944**	.019	.070	.070	.944**	.944**	.944**	.000	1	.019	.070	.019
	Sig. (2-tailed)	.686	1.000	.000	1.000	.000	.911	.686	.686	.000	.000	.000	1.000		.911	.686	.911
	N	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36
NO16	Pearson Correlation	.009	.394*	.086	.394*	.086	1.000*	.009	.009	.086	.086	.086	.394*	.019	1	.009	1.000*
	Sig. (2-tailed)	.957	.017	.619	.017	.619	.000	.957	.957	.619	.619	.619	.017	.911		.957	.000
	N	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36
NO17	Pearson Correlation	1.000*	.278	.122	.278	.122	.009	1.000*	1.000*	.122	.122	.122	.278	.070	.009	1	.009
	Sig. (2-tailed)	.000	.100	.477	.100	.477	.957	.000	.000	.477	.477	.477	.100	.686	.957		.957
	N	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36
NO18	Pearson Correlation	.009	.394*	.086	.394*	.086	1.000*	.009	.009	.086	.086	.086	.394*	.019	1.000*	.009	1
	Sig. (2-tailed)	.957	.017	.619	.017	.619	.000	.957	.957	.619	.619	.619	.017	.911	.000	.957	
	N	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36

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NO19	Pearson Correlation	.278	1.000*	-.056	1.000*	-.056	.394*	.278	.278	-.056	-.056	-.056	1.000*	.000	.394*	.278	.394*
	Sig. (2-tailed)	.100	.000	.744	.000	.744	.017	.100	.100	.744	.744	.744	.000	1.000	.017	.100	.017
	N	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36
NO20	Pearson Correlation	1.000*	.278	.122	.278	.122	.009	1.000*	1.000*	.122	.122	.122	.278	.070	.009	1.000*	.009
	Sig. (2-tailed)	.000	.100	.477	.100	.477	.957	.000	.000	.477	.477	.477	.100	.686	.957	.000	.957
	N	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36
NO21	Pearson Correlation	-.889**	-.278	-.122	-.278	-.122	-.122	-.889**	-.889**	-.122	-.122	-.122	-.278	-.070	-.122	-.889**	-.122
	Sig. (2-tailed)	.000	.100	.477	.100	.477	.477	.000	.000	.477	.477	.477	.100	.686	.477	.000	.477
	N	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36
NO22	Pearson Correlation	.449**	.389*	.103	.389*	.103	-.009	.449**	.449**	.103	.103	.103	.389*	.159	-.009	.449**	-.009
	Sig. (2-tailed)	.006	.019	.548	.019	.548	.957	.006	.006	.548	.548	.548	.019	.356	.957	.006	.957
	N	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36
TOTAL SKOR	Pearson Correlation	.552**	.564**	.682**	.564**	.682**	.470**	.552**	.552**	.682**	.682**	.682**	.564**	.652**	.470**	.552**	.470**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.004	.000	.000	.000	.000	.000	.000	.000	.004	.000	.004
	N	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36

** Correlation is significant at the 0.01 level (2-tailed).
* Correlation is significant at the 0.05 level (2-tailed).

From the validity test above, question number one has a Pearson correlation (r_{count}) of 0.552. This value is then compared with the index criteria, showing that 0.552 is in the range of 0.400-0.600, which is classified as moderate. Therefore, question item number one can be used for data collection. Using the same formula and calculation, each question's Pearson correlation value (r_{count}) is as follows. *Here is the formula:* $R_{count} > R_{table}$; $R_{count} = SPSS$; $R_{table} = df = n-2$; $36-2 = 34$; Sig 0.5

Table 3. Interpretation of the Validity of Question Items Regarding the Effect of Using the PQRST Strategy on Students' Reading Ability

	No item	r_{count}	$r_{table} 5\%$	Interpretation
PQRST In Narrative Text	1	0.552	0.339	Valid
	2	0.564	0.339	Valid
	3	0.682	0.339	Valid
	4	0.564	0.339	Valid
	5	0.682	0.339	Valid
	6	0.470	0.339	Valid
	7	0.552	0.339	Valid
	8	0.552	0.339	Valid
	9	0.682	0.339	Valid
	10	0.682	0.339	Valid
	11	0.682	0.339	Valid
	12	0.564	0.339	Valid
	13	0.652	0.339	Valid
	14	0.470	0.339	Valid
	15	0.552	0.339	Valid
	16	0.470	0.339	Valid
	17	0.564	0.339	Valid
	18	0.552	0.339	Valid
	19	0.532	0.339	Valid
	20	0.428	0.339	Valid

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Based on the calculation with SPSS 25.0 above states that 20 items $r_{count} > r_{table}$ (0.339) means these questions are declared valid and can be used as data collection tools.

Reliability test

Reliability testing is conducted after the instrument is declared valid. Reliability testing assesses whether the questions remain consistent when measurements are repeated using the same questions.

Table 4. Case Processing Summary and Reliability Statistics

Case Processing Summary			
		N	%
Cases	Valid	36	100.0
	Excluded ^a	0	.0
	Total	36	100.0
a. Listwise deletion based on all variables in the procedure.			

Reliability Statistics	
Cronbach's Alpha	N of Items
.861	20

The alpha value indicates the average correlation between items measuring the same construct. Alpha values range from 0 to 1, with higher values indicating higher reliability. However, the minimum acceptable alpha value is 0.7. Based on the table, the Cronbach's Alpha value is 0.8; thus, the questionnaire used in data collection is considered reliable.

2. The Data of Research

The Pre-Test Result

The pre-test was the initial stage in this experimental research. After going through the validity and reliability testing stages, the researcher then conducted a pre-test in the class. The results of the experimental pre-test were then processed and used as a guideline for the next stage of the research. Based on the research results, data was collected through tests so that student learning outcomes, in the form of test scores, could be determined and displayed in the table above. The following is a table of pre-test statistics.

Table 5. Statistic pretest score

No	Interval	Category	Pre-test result	
			Frequency	Percentage
1	70-100	High	13	38,2%
2	51-69	Fair	13	38,2%
3	0-50	Low	8	23,5%
Total			34	100%

Based on this table, it can be seen that the Pre-Test of X 4 who got low criteria were eight students with a percentage of 23.5%, 13 students with fair criteria, which had a percentage of 38.2%, and 13 students got a high score category of 38.2% as well. This percentage shows that students' learning outcomes before using the PQRST strategy have not met the Minimum Mastery Criteria (MMS) of 75.

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Table 6. Description of student learning achievement level before getting treatment (pre-test)

Score	Category	Frequency	Percentage
0-75	Incomplete	26	76,4%
75-100	Complete	8	23,6%
Total		34	100%

In the table above, it is known that out of 34 students, there are eight students with a percentage of 23.6% who are complete and meet the Minimum Mastery Score (MMS). This indicates that students in class 10 4 have not yet met the assessment requirements.

The Post-Test Result and Analysis Data Result

During the research, there were changes in students' learning outcomes after being given treatment. This change can be seen from the learning outcomes obtained after the post-test. These changes can be seen in the post-test score data for student learning outcomes. Based on the results of the Pre-Test and Post-Test given to students, a descriptive analysis was conducted for the English subject, especially in students' skills in reading narrative text. The result of the analysis can be seen in the following table:

Table 7. Statistic PreTest score

Descriptive Statistics						
	N	Minimum	Maximum	Sum	Mean	Std. Deviation
PreTest	34	30	80	2075	61.03	12.956
PostTest	34	45	90	2650	77.94	11.154
Valid N (listwise)	34					

Here are the categories for the Post-Test results:

Table 8. Statistic PosTest score

No	Interval	Category	Post-Test result	
			Frequency	Percentage
1	70-100	High	27	79.4%
2	51-69	Fair	5	14.7%
3	0-50	Low	2	5.8%
			34	100%

Based on the table above, it can be seen that the post-test result of students in class X 4 shows that two students (5.8%) are in the low category, five students (14.7%) in the fair category, and 27 students (79.4%) in the high category. This significantly improves students' skills to read and understand narrative text after using the PQRST strategy.

Table 9. Description of the Post-Test

Score	Category	Frequency	Percentage
0-75	Incomplete	7	20.5%
75-100	Complete	27	79.4%
Total		34	100%

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Based on the table, it can be seen that of the 34 students who were the research subject there were seven students (20.5%) who had not yet reached mastery, while the other 27 students (79.4%) had completed it individually. This shows that classical completeness was achieved, which was 75%.

3. Normality Test and Hypothesis Testing

Normality Test

Before analyzing the research data, the first step is to test the normality of the data. The normality test in this study is conducted to verify the assumption that the sampling distribution data from the sample mean approximates or follows the normal distribution of the population. To this end, using the Shapiro-Wilk test, the researcher performed a normality test on the students' test results. To determine whether the research data tends to be normally distributed, the researcher applied the Shapiro-Wilk test through SPSS version 25. The test criteria are as follows: if the significance value (Sig) exceeds 0.05, the data is normally distributed. Conversely, the data is deemed not normally distributed if the significance value (Sig) < 0.05. The result of the normality test is illustrated in the following SPSS output:

Table 10. Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PreTest Reading Narrative Text	.145	34	.068	.944	34	.082
PostTest Reading Narrative Text	.279	34	.000	.812	34	.000

a. Lilliefors Significance Correction

Based on the result of the normality test, it is known that the significance value in the Shapiro-Wilk test results table using SPSS version 25 is $0.085 < 0.05$, which indicates that the data is normally distributed. Therefore, it can be concluded that the results are normally distributed. The result of this study showed a positive and significant effect of strategy use on reading narrative text, with a pre-test value of 0.082 compared to a post-test value of 0.000

Hypothesis Testing

The researcher performed calculations using SPSS version 25 with a paired sample t test as a decision criterion when Sig. (2-tailed) > 0.05, then H_0 is accepted and H_a is rejected. If the value of Sig. (2-tailed) < 0.05, then H_0 is rejected and H_a is accepted. The result of the hypothesis test in SPSS is described as follows:

Table 11. Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest - Posttest	-18.500	12.471	2.789	-24.337	-12.663	6.634	19	.000

Based on the calculation result using SPSS version 25, the Sig is known. (2-tailed) is 0.000, which means that the value is < 0.05. Therefore, it can be concluded that there is an effect using the PQRST strategy on the reading skill in the narrative text of the tenth-grade four at MAN 1 Metro students.

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Discussion

The application of PQRST to the reading skills of English narrative texts of 10th grade students at MAN 1 Metro. The results of the study indicate that the use of the PQRST strategy has advantages in encouraging students' critical thinking skills, especially in reading activities which are an important part of the learning process that has the potential to increase students' interest in learning while making teaching and learning activities feel more fun and interactive. According to Brilliananda & Wibowo¹⁷ the use of PQRST has been proven to improve students' narrative reading skills because it actively involves them in every stage of information processing, from forming initial understanding to disseminating the extent to which the material is understood in English learning. This is in line with Syafitri's view,¹⁸ emphasized that PQRST can strengthen reading comprehension and memory of information. In addition, Sari's research¹⁹ shows that this strategy enhances students' critical thinking skills by encouraging them to formulate questions, summarize the text's contents, and reflect on their reading. Therefore, the use of the PQRST strategy not only supports teachers in delivering material in a structured manner, but also plays an important role in encouraging in-depth and sustainable improvement in students' reading literacy at the senior secondary level.

Data were obtained from the application of the experimental method with a single-group pretest and posttest design. The study began with a pretest given to students before the treatment was administered, and ended with a posttest after the treatment was administered. The analysis results compared statistical data from 34 participants. The pretest scores showed a lowest score of 30 and a highest of 80, while in the posttest, the lowest score increased to 45 and the highest reached 90. The average pretest score obtained by students was 61.02, while the average posttest score increased to 77.9. According to Tengo²⁰ stated that structured strategies such as PQRST can improve students' active and systematic information processing. This strategy engages students in critical thinking activities through the stages of preview, question, read, summarize, and test, which has been shown to significantly improve reading comprehension. Furthermore, Anom's study²¹ The results showed that PQRST increased students' interest and reading comprehension. Therefore, the use of this strategy can be an effective alternative in improving student learning outcomes.

¹⁷ Cindy Cindhana Brilliananda and Setiawan Edi Wibowo, "Reading Strategies for Post-Pandemic Students' Reading Comprehension Skills," *International Journal of Elementary Education* 7, no. 2 (May 29, 2023): 328–34, <https://doi.org/10.23887/ijee.v7i2.59783>.

¹⁸ Dewi Syafitri, "PQRST Technique Toward Reading Comprehension of the Second Grade Students at SMAN 1 Kota Jambi," *Linguistic, English Education and Art (LEEA) Journal* 1, no. 1 (December 30, 2017): 16–29, <https://doi.org/10.31539/leea.v1i1.33>.

¹⁹ Indah Permata Sari, "Improving Students' Reading Comprehension by Using PQ4R (Preview, Question, Read, Reflect, Recite and Review) Strategy at Grade VIII SMP Negeri 5 Padangsidempuan," in *UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan*, 2014, <https://etd.uinsyahada.ac.id/4070/>.

²⁰ Fadhila Muliana Tengo, Sartin T. Miolo, and Yunita Hatibie, "The Effect of PQRST Strategy on Students' Reading Comprehension in Procedure Text," *Research Review: Jurnal Ilmiah Multidisiplin* 2, no. 1 (July 14, 2023): 80–87, <https://doi.org/10.54923/researchreview.v2i1.31>.

²¹ Dimas Anom, "The The Use of Preview, Question, Read, Summarize, Test (PQRST) Strategy to Improve Students' Reading Comprehension in Recount Text," *ELT-Lectura* 5, no. 2 (July 31, 2018): 117–26, <https://doi.org/10.31849/elt-lectura.v5i2.1553>.

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Then, based on the post-test results, the average score obtained by students was 77.9, which indicates that their learning achievement has increased after the implementation of the PQRST model compared to before. In addition, the distribution of student learning outcomes also showed a significant increase. A total of 27 students (79.4%) were included in the high category, 5 students (14.7%) were in the sufficient category, and only 2 students (5.8%) were included in the low category. These findings confirm that the implementation of PQRST has a positive impact on improving students' reading abilities. The findings in this study are in line with the results of previous research by Ningsih,²² which shows that the PQRST strategy has a positive and significant impact on students' reading ability. The changes that occur include increased student understanding, from initially lacking understanding to better understanding the content of the reading, as well as increased learning motivation, from a lack of enthusiasm to being more focused and enthusiastic in participating in learning. Through the application of PQRST, students can analyze reading material systematically through each stage of the strategy. This encourages increased interest in learning, which directly has a positive impact on students' overall learning outcomes.

D. Conclusion

Based on the results of the pretest and posttest, it can be concluded that there is a positive and significant influence between before and after the implementation of the PQRST strategy in learning English reading comprehension for 10th grade students at MAN 1 Metro. This shows that the implementation of the PQRST strategy is able to improve students' reading comprehension skills. The average score of students before treatment was 61.02, while after the implementation of the strategy increased to 77.9. From the results of the data analysis, it can be concluded that the PQRST strategy is an effective alternative in improving students' ability to understand narrative texts. However, this study has limitations in the number of samples used. Therefore, it is recommended that further research be conducted with a larger sample size to obtain more representative results regarding the effectiveness of the PQRST strategy in reading learning. Furthermore, it is necessary for teachers to consistently apply the PQRST strategy in reading learning, especially by guiding students through each stage, from presentations to comprehension tests. Teachers also need to adapt reading texts to students' interests and ability levels to make this strategy more effective and encourage active involvement in the process of reading English well.

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²² Amah, "The Influence of Using PQRST (Preview, Question, Read, State/Summarize, Test) Strategy Toward Students' Ability in Reading Explanation Text at the Eleventh Grade of SMAN 1 Tanjung Sari South Lampung in Academic Year 2020/2021."

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