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The Effect of Using PQRST (Preview, Question, Read, Summarize, Test) Strategy Toward Students' Reading Comprehension at Second Grade SMKS Teknologi YPL Lirik

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Abstract

This study attempts to analyze the effect of the PQRST (Preview, Question, Read, Summarize, Test) strategy on the reading ability of class XI students of SMKS Teknologi YPL Lirik. The study used an experimental method with two classes: the experimental class using the PQRST strategy and the control class do not use strategy. The findings from the pre-test and post-test were subjected to analysis using normality, homogeneity, and t-test tests with aided by SPSS software. According to the analysis, it was found that the PQRST strategy had a decisive effect on students reading comprehension. The experimental class showed a marked upturn in average scores than the control class, proving the capability of this plan to increase students' reading ability.

Keywords: Reading, Reading Comprehension, PQRST (Preview, Question, Read, Summarize, Test) Strategy

1. INTRODUCTION

In English, it is necessary to understand four fundamental competencies and learned, because between one skill and other skill are interconnected, namely there are speaking, reading, writing and listening. One of the skills that will be discussed in this study is reading. Reading is a process of activities to obtain information in written from. These things are as per opinion of the national assessment body which asserts that reading is an activity of understanding reading texts in written form. Reading is very important to do, because by reading a lot, we can gin a lot of knowledge and insight. Reading can also train us to understand the meaning of the text we read and can also open up our thinking horizons because of the information didn't know before (Wahyuni Handayani, Wawan Setiawan, Parlindungan Sinaga, Andi Suhandi, 2018).

From the results of interviewing English teacher at SMKS Teknologi YPL Lirik, the teacher said that the are some problems that found at second grade. The several problem experienced by students at SMKS Teknologi YPL Lirik, namely:

1. Students have limited understanding, which causes students unable to understand meaning the word in text reading.
2. Students do not understand the main idea, which causes students to have difficulty identifying the essence drawn from the passage.
3. Students fail to grasp the text as a whole, so students have difficulty in concluding the text.

The problems above emerged from survey results which concluded that the metacognitive strategies previously used by teachers were less effective so that students' understanding was still low. One of the reasons metacognitive strategies don't work is because of a lack of knowledge about other people's mental states. An individual's ability to understand the mental awareness of others' mental states, plays a pivotal position in the use of metacognitive strategies. If a person does not have this ability, the implementation of metacognitive strategies can be hampered. Metacognitive is a person's awareness of their own thought processes and their ability to control these processes (Herman, T., & Suryadi, D, 2008).

Reading is a way to obtain and understand information that we did not previously know. Reading is an element of the four skills in English that must be learned in modern times (Sri Ninta Tariga, Merry Yohana Sinaga, Delfi Suriani Sitorus, 2022). In the learning process, reading skills will really help students in academic and non-academic contexts. The goals of reading include understanding the content of the reading, developing critical understanding, and obtaining entertainment. When reading also requires Reading comprehension is not

just saying the words but also understanding the context. Reading comprehension is the ability to make sense concerning what has been read what the text says, its meaning, and the intent to be conveyed. Reading comprehension aims to search for and obtain information, including the content and meaning of reading (Ilmu et al, 2022).

Hortatory exposition text denotes a type of text aiming to convince or encourage readers to acquire certain operation or look at it from a specific standpoint. It often includes motivational language, logical reasoning, and emotional appeals to inspire readers to act in a certain way. This kind of text is usually found in speeches, persuasive essays, advertisements, or calls to action. This agrees with experts who say that hortatory text is text written with the aim of influencing, convincing, or inviting readers or listeners to follow the opinions or views expressed by the author (Tarigan, H. G, 2009).

PQRST (Preview, Question, Read, Summarize, Test) is a hands-on learning tactic that is widely used in the field of education to increase student involvement in learning and deepen understanding of the material being studied. The PQRST (Preview, Question, Read, Summarize, Test) technique acts as a powerful tactic in increasing students' understanding of lesson material (Pascarella, E.T & Terenzini, P.T, 2005).

2. METHOD

This investigation applies an experimental method to determine the efficiency of the PQRST (Preview, Question, Read, Summarize, Test) strategy to build reading comprehension proficiency of second grade students at SMKS Teknologi YPL Lirik. The populace is generalized field comprising objects or subjects that have certain qualities and characteristics determined by the researcher to be studied and then conclusions drawn (Sugiyono, 2017). The target population for the present study is second grade at SMKS Teknologi YPL Lirik.

The sample is a selected group that mirrors the population in both number and characteristics. The aim of using samples is to describe the situation of the population as a whole, so there is no need to research all members of the population (Sugiyono, 2016). In this research, researchers used a sample of the class XI TPM experimental group, totaling 29 students. And as a control class, namely XI TKR2, there are 29 students. This study uses 20 multiple-choice questions that are in accordance with the reading comprehension indicators. The correct answer gets 5 points, so the maximum score for 20 questions is 100 points.

This test was conducted to assess students' reading comprehension before and after treatment. Data were taken through pre-test and post-test. The pre-test aimed to obtain a control class and an experimental class. The control class was not involved in the use of strategies during the knowledge acquisition process until the final test, whereas the experimental class implemented the PQRST strategy during Study process until the final test.

All data calculations are undertaken through the SPSS (Statistical Product and Service Solution) For Windows Release computer program facilities.

1. **Normality Test**

   Next, a test for normal distribution is executed to verify if the data collected meet the assumption of normality from a distributed population is declared normal or not. The calculation will use the aid of the SPSS 27 program. The criterion utilized in deciding the outcome of the normality test is:

   a) In case the level of significance (sig) is > 0.05 this means the data conforms to a normal pattern.
   b) In case the level of significance (sig) <0.05 this means the research data is not normally pattern.

2. **Homogeneity Test**

   The homogeneity test was carried out to test homogeneous population variations, the normality test was undertaken to analyze the soundness of the collected data for the two treatment groups was homogeneous or not. The homogeneity test will be obtained by utilizing SPSS 27 software.

3. **Hypothesis Test**

   Carrying out a hypothesis test means carrying out a significant test, which means the researcher must review the status of the hypothesis, whether accepted or not. This hypothesis the test executed out with the help of SPSS 27 software.

These steps are useful to ensure the validity of the results and are useful to ensure whether the PQRST (Preview, Question, Read, Summarize, Test) strategy improves students' reading comprehension.

3. RESULTS AND DISCUSSION

The researcher conducted a study at SMKS Teknologi YPL Lirik which started from February to April 2025. The participants within this study were found grouped divided into two groups, namely class XI TPM (totaling 29 students) as the experimental class and class XI TKR2 (totaling 29 students) as the control class. Before the treatment was delivered, students were administered a pre-test initially and a post-test afterward treatment a post-test was carried out.

Table 1. Presentation Experiment Class XI TPM

No	Subject	Pre-Test	Post-Test
1.	Student 1	50	70
2.	Student 2	70	95
3.	Student 3	60	95
4.	Student 4	20	75
5.	Student 5	45	75
6.	Student 6	45	80
7.	Student 7	65	85
8.	Student 8	40	90
9.	Student 9	20	75
10.	Student 10	40	85
11.	Student 11	60	80
12.	Student 12	60	90
13.	Student 13	30	85
14.	Student 14	50	75
15.	Student 15	40	90
16.	Student 16	60	90
17.	Student 17	40	80
18.	Student 18	40	85
19.	Student 19	30	65
20.	Student 20	55	90
21.	Student 21	70	95
22.	Student 22	50	85
23.	Student 23	40	80
24.	Student 24	60	75
25.	Student 25	40	70
26.	Student 26	40	70
27.	Student 27	55	70
28.	Student 28	60	95
29.	Student 29	55	80
TOTAL	**N = 29**	**∑X = 1390**	**∑X = 2375**
		47,93	**81,89**

(Source: Post-test Score)

Table 2. Presentation Control Class XI TKR2

No	Subject	Pre-Test	Post-Test
1.	Student 1	45	80
2.	Student 2	75	85
3.	Student 3	75	80
4.	Student 4	30	80
5.	Student 5	50	90
6.	Student 6	45	90
7.	Student 7	65	90
8.	Student 8	80	85
9.	Student 9	55	85
10.	Student 10	60	85
11.	Student 11	40	85
12.	Student 12	30	65
13.	Student 13	75	65
14.	Student 14	60	65
15.	Student 15	55	80
16.	Student 16	60	75
17.	Student 17	45	75
18.	Student 18	60	75
19.	Student 19	30	70
20.	Student 20	80	70
21.	Student 21	50	70
22.	Student 22	40	65
23.	Student 23	40	65
24.	Student 24	40	65
25.	Student 25	50	60
26.	Student 26	40	60
27.	Student 27	40	60
28.	Student 28	60	55
29.	Student 29	50	55
TOTAL	**N = 29**	**∑X = 1525**	**∑X = 2130**
		52,58	**73,44**

(Source: Post-test Score)

The data inferred from the result of the final test of reading comprehension, then carried out statistical data analysis, before testing the hypothesis, first the normality test, homogeneity test, and hypothesis testing were carried out.

a. Normality test.

Normality data processing for the test was done using SPSS. This the goal of the test is to examine whether the distribution of the sample data is normal. This test was carried out on both sample classes, namely the experimental class and the control class. The result of the normality test of the a pair of samples can be seen in the following table:

Table 3. The result of the Analysis of the sample class Normality Test

Tests of Normality						
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
pretest experiment	.139	29	.160	.945	29	.137
posttest experiment	.132	29	.200*	.940	29	.098
pretest control	.121	29	.200*	.938	29	.088
posttest control	.159	29	.058	.932	29	.062
*. This is a lower bound of the true significance.						
a. Lilliefors Significance Correction						

(Source: SPSS 27 Software)

Referring to the previous statement, It is visible that the essential value of the *pre-test experiment* is 0.200 of Kolmogorov and 0.137 of Shaphiro-wilk and *post-test experiment* is 0.200 of Kolmogorov and 0.098 of Shaphiro-wilk. And the obtained significance value of the *pre-test control* is 0.200 of Kolmogorov and 0.088 of Shaphiro-wilk and *post-test control* is 0.058 of Kolmogorov and 0.062 of Shaphiro-wilk. The significant value is exceeding tan 0,05, it can be conclude that the initial and final the test outcomes exhibit a normal distribution.

b. Homogenity Test

In addition to the data originating from a sample with a normal distribution, it must be considered whether the two samples whether or not they share the same properties. In this homogeneity test, researchers used SPSS software.

Table 4. Test of Homogeneity

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Results	Based on Mean	2.713	1	56	.105
	Based on Median	2.320	1	56	.133
	Based on Median and with adjusted df	2.320	1	55.541	.133
	Based on trimmed mean	2.690	1	56	.107

(Source: SPSS 27 Software)

1) Hypothesis Formulation.
   Ho=$\sigma_1^2 = \sigma_2^2 = \sigma_3^2$,Homogeneous variance.
   Ha=$\sigma_1^2 \neq \sigma_2 \neq \sigma_3^2$, Variance is not homogeneous.
2) Testing Citeria
   If significant > 0.05 then accept H_a and reject H_o
   If significant < 0.05 then accept and H_o reject H_a

Considering the homogeneity of variance test. A significance of 0,105 was obtained. Result analysis show significant. (0,100) > 0,05, it means that H_a is authorized with the conlusion that the data group of reading students involved in the experimental and control classes have homogeneous daily.

c. Hyphothesis testing

After sample is normally distributed and has the same variance, then the data analysis is continued by testing the hypothesis by using (t-test) relying on SPSS software

Table 5. T-Test

Group Statistics					
	Group	N	Mean	Std. Deviation	Std. Error Mean
Score	Experiment	29	81.90	8.805	1.635
	Control	29	73.45	10.947	2.033

(Source: SPSS 27 Software)

As is potentially as evidenced by the table above, group statistics proved that N was 29 mean in experiment class was 81,90 and control class was 73,45. Standar deviation experiment 8,805 and standar deviation control class 10,947 and then standar error mean experiment class was 1,635 and standar error mean control class 2,033.

Table 6. Independent Sample Test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
SCORE	Equal variances assumed	2.713	.105	3.239	56	.002	8.448	2.609	3.222	13.674
	Equal variances not assumed			3.239	53.540	.002	8.448	2.609	3.217	13.679

(Source: SPSS 27 Software)

As shown in the aforementioned table, the causal variable samples test indicates that the t-test is 3.239, the dagre of fredoom(df) is 56, significant 0,002 mean difference 8.448, the lower 3,222 interval of the difference 13.674 and the upper interval of the difference is 13.679.

They are Two approaches can be applied when assessing. The details are as below:

1. By evaluating the t-observed against the t-table. From df 56, it is found that level significance of 5% is 1.673 and the statistical significance threshold 1% is 2.004. It can be seen that 1.673<3.239,2.004. In other words, the null hypothesis (Ho) is rejected and alternative hypothesis (Ha) is accepted.
2. By focusing on the significance level. If probably is <0,05, null hypothesis (Ho) rejected and if probably is >0,05, alternative hypothesis (Ha) is accepted.

Derived from students' score has expalained the experimental group's output class exceeded that of the control class. The data was assessed for normality, homogeneity test and t-test. The study utilized to kind sourced from the pre- and post-test evaluations conducted with same-level classes to establish which class outperformed the others. becomes the experimental class and control class. The research using PQRST (Preview, Question, Read, Summarize, Test) strategy at experimental class and without strategy in control class.

PQRST (Preview, Question, Read, Summarize, Test) stategy is a means that is capable of be utilized to streng then retention and understanding of learning. Techniques such as PQRST (Preview, Question, Read, Summarize, Test) are very effective in increasing students engagement with course material. Based on PQRST (Preview, Question, Read, Summarize, Test) strategy technique the research got Meaningful impact. It could not be validated through the score that wergooten based on students' performance in the post-test. The hignest garnered a score of 95 and least score 65. It demonstrated variation in the pre-test, with the highest mark 70 and the least score 20.

For effect size in the application of PQRST (Preview, Question, Read, Summarize, Test) strategy on students' reading comprehension at class XI of SMKS Teknologi YPL Lirik. Based considering the data post-test in experimental and post-test in control class. The research found the effect size as follow:

$$\text{Eta Squared} = \frac{t^2}{t^2+(N1+N2-2)}$$

$$\text{Eta Squared} = \frac{3.239^2}{3.239^2+(29+29-2)}$$

$$\text{Eta Squared} = \frac{10.49}{10.49+(56)}$$

$$\text{Eta Squared} = \frac{10.49}{11,05}$$

$$\text{Eta Squared} = 0,95$$

4. CONCLUSION

Referring to the conclusions drawn from the studies carried out, It is evident that PQRST (Preview, Question, Read, Summarize, Test) strategy influences greatly improving the reading comprehension skills of class XI students of SMKS Teknologi YPL Lirik. This is confirmed by the data from statistical tests using the t-test which show a statistical significance level of 0.002 <0.05 and a discrepancy in averages values spanning the experimental class (81.90) and the control class (73.45).

In addition, the data normality and variance uniformity tests demonstrate that the data are follows a normal distribution have homogeneous variance, which strengthens the validity of the evidence from this research. The significant escalate in scores on the post-test in the experimental class shows that the PQRST strategy is be competent to help students are capable of interpret the message conveyed by the passage better, train critical thinking, and improve information retention. Therefore, the PQRST (Preview, Question, Read, Summarize, Test) strategy is recommended as counted among the effective methods when delivering a lesson English reading comprehension at the vocational high school level.

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