

## *Improving Students't Reading Comperhension of Descriptive Text By Using Preview, Question, Read, State, and Test (PQRST) for Seventh Grade of SMPN 38 Palembang*

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**Abstract:** *Teaching reading was something that was challenging for teachers because not all students can understand what they read. This study aimed at answering the problems of how the PQRST technique improved students' understanding in reading descriptive text. Then, the technique used to improve reading comprehension achievement in descriptive text was the PQRST method by using this method students were trained to understand the contents of descriptive text during 12 meetings. The sample of this study consisted of 33 students as control group of 34 students as experimental group. The data collection techniques used in this study were pre-test and post-test. Data analysis used t-test (paired sample t-test and independent sample t-test). The results of the paired sample t test in the experimental group showed that the obtained t was 13,552 t-table (df=23) was 2,068 at a significance of 0.05. This means that there was a significant improvement in students' reading comprehension achievement after being taught using the PQRST method. Furthermore, the result of independent sample t-test showed that the t obtained was 7.975 > t-table (df=47) was 2.011 at a significance of 0.05. This means that there was a significant mean difference between the experimental and control groups. Also, there was significant mean difference beetwen the students who were taught by using PQRST and those who were not. The results of the study that improved the action hypothesis was accepted. By using the PQRST method, the reading comprehension achievement of grade VII students of SMPN 38 Palembang in the 2021/2022 academic year improved.*

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### **INTRODUCTION**

English is an international language, and it is used all over the world. Nowadays, English has become an important language. According to Patel and Jain (2008, p. 6), English is one of the most widely used international languages. English is a very important requirement for modern society today because mastery of English makes it easier for someone to interact in the international world. Therefore English must be taught to students because English is one of the

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languages that has been used by various countries in communicating.

English is one of the prominent international languages to be mastered or studied. Although English is a foreign language, English occupies an important position in the daily life of our society. As we know, English has become a means of communication and as an official language. English in Indonesia has also been included in the curriculum of junior high schools to existing universities, English is one of the tests used as a requirement to enter a company or to enter higher education levels in the country or abroad and is also a requirement graduation at several existing universities. English was introduced at the junior high school (SMP) level when the Indonesian people created the first curriculum, namely the 1947 to 2013 curriculum. The weekly time allotted for English study was 3-4 hours. The number of hours allotted for English language education at the senior high school level, on the other hand, has decreased from previous curricula. Starting with a time allocation of 2-3 hours per week in the 1947 curriculum, increasing to 3-7 hours per week depending on the student's concentration or major in the 1975 curriculum, then moving to nearly the same standard of 4-6 hours per week depending on the student's major in the 1980 curriculum. However, the 2013 curriculum was drastically reduced to only 2 hours per week. This reflects the government's priority for Indonesian language education in curricula prior to the 2013 curriculum. In short English is important as especially when it comes to the text.

English has 4 important skill, there are Reading, Speaking, Writing and Listening. According to Sadiku (2015), we learn a lot by reading, and it is the most important language skill. But the question here is whether or not to develop a reading habit. For the time being, children, adults, and even instructors are reading far less. People would spend hours reading books and traveling to other locations in their thoughts, or they would fall in love, savor triumphant moments, and live history. The sadness is that individuals have lost their ability and desire for reading throughout time. Reading is one of the Integrated Language skills that must be acquired by all students. Having good English reading skills is very prominent for students. This can help students to expand their knowledge because they can get a lot of information through reading. Reading can also be defined as the process in which readers learn something from what they read and involve it in academic context as a part of education (Grabe 2009, p. 5). Learning happens when there is a change in mind from an unknown thing to the known one. As reading is included in learning, the readers try to grasp the texts being read by interpreting, synthesizing, evaluating, and the prominent information. Grabe (2009, p. 15) states that "Reading is the strategic process in that a number of the skills and processes used in reading call for effort on the part of the reader to anticipate text information, selecting key information, organize and mentally summarize information, monitor comprehension, repair comprehension breakdowns, and match comprehension output to the reader goals.

However, lack of vocabulary is a major problem for students in reading. According to Hiebert and Kamil (2005), vocabulary is the knowledge of meanings of words. The students find it difficult to deal with new words and sentence complexities that prevent them from mastering them. Lack of exposure to language is also a problem. As a foreign language, they rarely use English in real communication. Reading English books sometimes makes them bored. It is because of their lack of vocabulary. This problem causes them to get very little information.

Unfortunately, not all students have good reading skills that are targeted in the curriculum. Based on interviews with teachers at school Lack of students' vocabulary hinders

their understanding in extracting meaning from the text. When they encounter a difficult word, their reading only stops for a few seconds and they think about the meaning of the word before continuing their reading. It was because the students were worried about the meaning of each word. The meaning of English words sometimes cannot be translated by every word. Grammatical forms also construct meaning. This causes them to be confused about its meaning. The students' lack of vocabulary also affects their motivation to read the text as well. Difficult words make students bored reading a text. Then, they are not interested in reading texts or books. This is what can make students lazy to read.

One of the way to solve the problems above is by using teaching reading by using PQRST. The PQRST method was introduced by Thomas F. Staton, this memory is used to improve memory performance in understanding text content which can encourage readers to manage material more deeply and extensively. The PQRST (Preview, Question, Read, Summarize and Test) method is a learning method that asks students to Preview, Question, Read, Summarize, and Test. The PQRST method here aims to give students a stimulus to be more active in learning and understanding the contents of the reading. In general, it can be said that the PQRST method is a reading technique that consists of five steps. These five steps are systematic stages that make it easier for students to understand the content of reading, reading texts needs to use reading techniques that have a systematic, efficient and practical approach so that obtaining information for readers will be easier and faster.

The conclusion from the above, the PQRST method was one method that could facilitate students in reading texts by analyzing a reading that could improve students' thinking power in several ways. This was observing or reading in paragraph by paragraph or comprehensively, making questions about what the purpose of the reading was, rereading what meanings could be implied in the readings that had been read, making conclusions about what had been reread in order to have interesting conclusions from the readings. And testing whether they had understood what they had read by doing technical steps to understand a reading. With these steps, it made it easier for students to understand reading texts easily, systematically and practically.

## **METHOD**

The quantitative method was applied in this investigation. Numerical data and statistical analysis are commonly used in quantitative approaches. According to Creswell (2012, p. 12), quantitative approaches have three types of designs: experimental, correlation, and survey. According to Roger (2014), quantitative research encompasses a range of methods concerned with the systematic investigation of social phenomena, using statistical or numerical data. Therefore, quantitative research involved measurement and assumed that the phenomena under study could be measured. It set out to analyze data for trends, relationships and to verify the measurements made in relation to the explanation above. The writer applied experimental design especially quasi-experimental nonequivalent control group design.

A population is a collection of people who have similar features (Creswell, 2012, p. 142). The population for this study was seventh-grade students at SMPN 38 Palembang for the academic year 2021/2022. There were eight classes of seventh grade students. There was a program at this seventh-grade school that was divided into two classes. The theme of the show was socioeconomic class. The total number of students in this study was 67.

Validity is often defined as the extent to which an instrument measures what it asserts to

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measure (Blumberg et al, 2005). Expert judgment was used to determine the content validity test. Experts were those who are knowledgeable in their disciplines, which must be fields that are appropriate for research tools. The validators in this study were English lecturers and English instructors.

Reliability is a score of the instrument's ability that is stable and consistent (Creswell, 2012). Which meant the text must be trusted by students or at the same level as students. In this study, the writer tested the reliability of the reading test with the Try-Out reliability. Using 50 multiple-choice questions in the form of descriptive text. After conducting a Try-Out, the writer utilized Cronbach Alpha in SPSS 25. According to Taber (2017), cronbach's alpha is an easy test to use to assess the reliability, or internal consistency, of a composite score. After that the writer tried it in class VII.6 to find out the extent of the reliability of the instrument by using a trial. Also, the author conducted a reliability test using Cronbach Alpha in SPSS 25. If the result was less than 0.70, the test was considered reliable, if the result was more than 0.70, the test was considered unreliable. From the table above, the reliability value is 0.844. It means that the data was extremely reliable to use in this study.

To collect test data used in this study in the form of pre-test and post-test to the experimental group and the control group using multiple choice questions. The test questions on the pre-test and post-test were the same, but the time allocation was different. Before a treatment, a pre-test was given. The aim was to determine the basic competence of students' descriptive texts through reading comprehension. Meanwhile, the post-test was given after the instruction was finished. The purpose of the post-test was to determine the students' reading comprehension achievement after they received instruction.

## **FINDINGS AND DISCUSSION**

The writer used the results of the Pre-Test and Post-Test in a reading test in form of 50 multiple choice questions. To find out significant improvement before and after being taught by using PQRST and to find out significant mean difference between the students' who were taught by using PQRST and those who were not. This test was administered to two groups, namely the experimental group and the control group. The pre-test was given before the treatment and the post-test was given after the treatment. After the data were collected, the data were analyzed by t-test with SPSS v.22 program. In addition, the writer used paired sample t-test and independent sample t-test. And the writer also used the normality test and homogeneity test. Because the two tests are one of the requirements for researchers to be able to test paired sample t-test and independent sample t-test.

Before the writer analyzed the hypothesis, the writer must first analyzed the normality of the data. This analysis was used to measure whether the data obtained were normally distributed or not. If the results obtained are more than 0.05, it means that the data is normally distributed. However, if the results obtained are less than 0.05, it means that the data is not normally distributed.

After that, the writer calculated the homogeneity data. The purpose of this data calculation was to see whether the data of the two groups was homogeneous or not. If the data result is more than 0.05 then the data was homogeneous. However, if the result was less than 0.05 then the data was not homogeneous. The results of the normality and homogeneity tests are described in the table below:

**Table 1. Test of Normality and Homogeneity of Pre-Test and Post-Test**

	Normality Shapiro-Wilk				Homogeneity	
	Experimental Group		Control Group		Levene Statistic	Sig.
	Statistic	Sig.	Statistic	Sig.		
Pre-Test	,955	,179	,973	,554	1,781	,187
Post-Test	,942	,072	,941	,075	,157	,693

Based on the test results, it can be seen that the pre-test result of the experimental group based on Shapiro-Wilk was 0.179, which means that the data was normally distributed because 0.179 is more than 0.05. And for the post-test results of the experimental group based on Shapiro-Wilk is 0.072. It can be concluded that the test results were normally distributed because 0.072 is more than 0.05.

Then the pre-test result in the control group based on Shapiro-Wilk is 0.554, which means that the data was normally distributed because 0.554 is more than 0.05. And for the post-test results of the control group based on Shapiro-Wilk is 0.075, it can be concluded that the test results are normally distributed because 0.075 is more than 0.05.

Not only that, but the table above also shows the results of the homogeneity test in which the results for the pre-test in the experimental and control groups are 0.187. It means that the data was homogeneous because  $0.187 > 0.05$ . And the results of the post-test test for the control and experimental groups are 0.693, which means the data was homogeneous because  $0.693 > 0.05$ .

**Table 2. Pre and Post Test Scores Analysis in Experimental Group**

Score Range	Category	Pre-Test	Mean	SD	Post-Test	Mean	SD
		Frequency / Percentage			Frequency / Percentage		
85-100	Very Good	0 (0%)	0	0	18 (52.94%)	89	2,3
75-84	Good	13 (38.24%)	78	2,45	16 (47.06%)	82,25	1,77
60-74	Fair	21 (61.76%)	69,62	4,27	0 (0%)	0	0
55-59	Poor	0 (0%)	0	0	0 (0%)	0	0
<55	Very Poor	0 (0%)	0	0	0 (0%)	0	0
<b>Total</b>		<b>34 (100%)</b>	<b>73,82</b>	<b>5,507</b>	<b>34 (100%)</b>	<b>85,82</b>	<b>3,981</b>

The table above shows the analysis of the Pre-Test and Post-Test scores in the experimental group. In the Pre-Test there were 13 students in the good category and 21 students in the fair category. In other words, there were 38.24% students in the good category and 61.76% students in the good category. In the Post-Test there were 18 students in the Excellent category and 16 students in the Very Good category. In other words, there were 52.94% students in the very good category and 47.06% students in the good category. The average of Pre-Test was 73.82 and Post-Test was 85.82. In conclusion, after being given treatment, most of the students were in the good category.

**Table 3. Pre and Post Test Scores Analysis in Control Group**

Score Range	Category	Pre-Test	Mean	SD	Post-Test	Mean	SD
		Frequency / Percentage			Frequency / Percentage		
85-100	Very Good	0 (0%)	0	0	13 (52.94%)	88	1,63

75-84	Good	9 (27.27%)	77,34	1,42	20 (47.06%)	81,3	2,77
60-74	Fair	24 (72.73%)	66,80	5,95	0 (0%)	0	0
55-59	Poor	0 (0%)	0	0	0 (0%)	0	0
<55	Very Poor	0 (0%)	0	0	0 (0%)	0	0
<b>Total</b>		<b>33 (100%)</b>	<b>69,67</b>	<b>5,507</b>	<b>33 (100%)</b>	<b>83,94</b>	<b>3,981</b>

The table above shows the analysis of the Pre-Test and Post-Test scores in the experimental group. In the Pre-Test there were 9 students in the good category and 24 students in the good category. In other words, there were 27.27% students in the very good category and 72.73% students in the good category. In the Post-Test there were 13 students in the very good category and 20 students in the Very Good category. In other words, there were 52.94% students in the very good category and 47.06% students in the good category. The average of Pre-Test was 69.67 and Post-Test was 83.94. In conclusion, after being given treatment, most of the students were in the good category.

**Table 4. Paired Sample T-Test**

Variable	Paired Sample Test Experimental Group			
	Pre-Test	Post-Test	Mean Difference	T-value and sig. (2-tailed)
Reading Comperhension	73,83	85,82	12	-21,505

  

Variable	Paired Sample Test Control Group			
	Pre-Test	Post-Test	Mean Difference	T-value and sig. (2-tailed)
Reading Comperhension	69.67	83.94	14.27	-8.879

Based on the table above, the Paired Sample T-Test on the experimental group showed that t-obtained is bigger than t-table ( $21,505 > 2,304$ ) with the sig value. (2-tailed) ,000 which means  $< 0.05$  then  $H_0$  was rejected and  $H_a$  was accepted. Which means that there was significant improvement in students' reading comperhension achievement in the form of descriptive text using PQRST media which was carried out in English subjects.

**Table 5. Independent T-Test**

Variable	Independent Sample T-Test			
	t	Df	Sig. (2-tailed)	Mean
Reading Comperhension Achievement	2.173	65	0.33	2.187

From the table above shows that t-obtained was  $2.173 > t$  table 1,997 (df = 65) and sig. (2-tailed) was  $0.003 < 0.05$ . It can be said that the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) was accepted. This means that there was a significant mean difference between the experimental and control groups. This research was conducted to obtain answers or results from hypothesis testing. In addition, this study aims to determine the

improvement in reading comprehension using the PQRST method which was carried out on seventh grade students of SMPN 38 Palembang.

1. If the value of Sig. (2-tailed)  $< 0.05$  then Null . Hypothesis (Ho1) was rejected and the alternative hypothesis (Ha1) was accepted. This means that there was a significant increase in students' reading comprehension after being taught using the PQRST method.
2. If the value of Sig (2-tailed)  $> 0.05$  then the Null Hypothesis (Ho1) was accepted and the alternative hypothesis (Ha1) was rejected. That was, there was no significant increase in students' reading comprehension after being taught using the PQRST method.
3. If the value of Sig (2-tailed)  $> 0.05$  then the Null Hypothesis (Ho2) was rejected and the alternative hypothesis (Ha2) was accepted. This means that there was an average difference between students who are taught by the PQRST method and students who are not taught by the PQRST method.
4. If the value of Sig (2-tailed)  $> 0.05$  then the Null . Hypothesis (Ho2) accepted and alternative hypothesis (Ha2) rejected. This means that there was no difference in average which is significant between students who are taught by the PQRST method and students who are not taught by the PQRST method.

Based on the results of the paired sample t test in the experimental group, sig. (2-tailed) was  $0.000 < 0.05$ . It can be said that the null hypothesis (Ho) rejected and the alternative hypothesis (Ha) was accepted. So, the first answer to the question the research in this study, namely: there was a significant improving in students' reading comprehension in descriptive texts using the PQRST method in for seventh grade students of SMPN 38 Palembang in the academic year 2021/2022.

And based on the results of the independent sample t-test, sig. (2-tailed) was  $0.000 < 0.05$ . It can be said that the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted. So, the second answer to the question the research in this study, namely: there was an significant difference in the average reading achievement of students' reading comprehension in descriptive texts using the PQRST method for seventh grade students of SMPN 38 Palembang in the 2021/2022 academic year. From the writer explanation above, it can be concluded that the PQRST method was effective on students' reading comprehension learning outcomes in descriptive texts for seventh grade students of SMPN 38 Palembang in the 2021/2022 academic years.

## CONCLUSION

In conclusion, teaching reading by using PQRST improved students' reading comprehension achievement at SMP Negeri 38 Palembang in descriptive text. By using the PQRST method in the teaching and learning process there was an mean improvement of students in reading from the methods taught using the PQRST method and those not taught. From the method given to students, it is hoped that students will be happier in reading, but without realizing this method improvment student achievement in reading comperhension. One of the things that makes students lazy to read is vocabulary that is difficult to understand usually makes students lazy to read but with the PQRST method, students are easier to understand the vocabulary. The meaning of an English vocabulary this PQRST method also has the advantage that it will make it easier for readers to digest the contents and reading information found in the reading text. The steps of the PQRST reading technique would also make it easier for students to

recall information obtained from the reading text.

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