



**THE EFFECTIVENESS OF PREVIEW, QUESTION, READ,  
SUMMARIZE, AND TEST (PQRST) TECHNIQUE IN THE  
TEACHING OF READING COMPREHENSION**

**THESIS**

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### ABSTRACT

**Keywords:** reading comprehension, conventional technique, PQRST technique

Reading is a complex dynamic proses. That included an interaction between the reader and the text to produce meaning. Literal comprehension, inferential comprehension, critical comprehension. The researcher used literal and inferential comprehension. Reading teaching techniques to increase reading comprehension.

This study is aimed to compare preview, question, read, summarize, and test technique and conventional technique. The study was carried out in a population of 200 student at MA Al Azhar Muncar. The cluster random sampling was done to selected two classes out of ten classes. There are 49 students in those two classes. Two classes consist of XI IPS 1 is 25 students as control group and IX IPS 2 is 24 students as experiment group.

The data collection of instruments is multiple-choice test. The reading comprehension use to understand reading based on level. In adjusting the instrument of test, the researcher uses content validity, reliability and, difficulty of test.

To achieve the purpose of the present study, the data were analyzed by normality and mann whitney u test analyses with the help of SPSS 25. The result turned out to confirm that there is no distribute normally both of the PQRST technique and conventional techniques.

The results of the first data analysis show that the mean score of literal comprehension in experiment group is 9.92 and control group is 10.00. The comparison of these data using the mann whitney u test confirmed a significant value of .918. This means that there is no significant difference in literal comprehension between students taught with PQRST and conventional techniques.

The second data analysis shows that the mean score of inferential comprehension in experiment group is 9.92 and control group is 7.96. The difference of mean score is 1.96. The comparison of the data using mann whitney u test confirmed the significant value is .000. It means that there is significant difference in inferential comprehension between students taught with PQRST and conventional techniques.

Suggestions proposed on the basis of the result are addressed to reading teaching comprehension practitioners as well as other researchers who wish to pursue related topics in future research. Those suggestions concern about the importance of deciding the technique in teaching reading comprehension in senior high school.

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## CHAPTER I

### INTRODUCTION

This chapter is intended to discuss the introduction of the study which contains the background of the study, the problem of the study, the objective of the study, the hypothesis of the study, the significance of the study, the scope and limitation of the study, and definitions of the key terms used in this study.

#### 1.1 The Background of the Study

Language is a tool that allows people all over the world to communicate with one another. Widiati and Cahyono (2006) stated it is crucial studying English language for us since it is not only used to communicate with others, but also to convey someone's ideas, provide information, and express feelings verbally or in writing. English is a type of language that is widely spoken around the world. It is widely recognized as an international language. English is spoken as a foreign or second language in many nations across the world.

English is an international language which is used by people all over the world to communicate. Because English is so extensively used, it is sometimes considered to as a global language, the lingua franca of the contemporary period, and even though it is not an official language in most nations, this is the language most commonly taught as a foreign language.

In Indonesia, English is designated as the first foreign language to be taught and acquired in formal education. Listening, speaking, reading, and writing are the four language skills that are covered when learning English as a foreign language. Writing and speaking are considered productive skills since they entail language production. Reading and listening, on the other hand, require receiving message, therefore they are considered receptive abilities. English as a foreign language is becoming increasingly essential. In Indonesia, English is taught as a first foreign language and as a required subject in secondary schools. Reading is a solitary activity. It is a cerebral, or cognitive, process in which a reader attempts to follow and respond to a writer's message.

As a reason, English is taught in every school, beginning in elementary school and continuing through high school, and university. Reading English is an important skill that individuals must learn, particularly those in professions such as teaching, writing, and so on. The students should also be able to read.

Skinner (2010) stated reading is a type of nonverbal communication that allows children to absorb and understand the language through written texts and sentences. However, several students believed that reading was the most difficult language skill to master. Those cases, students in junior high school need to be able to read. Students in junior high school must comprehend the meaning of words, phrases, sentences, and vocabularies when developing reading skills. As English learners, senior junior school students may encounter a variety of challenges, notably in the area of reading.

To improve reading comprehension, there are a variety of reading instruction methods. Knowledge, want to know, and learning (KWL), survey, question, read, recall, and review (SQ3R), plan, organize, rehearse, practice, and evaluate (PORPE), paired reading (PR) technique, and, preview, question, read, resume, test (PQRST) technique are some of the other steps. The PQRST technique is the main topic of this research.

PQRST technique is an effective reading approach that uses a strong reading background as a key before engaging in extensive reading action Reid and Heck (2018). As a result, the students are aware of what they should do when reading. Students can utilize the PQRST technique to improve their reading comprehension skills by following these five stages. The letters P-Q-R-S-T stand for: P stands for previewing to identify major portions, Q stands for developing questions to which the teacher wishes to discover solutions, and R stands for reading the content twice if feasible. S is for state the main concept or topic, and T stands for Test yourself by answering questions. The PQRST technique aims to increase a student's ability to understand and recall content from a textbook.

Kung (2019) stated PQRST technique is a reading strategy that starts with a strong reading foundation before moving on to more extended reading activities. As a consequence, the students understand what they should do while they read. Following these five phases, students can use the PQRST technique to enhance their reading comprehension abilities. The PQRST technique is designed to improve a student's capacity to comprehend and retain information.

As previously explained, students must know and grasp vocabulary to improve their reading comprehension. Students may also utilize background information to facilitate self-recitation and recounting of what they have read, as well as use experiential knowledge that students bring to a text. To address the issue, the author attempted to employ one technique that may aid students in comprehending reading materials.

Based on Simaibang and Sari (2021), this research was at SMPN 5 Banyuasin, conducted to find a significant influence of the PQRST (Preview, Question, Read, Summary, Test) technique and learning strategies on the student reading ability, the sample of research is 32 students in each experimental group and control group in this experimental research. The data were obtained through the distribution of question and reading test. Based on finding the PQRST technique effectively increases student' reading ability.

On other hand, based Febrianti (2019), the research was at Dehansen University is in Bengkulu city. This aim of research is to compare the effectiveness of two technique. The sample of research is student of physical department. The design was a quasi-experiment. There were two groups; one is taught by the PQRST technique and another by the SDG technique. the result shows in pre-test, there was no significant difference between both of groups on general comprehension, reading to learn found to be more effective on finding general information while the PQRST technique was found to be more effective on reading to skim and finding simple information.



The researchers seek to find out impact, which is different from previous research. The PQRST technique in this context focuses on research location, with this study taking place in MA. Al Azhar was a Muslim boarding school. The English language was used as a foreign language in the Al Azhar boarding school area, however the students did not perform well in reading learning. The exam results will demonstrate the value of the research, which will be on student comprehension.

In previous statement, researcher decides to research compare reading comprehension using the PQRST technique and conventional technique in student reading skill. The researcher takes title The Effectiveness of review, Question, Read, Summarize, and Test technique in the teaching of reading comprehension.

## 1.2 The Problems of the Study

Based on the background of the research, the following research question is formulated:

1. Is there a significant difference in literal reading comprehension achievement between students who were taught using the PQRST technique and those taught using the conventional technique?
2. Is there a significant difference in inferential reading comprehension achievement between students who were taught using the PQRST technique and those taught using the conventional technique?

### 1.3 The Objectives of the Study

Based on the problems study stated above, the researcher has following objective:

1. The researcher compares the PQRST teaching technique to measure literal reading comprehension achievements in senior high school Al Azhar.
2. The researcher compares the PQRST teaching technique to measure inferential reading comprehension achievements in senior high school Al Azhar.

### 1.4 The Hypothesis of the Study

Based on the problem study, this researcher creates the hypothesis:

Ho: There is significant teaching reading achievement of using the PQRST technique on student literal reading comprehension.

Ha: There is a significant teaching reading achievement of using PQRST technique on student inferential reading comprehension.

### 1.5 The Significance of the Study

The findings of this study are expected to improve significantly in reading comprehension, particularly students, teachers, and future researchers, on both a theoretical and practical level.

#### Theoretical Significance

The findings of this study should be able to provide evidence for theories and information regarding students' reading comprehension using the PQRST method.

## Practical Significance

### For Students

The results of this study ought to be able to offer information and support for theories about students' reading comprehension utilizing the PQRST technique.

### For The Teachers

This study urges English teacher to learn how the PQRST technique in reading comprehension texts might help their students improve their reading skills. A teacher can discover and implement a new approach or strategy for teaching reading. As a result, teacher can make the English teaching learning process enjoyable and interesting, particularly in terms of reading comprehension skills.

### For The Future Researchers

This research can help to be reference to decide PQRST technique in studying reading comprehension.

## 1.6 The Scope and Limitations of the Study

The researcher will do research on Islamic boarding at religion senior high school or *madrasah aliyah* (MA) Al Azhar. This study focuses on the reading comprehension strategy used by English teachers, which was tested on students using recount and narrative texts. The reading comprehension skill in this research focus on the literal comprehension and inferential comprehension skill.

## 1.7 The Definition of The Key term

### PQRST Technique

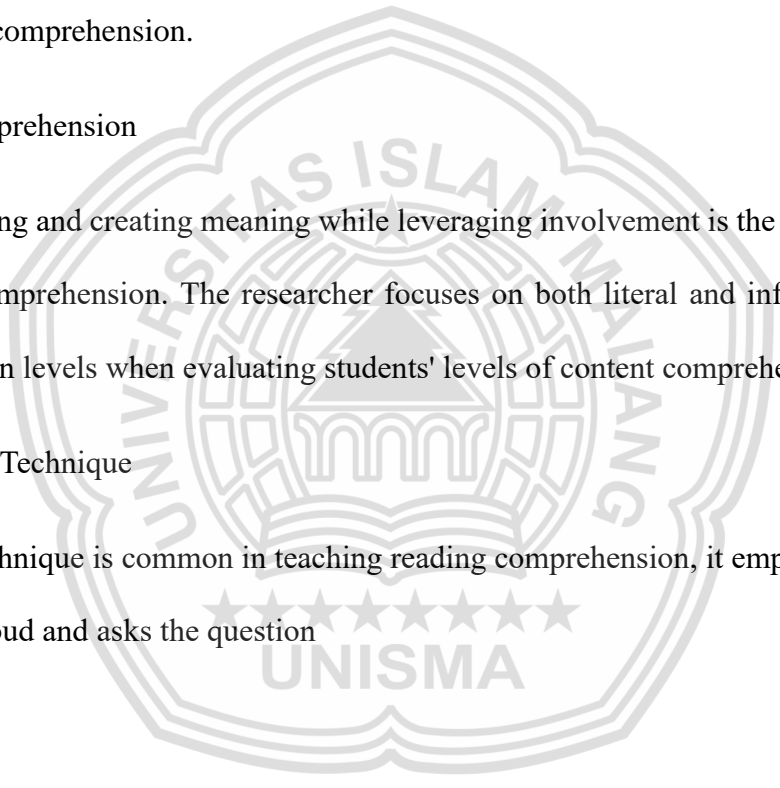
There are five steps in this process. Included preview: the students should skim or read text quickly, guess questions, read all the text, read a brief portion on the book, take notes on the material or summarize it, and students should verify their reading comprehension.

### Reading Comprehension

Extracting and creating meaning while leveraging involvement is the process of reading comprehension. The researcher focuses on both literal and inferential comprehension levels when evaluating students' levels of content comprehension.

### Conventional Technique

This technique is common in teaching reading comprehension, it emphasizes on reading aloud and asks the question





## CHAPTER VI

### CONCLUSION AND SUGGESTION

The purpose of this chapter is to describe on the finding and suggestion. On the basis of the problem study's answers, a conclusion is reached. The study's recommendation should help improve the way that English reading comprehension is taught.

#### 6.1 Conclusion

Based on the result of the data analysis in previous chapter, the researcher would like to make a conclusion. After analyzing the result of this research, the researcher got the data about the effectiveness of preview, question, read, summarize, and test technique at MA Al Azhar Muncar in academic 2022/2023 who were taught by using the PQRST techniques difference on conventional technique. There was no significant effect on learning literal comprehension. In other word, on inferential reading comprehension is significant difference. It can be proven by mann whitney u test in inferential comprehension is .000.

The result of mean score in inferential comprehension both of control (7.96) group is lower than experiment group (9.92). It means the PQRST technique is significant ( $H_a$ ) with the different of mean score is 1.96.



It was indicated by the result of research comparison analysis in inferential comprehension in the experiment group (the PQRST technique) had hinger score



than control group (the conventional technique). It can be seen on the result of mann whitney u test is significant. Then, the difference score of this research can be seen on the description of inferential comprehension in control group and inferential comprehension in experimental group.

As conclusion, the result of this research proved that there is significant difference in inferential reading comprehension achievement between student who were taught using the PQRST (preview, question, read, summary, test) technique and those taught using the conventional technique.

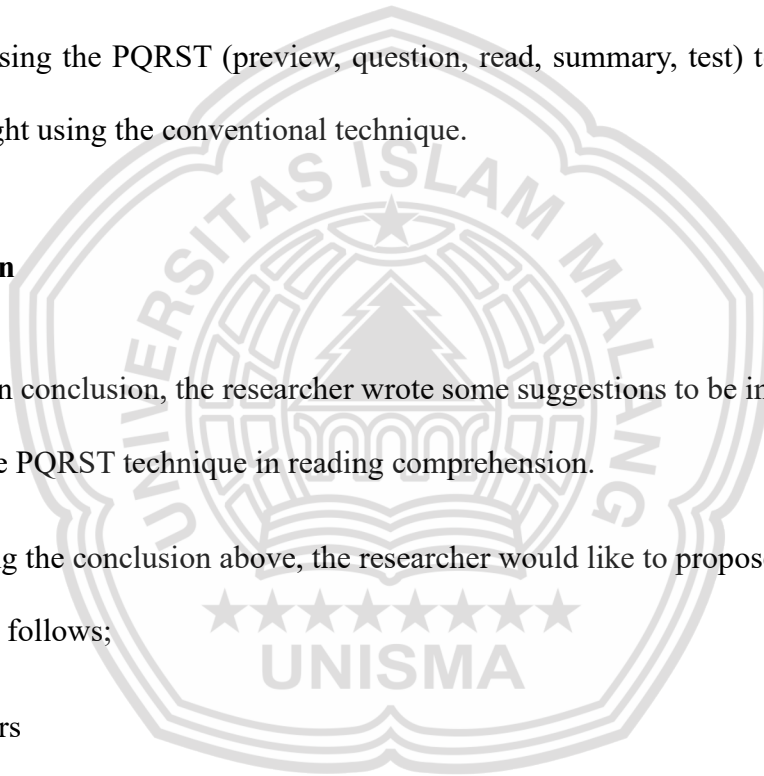
## 6.2 Suggestion

Based on conclusion, the researcher wrote some suggestions to be improving in teaching the PQRST technique in reading comprehension.

Referring the conclusion above, the researcher would like to propose some suggestion, as follows;

### 1. The Teachers

The teacher should be implementation this technique in reading comprehension and teacher should understand situations of class. Teacher should be active and creative in teaching reading comprehension, such as using the PQRST technique.





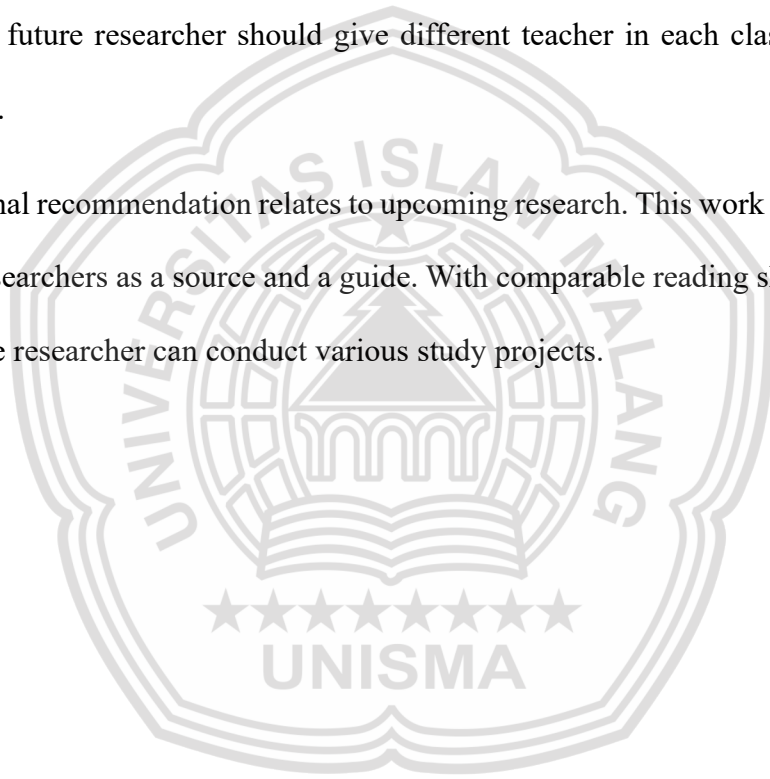
## 2. The Students

This technique should be practicing in learning reading comprehension, in quite situation is better to use the PQRST technique.

### 1. For Future Researchers

The techniques can be modified by situation or condition class and student capacity. The future researcher should give different teacher in each class to get specific value.

The final recommendation relates to upcoming research. This work could be used by researchers as a source and a guide. With comparable reading skills, the prospective researcher can conduct various study projects.





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