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PQRST (Preview, Question, Read, State, Test) Method's Effectiveness towards Reading Comprehension of Analytical Exposition Text at SMAN 1 Katibung

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Abstrak

Penelitian ini bertujuan untuk menganalisis efektivitas metode PQRST dalam meningkatkan pemahaman membaca siswa terhadap teks eksposisi analitis di SMAN 1 Katibung. Desain penelitian ini menggunakan pendekatan kuantitatif dengan desain kuasi-eksperimental, yang melibatkan dua kelompok: XI Merdeka 2 sebagai kelompok eksperimen yang diajarkan dengan metode PQRST, dan XI Merdeka 1 sebagai kelompok kontrol yang menerima pengajaran pasif melalui penjelasan langsung dari guru. Data dikumpulkan melalui tes pilihan ganda pemahaman membaca untuk mengukur pemahaman siswa. Analisis menggunakan Uji Sampel Independen menunjukkan bahwa dengan tingkat signifikansi 5%, (df) sebesar 54, t hitung (6,661) > t tabel (1,674). Hipotesis alternatif (H_a) diterima, dan hipotesis nol (H_0) ditolak. Kelompok eksperimen yang menerapkan metode PQRST memperoleh skor lebih tinggi dibandingkan dengan kelompok kontrol. Berdasarkan temuan ini, dapat disimpulkan bahwa metode PQRST secara signifikan meningkatkan pemahaman membaca siswa terhadap teks eksposisi analitis.

Kata Kunci: PQRST, Pemahaman Membaca, Teks Eksposisi Analitis

Abstract

This study aims to analyze the effectiveness of the PQRST method in improving students' reading comprehension of analytical exposition texts at SMAN 1 Katibung. The research design employs a quantitative approach with a quasi-experimental design involving two groups: XI Merdeka 2 as the experimental group, which was taught using the PQRST method, and XI Merdeka 1 as the control group, which received passive instruction through direct teacher explanations. Data were collected through a multiple-choice reading comprehension test to measure students' understanding. The analysis using the Independent Sample Test showed that with a significance level of 5%, degrees of freedom (df) equal to 54, t observed (6.661) > t table (1.674). The alternative hypothesis (H_a) is accepted, and the null hypothesis (H_0) is rejected. The experimental group, which applied the PQRST method, scored higher than the control group. Based on these findings, it can be concluded that the PQRST method significantly enhances students' reading comprehension of analytical exposition texts.

***Keywords**: PQRST, Reading Comprehension, Analytical Exposition Text*

Introduction

English is widely recognized as a global language, serving as a bridge for communication in various fields, including business, science, technology, and education. English is the most extensively spoken language globally (Crystal, 1997). Its status as a lingua franca makes it a crucial language for individuals seeking to participate in international discourse. Lingua franca is the language that has become a universal means of communication (Pontello, 2020). English is taught as a foreign language in Indonesia, where mastering it opens opportunities for both personal growth and professional advancement.

The role of English in Indonesia's education system has become more prominent with the introduction of the Merdeka Curriculum, which emphasizes flexibility and student-centred

learning. The curriculum encourages students to share and discuss their opinions with instructors and peers (Madhakomala et al., 2022). It allows students to explore and enhance their language abilities in real-world contexts, focusing on fostering critical thinking and communication skills.

As part of this curriculum, English language teaching aims to develop students' proficiency across the four skills of the language. The skills are reading, writing, listening, and speaking, which are preeminent for language learning and can lead to greater success (Sadiku, 2015). In learning English, proficiency in the four essential skills is necessary for comprehensive language acquisition. Each skill plays a vital role in effective communication. While all four skills are important, reading, in particular, stands out in educational contexts as it helps students develop critical thinking and access a wide range of knowledge.

Reading is a fundamental skill in English language learning. Reading is a cognitive activity that involves applying prior knowledge and tactics to comprehend written information (Sheorey & Mokhtari, 2001). Therefore, improving students' reading abilities is a critical goal of English language learning. It aids students in comprehending literature while simultaneously improving vocabulary, grammar, and comprehension skills.

Reading comprehension is defined as the ability to understand information within a text and appropriately determine its meaning (Stoller et al., 2013). It denotes the capacity to comprehend, process, and assess the significance of written work. It is a complex cognitive process that involves decoding words, interpreting them, and making connections with prior knowledge.

Reading comprehension involves a collaboration between automatic and strategic thought processes, enabling the reader to form visual representations of the text (Van Den Broek & Espin, 2012). Advanced readers can assimilate a continuous flow of discourse and comprehend its essence without excessive concern for the particulars. Reading for general comprehension entails not pausing for each word or scrutinizing every element the author incorporated in the text (Harmer, 1991). That means students need to recognize words effortlessly and employ strategies to construct meaning from the text.

Senior high school students should master several texts. Every text possesses distinct social functions, generic structures, and linguistic characteristics. Therefore, students must possess specific competencies in texts, including analytical exposition. Analytical exposition text elaborates on the writer's ideas regarding surrounding phenomena or presents a topic, reflecting the writer's stance in persuading readers or listeners of a particular viewpoint (Gerot & Wignell, 1995).

The generic structure of the exposition genre comprises thesis, argument, and reiteration. The thesis typically includes an overview of the arguments, conveys the topic, and states the writer's position. Arguments present points with comprehensive accompanying explanations. The quantity of points could fluctuate; each needs to be substantiated by discourse and evidence. Reiteration provides a definitive confirmation of the author's stance, bolstered by the articulated justifications (Dirgeyasa, 2017).

Teaching reading comprehension for analytical exposition texts necessitates an approach that allows students to interact critically with the content, comprehend its structure, and analyze the argument provided. Educators must implement methods to encourage active reading and deeper comprehension of these texts. Their reading strategies greatly influence students' capacity to comprehend what they read. Students are not merely passive recipients of information but active creators of meaning (Pourhosein Gilakjani & Sabouri, 2016).

The PQRST method offers a structured approach that might improve reading comprehension of analytical exposition texts. Robinson originally proposed Preview, Question, Read, Summary, and Test, the popular memory technique known as PQRST, in 1970 (Wilson, 2009). The PQRST method is an evolution of Robinson's previous method in 1941, namely SQ3R (Survey, Read, Recite, and Review) (Sudarman, 2009).

The PQRST method enhances reading comprehension through a structured approach. It facilitates profound analysis via a structured sequence of steps, enhancing recall and learning (Ciaramelli et al., 2015). Previewing activates background knowledge by skimming the text to gain a general understanding. Questioning involves formulating key questions about the main points, encouraging attention to detail and sustained concentration. Reading requires engaging with the text while considering these questions, helping readers infer deeper meanings. Stating reinforces retention by recalling and verbalizing key information. Finally, Testing

assesses comprehension by answering questions to evaluate knowledge retention. This method promotes active reading, critical thinking, and long-term understanding of the material.

Students actively engage with the text, identify key arguments, and critically analyze the information presented by previewing, questioning, reading, summarising, and testing. This method fosters more profound understanding, critical thinking, and effective learning, ultimately empowering students to become proficient readers and analyzers of complex texts. The writer intends to conduct a study on employing PQRST to improve students' reading comprehension.

The previous study assessed the efficacy of the PQRST method in English language acquisition.

The selected articles have the same objective and scope as this study, and they were completed within the last five years, so the findings are still applicable. The first research is entitled "PQRST Strategy in Improving Reading Comprehension at MAN Pinrang." This research is quasi-experimental and quantitative. The sample comprised 64 tenth-grade students, allocated between an experimental group and a control group. The study included pre-tests and post-tests. The results indicated that the PQRST method markedly enhanced reading comprehension of narrative text (Anah, 2022).

Second, the research is titled "The Impact of the PQRST Method on Students' Reading Comprehension at SMK Bina Satria Medan." The sample comprised 64 students, and two classes were designated as the experimental group and the control group. Data were gathered via multiple-choice and essay assessments, conducted as pre-tests and post-tests of narrative material. The findings indicated that the PQRST approach significantly enhanced pupils' reading comprehension (Huda, 2021).

Third, the study entitled "The Impact of the PQRST Technique on Students' Reading Comprehension of Hortatory Exposition Texts at SMAN 1 Sukaraja."

The sample contained 70 eleventh-grade students, chosen via purposive sampling and allocated into experimental and control groups. The research employed a quantitative approach utilizing a quasi-experimental design, with pre-tests and post-tests delivered for data collection. The findings indicated that the PQRST technique markedly enhanced students' reading comprehension of hortatory exposition materials (Aulia & Nahartini, 2022).

Previous studies have compared the current research with other preceding studies. The commonality is that the current research and other prior studies employ the PQRST method with a quantitative approach. As mentioned above, the distinction between this research and the study is in the content and subject matter of the investigation. This research employed analytical exposition text to ascertain the effectiveness of the PQRST approach on students' reading comprehension skills across various environments and texts. The researcher used a nonequivalent control-group design in this study. The design was presented as follows.

Method

This research was conducted in SMAN 1 Katibung, Lampung Selatan, Lampung, focused on Grade 11 and carried out in October-November 2024. The researcher utilized a quantitative quasi-experimental method in three (3) meetings. Quasi-experimental design involves the assignment of individuals to groups without randomization (Creswell, 2012). This design was chosen because randomly assigning participants to different groups was impossible. Moreover, modifications were challenging due to the school's established system, including fixed student enrollment, study schedules, and the number of classes. A quasi-experimental with nonequivalent control-group design was chosen for this research.

The research sample consisted of two classes with similar English proficiency, XI Merdeka 1 and XI Merdeka 2. This was determined through discussions with the English teacher at the school and an analysis of their scores from the previous semester. These classes were then chosen as the study sample. The experimental group (XI Merdeka 2) and control group (XI Merdeka 1) were assigned randomly by flipping a coin. Sample of research:

Table 1. *Sample of Research*

Group	Class	Total of students

Control	XI Merdeka 1	28
Experimental	XI Merdeka 2	28

Sudaryanto, (2013) stated that a quasi-experimental study is defined by three main characteristics: The independent variable is modified, all other variables are controlled except for the independent variable, and the dependent variable is observed or measured as a consequence of the influence of the independent variable. According to this framework, this study involves independent and dependent variables. PQRST method is the independent variable, and the student's reading comprehension proficiency is the dependent variable. As the dependent variable is affected by the independent variable, this research seeks to determine the PQRST method's effectiveness in improving the student's reading comprehension skills.

Before the research began, both groups took a pre-test of 40 questions (multiple choices) on reading comprehension about analytical exposition texts. Subsequently, the experimental group was taught about analytical exposition text using the PQRST method. The teacher makes some groups, gives instructions, and the students discuss with each other. On the contrary, the control group was through a traditional, teacher-centred method. After the treatment, both groups completed a post-test with the same format as the pre-test. The pre-test and post-test results were compared to assess the effectiveness of the treatment. The design of the experiment is as shown below:

Table 2. *Research Design*

Group	Test	Treatment	Test
Control (XI Merdeka 1)	Pre-Test		Post-Test
Experimental (XI Merdeka 2)	Pre-Test	PQRST Method	Post-Test

The reading comprehension test comprised 40 items, with each correct response earning one (1) point and incorrect responses receiving zero (0) points. The maximum point for correct answers was 40, with a total score of 100. The researcher utilized the score classification framework from Heaton and Nurgiantoro (Yuliana, 2007)to categorise student performance.

Table 3. *Range of Score Classification*

Range of Score	Classification
81-100	Very Good
61-80	Good
41-60	Fair
21-40	Weak
0-20	Poor

The instrument used in this study was a reading comprehension test. Reliability refers to the trustworthiness of an instrument as a data collection tool, indicating that it is well-constructed (Arikunto, 2010). The reliability test results using IBM SPSS 21 are presented in the following table.

Table 4. *Reliability Test*

Cornbach's Alpha	N of items
.815	40

The reliability test results indicate that all 40 items are reliable, 0.815 (Cornbach's Alpha). This suggests the instrument is trustworthy, as the r-count is close to the r-table value of 1.

Thereafter, a normality test was conducted with IBM SPSS 21. It is a statistical method used to assess the distribution of data. The researcher applied the Shapiro-Wilk test to evaluate data normality in this study. This assessment ascertains if the data adheres to a normal distribution. Data is normal if the two-tailed significance value surpasses 0.05 (sig > 0.05).

Table 5. *Normality Test*

Group	Kolmogorov-Smirnov[a]			Shapiro Wilk Test		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-Test XI M 1	.101	28	.200*	.977	28	.764
Pre-Test XI M 2	.111	28	.200*	.977	28	.080
Post-Test	.146	28	.	.130	.949	28	.182

XI M 1 Post - Test XI M 2	.146	28	.020	.947	28	.164

The results showed that all groups met the normality assumption: the pre-test control group had a significance value of 0.764, the experimental group's pre-test was 0.080, the control group's post-test was 0.182, and the experimental group's post-test was 0.164. Since all values are above 0.05, it can be derived that both groups' data, either before or during the test, adhere to a normal distribution.

Following the calculation of data normality, the researcher proceeds to examine the data's homogeneity. The homogeneity of the pre-test and the heterogeneity of the post-tests will be determined using IBM SPSS 21 for Windows. The criterion for the Homogeneity Test is that the sample from the experimental class is considered homogeneous if the value is>0.050 in comparison to the control class.

Table 6. *Homogeneity Test*

Levene Statistic	df1	df2	Sig.
1.166	1	54	.285

The table indicates that the significance value of the homogeneity test of the pre-test in both the experimental and control classes is 0.285. Since this value (0.285) is greater than the standard threshold of 0.050, It is able to infer that experimental and also control groups are homogeneous.

Hypothesis testing is conducted using a 5% significance level, as suggested by Priyatno (2012), who states that SPSS-based hypothesis testing typically employs a 5% significance level. The null hypothesis (H_0) is a statement to be tested, while the alternative hypothesis (H_a) is the opposite of Ho. The researcher formulated the following hypotheses:

a. Null Hypothesis (H_0): The PQRST method is ineffective in enhancing students' reading comprehension in analytical exposition texts in the 11th grade of SMAN 1 Katibung.

b. Alternative Hypothesis (H_a): The PQRST method effectively enhances students' reading comprehension in analytical exposition texts in the 11th grade of SMAN 1 Katibung.

To test the hypothesis, the researcher utilized the Independent Sample T-test, which compares the scores of two independent groups: the experimental and control groups. Based on the sample data, the results of this test can provide evidence for or against the hypothesis.

Result and Discussion

This chapter presents the data gathered from the experimental and control classes at SMAN 1 Katibung, where both pre-test and post-tests of reading comprehension were administered. The researcher selected XI Merdeka 1 as the control group and XI Merdeka 2 as the experimental group, with each class comprising 28 students. All students were included in the sample. Two tables in this section display the test scores for the experimental and control classes, including the pre-test and post-test results for each group.

Table 7. *Result score of Pre-test and Post-test of Control Class*

No.	Range of Score	Classification	Frequency	
			Pre-Test	Post-Test
1.	81-100	Very Good	-	-
2.	61-80	Good	-	4
3.	41-60	Fair	11	16
4.	21-40	Weak	14	8
5.	0-20	Poor	3	-
		Total	28	28

The table shows the result of the pre-test and post-test of the control group, in which the PQRST method treatment was not implemented. The students' scores are classified into five categories: Very Good (81-100), Good (61-80), Fair (41-60), Weak (21-40), and Poor (0-20). In the pre-test, no students achieved Very Good or Good scores, with the majority falling into the Weak (14 students) and Fair (11 students) categories, while three students were in the Poor category. This indicates that most students had low reading comprehension levels before learning.

The post-test results showed some improvement after regular learning without the PQRST method. Four students reached the Good category, while students in the Fair category increased from 11 to 16, suggesting slight progress. Additionally, students in the Weak category decreased from 14 to 8, and no students remained in the Poor category, indicating that all students experienced at least some improvement.

However, no students reached the Very Good level, suggesting that the traditional teaching method led to limited progress in students' reading comprehension.

Table 8. *Result score of Pre-test and Post-test of Experimental Class*

No.	Range of Score	Classification	Frequency	
			Pre-Test	Post-Test
1.	81-100	Very Good	-	14
2.	61-80	Good	1	7
3.	41-60	Fair	9	7
4.	21-40	Weak	16	-
5.	0-20	Poor	2	-
		Total	28	28

The table presents the distribution of scores of the experimental group's pre-test and post-test, which received the PQRST method treatment. Most students had low scores in the pre-test, with 16 students classified as Weak (21-40) and two students in the Poor (0-20) category. Only one student achieved a Good (61-80) score, while none reached the Very Good (81-100) level. The post-test results showed significant improvement after the researcher implemented the PQRST method. A total of 14 students moved to the Very Good (81-100) category, while seven students achieved a Good (61-80) score. Additionally, seven students remained in the Fair (41-60) category, and no students were classified as Weak or Poor in the post-test. These results show that the PQRST method effectively improved students' reading comprehension, as reflected in the increased number of students scoring in the Very Good and Good categories, with no students remaining in the lower classifications.

This study investigates the first research issue on the efficacy of the PQRST method by comparing post-test scores from two independent groups to assess the research hypothesis. The results obtained from the Independent Sample T-test are presented in the following table.

Table 8. *Independent Sample Test*

Independent Sample Test									
	Leven's Test Equality of Variances		t-test Equality of Means					95% Confidence Interval Difference	
	F	Sig.	t	df	Sig (2-tailed)	Mean Difference	Std. Error Difference	lower	upper
Equal variances assumed	1.166	.285	6.661	54	.000	20.625	3.096	14.417	26.833
Equal variances assumed	6.161	.372	6.661	53.316	.000	20.625	3.096	14.416	26.834

The independent samples T-test was managed with IBM SPSS 21, and the post-test scores of the experimental and control groups were compared. According to the table above, the data indicated that the degrees of freedom (df) amount to 54, with a 5% significance level—a t-table value of 1.674 and a t-observed value of 6.661. Since the t-observed value (6.661) exceeds the t-table value (1.674), the alternative hypothesis (H_a) is accepted, and the null hypothesis (H_a) is rejected.

The data indicate rejection (H_0) and acceptance of (H_a), confirming that the PQRST approach greatly enhances students' reading comprehension. A comparison of the two groups reveals a clear difference in outcomes. The experimental group, which utilized the PQRST method, engaged actively in learning. Participants took steps such as predicting, questioning, reading, summarizing, and testing, making the learning experience more interactive and student-centred. This active involvement likely enabled a deeper processing of the material, enhancing comprehension and retention of the text.

In contrast, the control group adopted a more passive approach, primarily listening to the teacher's explanations—this traditional, teacher-centred method limited interaction with the text and reduced opportunities for active learning. Consequently, students in the control group may not have had the chance to engage critically with the content or employ effective strategies to understand the material.

The present research results substantiate the claim that the PQRST method considerably enhances students' reading comprehension skills and involves a collaboration between automatic and strategic thought processes, enabling the reader to form visual representations of the text (Broek & Espin, 2012). The experimental group's higher score indicates that active engagement with the text fosters stronger skills in analyzing and understanding analytical exposition texts compared to the passive approach of the control

group—the material on a deeper level, improving their comprehension and retention of the text.

On the other hand, the control group followed a more passive approach, primarily listening to the teacher's explanations. This traditional, teacher-centred method limited their interaction with the text and reduced opportunities for active learning. As a result, students in the control group may not have had the chance to engage critically with the content or use effective strategies to understand the material. The outcome resonates with Pourhosein Gilakjani & Sabouri (2016) students' capacity to comprehend what they read, greatly influenced by their reading strategies. Students are not merely passive recipients of information but active creators of meaning.

Moreover, the findings align with other studies conducted by Anah (2022), Aulia and Nahartini (2022), and Huda (2021). The study revealed that the PQRST approach considerably enhances reading comprehension skills.

Conclusion

Ultimately, the Independent Sample T-test result revealed a statistically significant difference between the experimental and control groups. The experimental group, which employed the PQRST method—incorporating the steps of preview, question, reading, summarize, and test—demonstrated a marked improvement in reading comprehension, as evidenced by their higher post-test scores. Conversely, the control group, which engaged in passive learning through traditional teacher explanations, showed relatively limited progress.

The analysis using the Independent Sample Test showed that with a significance level of 5%, degrees of freedom (df) equal to 54, t observed (6.661) > t table (1.674). The alternative hypothesis (H_a) is accepted, and the null hypothesis (H_0) is rejected. This finding substantiates the hypothesis that active learning strategies, such as the PQRST method, enhance students' reading comprehension abilities more effectively than the passive learning strategies, the teacher-centered method.

Therefore, the results of this research suggest that integrating the PQRST method in teaching reading comprehension can substantially improve students' understanding of analytical exposition texts. This method provides a more engaging, student-centred approach that promotes deeper cognitive processing. It is recommended that educators incorporate such active learning techniques in their instructional practices to foster better academic outcomes. Future studies should further explore the long-term impact of active learning strategies on reading comprehension and their applicability in diverse educational settings.

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