ROLE OF PQRST IN DEVELOPING READING SKILL

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Abstract: PQRST technique is used to improve students' reading skill at the eighth-grade students of SMP Negeri 2 Bandar Mataram. In this research, the writer took Classroom Action Research (CAR). This reasearch conducted 31 students including 15 male and 16 female students. The writer devided into two classes and included four stages such as; planning, action, observation adn refletion. In a pre-cycle, the writer assess identifying initial reading, challages, guiding targeted intructional strategies. For collecting data, writer took interviews, field notes, observation checklists and reading test showed clear improvements. Based on the data, the writer got the average learnig activity score rose from 3.42 ("fair") in Cycle 1 to 3.95 ("fair to good") in Cycle 2. Reading scores also improved significantly: the pre-cycle average of 53.19 (9.67% meeting the Minimum Mastery Criterion, MMC) increased to 71.61 in Cycle 2, with 61.29% of students achieving or surpassing the MMC. In conclusion, the PQRST technique effectively enhanced students' engagement and reading comprehension, though further refinements may be needed to reach the full mastery criterion of 75% for the class.

Keywords: Students' Reading Ability, Classroom Action Research (CAR), PQRST Technique

INTRODUCTION

Reading plays a crucial role in our lives, offering numerous benefits, particularly in expanding our knowledge and understanding of the world beyond our immediate environment. Through reading, such as engaging with newspapers, individuals gain insight into current events and developments taking place globally.

This exposure not only enhances general awareness but also equips readers with the information necessary to participate in informed discussions and decision-making. In an educational context, reading serves as a foundational tool for communication and information exchange. It allows students to grasp and process the knowledge conveyed by teachers, facilitating meaningful and complex interactions within the learning environment. By developing strong reading skills, students are better equipped to comprehend and analyze the information presented to them, thereby enriching their learning experiences and contributing to their overall academic growth.

Reading is a fundamental skill that forms the foundation of all learning and development. In fact, reading proficiency is often regarded as a key indicator of a nation's progress and educational standards. The ability to read is the gateway through which individuals can expand their knowledge, acquire new insights, and enhance their capabilities across both academic and non-academic domains. Therefore, developing strong reading

comprehension skills is particularly crucial within the educational sector. Students are not only expected to be proficient readers, but also to possess the ability to deeply understand and critically engage with the content they read. This involves interpreting meaning, analyzing key ideas, and making connections within and beyond the text. Cultivating these comprehensive reading skills is essential for academic success and for preparing students to effectively process and apply information in various real-world contexts. Supported by Tengo (2023: 81) that reading comprehension is a vital English skill that students must master, as it plays a crucial role in enhancing their critical thinking and analytical abilities in understanding learning materials during the educational process.

The concept of reading autonomy plays a pivotal role in enhancing students' reading skills, particularly in EFL settings. As learners develop the ability to manage their own reading processes, they become more effective and independent readers. In this context, a key objective of EFL reading courses is to cultivate this autonomy,

which is rooted in several factors. These include strong reading proficiency, (Lindawati, 2021: 291) which equips learners with the skills to tackle diverse texts; consistent motivation, which drives sustained engagement with reading; and a comprehensive understanding of reading materials, allowing students to interpret and analyze content effectively. Collectively, these elements contribute to fostering independent, self-directed readers capable of managing their own learning journey.

In the field of reading, two widely recognized and commonly practiced approaches are intensive reading and extensive reading. These two methods serve distinct purposes and are employed in different learning contexts. Intensive reading focuses on a detailed and thorough analysis of shorter texts, aiming to develop deep comprehension, vocabulary, and grammar skills. In contrast, extensive reading involves engaging with longer texts at a more relaxed pace, prioritizing overall understanding, reading fluency, and the enjoyment of the reading experience. Both approaches play crucial roles in developing a well-rounded reading

ability, with intensive reading fostering precise analytical skills and extensive reading promoting broad language exposure and fluency.

Intensive reading provides students with increased opportunities to engage deeply with a text (Andres, 2020: 71). Through repeated and focused exposure, familiarity with the content grows, thereby enhancing the reader's comprehension and understanding. Intensive reading entails a meticulous examination of shorter texts, emphasizing detailed comprehension, vocabulary development, grammar analysis, and the study of textual structure. This approach typically involves careful, repeated reading, translation, and note-taking to achieve a thorough understanding of the material. Educators and learners often employ intensive reading to gain a deeper insight into specific linguistic features, thematic elements, and stylistic nuances. Common materials for intensive reading include textbook excerpts, scholarly articles, and essays, where each word and phrase is analyzed with precision. Typically associated with academic contexts,

intensive reading is instrumental in cultivating critical reading skills, such as identifying central ideas, making inferences, and grasping subtle language features.

Extensive reading, by contrast, involves engaging with longer texts to gain a broad understanding and to read for pleasure, without concentrating on every detail. Extensive reading entails students engaging with a diverse array of enjoyable and easily comprehensible materials that fall within their linguistic competence. The selected texts are deliberately chosen to be within the students' language proficiency level, ensuring that the reading experience is both accessible and motivating. By reading large amounts of material that align with their interests and abilities, students can focus on developing overall comprehension and reading fluency without being hindered by complex language structures or unfamiliar vocabulary (Ker-hsin, 2023: 1404). The primary objective is to enhance reading fluency, develop general comprehension skills, and encourage a sustained interest in reading. Learners typically read a large volume of material at an accessible

level, enabling them to focus on the overall meaning while gradually improving their reading speed and confidence. Materials for extensive reading often include novels, stories, magazines, or other texts that match the reader's interests and language proficiency. Unlike intensive reading, which emphasizes detailed analysis, extensive reading prioritizes quantity and exposure, allowing learners to naturally encounter a wide range of vocabulary and contextual usage.

PQRST technique is an instructional strategy designed to enhance a reader's comprehension and retention of information. This method is effective in improving not only the reader's understanding of the material but also their ability to recall and apply the information. The PQRST approach involves several key steps: Previewing the text to gain an overview, Formulating questions to focus reading, Reading the text actively, Stating key information to reinforce understanding, and Testing oneself to evaluate comprehension. These steps collectively support students in engaging with and understanding the text more deeply. The PQRST technique

is particularly well-suited for teaching expository reading, as it helps students systematically process and internalize factual and conceptual information, thereby fostering more effective learning and application of content.

The PQRST technique is a well-established memory strategy designed to enhance reading comprehension and retention. The acronym PQRST stands for Preview, Question, Read, Summarize, and Test, with each letter representing a distinct phase of the technique. Initially, Preview (or Preread) involves skimming the text to gain a general understanding of its structure and main ideas (Aygoren, 2020: 269). In the Question phase, readers generate questions based on their preliminary overview to focus their attention on key concepts. During the Read phase, readers engage in thorough and active reading to address the questions and deeply understand the material. Following this, State requires readers to summarize or articulate the key points in their own words, reinforcing their comprehension. Finally, the Test phase involves evaluating one's understanding through self-testing or

review, ensuring that the material has been effectively retained. Each step in the PQRST technique is systematically designed to improve engagement with and understanding of the text, thereby enhancing overall learning and memory.

Building on the identified issues outlined in the background, the researcher aims to address these challenges by enhancing students' reading proficiency. To achieve this, the researcher plans to implement the PQRST technique as a method for teaching reading. This approach is intended to enhance the overall teaching-learning process and specifically target improvements in students' reading skills. Consequently, the researcher proposes a study titled "Role of PQRST in Developing Reading Skills" which will investigate the effectiveness of this method in fostering reading development among students.

FRAME OF THEORY
Reading

Reading is the process of actively constructing meaning from a text (Isaqjon, 2022: 95), involving the interpretation and integration of

information presented by the author. This definition aligns closely with previous conceptualizations of reading, which emphasize the reader's role in engaging with and making sense of the written material. It is a complex cognitive activity that goes beyond mere decoding of words; it requires the reader to draw upon their prior knowledge, context, and critical thinking skills to fully comprehend and derive meaning from the text.

Reading is a fundamental skill that encompasses not only the ability to interpret and understand a text but also to acquire new vocabulary through exposure to diverse materials. Proficiency in reading is integral to daily life, as it enables individuals to extract and comprehend information from various sources, such as newspapers and books. Reading is a collection of skills that involves interpreting and deriving meaning from printed materials (Silalahi 2023: 186). This process encompasses both decoding, which is the ability to sound out words, and comprehending the text to grasp its meaning. Essentially, reading is the act of engaging with written content to understand its message and context.

Mastery of reading abilities allows individuals to grasp the meaning of written content, facilitating a deeper understanding of both narrative and informational texts. Thus, effective reading is essential for enhancing language acquisition, critical thinking, and overall literacy. According to Brown (2007:188), several key strategies can enhance reading ability:

1. Identify your purpose for reading a text.
2. Apply spelling rules and conventions for bottom-up decoding.
3. Use lexical analysis (e.g., prefixes, roots, suffixes) to determine meaning.
4. Infer the meaning of words, idioms, etc., when uncertain.
5. Skim the text to grasp the gist and main ideas.
6. Scan the text for specific information, such as names, dates, and keywords.
7. Employ silent reading techniques for rapid processing.
8. Utilize marginal notes, outlines, charts, or semantic maps to aid in

understanding and retaining information.

9. Distinguish between literal and implied meanings.

10. Leverage discourse markers to process relationships within the text.

Reading ability is a complex skill that involves an active interaction between the elements of the text and the reader. Since comprehension is the ultimate goal of reading, understanding the processes involved in text comprehension is critical, especially in the context of early reading development. In other words, reading is a fundamental aspect of language study, particularly in activities focused on reading comprehension.

PQRST Technique

The PQRST strategy, which stands for Preview, Question, Read, Summarize, and Test, serves as a pivotal tool in enhancing reading comprehension. Its primary objective is to facilitate a deeper understanding of the essential elements contained within a text. By employing the PQRST strategy, students are encouraged to engage with the material more critically and effectively. This method not only aids in the retention of information but also promotes an analytical approach to reading, thereby optimizing the overall educational experience (Prameswari, 2021: 5). The Preview, Question, Read, Summarize, and Test (PQRST) technique is an instructional strategy specifically designed to enhance a reader's comprehension and ability to retain information. By systematically guiding readers through distinct phases of engagement with the text, this method significantly improves their understanding and recall of the material. In essence, the PQRST technique increases the likelihood that readers will internalize and retain more of the content they are reading. Each step within the PQRST framework— Previewing the text, Formulating questions, Engaging in active reading, Summarizing key points, and Testing comprehension—provides a structured approach that aids students in thoroughly understanding the material. This strategy is particularly effective for teaching expository reading, as it helps students navigate complex informational texts by promoting a deeper engagement with the content

and facilitating a more comprehensive grasp of the material.

The PQRST strategy has been empirically validated as an effective method for enhancing students' reading comprehension. Research has demonstrated that this technique not only aids in the understanding of textual material, (Putra, 2021: 173) but also fosters significant improvements in students' ability to engage with and interpret complex texts. By systematically applying the steps of Preview, Question, Read, Summarize, and Test, students are able to deepen their comprehension, retain critical information, and achieve a more nuanced understanding of the content they read. This evidence-based approach highlights the PQRST strategy as a valuable tool in educational settings, particularly for developing strong reading comprehension skills.

According to Westwood (2012: 53), there are some steps in teaching PQRST technique, as follows:

1) *Introduction:* The teacher introduces the PQRST technique, emphasizing its benefits in improving comprehension and

retention, motivating students to use it.

2) *Preview:* Students skim the text to identify main topics, headings, subheadings, key terms, and summaries. This step provides an overview and helps them understand the text's structure and main ideas.

3) *Questioning:* Students generate questions from headings and subheadings (e.g., who, what, why) to guide their reading, focusing on identifying key information and deeper meanings.

4) *Reading:* Students read the text in detail to answer their questions, focusing on main ideas and understanding challenging content. They may re-read sections for clarity.

5) *Summarize:* Students recall and summarize key points in their own words, reinforcing understanding, identifying knowledge gaps, and organizing information.

6) *Test:* Students review by recalling information without notes, testing their comprehension, and connecting the material to prior knowledge for long-term retention.

The Benefits of PQRST Technique

According to Blanco (2006: 95), the PQRST technique provides several key advantages in enhancing student learning:

1) Stimulates Prior Knowledge: By beginning with a preview, students activate their existing knowledge related to the topic. This step helps them connect new information with what they already know, enhancing comprehension and retention.

2) Encourages Active Reflection: The questioning stage motivates students to actively engage with the material. By formulating their own questions, they reflect on what they are reading, considering its significance and relevance, which fosters deeper cognitive engagement.

3) Fosters an Inquiring Attitude: The technique encourages students to approach reading with curiosity, viewing the material as something to be explored and understood. It promotes an inquisitive mindset, prompting them to think critically and seek out connections within the text.

4) Deepens Understanding: The process of reading to answer specific questions and summarizing key points compels students to think beyond surface-level understanding. This deep engagement helps students to thoroughly grasp complex concepts and ideas.

5) Promotes Self-Evaluation: The testing component encourages students to assess their comprehension by recalling and reviewing material without referring to their notes or the text. This self-testing fosters metacognitive awareness, allowing them to identify areas of strength and those needing improvement.

6) Supports Autonomy: By guiding students through structured steps that they can apply independently, the technique fosters self-regulated learning. Students learn to manage their own learning process, becoming more autonomous and confident in their abilities.

7) Enhances Performance: Overall, the PQRST technique improves

academic outcomes by combining comprehension strategies with active engagement and self-assessment, leading to higher retention rates and better performance on tests and assignments.

The PQRST technique offers several advantages that enhance student learning by fostering engagement, reflection, and comprehension. It begins by stimulating prior knowledge through a preview, helping students connect new information with what they already know, which improves understanding and retention. The questioning stage promotes active reflection, encouraging students to think critically about the material and view it with curiosity and an inquiring attitude. This approach deepens understanding by compelling students to look beyond surface-level information and engage with the content more thoroughly.

Additionally, the technique supports self-evaluation and autonomy in learning. Through self-testing, students assess their comprehension and identify areas for improvement,

fostering metacognitive awareness. The structured steps encourage students to manage their learning process independently, building confidence and self-regulation skills. Ultimately, the PQRST method enhances academic performance by integrating comprehension strategies with active engagement and self-assessment, leading to better retention and outcomes in their studies.

METHOD

The writer will use a descriptive quantitative method to examine the effectiveness of the PQRST technique in increasing student engagement. This study will employ Classroom Action Research (CAR), where the teacher reflects on their own teaching practices to enhance performance and improve student learning outcomes. Action research is a systematic process of inquiry conducted by educators to critically assess the effectiveness of their own teaching methods and their impact on student learning (Andres, 2020: 75). This approach involves practitioners engaging in reflective practice to identify areas for improvement, implement changes, and

evaluate the outcomes, thereby enhancing their teaching strategies and fostering better learning environments.The research will employ two primary data collection techniques: observation and testing. Observation will involve using structured observation sheets to systematically document classroom interactions and events, providing qualitative data on student engagement and behavior. In addition, a multiple-choice test comprising 40 questions with four answer options (a, b, c, or d) will be administered to quantitatively assess students' reading abilities.

This study will use a mixed-methods approach, combining descriptive quantitative and qualitative methods to assess the effectiveness of the PQRST technique in improving student engagement and reading skills. Quantitative data will be gathered through a multiple-choice test consisting of 40 questions to evaluate students' reading comprehension, vocabulary, and ability to identify main ideas. The mean score and the percentage of students meeting the Minimum Mastery Criterion (MMC) will be calculated to measure improvements in reading ability across cycles. These statistical analyses will provide objective insight into the impact of the PQRST technique on students' performance. Qualitative data will be collected through structured observations, using observation sheets to document classroom behaviors, including participation, collaboration, and use of reading strategies. This data will be analyzed through thematic analysis to identify patterns in student engagement, capturing contextual insights that quantitative measures may not reveal. This interpretive approach allows for a deeper understanding of how the PQRST technique influences students' behavior and engagement.

By integrating these methods, the study will offer a comprehensive view of both the quantitative outcomes and the nuanced classroom dynamics, supporting the goal of enhancing teaching practices and learning environments.

FINDINGS

Before conducting the action research, a pre-research phase was implemented to identify issues within

the teaching-learning process of reading and assess students' current reading abilities. This initial phase utilized several data-gathering methods, including observations of student-teacher interactions during reading instruction and the administration of a pre-test to evaluate students' reading proficiency.

The results from these observations and the pre-test highlighted several key challenges. Specifically, students faced difficulties in comprehending the meaning of the text, exploring and developing ideas, understanding unfamiliar vocabulary, and quickly grasping the central concepts of the material. These issues were further examined to uncover underlying causes. It was found that students often worked individually rather than engaging in collaborative learning, had a notable deficiency in vocabulary, and lacked focus on the material, which adversely affected their comprehension and overall learning experience. These findings underscore the need for targeted interventions to address these challenges. Improving student collaboration, enhancing vocabulary development, and increasing focus on the reading material are essential steps in boosting reading comprehension and efficiency.

Based on the identified issues, the research proposed several solutions to address the problems. These included selecting texts that aligned with the syllabus, enhancing student motivation as recommended by a collaborator, and implementing the (PQRST) Technique to boost students' reading abilities.

As part of the preliminary data, the researcher received students' reading scores from the teacher. The pre-test, consisting of 40 multiple-choice questions, was administered to the class VIII A students. The initial analysis of this data revealed an average score of 53.19. Only three students (9.67%) achieved scores above the Minimum Mastery Criterion, while the remaining 28 students (90.32%) scored below this threshold. This analysis indicated that the majority of students had significantly low reading abilities, underscoring the need for improvement. The implementation of the PQRST Technique was anticipated to enhance students' reading proficiency effectively.

Planning

In this phase, the researcher and the teacher collaboratively developed an action plan informed by the findings from the preliminary research. The planning involved several critical activities. First, they designed a detailed lesson plan to guide the teaching and learning process. This plan outlined specific instructional objectives, instructional materials, and media, and detailed procedures for both presentation and assessment.

Next, the PQRST Technique was prepared for implementation. This technique included a multiple-choice test with 40 questions, aimed at improving students' reading abilities. The students were instructed to follow the guidelines provided and record their answers on answer sheets. This step was crucial for engaging students effectively with the reading material.

Additionally, the researcher prepared the necessary materials and media in alignment with the current syllabus. The selected texts, which included report text and hortatory exposition text, were sourced from the English textbook "Bahasa Inggris" for eighth-grade students, published by Kemendikbud in 2014. These texts included important structures and language features essential for teaching reading. The preparation phase also involved creating worksheets and answer sheets for the reading tests, as well as developing an observation checklist and field notes to document student engagement and performance.

Finally, success criteria were established in collaboration with the teacher to measure the effectiveness of the intervention. The criteria included two main indicators: first, improvement in reading scores, with success defined as 75% of students achieving scores of 73.0 or above, and second, increased student engagement, with a target of 60% of students participating in reading activities rated as "Good." These preparations were designed to ensure that the action research would effectively address the identified reading difficulties and enhance students' reading abilities.

The Analysis of the Cycle I

The researcher and the teacher collaboratively reviewed and analyzed the outcomes of the implemented action. The findings, derived from the

observation checklist and field notes, indicated that the teaching and learning activities were generally conducted effectively, though certain issues still required attention and resolution. The data from the observation checklist, which assessed student engagement in learning activities during Cycle 1, revealed a total score of 425 across all students, with an average score of 3.42. This result suggested that the overall quality of student participation in learning activities was deemed "fair." However, it also highlighted areas where further improvements could be made to enhance student engagement and learning outcomes in subsequent cycles. After analyzing the students' reading scores in Cycle 1 and assessing their reading abilities, it was determined that 25 out of 31 students, or 80.64%, performed below the Minimum Mastery Criterion. This indicates that the implementation of the Preview, Question, Read, Summarize, and Test (PQRST) Technique did not lead to significant improvements in the students' reading abilities. Although there was some progress in the students' reading test scores from the pre-cycle, it is clear that additional

focus is required on vocabulary acquisition to address comprehension difficulties. Furthermore, students also need to enhance their grammar skills in order to better understand the material at a paragraph level.

In the second cycle, the writer and teacher enhanced their reading skills by providing more in-depth explanations for unfamiliar words. However, the students exhibited less engagement in completing assignments, as reflected in their fair rating scores of 3.70 for individual tasks and 3.22 for group activities. To address this, the writer aims to foster more active learning participation among the students, thereby increasing their enthusiasm for the assigned tasks.

Table 1: The Percentage of the Student's Score in Reading Test of Cycle 1

	Criteria	Total of the students	Percentage
P1	Passed	6	19.35%
P2	Failed	25	80.64%
Total		31	100 %

The Analysis of the Cycle II

After analyzing the field notes and writing test data from cycle 2, it is evident that both the teacher's instruction and the students' engagement in the classroom have shown improvement. The teacher successfully enhanced the students' learning activities and reading skills by implementing the PQRST technique. This positive change is reflected in the observation checklist and field notes, indicating that the students' participation and attention span throughout the lesson improved compared to the first cycle. There was a noticeable increase in the students' level of activity and enthusiasm when completing assignments. The students' observation checklist for learning activities in cycle 2 revealed that the total score for all students' learning activities was 490, with an average score of 3.95, signifying a significant improvement in the criteria for evaluating students' learning activities.

The outcomes of the writing test in Cycle 2 revealed that 12 students, constituting 38.70% of the total students in class VIII A, surpassed the Minimum Mastery Criterion. This achievement successfully met the predetermined success indicator for the Classroom Action Research. Consequently, both the researcher and the teacher concluded that it was appropriate to conclude the research, as the desired improvements had been effectively attained through the use of the Preview, Question, Read, Summarize, and Test (PQRST) technique.

Furthermore, the evaluation conducted by the researcher and the teacher reaffirmed that the Classroom Action Research had significantly enhanced students' reading abilities through the implementation of the PQRST technique. This approach seamlessly aligned with the initial planning and objectives set by both the researcher and the teacher. The results

indicated noticeable enhancements in both student engagement and reading comprehension throughout the teaching-learning process. The progress observed among students highlights the effectiveness of the PQRST technique in fostering improved reading skills and active participation in classroom activities, thereby validating its use as an instructional strategy for improving literacy outcomes.

Table 2: The Percentage of the Student's Score in Reading Test of Cycle 2

	Criteria	Total of the students	Percentage
P1	Passed	19	61.29 %
P2	Failed	12	38.70 %
Total		31	100 %

Analysis of the Entire Meeting

The study was carried out using a classroom action research approach, which utilized the Preview, Question, Read, Summarize, and Test (PQRST) Technique. The research spanned two cycles, with each cycle consisting of three meetings. Each cycle encompassed four essential stages: planning, acting, observing, and reflecting. After analyzing the data, it became evident that there was a substantial improvement in the students' learning activities. In the first cycle, the average score for the students' learning activities was 3.42, indicating a fair level, and this score increased to 3.95 in the second cycle, representing a shift from fair to good. The enhanced learning activities had a positive impact on the students' reading ability, with the reading ability increasing from 55.70% in the first cycle to 71.61% in the second cycle. This demonstrates a significant positive influence on the students' reading skills resulting from the improved learning activities.

The implementation of the Preview, Question, Read, Summarize, and Test (PQRST) technique effectively enhanced students' engagement in learning activities in the eighth grade of SMP Negeri 2 Bandar Mataram during the 2017/2018 academic year. The use of this structured approach encouraged more active participation and facilitated a deeper understanding of

the material among students, as evidenced by improved scores and increased involvement in classroom activities.

The application of the PQRST technique also resulted in a significant improvement in students' reading abilities within the same cohort. The technique provided a systematic framework that helped students develop critical reading skills, including comprehension, analysis, and retention. The progress observed in the students' performance confirmed that the PQRST method was an effective instructional strategy for enhancing reading proficiency among eighth-grade students at SMP Negeri 2 Bandar Mataram in the 2017/2018 academic year.

The Result of Pre-Cycle

After getting the scores of reading test from the English teacher at the eighth class (VIII A) of SMP Negeri 2 Bandar Mataram, the writer calculated the mean of the students' score, the percentage of the students who passed the Minimum Mastery Criterion in reading.

The mean score derived from the following formula:

$$\overline{X} = \frac{\Sigma x}{N}$$

$$\overline{X} = \frac{1646}{31}$$

$$\overline{X} = 53.19$$

Next, to know the percentage of the students who passed the target score of Minimum Mastery Criterion, the writer used the following formula:

$$P_1 = \frac{\Sigma P}{\Sigma N} X \ 100\%$$

$$P_1 = \frac{3}{31} X \ 100\%$$

$$P_1 = 9.67\%$$

The percentage of the students who failed to get the target score of Minimum Mastery Criterion.

$$P_2 = \frac{\Sigma P}{\Sigma N} X \ 100\%$$

$$P_2 = \frac{28}{31} X \ 100\%$$

$$P_2 = 90.32\%$$

Based on the result of the pre-cycle, the data showed that the mean score of pre-cycle was 53.19. There were only three students or 9.67 % of the students who got the score above the Minimum Mastery Criterion, meanwhile the other twenty eight students or 90.32 % were below that criterion. From the analyzing, it could be seen that almost of the eighth class (VIII A) students of

SMP Negeri 2 Bandar Mataram in reading skill was still very low.

The Result of Observation Checklist 1

The result of observation checklist 1; it might be about classroom situation, students' response, and students' performance in learning and teaching process that had been observed and completed by the English teacher. Here for the result of observation checklist in learning activities:

Table 3: The Result of the Students' Observation Checklist in Cycle1 at the Eighth Class of SMP Negeri 2 Bandar Mataram

No	The students' learning activities	Average Score	Criteria
1	Students' activity in answering teacher's question (pre-test)	3.38	Fair
2	Students' activity in asking the questions about the material given	3.38	Fair
3	Students' activity in doing the assignment which are given by the teacher (Individually)	3.70	Fair
4	Students' activity in doing the assignment which are given by the teacher (group)	3.22	Fair

From the table of students' observation checklist 1, it could be concluded that: the students' activity in answering teacher's question (pre-test) fair, it could be seen from the result of average score of the students was 3.38; the students' activity in asking the questions about the material given was fair, it could be seen from the result of average score of the students was 3.38; the students' activity in doing the

assignment which are given by the teacher (Individually) was very fair, it could be seen from the result of average score of the students was 3.70; and Students' activity in doing the assignment which are given by the teacher (group) was fair, it could be seen from the result of average score of the students were 3.22.

The Result of Reading Test 1

The mean score derived from the following formula:

$$\overline{X} = \frac{\Sigma x}{N}$$

$$\overline{X} = \frac{1727}{31}$$

$$\overline{X} = 55.70$$

Next, to know the percentage of the students who passed the target score of Minimum Mastery Criterion, the writer used the following formula:

$$P_1 = \frac{\Sigma P}{\Sigma N} X\ 100\%$$

$$P_1 = \frac{6}{31} X\ 100\%$$

$$P_1 = 19.35\%$$

The percentage of the students who failed to get the target score of Minimum Mastery Criterion, the writer used the following formula:

$$P_2 = \frac{\Sigma P}{\Sigma N} X\ 100\%$$

$$P_2 = \frac{25}{31} X\ 100\%$$

$$P_2 = 80.64\%$$

Based on the result of the cycle 1, the data showed that the mean score of cycle 1 was 55.70. There were six students or 19.35 % of the students who got the score above the Minimum Mastery Criterion, meanwhile the other twenty five students or 80.64 % were below that criterion. From the analyzing, it could be seen that there were an improvement from the result of pre-cycle to the first cycle. So the students at the eighth class (VIII A) students of SMP Negeri 2 Bandar Mataram in reading skill was fair. Finally, to know whether students' improvement, the writer used the following formula:

$$\langle g\rangle = \frac{S_2 - S_1}{100 - S_1}$$

$$\langle g\rangle = \frac{55.70 - 53.19}{100 - 55.70}$$

$\langle g\rangle = 0.5$ (Mid Improvement)

So based on the calculation, the writer knew that the mean of students at first cycle was 71.61. The improvement of students' score of reading from pre-cycle to reading test of cycle 1 was mid improvement. The increasing of the pre-cycle to the

reading test of cycle I was about 2.51 % mean of score improvement.

The Result of Observation Checklist 2

Based on the students' performance in learning and teaching process that had been observed and completed by the English teacher. Here for the result of observation checklist in learning activities:

Table 4: The Result of Observation Checklist in Cycle 2 at the Eighth Class of SMP Negeri 2 Bandar Mataram

No	The students' learning activities	Average Score	Criteria
1	Students' activity in answering teacher's question (pre-test)	3.83	Fair
2	Students' activity in asking the questions about the material given	3.74	Fair
3	Students' activity in doing the assignment which are given by the teacher (Individually)	4.09	Very Good
4	Students' activity in doing the assignment which are given by the teacher (group)	4.12	Very Good

From the table of students' observation checklist 2, it could be concluded that: the students' activity in answering teacher's question (pre-test) was fair, it could be seen from the result of average score of the students was 3.83; the students' activity in asking the questions about the material given was fair, it could be seen from the result of average score of the students was 3.74; the students' activity in doing the assignment which are given by the teacher (Individually) was very good, it could be seen from the result of average

score of the students was 4.09; and Students' activity in doing the assignment which are given by the teacher (group) was very good, it could be seen from the result of average score of the students were 4.12. From the result of observation checklist of cycle 1 to the cycle 2, it showed that there were increasing improvement of the students' learning activities.

The Result of Reading Test 2

Reading test of cycle 2 was conducted on Wednesday, May 16th, 2018. After getting the scores from reading test of cycle 2, the writer calculated the mean of the students' score, the percentage of the students who passed the Minimum Mastery Criterion, and the improvement of students' score in reading from the cycle 1 to the reading test of cycle 2.

The mean score derived from the following formula:

$$\overline{X} = \frac{\Sigma x}{N}$$

$$\overline{X} = \frac{2220}{31}$$

$$\overline{X} = 71.61$$

Next, to know the percentage of the students who passed the target score of

Minimum Mastery Criterion, the writer used the following formula:

$$P_1 = \frac{\Sigma P}{\Sigma N} X \ 100\%$$

$$P_1 = \frac{19}{31} X \ 100\%$$

$$P_1 = 61.29\%$$

The percentage of the students who failed to get the target score of Minimum Mastery Criterion, the writer used the following formula:

$$P_2 = \frac{\Sigma P}{\Sigma N} X \ 100\%$$

$$P_2 = \frac{12}{31} X \ 100\%$$

$$P_2 = 38.70\%$$

Based on the result of the cycle 2, the data showed that the mean score of cycle 2 was 71.61. There were nineteen students or 61.29 % of the students who got the score above the Minimum Mastery Criterion, meanwhile the other twelve students or 38.70 % were below that criterion. From the analyzing, it could be seen that there were an improvement from the result of first cycle to the second cycle. So the students at the eighth class (VIII A) students of SMP Negeri 2 Bandar Mataram Lampung Tengah in reading skill was high or good improvement.

Finally, to know whether students' improvement, the writer used the following formula:

$$\text{<g>} = \frac{S2 - S1}{100 - S1} \text{ X } 100\%$$

$$\text{<g>} = \frac{71.61 - 55.70}{100 - 71.61}$$

<g>= 0.6 (High Improvement)

So based on the calculation, the writer knew that the mean of students' score at second cycle was 71.61. The improvement of students' score of reading from cycle 1 to reading test of cycle 2 was high improvement. The increasing of the cycle 1 to the reading test of cycle 2 was about 15.9 % mean of score improvement.

DISCUSSION

The Students' Learning Activities

The analysis of students' learning activities, derived from field notes and observation checklists, indicated marked improvements over the course of the study. During the first cycle, students exhibited confusion and difficulty in comprehending the text, which impeded their ability to identify vocabulary and determine the main idea. This led to frequent reliance on peers for assistance with assignments, and students required extended periods to complete reading tasks. Despite these challenges, observations revealed that the teaching-learning process was effectively implemented, though adjustments were necessary to address specific obstacles. By the second cycle, the learning activities showed considerable progress. Students demonstrated increased enthusiasm and a more proactive approach to assignments, responding constructively to the questions posed by the teacher. They exhibited greater persistence when encountering unfamiliar words, utilizing dictionaries independently to aid their understanding. This improvement highlighted a positive shift in student engagement and self-sufficiency.

In the first cycle, the average score of the students' learning activities were 3.42 with the criteria was fair, while the second cycle there was improvement of the students' learning activities were 3.95 with the criteria fair to good. The improvement of the students' learning activities from the first cycle to the second cycle was described in the diagram 2 below:
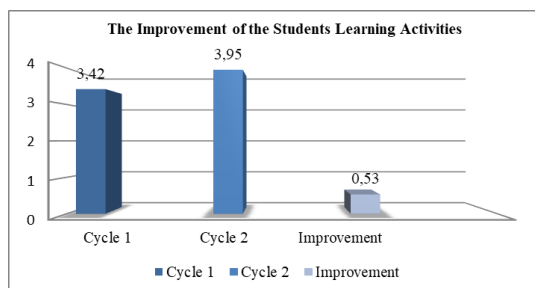
Figure 1. The Improvement of the Students Learning Activities

The Students' Reading Ability

Based on the result of the students' reading test, there was better improvement of students' mean score from the students' reading test. The results demonstrated a notable improvement in students' reading test scores from the pre-cycle to Cycle I and Cycle II following the implementation of the PQRST (Preview, Question, Read, Summarize, Test) technique through Classroom Action Research. In the pre-cycle, prior to the intervention, the mean reading score was 53.19, with only 9.67% of students meeting the Minimum Mastery Criterion (MMC). Specifically, just three students achieved the MMC, while 28 students did not meet the target. These findings underscore the significant need for instructional strategies to enhance reading comprehension and overall academic performance.

In Cycle I, the mean score on the reading test increased to 55.70, reflecting an improvement from the pre-cycle assessment. The percentage of students meeting the Minimum Mastery Criterion (MMC) rose from 9.67% to 19.35%, indicating that six students successfully achieved the MMC, while 25 students still did not meet the required standard. Despite this progress, the results highlighted that further enhancement was necessary, as the class had not yet reached the established success criterion for the Classroom Action Research, which required at least 75% of the students to meet or exceed the MMC. Consequently, additional instructional adjustments and refinements were needed to achieve the targeted level of reading proficiency across the class.

The research progressed to the second cycle, where further implementation of the PQRST (Preview, Question, Read, Summarize, Test) technique led to substantial gains in students' reading performance. The mean score on the reading test in Cycle II rose significantly to 71.61. The percentage of students meeting the

Minimum Mastery Criterion (MMC) increased to 61.29%, with 19 students successfully passing the MMC and 12 students still falling short of the benchmark.

Although the improvement from the pre-cycle (9.67%) to Cycle II (61.29%) was noteworthy, the outcome did not fully achieve the predetermined success criterion of 75% of students meeting or exceeding the MMC. Nevertheless, the substantial increase in both mean scores and the proportion of students reaching the MMC underscored the effectiveness of the PQRST technique in enhancing reading comprehension, though further efforts would be required to reach the desired mastery level across the class.

Automatically, it could be said that the Classroom Action Research by applying Preview. The question, Read, State, Test (PQRST) Technique was a success. The students' improvement in reading ability from the pre-cycle to the second cycle is shown in figure 2 below:
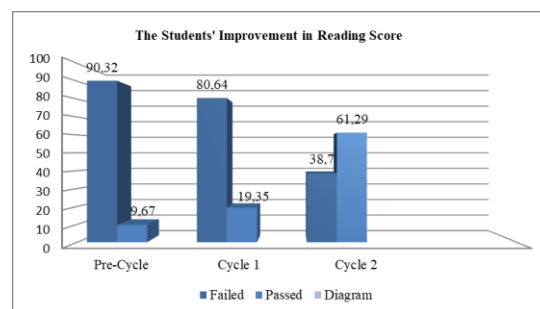

Figure 2. The Students' Improvement in Reading Score

CONCLUSION

Upon completion of this Classroom Action Research, several conclusions were drawn regarding the effectiveness of the Preview, Question, Read, Summarize, and Test (PQRST) technique in improving students' learning outcomes. The findings demonstrate that the PQRST technique significantly enhanced both the students' reading abilities and their overall engagement in learning activities in the eighth-grade class of SMP Negeri 2 Bandar Mataram, Lampung Tengah, during the 2017/2018 academic year.

Firstly, with regard to students' learning activities, notable improvements were observed from the first cycle to the second cycle. The average score for students' learning activities improved from 3.42 in the

first cycle (categorized as "fair") to 3.95 in the second cycle, moving towards the "good" category. This signifies an improvement of 0.53 points, indicating a substantial increase in student engagement and participation during classroom activities.

Secondly, in terms of students' reading abilities, significant progress was noted across the pre-cycle, first cycle, and second cycle. Prior to the application of the PQRST technique, the mean reading score was 53.19, with only 9.67% (three students) meeting the Minimum Mastery Criterion, while 28 students did not meet the required benchmark.

Following the first cycle, the mean reading score slightly improved to 55.70, with 19.35% of the students (six students) meeting the Minimum Mastery Criterion, representing a 2.51% improvement from the pre-cycle. However, more substantial progress was observed in the second cycle, where the mean reading score significantly increased to 71.61, leading to 61.29% of students (19 students) meeting the Minimum Mastery Criterion. This represented a marked increase in the class percentage by

15.91% from the first to the second cycle, underscoring the effectiveness of the PQRST technique.

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