

IMPROVING READING COMPREHENSION OF NARRATIVE TEXT THROUGH P-Q-R-S-T STRATEGY AT ELEVENTH-GRADE STUDENTS OF SMA NEGERI 2 TARAKAN

Sherly Pebriani Bid¹, Winarno²

^{1,2} English Education Department, Faculty of Teacher Training and Education, University of Borneo Tarakan

E-mail:

sherlypebriani26@gmail.com

winarnovisit@gmail.com

ABSTRACT

The purpose of the research was to improve students' reading comprehension of narrative text through the Preview-Question-Read-Summarize-Test (PQRST) strategy. The research method used was classroom action research. The subjects of this research were students of class XI B SMA Negeri 2 Tarakan in the 2023/2024 academic year which consists of 36 students. There were two cycles in this research. Each cycle consists of two meetings which include planning, action, observation, and reflection. The instruments used to collect data are tests and observations. In the first cycle, there were 24 students who reached the Learning Objective Achievement Criteria (KKTP) with a percentage of (67%) and 12 students (33%) had not yet reached KKTP. In the second cycle, there were 30 students (84%) who had achieved KKTP and there were 6 students (16%) who did not achieve KKTP. The observation results of teacher and students also improved. The results of teacher observation in the first cycle obtained an average score of 77.5% and increased to 87.5% in the second cycle. It is concluded that the use of the PQRST strategy can enhance students' reading comprehension of narrative text in class XI B SMA Negeri 2 Tarakan during the 2023/2024 academic year. The results of the research suggest that teachers may consider employing the PQRST strategy in teaching, especially teaching reading comprehension.

Keywords: Classroom Action Research, Reading Comprehension, PQRST

INTRODUCTION

English is a language that is spoken worldwide and used for international communication. It is commonly studied as a foreign language in Indonesia (Batubara et al., 2020). According to Liando et al. (2023) Indonesian students learn English is a foreign language in a bilingual environment alongside their native tongue and dialect. One of the disciplines that senior high school students must study is English. Based on the Merdeka Curriculum students should be able to speak and obtain information in English by the end of their final year of high school. In addition, learners of English must be proficient in four areas: speaking, listening, reading, and writing. Therefore, students need to learn English.

One of the abilities in English that students learning the language must acquire is reading. Decoding symbols to produce or comprehend meaning in a text is a sophisticated cognitive process involved in reading. Fahas and Husaini (2022) state that reading is the process of comprehending text. It is a challenging assignment that needs perception and reasoning. According to Safrianti (2020), one of the key competencies for students to improve their comprehension of culture, language, and the wider world is reading. It allows students can gain new knowledge that they have not known before. Reading also affects other English skills, especially writing. Furthermore, reading is a multifaceted ability that requires several small skills (Ardhian et al., 2020). In addition, reading also gives the reader a lot of vocabulary. Moreover, although reading is a fundamental communication ability, it is a highly difficult process (Nadirah et al., 2020). As a result, reading is an essential language ability that all

students must master to gain knowledge for the future. Additionally, this ability is crucial for them to have because they live in the era of modern technology which requires them to be able to communicate using international languages, namely English.

The capacity to understand, explore, and extract interpretation of written material is known as reading comprehension. It demands several types of cognitive abilities, such as vocabulary recognition, comprehension of sentence and paragraph structures, and identifying the key points and specifics of a given piece. According to Septiyana et al., (2021) the proceeding to gaining connotation of a text using the connection between the text and the reader is known as reading comprehension, and it involves several complex steps, including word and background knowledge. In addition to basic knowledge, effective reading comprehension demands that readers interact with the text, draw conclusions, draw connections, and critically evaluate the information presented. Fatmawan et al., (2023) state that comprehending reading allows the reader to learn the content as a whole rather than attempting to decode separated sentences or words. In addition, understanding reading is considered among the prominent English proficiency for learners (Laily, 2018). Therefore, comprehending reading is not the same as text reading but in reading comprehension, the reader understands, catches the point, answers the question of that text, and can conclude that text. People can face many obstacles in their daily lives in general and in their academic lives if they are unable to interpret texts.

One of the many subjects that students need to be proficient in at school is English. Based on the Merdeka Curriculum, several phases show the learning outcomes. Phase F is the phase for eleventh-grade and twelfth-grade of high school. After Phase F, to achieve the required proficiency in the required English course, in print and digital media, single or several, on both abstract and concrete subjects, students must be able to comprehend the primary ideas of complicated written materials, including the discussion of specialized topics pertinent to other curriculum subjects in several different kinds of text: narrative, discussion, and exposition. This stage involves more than just the language ability of the students that are increasingly developing, nevertheless critical, creative, communicative, collaborative, confident, and cooperative thinking skills are also necessary for the learner of Pancasila Profile to be realized.

However, several factors cause students to have difficulty in reading comprehension, namely lack of vocabulary, not having the right techniques, lack of motivation to read, and even not being interested in the reading method used by the teacher. According to Sari et al., (2020) the difficulties are lack of motivation, use of inappropriate strategies, and lack of background knowledge. Poor comprehension abilities can result from reading difficulties. Torabi and Maleki (2022) stated that the difficulties in comprehending a text are vocabulary knowledge, grammar, limited time, and anxiety. The inability of students to comprehend and remember information from texts could hurt their ability to understand concepts in a variety of subjects and low engagement during classroom activities.

Preliminary research on SMA Negeri 2 Tarakan on eleventh-grade students was done in November 2023, especially in class XI B. It was found that students did not complete their task about reading comprehension. There were only 7 or 20% students of 36 students that could determine the text's main idea. Furthermore, several students also could not find factual information concerning the tale "The Legend of The Holy Stone". The researchers also conducted interviews with some students. The findings showed that most students had difficulties comprehending text because their motivation for reading was less.

The teacher's creativity and strategy should be implemented while guiding students in reading to make students understandable the text that is being read. The purpose of strategies for reading is to assist learners in understanding the content while they read (Erya & Pustika, 2021). Therefore, the researchers were interested in applying an alternative teaching strategy to enhance the students' reading comprehension preview, questions, read, summarize, and test. According to Fahas and Husaini (2022) the PQRST strategy has benefits, namely: 1) PQRST makes the text easier for students to understand. 2) PQRST can assist the respondent in reading particular texts. 3) PQRST assists students in processing new knowledge in a variety of ways. 4) PQRST reaches the students' potential in reading passages.

One of the learning strategies is Preview, Question, Read, Summarize, Test (PQRST), especially in reading which assists students in reading comprehension. Firstly, in the preview, the teacher directs students to pay attention to text headings and notice pictures or diagrams if there are any. Then, in question, readers formulate questions that may arise based on the reading. In reading, this is the most important step of the strategy, the reader will read the entire text while answering the provided questions in the second step. In summary, the reader will summarize the information obtained from the text. Lastly, a test relating to the student's comprehension of the read text will be provided by the teacher.

The PQRST strategy is proposed by Thomas and Robinson (1982). This strategy has several advantages. The strategy helps students concentrate on what they are learning and prioritize the information that is directly related to how students will be required to use that knowledge in an exam (Febtiningsih, 2019). Parameswari et al., (2021) stated that the PQRST strategy improved students' engagement in reading a descriptive text. In addition, Suryani et al., (2020) PQRST assists students through five steps to deal with difficulties in reading comprehension. They are previewing, questioning, reading, summarizing, and testing. Every stage of the PQRST strategy improves teaching and learning, to help students become more proficient readers. Briefly, the PQRST strategy encourages students to actively engage when doing reading and pay attention to the content, which may help them perform better on tests, and develop long-term memory for the information.

Furthermore, it is crucial for readers to improve their reading comprehension abilities. However, comprehending a text correctly is a complex, involved process. Therefore, using reading strategies teachers can assist students in developing their comprehending of reading. The objective of reading strategies is to understand the author's message (Banditvilai, 2020). As a result, it is considered that reading strategies are essential for enhancing students' reading comprehension and giving them the tools they need to manage their reading well.

Therefore, the researchers researched the previously provided explanation "Improving Reading Comprehension of Narrative Text through P-Q-R-S-T Strategy at Eleventh-Grade Students of SMA Negeri 2 Tarakan". The researchers proposed to improve the student's reading comprehension of narrative text through preview, question, read, summary, and test. Particularly, the research aimed to enhance the reading comprehension of narrative texts of eleventh-grade students at SMA Negeri 2 Tarakan. Furthermore, the researchers expected this research's findings would offer fresh insights and perspectives related to teaching reading through the PQRST strategy. This research also provides some details regarding the definition, function, and general structure of narrative text that can be used by English teachers and English

learners. Moreover, presented alternative strategies for educators of English in teaching reading comprehension. It also can give a contribution to the teaching reading joyfully and interestingly.

METHOD

This research was designed in Classroom Action Research (CAR) because it attempted to enhance the students' reading comprehension. According to Kemmis and Mc Taggart (1988), classroom action research is a form of review or inquiry through self-reflection carried out by participants in educational activities (teachers or principals) in learning to increase rationality and truth of social practices (Pahleviannur et al., 2022). It implies that to begin Classroom Action Research (CAR), the teacher or researcher must first identify any actual difficulties related to the learning conditions of the students in the classroom.

Classroom action research has benefits. The benefits of classroom research in general are to encourage the realization of an interesting, challenging, comfortable, fun, and engaging learning process for students because the strategies, methods, techniques, and or media used in learning are varied and carefully selected (Asrori & Rusman, 2020). In addition, classroom action research can also improve teachers' ability to elaborate curriculum or learning programs according to local, school, and classroom demands and contexts. The Kemmis and Taggart method is a popular study guide applied by Indonesian academics. The foundation of Kemmis and Taggart's Action Research paradigm came from an early Kurt Lewin concept. The Kemmis and Taggart model's plan, action, observation, and reflection phases were combined into a single cycle.

This research was conducted at SMA Negeri 2 Tarakan and focused on class XI B with a total of 36 students. In addition, the researchers applied reading tests and observation sheets to collect the data. The reading test consisted of 20 multiple-choice questions in each cycle. This test aimed to measure the students' reading comprehension of narrative text after implementing the PQRST strategy. Furthermore, the observation sheets aimed to observe the activities of teacher and students in the process of implementing the PQRST strategy. In analyzing the data, the researchers used a formula adapted from (Hyun & Wijayanti, 2020).

RESULTS/FINDINGS

A. Findings

1. The Result of the First Cycle

Two meetings were involved. Tuesday, April 30, 2024, was the date of the first meeting, and Tuesday May 7th, 2024 was the date of the second meeting. The result of the research was follows:

a. Planning

To increase the reading comprehension of students on narrative texts, the teacher collaborator and the researchers discussed various ideas that would be applied to enhance the process of learning utilizing classroom action research. The researchers offered a preview-question-read-summarize-test strategy as the solution to the problem. Furthermore, the researchers explained step by step of the strategy for the teacher. The collaborator teacher stated that the teacher had never used the PQRST strategy in class. The collaborator teacher supported and hoped that students would enjoy it in the learning process. Therefore, the researchers and teacher collaborator designed English modul based on curriculum that implemented in the school. The contents were centered on narrative text and included definitions, purposes, generic structures, language features, and patterns of narrative style. The materials in this cycle modified from the English modul of Kurikulum Merdeka, English book for senior high school, and other source.

Furthermore, the researchers developed tools, such as observation sheets to record teacher and students' actions during the process of learning and determine whether or not these complied with previously developed learning activities. In order to gather data, the researchers additionally prepared cycle 1 of the reading test. This reading test aimed to know the enhancement of students' scores in cycle 1. The test format which was prepared is a multiple-choice test.

In cycle 1, one of the researchers and teacher were designing the flow of ATP planned two meetings with the time allocated was 90 minutes for each meeting. In the learning process, the teacher collaborator served as an observer, and furthermore, one of the researchers performed the role of teacher. In addition, she determined the success criteria based on the learning objective achievement criteria of *Kurikulum Merdeka* (KKTP) in the school at which the students achieved a score more than 71 with the good category. Therefore, 80% of students achieved the learning objective achievement criteria.

b. Action

In this phase, the researcher implemented the plan. First meeting was held on April 30th2024 and the second meeting was held on May 7th, 2024.

1. First meeting

The researcher prepared the media such as power point, LCD and laptop before started the class. Furthermore, **in opening**: before beginning the teaching and learning process, the teacher greeted the class and led a prayer. The teacher checked the students' attendance. The teacher motivated students that they have ready to learn. The teacher explained the learning objectives from the lesson.

Main activity: the teacher asked the students what kinds of text they knew. There were many kinds of answers consisting of descriptive text, procedure text, recount text, and narrative text. Therefore, the teacher clarified what a narrative text is, why it is used, and how narrative texts are generally structured. The teacher displayed a narrative text example namely "*The Legend of the Crying Stone*". Furthermore, the teacher handed a text for the students. They answered the questions in the text. Firstly, the teacher explained the strategy used by students to complete the task. The strategy was to preview, question, read, summarize, and test the acronym PQIRST. In the preview, the teacher directed students to read the title of the text and read the main sentence in each paragraph, therefore the students did it. After the students read the title and main sentence in each paragraph, students were directed by the teacher to develop questions about the text. The students made questions of the text, some of them made three questions, and two questions, and the others were confused about how to make a question. Hence, the teacher gave an example of a question that may arose from the text. The researcher instructed the students to carefully read the text's entire paragraph after each student had created a question and look up the answers to any questions they had already created. In the next step, the teacher directed students to summarize the text. They could summarize their questions and their answers to the text. Lastly, the teacher gave a test for students to know their comprehension of the text they had read.

In closing, the teacher allowed students to ask questions. There was a question about what strategy the teacher used, therefore the teacher answered the question. In addition, the teacher asked students to convey their conclusions about the material they learned. There were some students who could make conclusions about the material, meanwhile, the others were confused and still had difficulties understanding the topic. Therefore, the teacher made conclusion of the material that they have learned about definition, purpose, and generic structure of narrative text.

Furthermore, before ending the lesson, the teacher invited one of the students to lead the prayer. The last, students were greeting the teacher.

2. Second meeting

The teacher greeted the class and invited the leader of the class to lead the opening prayer before entering into the lesson. Furthermore, the teacher verified the student's presence and inspired them to learn. Then, the teacher explained the learning objective of the lesson. The teacher questioned the students on the content discussed at the previous meeting before the researcher moved on to the next activity. Some students answered the question from the teacher that the material they had learned at the previous meeting was about narrative text.

Therefore, the narrative text material, especially its language feature was explained by the researcher. The researcher presented the material through PowerPoint slides. Furthermore, the teacher handed students the worksheet. First, in the preview, the teacher directed students to read the title of the text and read the main sentence in each paragraph. After the students did it, the teacher directed students to make some questions that may appear from the text, therefore the students followed the teacher's directions. Furthermore, the teacher directed students to read the whole text carefully and to answer the given questions. After they read and answered the questions, the teacher directed the students to summarize from the text. In the last, the teacher directed students to complete or respond to the teacher's questions regarding the text.

In closing, the teacher allowed the students to ask questions related to the material. There were no questions from the students. Therefore, the teacher gave conclusions to students about the material that they learned. Additionally, when the teacher ended the lesson, the teacher told the students that they had completed the reading comprehension test. The teacher distributed the test to the students. There were 25 minutes for students to finish the test. Furthermore, the class leader led prayer before closing the class. Lastly, students were greeting the teacher.

c. Observation

The observation sheet result displayed the activities of the students and teacher during the process of learning and teaching. The teacher collaborator acted as the observer and did the observation. The observer used an observation sheet to measure the teacher's and students' activities in the class.

1. The result of the teacher's activity.

The researchers applied the following formula to examine the information from the teacher's observation sheet for the first and second meetings:

First meeting:

$$\begin{aligned} \text{Score} &= \frac{\text{Obtained score}}{\text{Maximum score}} \times 100 \\ &= \frac{52}{70} \times 100 \\ &= 74\% \end{aligned}$$

Activities for the teacher at the first meeting of cycle 1, the teacher received a 74% in the fair category. The score was given by the observer of the teacher's activities that occur in the classroom.

Second meeting:

$$\begin{aligned} \text{Score} &= \frac{\text{Obtained score}}{\text{Maximum score}} \times 100 \\ &= \frac{57}{70} \times 100 \\ &= 81\% \end{aligned}$$

Teacher activities at the second meeting of cycle 1, the teacher received an 81% in the good category. The increase in score between the first and second meetings means that the

teacher implemented the sequence of activities occurring in the classroom well. The score given by the observer is in accordance with the teacher’s activities that occur in the classroom.

The first meeting’s activity rate for the teacher was 74% with the fair category and 81% at the second meeting with the good category. This is due to an increase in the score of the teacher’s activity when explaining the language feature and characteristics of narrative text. The activity received a score 4 (good) at meeting 1 and a score 5 (very good) at the second meeting, the increase was because the teacher had begun to master the narrative text material. Additionally, the score of teacher’s activities, when providing opportunities for students to ask about material that they had not understood in the first meeting, was 2, while the second meeting score was 4. In addition, the teacher’s activity when directing students to answer the questions (test) the first meeting score was 4, while the second meeting score was 5. Furthermore, the teacher’s activity when the teacher summarizes the learning material got the first meeting score was 3, while the second meeting score was 4. In conclusion, it may be considered that the teacher was very good at implementing the PQRST strategy to students.

Based on the observation sheet in the first and second meeting for teacher’s activities, the researcher obtained the result of the data as shown below:

Table 1. The result of teacher’s activities in Cycle 1

No	Aspect	Cycle 1	
		First Meeting Score	Second Meeting Score
1	Opening	11	11
2	Main Activities	32	33
3	Closing	9	13
Total		52	57
Percentage		74%	81%
Average		77.5%	

Table 1 displayed that the first cycle result of the teacher’s activities was 74% in the first meeting with the fair category and 81% in the second meeting with the good category. Furthermore, the average of teacher’s activities in cycle 1 was 77.5%. Consequently, from the first to the second meeting, there was an improvement. In summary, the teacher effectively facilitated the process of teaching and learning.

2. The result of Students’ Activities

The researchers applied the following formula to analyse the data collected from the students’ observation sheets from the first and second meetings:

$$\begin{aligned}
 &\text{First meeting:} \\
 &\text{Score} \frac{\text{Obtained score}}{\text{Maximum score}} \times 100 \\
 &= \frac{34}{55} \times 100 \\
 &= 61\%
 \end{aligned}$$

Students’ activities in the first meeting of cycle 1, students got score 61% with the poor category. The score given by the observer was in accordance with students’ activities occurring in the classroom and how students’ responses run in relation to the students’ activities assessment.

$$\begin{aligned}
 &\text{Second meeting:} \\
 &\text{Score} \frac{\text{Obtained score}}{\text{Maximum score}} \times 100 \\
 &= \frac{37}{55} \times 100 \\
 &= 67\%
 \end{aligned}$$

Students' activities in the second meeting of cycle 1, students got score 67% with the poor category. The score given by the observer is in accordance with students' activities that occur in the classroom how students' response in relation to the students' activities assessment.

Based on the observation sheet in the first and second meetings for students' activities, the researcher obtained the table 2 below displays the data's findings.

Table 1. The result of students' activities cycle 1

No	Indicators	Cycle 1	
		First Meeting Score	Second Meeting Score
1	Students say greetings and one of the students leads the prayer (readiness)	4	4
2	Students inform to the teacher of their presence or absence during roll call (readiness)	4	4
3	Students answer the trigger question (readiness)	2	3
4	Students listen to the explanation from the teacher and take notes (attention)	2	3
5	Preview: students read the title of the text and read the main sentence in each paragraph (activeness).	3	3
6	Question: students create questions that may arise from the text using 5w+1h formula (activeness).	2	3
7	Read: students read the whole text carefully while looking for and answering the questions that have been made (activeness)	3	3
8	Summarize: students note down the key points of the text or make a short summary of the text they have read (activeness)	3	3
9	Test: students complete the task from teacher based on the text they read (activeness)	4	4
10	Students ask questions or give responses related to the material (activeness)	3	3
11	Students pray and greet the teacher (activeness)	4	4
Total		34	37
Percentage		61%	67%

Table 2 showed students' activities result in cycle 1. There were 11 indicators being measured by the observer that can be grouped into 3 main aspects namely students' readiness, attention, and activeness. The first aspect was readiness consisting of indicator number 1 (students say greetings and one of the students leads the prayer) and indicator number 2 (students inform to the teacher of their presence or absence during roll call). In this indicator, the students got score 4 with the good category in the first and second meetings. Additionally, indicator number 3 also one of the readiness indicators (students answer the trigger question) the students got score 2 with poor category in the first meeting, meanwhile in the second meeting they got 3 with the fair category. Therefore, in the opening stage students were good in readiness to follow and participate in learning activities.

The second aspect was attention consisting of indicator number 4 (students listen to the explanation from the teacher and take notes). In this indicator the students got score 2 with the poor category for the first meeting, and got score 3 with the fair category in the second meeting. It can conclude that there were some students did not focus and listen to the explanations given by the teacher throughout the lesson. Furthermore, the observer also observed the students' activeness or the main activities during the teacher implemented the PQRST strategy. In the first step preview (students read the title of the text and read the main sentence in each paragraph), the students got score 3 with the fair category in the first and second meetings. It

means that only a few students followed the first step (preview). In question (students create questions that may arise from the text using 5W+1H formula), the students got score 2 with the poor category in the first meeting, while they got score 3 in with fair category in the second meeting. It means that in the first meeting there were some students confused about question they had to make. Hence, the teacher gave an example for them. As a result, they got score 3 in the second meeting. It means that there was an improvement from the first meeting to the second meetings. In the next step namely read (students read the whole text carefully while looking for and answering the questions that have been made), the students got score 3 with the fair category in the first and second meetings. It means that there were some students did not read carefully and answer the questions. The next step was summarizing (students note down the key points of the text or make a short summary of the text they have read), the students got score 3 with the fair category in the first and second meetings. It means that some students did not make summary about the text. The last step, test (students complete the task from teacher based on the text they read) they got score 4 with the good category in the first meeting and the second meetings. It means that most students completed the task from teacher. Therefore, most of the students had followed the step by step of PQRST strategy well.

Additionally, the activeness indicator consisting of indicator number 10 (students ask questions or give responses related to the material) showed that the students got a score 3 with the fair category in the first and second meetings. It means that there were some students did not ask and give response to the teacher. Furthermore, the indicator number 11 (students pray and greet the teacher) showed that the students got a score 4 with the good category in the first and the second meetings. Therefore, according to the findings of the students' activities in cycle 1 shown in Table 2, it can be concluded that the students' activity scores in the second meeting were higher than in the first meeting. The students got 61% in the first meeting and an improvement became 67% in the second meeting. As a result, during the teaching and learning process, the students' activities improved.

3. The result of students' reading test

The teacher gave a reading test related to narrative text. Students had 25 minutes to answer 20 multiple-choice questions. The purpose of the test was to determine the student's ability to comprehend narrative texts. The result of the data obtained is shown in Table 3 below:

Table 2. The result of students' reading scores in cycle 1

No	Score	Classification	Frequency	Percentage
1	81 - 100	Very Good	6	17%
2	71 - 80	Good	18	50%
3	66 - 70	Fair	3	8%
4	0 - 65	Need guidance	9	25%
Total				100%

The results of the first cycle students reading scores were displayed in table 1.3 above. Based on the data from the table showed that there were 17% students (students demonstrate mastery of all or more of the competencies and content in the learning objectives) and 50% students (students demonstrate mastery of the competencies and scope of material in the learning objectives) who achieved the KKTP score (70). Meanwhile, there were 8% students got score 66-70 and 25% students got score below than 65. Therefore, the data showed that the students' reading comprehension tests in cycle 1 had not yet reached the success criteria, because there were still 67% that got score with good and very good category.

Figure 1. Students' reading test results in cycle 1

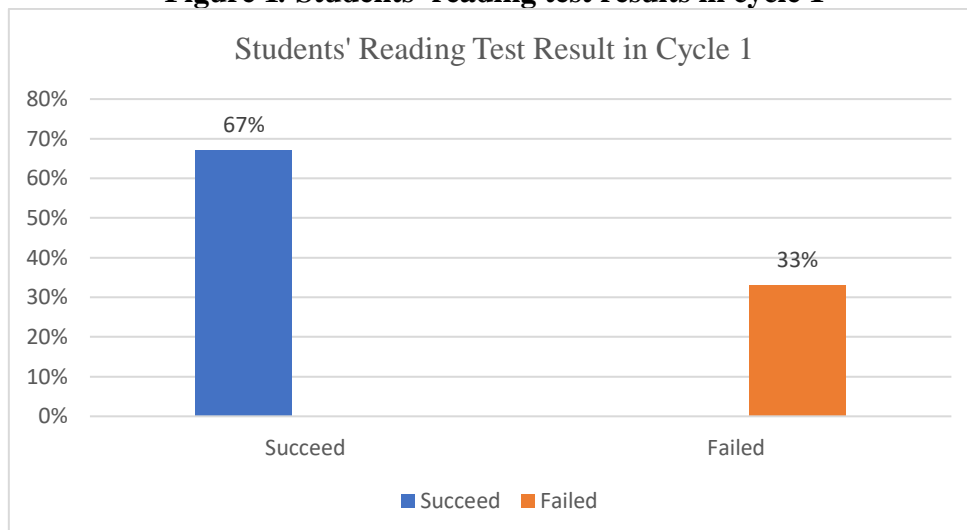


Figure 1 above showed that the percentage of students who successfully achieved the KKTP was 67% and 33% of students did not succeed gained the KKTP. Therefore, the first cycle was unsuccessful because the percentage was below 80% total number of students who achieved the KKTP. It can be concluded that to conduct another cycle, the researcher would need to redesign the plan.

d. Reflection

According to the result of activities carried out in cycle one, there were several problems in the teaching. They were as follows: 1) The PQRST strategy's steps were not well explained by the teacher; 2) Several of the students were not paying attention when the teacher was explaining the content; 3) The teacher could not manage the time well; 4) In the first meeting, the teacher did not provide a chance for the students to raise questions; 5) At the ending of the class, the teacher did not provide a complete summary of the content. Therefore, many students did not get the main points of the material; 6) Some students were confused about how to make questions, especially in step 2 (question); 7) A few of students were unable to respond to the teacher's questions; and 8) Students' encouragement in the first cycle was less during the learning process. All the problems were fixed in the next cycle.

The researcher and collaborator revised the plan and prepared for the next meeting. Here the researcher would make the following improvement: 1) The teacher gave all the students more motivation before starting the lesson and prepared all of the students to follow the lesson. 2) The teacher explained in more detail the steps in using the PQRST strategy and the component that would be assessed. 3) The teacher would manage the time well. 4) The teacher allowed students to ask any questions related to the material when they were confused. 5) The teacher gave more attention to the students and gave a clear conclusion about the material. 6) The teacher gave more explanation in step 2 (question) on how to make a question. 7) The students be more active during the learning process by giving and answering questions. 8) The teacher gave ice-breaking and made the learning activities more enjoyable to encourage students' motivation to learn.

2. The Result of the Second Cycle

It consisted of two meetings. May 14th, 2024, was the date of the first meeting, and May 16th, 2024, was the date of the second meeting. The result of the research as follows:

a. Planning

The researcher revised the planning and set up two meetings for the second cycle based on the findings of the first cycle. In this cycle, the researcher repaired the failures that occurred in the previous cycle. The researcher has just improved performance in teaching students and by allowing students to ask questions during the teaching-learning process, the researcher aimed to increase their participation.

The teacher suggested for these 2 meetings in the first meeting that time was spent focusing on explaining material about narrative text especially kinds of narrative text and providing more examples of narrative text. The second meeting focused on review the material about narrative text and the researcher explained more about the PQRST strategy. Additionally, the researcher gave more attention and guided the students during the teaching and learning process.

Furthermore, researcher and collaborator teacher designing the flow of ATP planned two meetings with an allocated time 90 minutes for each meeting. The materials focussed on narrative text consist of definitions and kinds of narrative text. The materials were taken from the English module of *Kurikulum Merdeka*, an English book for senior high school, and other sources.

Moreover, the researcher developed instruments such as observation sheets, to record teacher and students' activities during the learning process and determine whether or not these were in line with previously developed learning activities. In addition, to gather data for the second cycle, the researcher prepared a reading test. The purpose of the reading test was to determine whether or not students' cycle 2 results had improved. The test format that was prepared is a multiple-choice test.

Additionally, in the learning process, the teacher collaborator served as an observer and the researcher as a teacher. Furthermore, the researcher and teacher collaborator made the success criteria based on the learning objective achievement criteria of *Kurikulum Merdeka* (KKTP) in the school students achieved a score of more than 71 with the good category. Therefore, 80% of students achieved the learning objective achievement criteria.

b. Action

In this phase, the researcher implemented the plan. First meeting was held on May 14th 2024 and the second meeting was held on May 16th 2024.

1) First meeting

The process for implementing the action was identical as the first cycle. The teacher prepared the media such as power point, LCD and laptop before starting the class. Furthermore, in the opening; the teacher welcomed the students and invited the leader of the class to lead a prayer before starting the lesson and teaching process. The teacher confirmed each student's presence. The teacher motivated the students so they were ready to learn. The teacher presented the lesson's learning objectives.

The teacher questioned the students about what subject matter they had covered in the previous class. Therefore, the teacher went on to review the concept of narrative before going on to discuss the many types of narrative texts. Additionally, the teacher provided a narrative piece, and the students worked on understanding it by applying the PQRST strategy. Firstly, the teacher directed the students to pay attention to the title of the text and read the first sentence in each paragraph. Secondly, students were instructed by the teacher to formulate questions according to the text. Furthermore, the teacher directed the students to read the text carefully and answer the questions they had made. Then, the teacher directed the students to make conclusions based on the text they had read. In the last step, the teacher gave some questions to the students based on the text, and the students completed the questions.

Additionally, the researcher allowed students to ask questions related to the material and if they had difficulties to understand the material. Moreover, the teacher invited the students to

give their conclusions about the topic they have learned. Furthermore, the teacher gave conclusions about the material they have learned and gave them motivation to learn English, after that the teacher invited leader to class to lead the prayer before closing the class, then the teacher closed the class and the students greet the teacher.

2) Second meeting

The teacher greeted the class and invited the leader of the class to lead the prayer before starting the lesson. Furthermore, the teacher checked the students' attendance and motivated students to learn. Then, the teacher explained the learning objective of the lesson. The teacher questioned the students about the content discussed in the previous meeting before the researcher moved on to the next material. Some students answered the question from the teacher that the material they had learned at the previous meeting was about narrative text.

Furthermore, the teacher reviewed the definition of narrative text, the generic structure, language features, and kinds of narrative text by asking the students some questions. Additionally, the teacher explained the PQRS strategy step by step in order to help students easily comprehend text, especially narrative text, after that the teacher also explained the important information in narrative text and mentioned some titles of narrative text as examples. Therefore, in order to measure the students' comprehension of narrative text the teacher gave the reading test consisting of 20 multiple choice questions. The students had 30 minutes to answer the questions, after that the teacher collected it back to check the students' scores.

Finally, at the end of the class, the teacher made a brief conclusion related to the material learned. The teacher also asked some questions to the students to check their understanding. Furthermore, the teacher invited the students to pray and finally greet them before ending the class.

c. Observation

The observation sheet result displayed the activities of the students and teacher during the process of learning and teaching. The teacher collaborator acted as the observer and did the observation. The observer used an observation sheet to measure the teacher's and students' activities in the class.

1) The result of the teacher's activity

The researcher applied the following formula to analyse the data collected from the teacher's observation sheet for the first and second meetings:

$$\begin{aligned} &\text{First meeting:} \\ & \text{Score} \frac{\text{Obtained score}}{\text{Maximum score}} \times 100 \\ &= \frac{59}{70} \times 100 \\ &= 84\% \end{aligned}$$

Teacher activities at the first meeting of cycle 2, the teacher scored 84% with the good category. The score given by the observer is in accordance with the teacher's activities that occur in the classroom.

$$\begin{aligned} &\text{Second meeting:} \\ & \text{Score} \frac{\text{Obtained score}}{\text{Maximum score}} \times 100 \\ &= \frac{64}{70} \times 100 \\ &= 91\% \end{aligned}$$

Teacher activities at the second meeting of cycle 2, the teacher got score 91% with the very good category. There was an improvement in the score at the second meeting from the previous meeting. The score given by the observer is in accordance with the teacher's activities that occur in the classroom.

In the first cycle of the teacher's activities, the good category result was 84% in the first meeting, and the very good category result was 91% in the second meeting. This is due to an

increase in the teacher’s activity score when the teacher explaining the material of the narrative text, previously the teacher achieved a score of 4 at the first meeting and achieved score 5 at the second meeting. It means that the teacher is very good and maximum in mastering the material than the previous meeting. Moreover, there was an increase when the teacher directed students to pay attention to read the title of the text and read the first sentence in each paragraph (preview), previously the teacher achieved a score of 4 at the first meeting and received a score of 5 at the second meeting. In addition, there was an increase when the teacher directed students to make questions that may arise from the text (question) the teacher got a score of 3 at the first meeting and then got a score 5 at the second meeting. Furthermore, there was an increase when the teacher directed students to read the whole text carefully and answer the questions that were made before (read) the teacher achieved a score of 4 at the first meeting and achieved a score of 5 at the second meeting. Therefore, it can be concluded that the teacher has implemented the PQRST strategy well.

Based on the observation sheet at the first and second meetings for teacher’s activities, the teacher obtained the result of the data as shown in table 4.4 below:

Table 3. The result of teacher’s activities in cycle 2

No	Aspect	Cycle 2	
		First Meeting Score	Second Meeting Score
1	Opening	12	12
2	Main Activities	33	38
3	Closing	14	14
	Total	59	64
	Percentage	84%	91%
	Average	87.5%	

Table 4 above showed that the result at the first meeting was 84% with the good category and 91% at the second meeting with the very good category. It means the average score of teacher’s activities in cycle 2 was 87.5%. Therefore, there was an improvement from the first meeting to the second meeting. It means the teacher conducted the teaching and learning process well.

2) The result of Students’ Activities

The researcher applied the following formula to analyse the data collected from the students’ observation sheets from the first and second meetings:

First meeting:

$$\begin{aligned} \text{Score} &= \frac{\text{Obtained score}}{\text{Maximum score}} \times 100 \\ &= \frac{46}{55} \times 100 \\ &= 83\% \end{aligned}$$

Dealing with students’ activities at the first meeting of cycle 2, the students obtained score 83% with the good category. The score given by the observer was in accordance with the students’ activities occurring in the classroom and how the students’ response went according to the order of students’ activities assessment.

Second meeting:

$$\begin{aligned} \text{Score} &= \frac{\text{Obtained score}}{\text{Maximum score}} \times 100 \\ &= \frac{51}{55} \times 100 \\ &= 92\% \end{aligned}$$

Considering students’ activities at the second meeting of cycle 2, the students obtained score 92% with the very good category. There was an improvement of the first meeting to the second meeting. The score given by the observer was in accordance with the students’ activities that occur in the classroom.

Based on the observation sheet at the first and second meeting for students' activities, the researcher obtained the result of the data as shown in table 5 below:

Table 4. The result of students' activities cycle 2

No	Indicators	Cycle 2	
		First Meeting Score	Second Meeting Score
1	Students say greetings and one of the students leads the prayer (readiness)	4	5
2	Students inform to the teacher of their presence or absence during roll call (readiness)	4	5
3	Students answer the trigger question (readiness)	4	5
4	Students listen to the explanation from the teacher and take notes (attention)	4	5
5	Preview: students read the title of the text and read the main sentence in each paragraph (activeness).	5	5
6	Question: students create questions that may arise from the text using 5w+1h formula (activeness).	4	5
7	Read: students read the whole text carefully while looking for and answering the questions that have been made (activeness)	4	4
8	Summarize: students note down the key points of the text or make a short summary of the text they have read (activeness)	4	4
9	Test: students complete the task from teacher based on the text they read (activeness)	5	5
10	Students ask questions or give responses related to the material (activeness)	4	4
11	Students pray and greet the teacher (activeness)	4	4
Total		46	51
Percentage		83%	92%

Table 5 showed students' activities result in cycle 2. There were 11 indicators being measured by the observer that can be grouped into 3 main aspects namely students' readiness, attention, and activeness. The first aspect was readiness consisting of indicator number 1 (Students say greetings and one of the students leads the prayer), 2 (Students inform the teacher of their presence or absence during roll call), and indicator number 3 (Students answer the trigger question). In this indicator, the students got a score 4 with the good category at the first meeting and at the second meeting, the students got score of 5 in the very good category. Therefore, it can be said that the students' scores had increased from each meeting.

Furthermore, the students' attention consisted of indicator number 4 (Students listen to the explanation from the teacher and take notes). In this indicator, the students achieved score 4 (good category) in the first meeting while in the second meeting, the students got score 5 with the very good category. It means that the students' score had increased from the first meeting to the second meeting.

In addition, the observer also observed the students' activeness or the main activities during the teacher implemented the PQRST strategy. In the first step preview (students read the title of the text and read the main sentence in each paragraph) the students got score 5 for both meeting 1 and 2. It means that the students score was in a very good category. In question (students create questions that may arise from the text using 5w+1h formula) the students got score 4 at the first meeting with the good category and increased become 5 (very good category) at the second meeting. The next step was read (students read the whole text carefully while looking for and answering the questions that have been made), the students got score 4 for both

meeting 1 and 2. It means that the students score was in a good category. The next step is summarize (students note down the key points of the text or make a short summary of the text they have read) the students got score 4 at the first meeting and second meeting. It means that the students score was in a good category. In the last step, test (students complete the task from teacher based on the text they read) the students got score 5 at the first and second meeting. It means that the students score was in very good category.

Additionally, the activeness indicator also consisted of indicator number 10 (students ask questions or give responses related to the material) in which the students got score 4 with the good category for both meeting the first and second meeting. Furthermore, the indicator number 11 (students pray and greet the teacher) the students got score 4 at the first meeting and the second meeting. It means that the students' score was in the good category.

Therefore, the data above showed the improvement of students' activities from the first meeting and second meeting of cycle 2. In the first meeting, the students' score was 83% with the good category, meanwhile at the second meeting the students' score was 92% with very good category. It can be concluded that the students' activities were done well and improved.

3) The result of students' reading test

The teacher gave a reading test to the students in the second meeting of cycle two. The teacher gave students 30 minutes to answer 20 multiple-choice questions. The purpose of the test was to measure the students' reading comprehension of narrative text. The result of the data obtained is shown in table 1.6 below:

Table 5. The result of students' reading scores in cycle 2

No	Score	Classification	Frequency	Percentage
1	81 - 100	Very Good	28	78%
2	71 - 80	Good	2	6%
3	66 - 70	Fair	0	0%
4	0 - 65	Need guidance	6	16%
Total				100%

Table 6 showed the result of students reading scores in cycle 2. It could be stated that 28 students got score between 81-100 or 78% with very good category, 2 students got score between 71-80 or 6% with good category, there was not students got score between 66-70 with fair category, and 6 students got score between 0-65 or 16% that they still need guidance with their reading comprehension. Based on this description, the percentage was available in figure 2.

Figure 1. Students Reading Test Result in Cycle 2

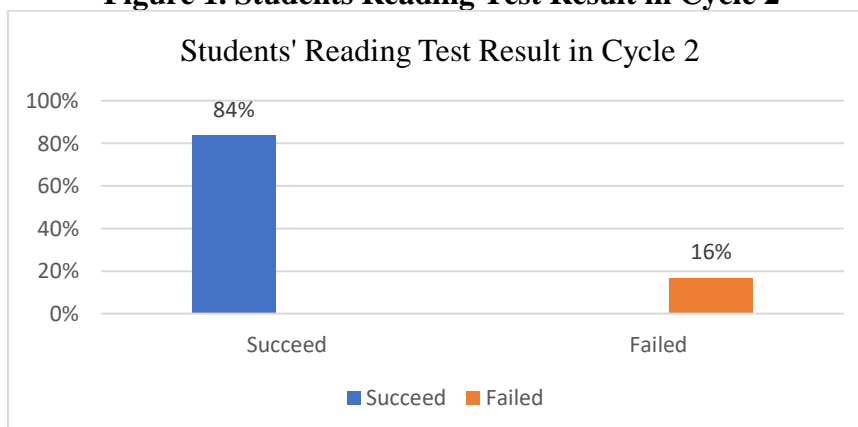


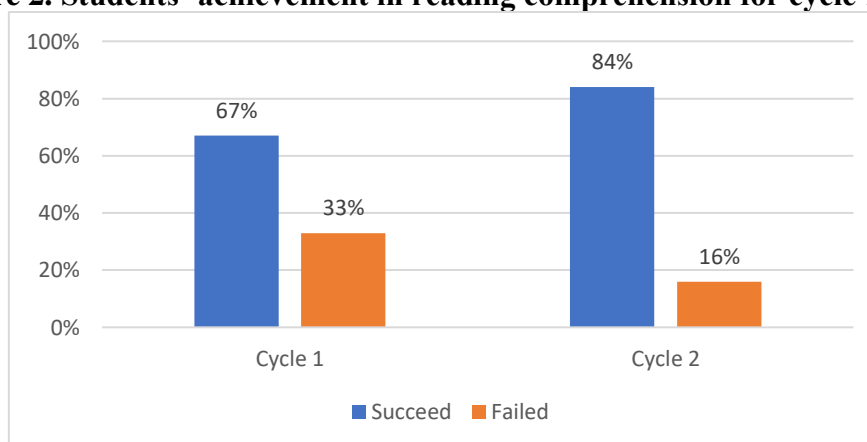
Figure 2 shows that the test result increased. It showed the percentage of students' mastery learning completeness. There were 16% of students who did not achieve the criteria of success. Meanwhile, the students who achieved the criteria of success were 84%. It means that the effort to improve students' reading comprehension in this second cycle was successful.

d. Reflection

The researcher and the teacher had a final reflection discussion about the research findings at this step. Based on the second cycle result, it was found that the result of teacher's and students' activities in the teaching-learning process had increased. Therefore, the researcher stopped the cycle since the last cycle has shown a good improvement in students' reading comprehension. It can be seen in table 4.4 for teacher's activities. The score of teacher's activities at the first meeting was 84% and increased to 91% at the second meeting. Meanwhile, Table 5 displays the outcome of the students' activities, showing that students' activities at the first meeting was 83% and had increased to 92% at the second meeting. The reflection was the teacher's performance was good when explained the content because the teacher provided more example of narrative text and the teacher invited the students to be active during the learning process by asking them randomly with several questions related to the material learned. Therefore, the students become focused on learning and easily to understand the content. In addition, the teacher directed more detail the step by step of PQRST strategy, therefore the students followed the steps well. Furthermore, the teacher encouraged the students to learn with invited them to did ice breaking before completing the reading task. It means as a teacher must be able to bring material with a variety of teaching strategies so that students remain motivated and enthusiastic about learning. In addition, the classroom management was good during the teaching and learning activities. The teacher managed the class by not only focusing on standing in front of the class but was walking among the students to supervised them while they were working on their reading task. Therefore, students were excited in learning and they have mastery the PQRST strategy.

Furthermore, the PQRST strategy successfully increased students' reading comprehension of narrative texts, according to the results of the reading test results. It is shown in the diagram score that follows:

Figure 2. Students' achievement in reading comprehension for cycle 1 and 2



The reading test results for the students in the first and second cycles were displayed in the diagram. The students' reading test results at the first cycle were not successful. According to the preceding figure, 67% of students were able to achieve the success criteria, which is equal to or more than 71. The cycle was considered a success if 80% of the students reached the criteria of success.

In other words, the second cycle's teaching-learning process was performed completely, starting with the opening, primary activity, and closing. The reading test result at cycle 2 showed that the accomplishments of the students in reading had passed the criteria of success that had been determined which was 80%. It can be seen in figure 3 30 or 84% of students in the class had gained the criteria of success in cycle 2.

DISCUSSION

The researchers conducted classroom action research (CAR) at SMA Negeri 2 Tarakan, especially at eleventh-grade students by implementing the PQRS strategy to improve students' reading comprehension and carried out two cycles with two meetings for each cycle. Safrianti (2020) views that one of the key competencies for students to improve their comprehension of culture, language, and the wider world is reading. There are several strategies for teaching reading. The purpose of the strategies is to assist learners in understanding the content while they read (Erya & Pustika, 2021). Therefore, the researchers expected the students' reading comprehension of narrative text improved by implementing the PQRS strategy.

In this research, the indicator of success was that 80% of the students in the class reached the minimum passing grade of equal to or more than 71 based on the Merdeka Curriculum applied in the school. Furthermore, the instruments used in this research were observation sheets and reading tests. The observation sheets were for students' and teacher's activities. Meanwhile, the reading test measured the students' comprehension improvement in each cycle and was designed based on the reading material (narrative text).

Furthermore, there are several components of reading comprehension; finding factual information, finding the main idea, finding the meaning of vocabulary, identifying reference, and making inference (Amelia, 2017). Based on these components of reading comprehension, the researchers designed the reading test. This test aimed to measure students' reading comprehension. Furthermore, based on the obtained data the students' score had an improvement. This can be seen from the first cycle to the second cycle. Each cycle consisted of two meetings. Each meeting showed an increase in both the learning process and the reading comprehension test which is carried out at the end of each cycle. In the first cycle, there were 24 students or 67% of students passed the minimum completeness score, whereas in the second cycle there were 30 students or 84% of students passed the minimum completeness score. Therefore, based on the indicator of success that 80% of students passed the minimum completeness score, it means that the students' scores were passed and have increased significantly.

In addition, there are several categories of reading comprehension. According to Al-Rimawi & Al Masri (2022) categories of reading comprehension are literal comprehension, the readers understand concepts stated in the text, recognize lexical and idiomatic phrases, recognize and retain details, and adhere to directions. Furthermore, inferential comprehension, the readers using the distinctions and similarities, deducing cause-effect relationships, deducing the text's implicit meaning, and deducing the writer's purposes. Additionally, the readers attempt to generate interest in it, offer recommendations and different approaches that might produce better outcomes, and formulate an original viewpoint. Therefore, based on the classification, the students' reading comprehension in the eleventh grade of SMAN 2 Tarakan was classified as inferential comprehension.

According to the results of students' reading comprehension tests from cycle 1 to cycle 2, it shows an improvement in learning English reading comprehension. It means the implementation of the PQSRT strategy successfully enhanced the students' reading comprehension. Moreover, Purba & Simbolon (2020) stated that PQRST is a way of teaching reading comprehension that helps students retain what they have read, which is useful for improving reading comprehension in learners.

Furthermore, the teacher and observer examined the data from the observation sheet to assess the learning process. In the first cycle, there were some problems occurred in the teaching and learning process. First, the teacher did not explain the steps of the PQRST strategy clearly. Second, some students were not paying attention when the teacher explained the material. Third, the teacher could not manage the time well. Next, the teacher did not give opportunity for students to ask question in the first meeting. Fifth, the teacher did not give a good summary of the material at the end of the lesson. Therefore, many students did not get the main points of the material. Sixth, some students were confused about how to make questions, especially in step 2 (question). Last, some students could not answer the questions given by the teacher. All the problems were fixed in the next cycle. This can be seen through the result of students' activities in cycle 1 was 61% for the first meeting and 67% for the second meeting which was categorized in the poor category. In addition, the result of the teacher's activities for the first meeting was 74% with the fair category and increased to 81% with the good category at the second meeting.

Therefore, the researcher continued to the next cycle and revised the plan for the next cycle. The researcher and teacher collaborator overcame the previous problems encountered by giving all the students more motivation before starting the lesson and prepared all of the students to follow the lesson, explained in more detail the steps in using the PQRST strategy and the component that would be assessed, manage the time well, gave opportunities for students to ask any questions related to the material when they were confused. In addition, the teacher gave more attention to the students and gave a clear conclusion about the material, gave more explanation in step 2 (question) on how to make a question, and the students more active during the learning process by giving and answering questions.

Furthermore, based on the data obtained, the teacher's and students' activities had improved from the first cycle to the second cycle. It concluded the teacher implemented the strategy well. As noted by Getie (2020) teacher's attitudes toward their students are significant factors that can influence students' attitudes as well as their language objectives.

As the finding research, an appropriate strategy is necessary for the process of teaching and learning as the explanation above. PQRST has the potential to enhance students' reading abilities (Fahas & Husaini, 2022). It supported by Indahwati (2020) that the PQRST strategy can improve students' learning outcomes well. In this research, based on the data obtained the PQRST strategy enhanced the students' reading comprehension. Therefore, the use of the PQRST strategy provided some improvements in students' reading comprehension, especially on narrative text. The observation result showed the differences in students' scores before and after using this strategy. Moreover, the PQRST strategy could be an alternative strategy in teaching English, especially in reading skills and improving students' reading comprehension.

CONCLUSION

The PQRST strategy was implemented for two cycles, with two meetings each cycle, for grade XI B students. The PQRST strategy is a teaching strategy that assists students in resolving reading comprehension problems, proposed by Thomas and Robinson (1982). The steps are: 1) preview: students read the title of the text and read the main sentence in each paragraph. 2) question: students create questions that may arise from the text using the 5W+1H formula. 3) read: students read the whole text carefully while looking for and answering the questions that have been made. 4) summarize: students note down the key points of the text or make a short summary of the text they have read. 5) test: students complete the task from the teacher based on the text they read.

Furthermore, this strategy succeeded in enhancing students' reading comprehension, especially in narrative text. The students' reading test, which has 20 multiple-choice questions about narrative texts, shows an improvement. Based on the data gained, 67% of students succeeded in the minimum completeness score but were categorized as failed because the indicator of success is 80% of students reached the minimum completeness score that 71.

However, the second cycle was categorized as a success because the students who reached the minimum completeness score were 84%. Therefore, as the result students' reading comprehension scores increased between the first and second cycles. Furthermore, the teacher had carried out the process of teaching and learning effectively from each cycle. The results of the observation sheets completed by teacher and students, which improved in the second cycle, demonstrate this. Additionally, based on the research results the ability test results were also obtained. Therefore, the PQRST strategy improved the students' reading comprehension, especially in narrative text. Finally, as the implication of the research, the students' score of reading comprehension had increased.

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