



Application of the PQRST Method to Improve the Reading Comprehension Ability of Class V Students of SD Negeri 3 Macorawalie, Sidrap Regency

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ABSTRACT

This research is motivated by the low ability to read, comprehend, and learn outcomes of grade V students of SD Negeri 3 Macorawalie, Sidrap Regency who have not reached the KKTP. The research aims to analyze the improvement of the learning process and reading comprehension skills through the application of the Preview, Question, Read, Summarize, and Test (PQRST) method. The research uses a qualitative approach with the type of Classroom Action Research which is carried out in two cycles. The research subjects consisted of 1 teacher and 23 students of class V. Data collection techniques included observation, tests, and documentation, which were analyzed in a qualitative descriptive manner. The results of the study showed that in the first cycle the learning process and learning outcomes were in the sufficient category, then increased in the second cycle until they reached the good category. It was concluded that the PQRST method was effective in improving the learning process and students' reading comprehension skills.

INTRODUCTION

The ability to read and comprehend is a basic skill that greatly determines the learning success of elementary school students because almost all subjects require the ability to understand written information. However, the results of initial observations carried out in class V of UPT SD Negeri 3 Macorawalie, Sidrap Regency show that the results of reading reading comprehension of students are still relatively low. The average student score only reached 64.52, while the Learning Goal Achievement Criteria (KKTP) was set at 72. Of the 23 students, only 9 students (39.13%) have achieved completeness, while 14 students (60.87%) have not completed. The data shows that most students still have difficulty understanding the content of reading, so more effective learning improvement efforts are needed.

The results of the observation also revealed that the learning process is still dominated by the one-way method. Teachers have not provided adequate opportunities for students to formulate questions, make summaries, or be actively involved in understanding the content of the reading. From the student side, learning participation is still low, creativity in formulating questions has not developed, the ability to compile summaries has not been optimal, and the ability to grasp the content of the text is still limited even though some students have been able to read fluently. This condition shows the need for the application of learning methods that are able to increase student active involvement while improving the process and results of reading comprehension learning.

One alternative that can be applied is the Preview, Question, Read, Summarize, Test (PQRST) learning method which is designed to train students to review reading, formulate questions, read actively, summarize important information, and test comprehension through evaluation. The application of this method is expected to contribute to the enrichment of reading comprehension learning strategies in elementary schools while improving student learning processes and outcomes. Therefore, this study aims to improve the process and learning outcomes of reading comprehension of grade V students of SD Negeri 3 Macorawalie Sidrap Regency through the application of the PQRST learning method.

LITERATURE REVIEW

The Essence of Learning

Learning is a process of interaction between teachers, students, and various learning components that are systematically designed to achieve educational goals. Musfirah et al. (2025) explained that learning is an activity designed according to student development in order to create a meaningful and enjoyable learning experience. The success of learning is greatly influenced by the method used by teachers in delivering material.

Riza and Barrulwalidin (2023) stated that learning methods are a series of strategies, techniques, and approaches used to help students understand the material. The selection of the right method greatly determines the success of the learning process because each class has different student characteristics. Jannah et al. (2023) emphasized that the difference in student characteristics requires teachers to apply appropriate methods so that learning takes place effectively.

The Essence of Indonesian Language Learning in Elementary School

Indonesian language learning has a strategic role in developing students' ability to think, communicate, and shape students' character from an early age. Mulyani et al. (2021) stated that learning Indonesian language does not only focus on grammar, but also on developing critical thinking skills and effective communication.

Nurgiyantoro (in Musfirah et al., 2022) explained that learning Indonesian includes four language skills, namely listening, speaking, reading, and writing. These four skills are interrelated and are the basis of students' communication skills both verbally and in writing.

Reading Theory and Reading Comprehension

According to Purba et al. (2023), reading is an activity of understanding the content of writing and capturing the meaning of texts, symbols, and other forms of visual communication. One of the important aspects of reading is reading comprehension, which is the ability to understand the content of reading as a whole.

Riani et al. (2021) stated that reading comprehension aims to enable readers to understand the content of the text in depth and answer questions related to reading. Muhtar et al. (2022) added that reading comprehension involves the ability to find the main idea, understand the sequence of information, draw conclusions, and compare the content of the reading.

Sari and Shinta (2023) stated that there are four levels of reading comprehension, namely literal, inferential, critical, and creative understanding. This level shows that reading comprehension is a complex skill that must be developed through systematic learning.

Factors Affecting Reading Comprehension

Melinia et al. (2022) explain that the ability to read and comprehend is influenced by internal and external factors. Internal factors include students' physical condition, intelligence, motivation, and reading interest. Meanwhile, external factors include the family environment and the learning methods used by teachers. Monotonous learning methods can cause students to be less interested and have difficulty understanding reading.

PQRST Learning Methods

The Preview, Question, Read, Summarize, Test (PQRST) method is a reading learning method that emphasizes students' active involvement. Daffa et al. (2023) explained that the PQRST stage consists of preview, question, read, summarize, and test which aims to help students understand and remember important information from reading.

Muhibbah (2023) stated that the PQRST method aims to improve students' reading skills and interest in understanding texts. This method makes reading learning more engaging, interactive, and encourages students to think critically.

Previous Research

Asyraf et al. (2024) found that the application of the PQRST method increased reading comprehension completeness by up to 85%. Hartiningsih (2024) concluded that the PQRST method is able to improve student learning outcomes. Zulfahmi et al. (2024) stated that the PQRST method increased student involvement in learning, while Hasanah (2021) found an increase in reading comprehension skills after the application of the PQRST method.

Research Hypothesis

H1: The application of the Preview, Question, Read, Summarize, Test (PQRST) learning method can improve the reading comprehension learning process of students in grade V of SD Negeri 3 Macorawalie, Sidrap Regency.

H2: The application of the Preview, Question, Read, Summarize, Test (PQRST) learning method can improve the reading comprehension learning outcomes of students in grade V of SD Negeri 3 Macorawalie, Sidrap Regency.

The low results of reading comprehension learning are influenced by learning methods that are still one-way and do not actively involve students. The application of the PQRST method through the preview, question, read, summarize, and test stages is expected to increase student involvement in the learning process so that it has an impact on improving the learning outcomes of reading and reading comprehension.

METHODOLOGY

This research uses the type of Classroom Action Research (PTK) which aims to improve the learning process and improve student learning outcomes through actions that are carried out gradually and repeatedly. According to Sugiyono, action research is a systematic approach carried out to improve learning practices through real actions in the classroom. This is in line with Suharsimi Arikunto's opinion that PTK is carried out through a repetitive cycle consisting of the stages of planning, implementing actions, observation, and reflection to improve the quality of learning in a sustainable manner. This research was carried out in two cycles, where each cycle became the basis for improvement in the next cycle.

The research was carried out at the school where the research was conducted in the current semester of the research school year with the subject of all students in one class. Subject selection is carried out as a whole because classroom action research focuses on improving overall learning in the classroom. According to John W. Creswell, the research subject is the main source of data used to answer research problems directly in the field.

The research procedure is carried out through four stages in each cycle, namely planning, implementation of actions, observation, and reflection. In the planning stage, the researcher prepares learning tools, teaching materials, media, and research instruments. The implementation stage of the action is carried out by applying a learning model designed to improve student learning outcomes. Furthermore, the observation stage is carried out to observe the activities of teachers and students during learning. The reflection stage is carried out to analyze the results of the action and determine improvements in the next cycle.

Data collection techniques are carried out through observation, tests, and documentation. Observation is used to obtain data on the activities of teachers and students during the learning process. The test is used to see the progress of student learning outcomes after an action is given. Documentation is used as supporting data in the form of a list of grades, learning tools, and evidence of learning activities.

The data analysis in this study uses qualitative analysis. The data from the observation of teacher and student activities were analyzed in a qualitative descriptive manner through the process of data reduction, data presentation, and conclusion drawn. The data from the test results were used as supporting data to strengthen research findings regarding the improvement of learning outcomes. The results of the analysis are used at the reflection stage to determine the success of the action and design improvements in the next cycle.

The research is declared successful if there is an improvement in the quality of the learning process and student learning outcomes from cycle I to cycle II, as well as the activities of teachers and students during learning are in the good category. Thus, this classroom action research is expected to be able to provide real improvements to the learning process and improve student learning outcomes.

RESULTS AND DISCUSSION

This class action research was carried out in two cycles, each consisting of the stages of planning, implementing actions, observation, and reflection. The results of the study are presented in a qualitative descriptive manner by emphasizing changes in the learning process and improving student learning outcomes after the implementation of learning actions.

In the early stages before the action is taken, the researcher carries out observations to identify learning conditions and student learning outcomes. Preliminary data shows that the learning process is still dominated by conventional methods so that student involvement in learning is not optimal. This condition has an impact on low student learning outcomes, so corrective actions are needed through the implementation of a more active and systematic learning model.

The implementation of the first cycle begins with the planning stage which includes the preparation of learning tools, the provision of teaching materials, and the preparation of observation instruments and learning outcome tests. At the stage of implementing actions, learning is carried out in accordance with the steps of the studied learning model. During the learning process, the researcher made observations on the activities of teachers and students.

The observation results show that learning is starting to run more directionally, but there are still several obstacles such as classroom conditioning, student involvement in discussions, and students' ability to understand the material thoroughly. The test results at the end of cycle I showed an improvement compared to the initial condition, but the completeness of learning classically did not reach the established success indicators. Therefore, reflection was carried out to identify learning weaknesses and design improvements in cycle II.

Based on the results of the reflection of the first cycle, the improvement of learning in the second cycle is focused on increasing student involvement, strengthening teacher guidance, and more effective classroom management. At the stage of implementing the second cycle of actions, the learning process takes place more conductively, students are seen to be more active in asking questions, discussing, and being able to understand the material better. The results of the observation showed that there was an improvement in the quality of teacher and student activities during the learning process. The test results at the end of cycle II also showed a significant increase in learning outcomes compared to cycle I, where most students had achieved learning completeness according to the set indicators.

Overall, the results of the study show that the implementation of learning actions carried out in stages through two cycles is able to improve the learning process and improve student learning outcomes. These findings show positive changes both in terms of learning activities and the achievement of learning outcomes after continuous learning improvements, which can be seen in the following table:

Table 1. Cycle I and II Achievement Index

Observations			
Student	Teacher	Cycle Results	Description
I Enough (C)	Enough (C)	Less (K)	Not Successful
II Good (B)	Good (B)	Good (B)	Successful

Overall, the implementation of actions in cycles I and II shows that the application of the Preview, Question, Read, Summarize, and Test (PQRST) learning method can improve students' reading comprehension skills. The learning process carried out with the planning, performance, observation, and reflection stages shows that the use of the PQRST method is able to improve the learning outcomes of students in grade V of UPT SD Negeri 3 Macorawalie, Sidrap Regency

The results of the study show that the application of the PQRST method is able to improve the learning process, read comprehension, and improve the quality of student involvement during learning. This change can be seen from the increase in student participation in reading activities, compiling questions, summarizing, and testing their understanding of reading. These findings confirm that systematically designed and student-centered learning is able to create more meaningful learning experiences.

This increase is in line with the opinion of Musfirah et al. (2025) who stated that learning is a process of interaction between teachers, students, and the learning environment that is systematically designed to be able to create a meaningful learning experience. When learning is designed to meet the needs of students, the learning process focuses not only on the delivery of the material, but also on the active involvement of students in building their understanding.

The success of improving reading comprehension skills also supports the view of Mulyani et al. (2021) who affirm that learning Indonesian language is not only oriented to mastering language rules, but also to developing critical thinking skills and communication skills. Through the PQRST stage, students are trained

to review texts, formulate questions, understand the content of the reading, and summarize important information so that high-level thinking skills can develop gradually.

The results of this study also strengthen the opinion of Riani et al. (2021) who stated that reading comprehension aims to enable students to grasp the meaning of the text as a whole, answer questions based on reading, and relate information to their experiences. The stages in the PQRST method provide students with the opportunity to go through the process of understanding systematically so that reading comprehension becomes more deep.

In addition, the improvement in the quality of learning that occurs shows that the selection of the right method has a great influence on the success of student learning. This is in line with the opinion of Nasron et al. (2024) who stated that learning methods function as a means to create fun learning conditions, motivate students, and help students understand the material more effectively. The PQRST method has been proven to be able to provide more active and directed learning so that students can more easily understand the content of the reading.

The findings of this study are also supported by Muhibbah (2023) who explains that the PQRST method is designed to increase reading interest and text comprehension skills through systematic learning stages. By following each stage in order, students not only read mechanically, but also learn to understand, analyze, and evaluate the content of the reading.

Overall, the results of this study reinforce various findings of previous research such as those stated by Asyraf et al. (2024), Hartiningsih (2024), Zulfahmi et al. (2024), and Hasanah (2021) which show that the PQRST method is effective in increasing students' engagement and reading comprehension. Thus, the application of the PQRST method not only improves the learning process, but also provides a practical contribution for teachers in improving the quality of reading comprehension learning in elementary schools.

CONCLUSIONS AND RECOMMENDATIONS

The results of the study showed that the application of the Preview, Question, Read, Summarize, Test (PQRST) learning method was able to improve the learning process and reading comprehension skills of grade V students. Improvements made in each cycle have been proven to be able to improve the quality of learning so that the learning outcomes of reading students' comprehension gradually increase until they reach the expected completeness. This finding corroborates the opinion of Muhibbah (2023) that the PQRST method helps increase interest and understanding of reading through systematic and targeted learning stages. Thus, the PQRST method can be an effective alternative learning strategy to improve elementary school students' reading comprehension skills.

Based on the results of the research, it is suggested that teachers can use the PQRST method as an alternative learning strategy for reading comprehension in the classroom, because it has been proven to be able to increase student engagement and learning outcomes. Schools are expected to provide support for

the implementation of innovative learning so that the quality of the teaching and learning process increases. In addition, researchers are further advised to develop similar research on different materials, levels, or contexts so that they can enrich the study of the effectiveness of the PQRST method in learning Indonesian, as emphasized by Nasron et al. (2024) that the selection of the right learning method greatly determines the success of the student learning process.

FURTHER STUDY

This research has several limitations that need to be considered. The research was carried out in one class with a limited number of subjects so that the results of the study could not be generalized widely in different school contexts. In addition, the research focuses on improving reading comprehension skills in one learning material so that it does not cover all aspects of language skills as a whole. The relatively short time of research implementation is also limited because the actions are only carried out in two cycles, so that the development of students' abilities in the long term cannot be observed in depth.

Based on these limitations, further research is recommended to involve a wider range of subjects and be carried out at different grade or school levels in order to obtain a more comprehensive picture of the effectiveness of the PQRST method. Subsequent research can also develop the application of this method to other language materials or skills, such as writing or speaking, so that its contribution to Indonesian language learning becomes more widespread. In addition, research with a longer duration is highly recommended so that the development of students' abilities can be observed in a sustainable manner and provide a deeper picture of the sustainability impact of the learning methods used.

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