

PQRST Technique on Students' Reading of Hortatory Exposition Text

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ABSTRACT

This study aimed to find the empirical evidence of the Effect of Using PQRST Technique on Students' Reading in Hortatory Exposition Text at the eleventh-Grade of SMAN 1 Sukaraja in Academic Year 2020/2021. The population of this study was the eleventh grade of SMAN 1 Sukaraja. The sample was 70 students selected by using purposive sampling technique and was divided into two classes; experimental class and controlled class. The method used in the study was a quantitative method using a quasi-experimental design. Research instrument of this study was pre-test and post-test. The data was then analyzed by using the T-Test. Using T-Test to compare the value of t_o and T-Table, t_o is higher than T-Table ($t_o > t\text{-table}$). The result obtained from this study showed the effectiveness of using the PQRST technique on students' Reading in Hortatory Exposition text. Based on the results of data analysis from the pre-test, the average of study result gained in tests with the average value was 69,5, and the average of study result gained in post-test was 82,2. Whereas, in post-test after the researcher applied PQRST technique was increased 12,7 points from the pre-test. This research proved that the PQRST technique affected students' reading in hortatory exposition text on eleventh-grade at SMAN 01 Sukaraja

Keywords: PQRST, Hortatory Exposition Text, Experimental Class, Controlled Class.

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INTRODUCTION

Reading is the most basic activity in getting information, while skill is a detailed ability to learn concepts (Alderson, 2000). Reading skill refers to the capability to understand the text. Reading is a physical and mental activity to reveal the meaning of the written text, while in that activity, there is a process of knowing that text. Physic activity means the parts of the body, our eyes especially, and we do it. Mental activity means our perception and memory as parts of the mind are involved in it.

The main goal of reading is a process of comprehending written texts Febriyanti (2017). Comprehending the texts without wrong perceptions is sometimes very difficult because many factors can impact it. One of the factors is that the chronic of reading can make most readers do not comprehend what they read. It makes the students got limited information in

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reading. However, in fact the most important way which is vital in processing information is by reading. By having the reading skills to comprehend passages, textbooks, and references written in English, the students can absorb information and knowledge (Ismail et al., 2017). Meanwhile, reading is an important skill to around and catch the world, and reading also determines the quality of our nation's education. So, it can be said that reading skills are the beginning for students to master and understand English itself.

In reading the text, students are given various types and genres, but for high school, the hortatory exposition text is significant for them because this text expresses the author's ideas to convince the readers and influence the readers. The ability to deliver opinions to convince others is very important for high school students because it can deliver ideas accompanied by rational reasons (Education, 2015).

Actually, comprehension is something that occurs inside the reader. All teachers cannot properly observe of comprehension happening inside a student, but with a good technique or strategy and methods of teaching, it can increase the students' ability in reading. PQRST technique is one of a good example to solve the students' problem in reading comprehension.

PQRST (Preview, Question, Read, Self-recitation, Test) technique is useful as an instructional reading strategy by paying more attention to key information and knowledge in reading activities (Miqawati et al., 2014). In other words, the readers are more interested and enjoyable in learning the material they have read. This technique prioritizes the information in a way that relates directly to how they asked to use that information on the text. PQRST is actually a method or strategy to read a book that is primarily intended for study, but the researchers were able to borrow the concept and steps of this method for the purpose of teaching reading to students at the school, especially students who are classified as advanced class (Manurung et al., 2020).

There are five ways in PQRST. First is Preview. In this case, the students only read in a few minutes (skimming). Second is Question. Here, the students will ask some questions that they want to know about the text. Third is Read. In this activity, students will read the whole text. Fourth is Self-recitation. In this step, students will make a summary or resume with their own words from the text. Last is Test. In the Test, the students will answer the question from the teacher about the text.

Using PQRST (Preview, Question, Read, Self-recitation, and Test) can help students to comprehend hortatory exposition text. Moreover, hortatory exposition text should be read in full concentration because in hortatory exposition text many arguments and point of view have to be supported by facts and relevant information so by using PQRST technique students can be easier to comprehend the text. PQRST technique helps students focus on studying and prioritizing the information in a way that relates directly to how they will be asked to use information in an exam (Pauk, 2011). In addition, PQRST technique is used to obtain the greatest possible amount of long-term learning and memory from the study time and also make better grades on test. So PQRST technique helps the students to comprehend their reading by using five steps, and each step can lead to the way the students can comprehend the text (Malia, 2015). With the five steps from PQRST technique, the text that might be matched to this technique is hortatory exposition text. The aim of hortatory exposition text is to convince the reader about an argument from the writer.

Several researchers have already mentioned the effectiveness of PQRST technique on English language classrooms on several levels of education. The first research that relates to this research was conducted by Syafitri Dewi (2017) "*PQRST Thecnique toward reading comprehension of the second grade students at SMAN 1 Kota Jambi*". The research used experimental method, and for the assessment, they used the t-test. In their research, it

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showed that teaching reading by using PQRST technique was successful. It can be seen from the result score. The post-test students' score was better than the pretest.

Another similar research relates to this research conducted by Simatupang Lamhot and Sihombing Lince (2012) in "*The Effect of PQRST Method on Students' Reading Comprehension of Descriptive Text*". The study was aimed to find out the effect of PQRST method on students' reading comprehension. The calculation showed the reliability was 0.91 (high). The data were analyzed by using t-test. The calculation showed t-observed (2.80) is higher than t-table (2.000) at the level of significance (μ) 0.05 with the degree of freedom (df) 58. Therefore, null hypothesis (h_0) is accepted. It means that PQRST Method has significantly affects students' reading comprehension of descriptive text.

This research was also supported by a previous study from (Miqawati et al., 2014) *The PQRST Strategy, Reading Comprehension, and Learning Styles*. This study investigates the effectiveness of the PQRST strategy in students' reading comprehension, the effectiveness of the PQRST strategy in reading comprehension of students with different learning styles, and the interaction between the PQRST strategy and the students' learning styles. This study employed a 2x2 factorial design. The subjects were the second-semester students of the Public Administration Department, Faculty of Political and Social Science, University of Bondowoso. Two classes were randomly selected as the samples of this study. The experimental class was taught by using the PQRST strategy and the non-experimental class by translation and reading aloud. The findings showed that the PQRST strategy statistically impacted students' reading comprehension compared to the one taught using the translation and reading aloud. But it was revealed that there was no difference in the reading comprehension of students with different learning styles taught under the PQRST strategy and translation and reading aloud, and there was no interaction between teaching strategies and students' learning styles.

Several researchers have already mentioned the effectiveness of PQRST technique on English language classrooms on several levels of education. The first research that relates to this research was conducted by Syafitri Dewi (2017) "*PQRST Thecnique toward reading comprehension of the second grade students at SMAN 1 Kota Jambi*". This research is aimed to investigate whether or not there is any significant effect of PQRST technique toward reading comprehension of second graders at SMAN 1 Kota Jambi. Preview, question, read, summary and test labeled PQRST is one of language teaching technique in reading comprehension. This technique can be used to solve students difficulties in comprehend the text and also can help the students to deepen their understanding of the text. The research used experimental method, and for the assessment, they used the t-test. In their research, it showed that teaching reading by using applying skimming was successful. It can be seen from the result score. The post-test students' score was better than the pretest.

Another similar research relates to this research conducted by Simatupang Lamhot and Sihombing Lince (2012) in "*The Effect of PQRST Method on Students' Reading Comprehension of Descriptive Text*". The study was aimed to find out the effect of PQRST method on students' reading comprehension. The calculation showed the reliability was 0.91 (high). The data were analyzed by using t-test. The calculation showed t-observed (2.80) is higher than t-table (2.000) at the level of significance (μ) 0.05 with the degree of freedom (df) 58. Therefore, null hypothesis (h_0) is accepted. It means that PQRST Method has significantly affects students' reading comprehension of descriptive text. In conclusion, although those previous researches had some differences with this research, they were still considered as a supporter of this research. Summarizing those explanations, it can be concluded that PQRST technique offers a positive impact on students' reading of hortatory text at SMAN 01 Sukaraja within the academic year 2020/2021. PQRST technique is conjointly regarded as an interesting activity for students in reading a hortatory text and its opportunities. Based on the explanation above, the writer is interested to build research entitled "The Effect of PQRST

METHOD

This research is a quantitative experimental design to investigate whether or not PQRST technique affected students' reading comprehension at SMAN 1 Sukaraja. Quantitative research is research that focuses on numbers and counting, and from a quantitative perspective, qualitative research is everything that is not about numbers (Aspers & Corte, 2019). According to Creswell (2013), "an experimental design is the traditional approach to conducting quantitative research". When conducting educational research, it is not always possible to select or assign subjects at random. The use and applications of various experiments depend on the type of design used. In the case of this research, the researcher decided to use quasi-experimental research because the availability of participants was limited and the number of populations in the school was appropriate with the number of samples expected by a researcher. The design was also chosen because the participants were organized well in the class where 23 randomization was not possible. According to (Creswell, 2013), "quasi-experiments include assignment, but not a random assignment of participants to groups". In this research design, there were two intact groups of classes involved. The researcher gave different treatments to both groups, and the first group was an experimental group that used PQRST technique, while the second group was a control group that did not use PQRST technique.

Place and Time of the Research

The researcher conducted the study at SMAN Sukaraja, which is located on BabakanMadang. This school consists of 853 students, and class 10 has 8 parallel classes, each class consists of 35 students, class 11 consists of 8 parallel classes and has been divided into 2 majors like class 10, namely 5 classes for Science and 3 classes for Social as well as for grade 12 it consists of 5 Science classes and 3 Social classes. The study was held in April 2020, by making it into 4 meetings consist of Pre-Test at the first meeting, then treatments at the second until the fourth meeting, and finished by Post-Test at the last meeting.

Research Instruments

In this research, the writer used a written test. It is a multiple-choice that consists of 25 questions. The test is conducted by the writer in order to measure the ability of the students to comprehend the reading text. The instrument can be defined as a tool or media, such as tests and questionnaires used for measuring or collecting data in the research process. In this case, the researcher took the test. The test is used for measuring students' reading comprehension. The researcher was used 25 multiple-choice questions to test students' reading comprehension. The test was given to students. The test was used for pre-test and post-test.

The pre-test is a test given in the control class and experiment class before PQRST technique in the classroom. The pre-test aimed to see the students' initial ability in knowing how many students' reading comprehension from the test. Post-test is a test given in the control class and the experiment class after PQRST technique is done in the classroom. The purpose of the post-test is to see the differences in the result between the experiment class, which was given the technique and the control class, which was not having any technique.

Technique of Data Collection

Before the test was given in the class, the instrument was given first to other classes to know the validity and reliability. The researcher used software ANATES to count the instruments' validity and reliability. In this study, the researcher emphasizes the construction validity to know validity instruments research of pre-test and post-test. She

measures the validity of the instrument tests by using SPSS v.24, the validity of each item of instrument tests r_{count} compared r_{table} .

Reliability deals with the consistency, dependability, and replicability of an instrument. A test is said to have reliable if it is used in the same situation on repeated occasions and the result of measurements obtained relatively consistent. For analyzing the reliability, the researcher uses SPSS v.24. In the pre-test, both the control group and experimental group are asked to comprehend reading text without applying the PQRST method. The purpose of the pre-test is to know the main scores of the control and the experimental class before getting treatment. The treatment is conducted after the pre-test. The writer gives the treatment to both groups. The writer will give the same topic to both groups in a different way. In the experimental group, the writer will ask the student to comprehend the hortatory text by applying the PQRST method and in the control group, the writer will ask the student to comprehend the hortatory exposition text without the PQRST method. After treatment, the writer will give the post-test in the last meeting. The students are given a post-test which is similar to the pre-test. The purpose of the post-test is to know the mean scores of the control group and the experimental group after treatment.

Technique of Data Analysis

The writer has conducted the test, pre-test, and post-test. The data is compared to the mean of the score from pre-test and post-test. After getting the data from the score, then the data was analyzed and processed by using statistic calculation of T-test formula with significance degree 5% and gained scores. The T-test in this research was used to test the average difference count was there a significant difference or not between the experimental group and the controlled group.

While the gained score is the difference between the pre-test and the post-test score of each class of the experimental and the controlled group. Gain scores were used to determine the increase or decrease in scores and to determine the effectiveness of the media used. However, prior to the tests, the hypothesis necessary analysis prerequisite test first, namely the distribution normality test and homogeneity test. The researcher used T-test to find out the differences between the students' scores which were taken from pre-test and post-test in experiment class and controlled class.

Normality Test

A normality test was done in order to examine the distribution whether the data collection was normal or not. The analysis of normality used in this research was Kolmogorov Smirnov by using SPSS version 24 software. If the result of normality was more than 0.05, it could be categorized that the data distribution was normal. On the contrary, if the result was less than 0.05, then the distribution of the data was not normal. Below are the steps to check the normality test: 1) Open the SPSS file of the entered data. 2) Click Analyse>>Descriptive Statistics>>Explore on the top menu. 3) In the Explore dialogue box, fill in the *dependent list* with the variable to be tested for normality (pre-test score, post-test score) by either drag and dropping or using the button. 4) Then, fill in the *factor list* with the sample groups (controlled, experimental) to see if it's normally distributed in each group or class by either drag and dropping or using the button. 5) Click plots, then checklist >>normality plot with test, histograms and power estimation. Click Continue and OK to see the normality test result.

Homogeneity Test

After the normality test gives an indication that data is distributed normally, homogeneity test is needed to be done. It is used to find out if they are equal or homogenous. To achieve this data, *Levene Statistic test* is applied in this research with $\alpha = 0.05$. similar to homogenous or have equal variances. The steps are: 1) Open the SPSS file of the input

research data. 2) Click **Analyse>> Compare Means >> One-Way Anova** on the top menu. 3) In **One-way Anova** dialogue box, fill in the *dependent list* with the variable to be tested for homogeneity (pre-test score, post-test score). 4) Then, fill in the *factor list* with the sample groups (controlled, experimental) to see the homogeneity of variances. 5) Click **Options**, then checklist >> *homogeneity of variances test* checkbox in the *statistics* area. 6) Click **Continue** and **OK** to see the homogeneity test results.

T-Test

The T-Test is the main data analysis process where its purpose is to test any significant difference between the two classes can be identified. It is determined which of the hypotheses offered, the null hypothesis or alternative hypothesis is accepted or rejected. The t-test used in this research is *independent-samples T-test* with two-tailed test of significance. If the result shows p-value or sig (2-tailed) is higher than sig $\alpha=0.05$ (5%), then the null hypothesis is accepted. On the contrary, if the p-value is lower than sig $\alpha=0.05$ (5%), then the alternative hypothesis is accepted. 1) Open the SPSS file of the input research data. 2) Click **Analyse>>Compare Means>>Independent-Samples T-Test** on the top menu. 3) In **independent-Samples T-Test** dialogue box, fill in the *test variables* with the variable to be tested for normality (pre-test score, post-test score). 4) Then, fill in the *grouping variable* with the sample groups (controlled, experimental). 5) Highlight the relevant groups by clicking *define groups*; then enter "1" in *Group 1* box and enter "2" in *group 2* box and click **continue** button. Note: (insert numbers according to the tables given in data). 6) If the *confidence interval percentage* required to be changed for the research, click **options** button. 7) Click **OK** to see the independent-samples t-test result.

After the t-test, the effect size is calculated to measure the level of significance effect. As the t-test give a statistical result of the significance, the effect results a statistic data but at the same time determined whether effect size is strong or weak. In this research, the cohen's *d* effect size formula is adopted as follow:

To interpret the effect size, the cohen's *d* effect size used as the base to determine the level of significance.

$$d = \frac{\text{Mean of group 1} - \text{Mean of group 2}}{s}; s$$

The effect size criteria of cohen's *d* are: 1) 0-0.20 = weak effect, 2) 0.21-0.50 = modest effect. 3) 0.51-1.00 = moderate effect, 4) >1.00 = strong effect.

FINDINGS AND DISCUSSION

The experiment was online using zoom meeting application. Although it was held online, the PQRST technique was not difficult to be implemented. There are 5 steps to implement the technique. In the first step, namely Preview, I give a piece of text in the slideshow (title, paragraph 1, last paragraph), then the second step is Question I ask them to make 1 person enough 2 questions after they see some pieces of text from the story, the third step is Read, I give the whole part of the text and students are asked to read it while matching whether the 2 questions they make relate and there are answers in the text, The fourth step is Summary/Self recitation, students are asked to make a summary of the story using their own language The last step is Test, I give various kinds of appropriate and relate tests to test their understanding in reading the story.

The analysis data show the ranking of 35 students as members of the XI SMAN Sukaraja experimental class. With an average score of 69.5, the cumulative pre-test score is 2435, but the lowest score is 60, while the highest pre-test score is 80. After undergoing the treatments using the undercover game, the data also indicates the ranking of 35 students in the XI SMAN Sukaraja experimental class. The cumulative after-test ranking is 2871, with an

average score of 82.2. In this category, the lowest score is 69 and the highest score for the post-test is 96.

Table 1. Statistics of the Result of Test in Control Class

Statistics	Pre-test	Post-test
Mean	68,6	74,3
Minimum	58	65
Maximum	80	89
Median	68	75

The above data indicate the ranking of 35 students as students in the XI SMAN Sukaraja control class. With an overall score of 68.6, the pre-test outcome number is 2403. The lowest ranking in this group is 58, and the highest is 80. Also, the data shows the ranking of 35 students XI SMAN Sukaraja of control class members. The number of the result after test is 2599 with an average score of 74.3. In this class, the lowest score is 65 and the highest score is 89. The goal of this research is to find out the use of PQRST technique on students' reading of hortatory text. The calculated result of this research unconcealed that the PQRST technique is effective and significant on students' reading of hortatory text within the eleventh grade of SMAN 01 Sukaraja. The researcher explained the following paragraphs to describe the table below:

Table 2.

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
Student Learning Result	Equal variances assumed	994	322	5.615	68	0.000	7.771	1.384	5.010	10.533
	Equal variances not assumed			5.615	67.164	0.000	7.771	1.384	5.009	10.534

Based on the explanation above, this research proved that reading was easy but many things are needed for readers to read a text. Grabe (2012) argued that readers vary in whether they read, how often they read, how much they read, and what kind of reading they concentrate on or think for. Reading can be very important for each individual by the purpose of reading itself. Grabe & Stoller (2019) also said that the words that are accessed, the information that is cued grammatically, the emerging meanings of words, the formation of a text model of comprehension, inferencing, and executive control processes are all active in working memory.

The writer's hypothesis for this study was that it could improve their abilities in reading comprehension by using the PQRST technique in teaching English because the PQRST technique was considered to be capable of improving the critical thinking, interest, and confidence of students, particularly for the eleventh grade of SMAN 01 Sukaraja. It was proven that the hypothesis has been proven after the analysis has been done. It was evident from T-test data collected from the quantitative data that the PQRST technique was capable of improving students' understanding of reading. Several factors proved the results of research that this technique can help improve students' reading comprehension.

The first factor was that students are improve their critical thinking and make the student interest in the PQRST technique as their step for their reading. Several students stated that they were bored when they should read a whole text and sometimes did not understand what they have read. So, the writer here who was in charge of being a teacher must be able to provide solutions by changing the learning technique to make it more interesting for students to learn. This is following the words of Harmer (2008) who stated that there are many reasons why getting students to read English texts is an important part of the teacher's job. Wilson (1950) also said that teachers must be able to provide good service to students and be able to discuss problems that occur in the learning and teaching process. Based on observation data in this research, PQRST technique can improve students' reading comprehension. There was an improvement in student motivation. Although there were still no significant changes at the beginning, the changes were increasingly shown gradually.

The second factor was that PQRST is a familiar technique if they know the meaning. Philippot & Graves (2009) said, it was important that students understand what they read, take away from each reading those ideas and insights that they need and want, and realize that they have been successful in their reading. Therefore, students felt comfortable and easily adapt to this technique. Hirai et al. (2016) stated that the more we read, the better we get it, the more we like it, the more we do it. With the convenience of students, it can help increase enthusiasm and willingness to read the hortatory exposition text. Azize Kavlu (2015) said the teachers must consider and be able to provide topics that students think are familiar to them because that can help students to comprehend more easily. Thus, it can be said that the teacher must be able to understand the condition of students and be able to determine the right technique, one of which was by using technique that are familiar to students. Based on the results the students said that the teaching-learning process was better than before the implementation of PQRST technique. Furthermore, the writer also analyzed the effect of using the PQRST technique to improve students' reading comprehension, the writer found that, based on the result of the quantitative data, the result showed that the students improved their reading comprehension in hortatory exposition text. The students' score was getting better from the first meeting until the end of the test. It was proven by the students' mean score which increased in each meeting. In order, teachers need to focus on extensive comprehension instruction with all students, not just successful readers (Closs, 2006). This research had the same result as the previous study which had an improvement of students' reading skills using the same technique especially PQRST technique. As stated by **Syafitri Dewi (2017)** the researcher concluded that there was an improvement in students' reading skills after they taught reading skills using this technique. Another similar research relates to this research conducted by **Simatupang Lamhot and Sihombing Lince (2012)** The study was aimed to find out the effect of PQRST method on students' reading comprehension. The calculation showed the reliability was 0.91 (high). The data were analyzed by using t-test. The calculation showed t-observed (2.80) is higher than t-table (2.000) at the level of significance (μ) 0.05 with the degree of freedom (df) 58. Therefore, null hypothesis (h_0) is accepted. It means that PQRST Method has significantly affects students' reading comprehension. Other similar research was the research about Reading Comprehension with PQRST had been done by **(Miqawati et al., 2014)** that was The PQRST Strategy, Reading Comprehension, and Learning Styles. The findings showed that the

PQRST strategy statistically impacted students' reading comprehension compared to the one taught using the translation and reading aloud. But it was revealed that there was no difference in the reading comprehension of students with different learning styles taught under the PQRST strategy and translation and reading aloud, and there was no interaction between teaching strategies and students' learning styles.

Satisfactory results can be seen from what the students have achieved in carrying out this learning. In the beginning, when the author carried out the pre-test, the experimental class score is 69.5 and the controlled class score is 68.6. After using PQRST technique the post-test of experimental class score is 82.2 and the controlled class score is 74.3. Based on the score can proved that the PQRST technique affect significantly on student's reading comprehension of hortatory exposition text especially on eleventh grade in SMAN 01 Sukaraja.

CONCLUSIONS

The rising test scores of students who read a hortatory text through the PQRST technique is proven through the research. Using the t-test to compare the value of t_o and t_{table} , the researcher discovered that t_o is higher than t_{table} ($t_o > t_{table}$). Finally, it can be concluded that the PQRST technique has a significant impact on eleventh-grade students at SMAN 01 Sukaraja. Students' interest in reading a hortatory text was also increased as a result of the PQRST technique. Students were very enthusiastic about pursuing the English lesson throughout the learning process, using the PQRST technique in the experiment class. They have become more confident, critical thinking to ask questions, and more likely to re-share the text with their own words. The researcher would like to make the following suggestions for teachers, students, and researchers who are interested in using a technique in teaching and learning activities

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