Teaching Reading Using PQRST Method with PowerPoint Media

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Abstract

The problem with student reading comprehension is that it is difficult to translate reading comprehension sentences, as English contains multiple tenses as well as vocabulary. Many students often find it difficult due to poor grammatical structure and vocabulary. Teaching methods are usually not very interesting for students. They say the instructor uses the traditional method (GTM). One alternative solution to this problem is PQRST with PowerPoint media. This method has been studied to see if it works effectively for learning to read. This study adopted a quasi-experimental procedure using a non-randomized pre-test and post-test design. As a result, it was found that the PQRST method using PowerPoint media is an effective method for reading comprehension instruction because it exhibits better reading comprehension than the conventional method.

Keywords: Powerpoint, PQRST, Teaching reading

Introduction

English is a universal language, and many countries use English for communication in almost every activity. In the age of globalization, the functioning of languages is becoming more and more important, especially in the fields of business and education. People may understand what communication is if they understand what language is. Language is a means of expressing ideas, opinions, minds, desires, and feelings. As a means of communication, language has a great function for many people. As a metapragmatic sign, contextualized cues represent the way speakers signal and provide information to the interlocutor and audience about how language is used at any point.in the ongoing exchange (Kotthoff & Spencer-Oatey, 2008). This means that the function of language for human communication in any situation is always crucial due to world develops quickly. Indonesian schools have introduced English as a foreign language from kindergarten up to the university level so that students will have a good command of English. Later on, they will be ready to compete in a global era.

To reach a fine quality of education can-not be disconnected from teaching-learning activities as the main activity on the campus. Learning activities are now known to be more focused on lecturers while students are still dependent on lecturers, this can be seen from the tendency of most of the lecturers to actively speak in front of the class so that students become bored, sleepy, and disturb others. In addition, the selection and use of learning models also have an important role. Until now, many students are less enthusiastic about learning because lecturers use traditional learning models. It is undeniable that the process of teaching and learning in the classroom tends to be passive.

Alternatively, there are some English skills that students must acquire. These are listening, reading, writing, speaking . By mastering listening, students will learn how to pronounce words correctly, how to use intonation, and help them to speak clearly to other people. By mastering reading, students will receive so much information and it can increase their vocabulary. By mastering writing, students will enable to use punctuation, sentence structure, and grammar properly. By mastering speaking, students will also learn how to pronounce the words properly.

If students master these skills well, they will have no problem speaking English in their lives.

Reading is a difficult subject for many students. Having good oral reading skills is very important (Virdaus & Rifa'i, 2021). In fact, it's part of the skill that every student should acquire. Reading provides language users with more information, knowledge, and science. Reading is the window of the world, so students need to be motivated to read books as much as possible. You feel like you are in Rome, even though you are just reading a text about Rome. If students are not encouraged to express their thoughts while learning a language, students will soon become bored, discouraged, and hesitant to participate in classroom activities.

Reading texts can be divided into several types of text genres. They are narrative, descriptive, compelling, descriptive, and controversial texts, each with a different general structure. Most students managed to read the story, but many could not read the descriptive text. They found that the descriptive text had a complex structure, so students did not enjoy reading the descriptive text and were bored. Therefore, in order to solve these problems, the teacher must adopt a new method that can arouse his interest in learning to read.

One of opportunity strategies to train studying is PQRST technique. This is a getting to know technique that wishes college students to be lively in phrases of studying, questioning, summarizing, and decide the volume of self-dependency. Learning to apply this technique consists of numerous elements, amongst other: P (preview) or skimming of the contents of the book. Q (question) or ask, R (read) or studying, S to Summarize, and T for test. This technique is powerful to be implemented in a class, especially in studying class. "PQRST is the best study technique because it helps students retrieve information from their memory" (Wiley, n.d.). This technique can help students retrieve information from their memory organization, reading practice, and elaboration after reading activities. But there is another thing to keep in mind that can help students record, store, and retrieve information very effectively. Remember that learning is an active experience. The more the teacher can make the class fun , unusual, creative, or different, the more students will remember what they have studied . PQRST Method has significantly affects students' reading comprehension of descriptive text

(Simatupang, 2002). Moreover, Miqawati also stated that PQRST strategy was effective in the teaching of reading comprehension in that students who were taught by using the PQRST strategy achieved better scores in reading comprehension than those taught using translation and reading aloud (Miqawati & Sulistyo, 2014)

Besides focusing on the way and the rule to teach, focusing on the media is important too. Now some lecturers use conventional media like a magazine, newspapers, or recommended books from campus. Furthermore, life communication is not only delivered by magazines, newspapers, or books. Based on the writers' experience, the students are more interested in learning every English skill with PowerPoint media. They can receive the material well. In this case, Microsoft PowerPoint is one of the multimedia elements that can be used in foreign language education and is easy for teachers to use. Supported by colorful images, text and audio, PowerPoint is one of the media educators use to attract students' attention and deepen their understanding of the subject. In addition, the benefits of PowerPoint can be used by educators to update their education process. This allows you to use technology development (PowerPoint in this case) to circumvent the traditional classroom process. Based on the statements above about the benefits PQRST method and PowerPoint Media, the writers are interested in applying the PQRST method with PowerPoint Media in teaching reading for first-year students of the English Department of UNIPA Kampus Blitar.

Materials and Method

"Reading is the ability to draw meaning from the printed page and interpret this information appropriately" (Grabe, 2002). In modern era reading is a need for anybody. The activities of reading is done in almost every activities such as watching movies, reading email, searching web, finding job, etc. "Reading skills do not guarantee the success for anyone, but success is much harder to come by without being a skilled reader" (Gibbons, 2002). The exact understanding of reading for any people remains different. "Reading is a constant process of guessing, and what one brings to a text is often more important than what one finds in it" (Grellet, 2007). For this reason, teachers primarily need to teach students what they are learning to understand unfamiliar elements, simple ideas, or words. But in general,

reading is the receptiveness to understand the written word. Understanding one's purpose is thought to occur not only verbally but also by reading. Reading is the next step in writing so that students can understand what someone is talking about. Reading is the process of seeing and understanding what is being written. By this definition, reading is described as the reader's eloquent process of combining information from the text with his / her background knowledge to build meaning.

By definition, the author concludes that reading is an activity to obtain and receive information about everything from the world. Reading is an important aspect of language skills that can inform and gain a lot of information from the reader. It is very important to increase your knowledge and gain knowledge on topics such as topics, world news and science. This is because if you read it unconsciously like this, you will get a lot of information.

Types of Reading Performance

There are two ways to read. "They are reading aloud of written material and for comprehension" (Frazier & Brown, 2001). Oral performance is reading aloud what is written. Quiet performance refers to reading to understand. When reading aloud, pronunciation is more important than understanding. Readers disseminate information that is of interest to members of the audience. Reading is used to provide knowledge, entertain, and provide good stories that may be unfamiliar to students. Reading performances in the classroom can be divided into verbal and silent performances. The former is related to pronunciation ability and the latter is related to a focused and comprehensive attitude. The Comprehensive reading performance focuses on the linguistic and semantic details of the passage. Extensive reading draws students' attention to grammatical forms, discourse markers, and other superficial structural features so that they can understand their literal meanings, implications, rhetorical connections, and more. Extensive reading ability works with a general understanding of texts, primarily long texts (books, long articles, essays, etc.).

Teaching Reading

Reading comprehension is important in English classes because it can increase the intellect of the students. Reading is not about pronouncing the printed words, but about understanding the content of the text. People know that reading is a window of knowledge. The more people read, the more knowledge they get. To be a good reader, people have to deal with something. You must be able to read carefully and understand the massage clearly.

To get maximum benefit from their reading, readers should feel involved in both extensive and intensive reading (Harmer, n.d.) First of all, many readers want to read the ability to read text in English for carriers, research, or fun. Anything can be ready to make the teacher should be a good idea. Reading is useful for other purposes. It is good for students to expose to English. At least some languages are reminded as part of the language acquisition process. If reading the text is very interesting and very interesting, the learning can be more successful. Reading the text also provides a good model for writing English. When the teacher teaches writing skills, the teacher must show the students a model of what the teacher encourages them to do. Reading also provides an opportunity to study the elements of language: vocabulary, grammar, punctuation, and how teachers construct sentences, paragraphs, and texts. After all, good reading can introduce interesting topics, inspire discussions, evoke imaginative reactions, and provide a foothold for comprehensive and engaging instruction.

Aims of Teaching Reading

The purpose of the reading course is to improve students' reading comprehension and enable them to read English texts effectively and efficiently. To read effectively and efficiently, readers need to keep certain goals in mind before manipulating the text. In general, the purpose of reading is to get general information from the text, get specific information, and read for joy and interest. This classification is practiced to improve various reading comprehension. Skimming, scanning, reading between lines, etc. These reading comprehension skills are required when reading different types of materials such as newspapers, manuals, pamphlets, prescriptions, and letters. From the above understanding, the author recognizes the importance of "real" reading materials used in the classroom to develop and accelerate students' relevant reading skills according to various reading goals. Teachers need to motivate students to read immediately at the right time. On another occasion, students must read the text intensively to obtain implicit information. Therefore, transferring basic flexible skills to another type of text is an effective development in teaching reading comprehension.

Definition of Descriptive Text

"An essential part of the reading skill is the skill of being able to recognize written forms and to connect them with their spoken forms and their meanings" (Nation, 2008).Therefore, students need to recognize the meaning of known and unfamiliar words from the text they are reading. There are many types of textbooks that first-year students of the UNI-PA Kampus Blitar English Department need to master. In other words, it's a descriptive text. "This text shows what people and things display. Its purpose is to describe and reveal a particular person, place, or thing". (*Descriptive Text; Definition, Generic Structures, Purposes, Language Features – BRITISH Course*, n.d.)

A descriptive text is a piece of writing that is intended to convey meaning to the reader through sensory details and provides image to the reader (Sanjaya & Agustina, 2019). This text usually describes a particular person, place, or object. Its purpose is to convey the subject by explaining its function without inserting personal opinions. The purpose is to write the truth about private matters that are not particularly controversial. The purpose of the description is to introduce the reader to a picture of a person, subject, or environment. In this way, descriptive text conveys emotions, explains, entertains, and informs the reader in detail about something.

To summarize; the purpose of the description is to make the reader imagine the story for fun and information. Descriptive text describing about person or things has a characteristic in its organizing. There are some generic structures for Descriptive texts (Course, 2017).

Example of a descriptive passage;
The Eiffel Tower
"The Eiffel Tower is placed on the Champ de Mars in Paris. Built in 1889, it has become both a global icon of France and one of the most recognizable buildings in the world. The tower is the highest building in Paris and the most-visited monument in the world; millions of people visit it every year. The engineer Gustave Eiffel came up with his name for this tower. The tower was built as the entrance arch to the 1889 World's Fair. The tower is 324 meters (1,063 ft.) tall, and as height as an 81-story building. Upon its completion, it is higher than the Washington Monument to assume the title of tallest man-made structure in the world, a title it held for 41 years, until the Chrysler Building in New York City was built in 1930; but, due to the addition in 1957 of the antenna, the tower is now higher than the Chrysler Building and it is the second-tallest structure in France after the 2004 Millau Viaduct" (Roboguru, n.d.).

Definition of PQRST Method

"PQRST is a method of reading a textbook so that the information you read really does enter your long term memory" (*The PQRST Method*, n.d.) This strategy has proven effective in improving readers' understanding and ability to retain information. In other words, the reader may learn and learn more from the material he or she has read. PQRST is good techniques for improving memory from reading (Syafitri, 2017). This technique can help readers retrieve information from their memory organization, reading practice, and elaboration. After the method of reading, activities can be applied and improve reading comprehension of descriptive text. This has a good influence on the teaching and learning process and improves student achievement. In other words, readers are more likely to learn and learn from the materials they read. This method retains hierarchical information in a way that is directly related to how textual information is used.

At least there are five steps in PQRST method (*The PQRST Method*, n.d.) The steps cover the following things:
1. Preview: Students read for only a few seconds (skimming).
2. Questions: Students have put together questions they would like to know about the text.
3. Reading: Students read the full text.
4. Summary: In this step, students create a summary.
5. Test: Students answer teachers' questions.

In other words, readers are more likely to learn and learn from the materials they read. This method is the hierarchical. Previewing has four advantages. It provides the student with a complete picture of the presented material, helps the student find and recognize most points, and helps the student see the composition of the subject information in a way that is directly related to the use of the textual information.

Questioning steps include some advantages are, helping the students know exactly what to look for when studying, encouraging the students to watch for details when reading, increasing the students' concentration by giving they something to hunt for throughout their study, aiding the students in preparing for the exam and in getting better grades, enabling the students to spot more test question. The reading step also has some advantages for practitioners. That is, it prepares the student's mind to absorb knowledge, increase the amount of learning, and reduce student time.

The benefits of summarization show that students have control over what they are learning, show that they have clear ideas about topics that they can express in words, remove questions about how well they have learned the material, and students. They can increase their self-confidence. The last step or testing test has such advantages as follows preparing the students for the teacher's test, improving chances for better grades, checking the extent to which the students have converted what they have studied into long-term memory.

Definition of GTM Method

"Grammar Translation Method is the oldest way of teaching language, but is no longer the main method of teaching. Brown gives explanation that this method has until very recently been so stalwart among many competing method" (Brown, 2000) It does little to improve students' ability to communicate in the language. It should be remembered that there were thousands of foreign learners who had a bad experience learning the boring grammatical rules and vocabulary that could not be used to create translations of prose and literary jobs. Grammar rule tests and translations are easy to create and can be evaluated objectively. Standardized tests in many foreign languages do not seek to improve communication skills. As a result, students have little incentive to overcome grammar parables, translations, and daily practice. This is a method with no theory. There is no literature that provides justification.

Here is the procedure to use the Grammar Translation Method in teaching reading. In the classroom, a teacher takes the authority. After the greeting, the teacher will explain the materials to the students. Next, the teacher asks each student to read a passage to a few lines. After finishing reading, the teacher asks students to translate it. If there are difficulties in vocabulary, a teacher will help the student. Next, the teacher asks the students if there is a new vocabulary item that they do not know. Because of no more questions from the

students, they ask to do the exercise by writing and answering it. Students answer the question using the language they learn based on what they understand from the text provided. Students do the first exercise as an example together. The teacher asks one of them to read aloud the answer. When they have no difficulties doing the exercises, they move into the next section. Here the students work again quietly by themselves.

There are two types of questions that ask for the information contained in the reading passage. For the first type, you need to create a summary based on your understanding of the passage. Example: "Do they think that ...? For other types of questions, the student needs to relate that part to their experience.

It does nearly nothing to improve a student's communicative ability in a language. This needs to remember that there were thousands of foreign learners who have a bad experience in memorizing boring grammatical rules or vocabulary that cannot be used to produce translations of prose and literary works. Test of grammar rules and translation are light to build and can be objectively scored. Many foreign languages' standardized tests do not try to beat into communicative capabilities, so students have low motivation to get over grammar parables, translation, and rote exercises. This is a kind of method for which there is no theory. There is no literature that provides justification. The teacher then informs the student to provide the meaning of the vocabulary. The teacher explains to the students that these words are from the readings they have already read, telling them that some words are repetitive and others are new. It also requires synonyms and antonyms for each word. At the end of this exercise, the teacher will take a post-test to review the lesson and see how they understood the passage.

The Advantages of GTM Method

Grammar Translation Method is a method which has been used since 18th century (Frazier & Brown, 2001). However, there are still some advantages in the teaching and learning activities. Some advantages of this method are that translation is the easiest and quickest way to explain the meaning of a word or phrase. This means that students can easily translate and explain the meaning of words and phrases. Second, learners are offered in their native language, so there is no problem

learning lessons. Third, GTM is a labor-saving method because teachers do everything in their native language. Finally, this method enriches the learner's vocabulary and develops a strong foundation for grammatical construction.

The Disadvantages of GTM Method

Like the classical method, this method also gives some advantages. They are speaking, and some kinds reflect creative output lost from the class program. It means that this method focuses on grammar rules and ignores everyday communication skills so that the students will feel hard to communicate with foreign people. Second, students lack engagement in the classroom because they have no chance to propose their idea; and they only learn the material by translating the words or sentences without using their speaking ability in the learning activity

Power Point

"Microsoft PowerPoint or Microsoft Office PowerPoint is a computer application software developed by Microsoft in the office with a computer application program developed by Microsoft in the Microsoft Office application package, in addition to Microsoft Word, Excel, Access, and other programs. A presentation is to Power Point what a document is to word or a worksheet is to excel. Each presentation that you create is saved on the hard drive as a separate file" (Austin, n.d.).

"You can use PowerPoint 2016 to develop professional presentations for electronic delivery as on-screen slide shows, or for print delivery as slide decks with handouts and note pages" (Wilson, 2014) This software consists of the sum of personal pages or "slides". The "slide" analogy is a resource for the slide projector user. An analogy would become "foils" (or transparent things or plastic sheets) that appeared with overhead projectors, although they are seldom operated today. Slides may have written forms, charts, voice, motion pictures, and other objects, which can be arranged in such a way. Presentations can be issued, displayed directly on the computer, or navigated based on the willingness of users. For larger audiences, viewed displays are often appeared using a video projector. Slides can also be the basis of a webcast presence. This helps the teachers to present the material because they can make the idea of the subject matter received to the student. Other than a teacher can deliver material with an attractive appearance so that students can focus their concentration on the material presented by the teacher. The students do not feel bored. So PowerPoint helps teachers in teaching reading comprehension.

Previous Studies

Some related studies concerning the effectiveness of PQRST have been conducted by some writers in Indonesia. (Manan & Latifa, 2018) Students taught using PQRST technology were found to have higher reading scores than students taught using traditional technology. On the other hand (Simatupang, 2002). also stated that the PQRST method has a great impact on the reading comprehension of students in explanatory texts.

Result and Discussion

This study worked using experimental design because it determines the study's internal validity, which is the ability to reach valid conclusions about the effect of the experimental treatment on the dependent variable". (Ary et al., 2010). There were two groups, 36 students in the experimental group and 36 students in the control group. It was the first year students of the English department at UNIPA Kampus Blitar. The author used a pre-test, treatment, and post-test in reading comprehension. Both pre-test and post-test measurements provided descriptive statistics as a result of SPSS.20 calculations. Descriptive statistics show the mean and standard deviation. Table 1 appears the descriptive statistics for the experimental and control groups. This method has a great impact on students' reading comprehension. Table 1 presents how much Mean and Standard Deviation for every class. The Mean of GTM class was 74.78, and the standard deviation as an explanation of variance difference was 3.803; meanwhile, the Mean of PQRST was 81.56, and the Standard Deviation was 4.827.

Linearity Analysis

Linearity is an assumption for checking the correlation between pre-test and post-test. The analysis precedes the observation of ANCOVA. The strength of the correlation between the pre-test and the post-test showed linearity. This is observed using the scatter plot shown in Figure 1. The Scatter plot shows how dots approach two lines. Dots are the distribution of pre-test and post-test. The axis and ordinate show the score that explains the value of every sample. The Lines have a function to explain the correlation. The blue line shows

Table 1. Descriptive Statistics

Dependent Variable: Post-test			
Treatment	Mean	Std. Deviation	N
GTM	74.78	3.803	36
PQRST	81.56	3.028	36
Total	78.17	4.827	72

the correlation for the class which uses GTM as the method of the control group, and the green line shows the correlation class using PQRST as the method of the experimental group. Both lines are straight at blue and green dots approaching them. R2 of GTM (control group) shows 0.542, while R2 of PQRST (experimental group) shows 0.598. R2 in both groups is higher than 0.050, indicating linearity between pre-test and post-test. R2 shows that 54.2% of the post-tests in the control group described the post-test and 59.8% of the post-tests in the control group used the post-test.

Homogeneity of Regression Slopes

Homogeneity regression slopes show how the correlation of covariance. This assumption has to be analyzed after linearity before the writers observed ANCOVA. It investigates the correlation between pre-test and treatment. Homogeneity assumes that the probability value must be greater than 0.050. It is as follows Table 2. Table 2 shows that the homogeneity is shown in green. The correlation between treatment and pretest showed an F value of 3.977 and a probability of 0.401. In this case, the probability is greater than 0.050, so the author does not violate the assumption of homogeneity.
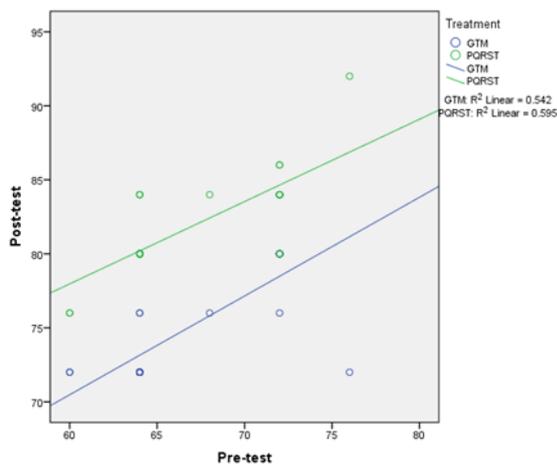

Figure 1. Scatter Plot

Table 2. Tests of Between-Subjects Effects

Dependent Variable: Post-test						
Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	1292.294ª	3	430.765	80.983	.000	.781
Intercept	391.983	1	391.983	73.692	.000	.520
X	13.934	1	13.934	2.620	.110	.037
Y1	461.608	1	461.608	86.781	.000	.561
X * Y1	3.797	1	3.797	.714	.401	.010
Error	361.706	68	5.319			
Total	441576.000	72				
Corrected Total	1654.000	71				
a. R Squared = .781 (Adjusted R Squared = .772)						

Equality Analysis

Levene's Test of Equality of Error variance is the output of ANCOVA to analyze variance similarity. The authors examined the linearity of variance. The author does not violate the equivalence assumption when the probability is higher than 0.050. Levene's Test of Equality of Error of Variance in Table 3 shows the equality of covariate. Table 3 performs that F is 3.261. The Probability of F is 0.075 and shows that the author does not violate the equivalence assumption. It is proof because the Probability is higher than 0.050.

Analysis of Covariance

ANCOVA aims to observe the significant impact of pretest and treatment on dependent readings after test results. Pretest probabilities can be examined for the effect of pretest on post-test read results. The authors pointed out that the probability is at the 95% confidence level. That is, the probability of pretesting must be greater than 0.050 to show that pretesting can affect post-testing. To analyze the effect of treatment on post-test score readings, the authors observed the potential of treatment. If the probability shows a value greater than 0.050, this indicates that the process has a significant impact on the post-test. ANCOVA is shown in Table 4. Table 4 shows that the F value for the pre-test (blue color) is

Table 3. Levene's Test of Equality of Error Variances

F	df1	df2	Sig.
3.261	1	70	.075

Table 4. ANCOVA

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	1288.497ᵃ	2	644.248	121.622	.000	.779
Intercept	391.983	1	391.983	73.999	.000	.517
Y1	461.608	1	461.608	87.143	.000	.558
X	826.889	1	826.889	156.101	.000	.693
Error	365.503	69	5.297			
Total	441576.000	72				
Corrected Total	1654.000	71				
a. R Squared = .779 (Adjusted R Squared = .773)						

Dependent Variable: Post-test

Table 5. Treatment

Treatment	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
GTM	74.778ᵃ	.384	74.013	75.543
PQRST	81.556ᵃ	.384	80.790	82.321
a. Covariates appearing in the model are evaluated at the following values: Pre-test = 66.44.				

Dependent Variable: Post-test

87.043 with a probability of 0.000. It means pre-test influences reading post-test significantly in the level of confidence of 95%. It is proved by the probability of pre-test that is lower than 0.05. The partial eta squared shows 0.558. It shows that percentage of pre-test can explain reading post-test score is 55.8 %. Treatment (yellow color) shows an F value of 156.101. The probability of treatment is 0.000. The probability indicates that treatment influence significantly reading post-test in the level of confidence of 95%. It is because the probability of treatment is lower than 0.05. The partial eta squared of treatment is 0.693. It indicates that 69.3% of reading post-test score is influenced by treatment. As the probability of treatment indicates 0.000, it can be concluded that treatment has a significant effect on the post-test score.

Estimated Marginal Mean

The difference in treatment was observed through the estimated marginal means table as the output of SPSS. It presents the Mean for both the control and the experimental group without the effect of the covariate. The effective method is shown by a higher Mean. The result is in Table 5. The average GTM is 74.778, with a ceiling of 75.543 and a floor of 75.543. The average of PQRST is 81.556, the upper limit is 82.321 and the lower limit is 80.790. The average score of freshmen in the English Department of the UNIPA Kampus Blitar experimental class is higher than the average score of the control class, showing excellent PQRST performance.

Conclusion

Based on research issues and research results, the authors conclude that PQRST is superior to GTM in teaching reading to new students in the English department of UNIPA Kampus Blitar.

Characterized by PQRST to achieve better performance in reading classes for freshmen in the English Department of UNIPA Kampus Blitar. The probability indicates that treatment influence significantly reading post-test in the level of confidence of 95%. It is because the probability of treatment is lower than 0.05. The partial eta squared of treatment is 0.558. This shows that 55.8% of the post-test readings are affected by the process. Since the probability of treatment is 0.000, we can conclude that treatment has a significant effect on the post-test score. GTM shows an average of 74.778. PQRST shows an average of 81.556. You can see that PQRST performance is improved because the average score of freshmen in the English section of the UNIPA Kampus Blitar experimental class is higher than the average score of the control class.

Suggestion

Showing the result of this study, it is advisable that teacher can apply the PQRST method using PowerPoint media as one of options to solve reading problems. And for students, as far as they can work together by following the teacher's instruction, this method is effective for learning reading in classroom.

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