



توظيف استراتيجية PQRST في تدريس الروايات لطلبة المرحلة الثالثة في أقسام

اللغة الإنجليزية كلغة أجنبية في العراق

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الإنجليزية كلغة أجنبية في العراق

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الكلمات المفتاحية: استراتيجية PQRST، الفهم القرائي، تحليل الرواية، متعلمي اللغة الإنجليزية كلغة أجنبية

كيفية اقتباس البحث

سليمان , ساهره ابراهيم , توظيف استراتيجية PQRST في تدريس الروايات لطلبة المرحلة الثالثة في أقسام اللغة الإنجليزية كلغة أجنبية في العراق, مجلة مركز بابل للدراسات الانسانية, آذار ٢٠٢٦, المجلد: ١٦, العدد: ٣.

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**Utilizing PQRST Strategy to teach
Iraqi EFL Third-year Students Novels
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Keywords : PQRST Strategy, Reading Comprehension, Novel Analysis, EFL Learners

How To Cite This Article

Suleiman , Sahira Ibrahim , Utilizing PQRST Strategy to teach Iraqi EFL Third-year Students Novels ,Journal Of Babylon Center For Humanities Studies, March 2026,Volume:16,Issue 3.

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Abstract

The Preview, Question, Read, Summarize, and Test (PQRST) strategy is effective for increasing reading comprehension skills, especially in EFL situations where learners struggle with extended literary texts. This study investigates the impact of the PQRST strategy on Iraqi EFL students' performance in reading and analyzing novels. More Specifically, it aims to determine whether there is a statistically significant difference in the post-test achievement scores between an experimental group taught using the PQRST strategy and a control group taught using traditional methods.

A total of 80 third-year English Department students, College of Education for Humanities, University of Kirkuk, were randomly selected for the academic year 2023–2024. The sample was divided into two equal groups: an experimental group and a control group. Both groups were instructed by the same researcher using the same literary material, Hard Times by Charles Dickens, covering key themes, character development, and vocabulary. The experimental group was exposed to the PQRST strategy, which emphasizes active engagement with text through





structured stages of learning. While the control group received instruction through conventional teacher- centered techniques.

An achievement test was administered after the instructional period to assess students' reading comprehension and interpretive skills. The results revealed that students in the experimental group significantly outperformed those in the control group. These findings suggest that the PQRST strategy promotes deeper engagement with literary texts, enhances students' ability to summarize and extract essential information, and improves overall academic achievement in literature courses.

الملخص

تعد استراتيجيات المعاينة، و الأسئلة، والقراءة، والتلخيص، والاختبار (PQRST) من الاستراتيجيات الفعالة في تنمية مهارات الفهم القرائي، ولا سيما في سياقات تعليم اللغة الإنجليزية كلغة أجنبية (EFL) حيث يواجه المتعلمون صعوبات في التعامل مع النصوص الأدبية المطولة. تهدف هذه الدراسة إلى تقصي أثر استراتيجية (PQRST) في أداء طلبة اللغة الإنجليزية من متعلمي اللغة الأجنبية في العراق في قراءة الروايات وتحليلها. وعلى وجه التحديد، تسعى الدراسة إلى تحديد ما إذا كان هناك فرق ذو دلالة إحصائية في درجات اختبار التحصيل البعدي بين مجموعة تجريبية درّست باستخدام استراتيجية (PQRST) ومجموعة ضابطة درّست باستخدام الأساليب التقليدية.

تكوّنت عينة الدراسة من (٨٠) طالباً وطالبة من طلبة المرحلة الثالثة في قسم اللغة الإنجليزية، كلية التربية للعلوم الإنسانية، جامعة كركوك، تم اختيارهم عشوائياً للعام الدراسي ٢٠٢٣-٢٠٢٤. وقُسمت العينة إلى مجموعتين متساويتين: مجموعة تجريبية وأخرى ضابطة. وقد قامت الباحثة نفسها بتدريس المجموعتين باستخدام المادة الأدبية نفسها، وهي رواية "الأزمنة العصبية (Hard Times)" لـ تشارلز ديكنز، مع التركيز على الموضوعات الرئيسية، وتطور الشخصيات، والمفردات. تعرّضت المجموعة التجريبية لاستراتيجية (PQRST) التي تؤكد على التفاعل النشط مع النص من خلال مراحل تعلم منظمة، في حين تلقت المجموعة الضابطة التدريس من خلال الأساليب التقليدية المتمركزة حول المعلم.

وبعد انتهاء مدة التطبيق، تم إجراء اختبار تحصيلي لقياس مستوى الفهم القرائي والقدرات التفسيرية لدى الطلبة. وقد أظهرت النتائج أن طلبة المجموعة التجريبية تفوقوا تفوقاً ذا دلالة إحصائية على طلبة المجموعة الضابطة. وتشير هذه النتائج إلى أن استراتيجية (PQRST) تساهم في تعميق تفاعل الطلبة مع النصوص الأدبية، وتعزيز قدرتهم على التلخيص واستخلاص المعلومات الأساسية، وتحسين مستوى تحصيلهم الأكاديمي في مقررات الأدب.

1-Introduction

The way of teaching is very important in developing the knowledge of students' interaction, and general language competence. The efficiency of a teaching method is not based only on grammar, morphology, and vocabulary; it also depends on the organization, presentation, and reinforcement of lessons. Selecting proper teaching methods can ignite the interest of learners, improve understanding, and help to memorize the material more easily. Conventionally, most students have been taught using approaches that emphasize memorizing rules. Although this method may be effective in some situations, it tends to cause boredom and





disinterest. Therefore, there is a need for methods that promote active learning, intensive reading, critical thinking, and correct pronunciation. The PQRST (Preview, Question, Read, Summarize, Test) strategy. Introductory has been added to it.

PQRST strategy is suggested as a way of assisting students to comprehend the main idea of every reading passage, develop better vocabulary and grammar skills, and remain motivated during the learning process. By guiding learners in a series of steps- previewing the text, formulating questions, reading in detail, summarizing main points, and checking understanding the approach aims to make reading more meaningful and interactive. PQRST is intended to make the reading more meaningful and interactive. Thus, this study makes the learning process more dynamic and learner-centered, explores the impact of the PQRST method on the performance of students by comparing pre- and post-test scores of an experimental group with those of a control group .It determines whether there is a statistically significant difference in performance among students taught by the PQRST technique and students taught by more conventional means ,investigating whether the use of the PQRST technique leads to improved understanding, reading skills, and general engagement among learner

Therefore, this study investigates the effect of the PQRST technique on students' performance by comparing pre- and post-test scores of an experimental group with those of a control group .It Determines whether there is a statistically significant difference in performance between students taught using the PQRST technique and those taught through more traditional methods, exploring whether the application of the PQRST technique fosters better comprehension, reading proficiency, and overall engagement among learners.

2. Theoretical Background

One of such strategies that can guide the students' reading comprehension is PQRST. It gives instructional steps to students prior to, during and after reading process that is crucial in the understanding of the students. PQRST strategy as an instructional strategy assists students to engage in the reading process, draws attention to the text, gets them motivated to read text in the long term, and scores more points on the test (Khoiriah et al, 2017, p.122).

In order to extract detailed information in a text, PQRST strategy is applied. It may enhance the learning performance of the students since the students have been analyzed and learned the challenging learning content. PQRST is an effective plan to assist students to retrieve the information retrieved through the reading in their memory. Moreover,





another strategy is the use of PQRST (Preview, Question, Read, Summarize, Test) Strategy to make the teaching and learning interesting. The students will be able to take part in the process of teaching and learning by using PQRST Strategy. It will enhance the reading understanding of the students and make it active (Ramadani et al , 2017, p.87).

One of the methods of reading that is comparable to SQRST method is known as PQRST (Widyamartaya 1992, p.63). PQRST is an acronym depicting the key activities of the preview, question, read, summarize and test. PQRST is simply an approach or a plan to read a book which is mainly to be studied, however the researchers could borrow the notion and procedures of this approach to the work of educating students in the school, particularly students who are described as high classes.

According to Vazques and associates (2006), PQRST serves the following purposes: (1) Encourage students to increase their prior knowledge; (2) Encourage students to actively think about the material before it is read in class; (3) Get students ready to read with an open mind; (4) Encourage students to gain a deeper understanding of the material; (5) Encourage students to ask themselves to take the test to gauge their level of understanding; (6) Encourage the growth of students' learning autonomy; and (7) Improve students' final performance result. The teacher encourages the students to utilize their prior knowledge to guess the text that will be read during the preview stage by having them look at the image, chart, diagram, or title of the text. Additionally, it might demonstrate the pupils' comprehension of the subject or concept of the material they will be reading.

Question Following comprehension of the content the students will read. The teacher encourages them to formulate questions based on what they already know about the book. Developing questions assists students with guided reading and prepares them for inquiry tasks pertaining to the book. To find the answers to their own questions, they will read the book.

Go ahead and read: Students will examine the material more attentively at this point in order to determine the answers to their own queries. Students might modify their queries to obtain the answers if they are unable to discover them in the text.

Write a summary: Students can draw their own conclusions for the summarizing exercise by writing down the key insights they gained from reading the material. The note can be in the form of a mind map, graphic or a list of important points.

Examine: The teacher may pose other questions in the test phase to assess the knowledge of the pupils and make sure that they really understand the



material. The students also find the test very important since they have to answer the questions after answering the questions of the teacher, they can define their reading comprehension PQRST method, as described by Susanti (2020:165), involves five steps: preview, question, read, state, and test. The description of the steps is as follows:

1.) An overview

The teacher guides the class in identifying the text's components when previewing, including the title, image, figure, and number. The reader is forced to guess what they will read as a result of the activity. Reading the title or headline is often how this stage is completed. The reader will find it easier to describe the themes covered in the book thanks to the stage. An overview helps the reader understand the text's primary idea and quickly ascertains what they wish to learn.

2) Inquiry

The instructor poses a number of questions and asks the class to figure out the solutions. This step's objective is to assist the pupils in concentrating so they can understand the text's content. The instructor can help them understand the text's specific idea, the pupils will share what they know about the text in this step, and the teacher will be able to gauge how well the pupils comprehend it.

3.) Examine: In this step, the teacher administers a test in an attempt to gauge the pupils' comprehension. The teacher can ask the students to teach the reading materials to other students or create an exam that consists of answering questions. Since the curriculum of 2013 calls for students to be more active in the affective (attitude), cognitive (knowledge), and learning behavior (learning skill) domains, the PQRST approach is also appropriate for this curriculum (Permen Dikbud 21, 2016), as shown in Table 1 below:

Figure1. Three Competences of Learning		
Affective (attitude)	Cognitive (knowledge)	Learning behavior (learning skill)
Receiving	Remembering	Observing
Responding	Understanding	Asking
Valuing	Applying	Trying
Organization	Analyzing	Logical reasoning
Characterization by value set	Evaluating	Presenting
Creating	Creating	



These three competencies require a teacher to apply a strategy that is student centered where the teaching learning process is not focused on the teacher anymore as the main source and model but giving on more space for the students to be more active and creative in their classroom activity. Through this strategy, students are expected to be more active by following the steps of this strategy and developing their ability in reading. Teacher's position is only as the facilitator to guide students in doing the strategy step by step.

3- PQRST Strategy

PQRST is a classroom approach to facilitate automatic word recognition and comprehend components involving comprehension. This method helps the students focus on studying and getting the information in a way that relates directly to how they will be asked to use that information in reading test (Anom and Dahler, 2018, p.55)

Petterson (2020,p78) states that "Students can regain information from their memory when using the PQRST strategy. Furthermore, "PQRST is the most effective strategy for developing comprehension of reading passages.

3.1.The PQRST Approach to Reading Instruction

The PQRST technique can be used to teach and learn to read. Preliminary, question, read, summarize, and test are the five steps or schemes that make up the PQRST approach, according to Sulisty (2011, p.105). It gives pupils detailed instructions prior to, during, and following their reading process, which is crucial for their comprehension. Students profit from each step in terms of learning facilitation. According to Johnston and Anderson (2005), the PQRST strategy's stages highlight the constructivist aspect of learning by emphasizing that reading is an active, frequently required selected, laborious, and participatory process.

The PQRST technique can help pupils identify key concepts and precise details when teaching reading. Additionally, it aids the pupils in resolving the issue inadequate vocabulary. Students that struggle to locate specific information will benefit from the PQRST method. According to Westwood (2001), reading instruction should be promoted as a cognitive process that prioritizes comprehension. It suggests that reading comprehension is a necessary skill. The development of comprehension abilities will take into account a long-term developmental process that relies on early language, world knowledge, and text experiences. It will also address how to decode texts fluently and how to use comprehension processes and techniques to extract meaning from texts.



The PQRST technique is an organized method intended to improve reading comprehension and memory. For students learning English as a foreign language (EFL), it works especially well. Here's how you can use it in the classroom novels written by third-year Iraqi students:

Preview

Start by skimming the novel to get an overall sense of the content, structure, and key themes. Look at chapter titles, headings, subheadings, and any introductory or summary sections. This gives students an idea of what to expect and helps them set a purpose for their reading.

These inquiries ought to center on the key concepts and crucial information they must comprehend. "What are the main themes of this chapter?" is one example. Alternatively, "What is the protagonist's main conflict?"

Go through

Request: the students to read the material attentively and remember their questions. This active reading process enhances the understanding, and assists them in focusing on their questions. After reading the text, students are expected to write a summary of the key ideas and arguments finishing it. It can be in group discussions, oral presentations, and written summaries. be used to accomplish this. Recapping will ensure that they understand the content and is used to support what they have read.

Examine:

You will be able to ask them to answer the questions they have already made. assess their understanding. This step may involve informal conversations, tests, or official evaluations. Formal evaluations, tests, and casual conversations can all be a part of this process. Testing gives students feedback on their comprehension and serves to reinforce what they have learned.

3.2 Application in Novels

The PQRST technique can be divided into chapters or sections for novels. Encourage students to read to find answers (Read), make predictions about what might happen next (Preview), ask questions about the motivations of characters and plot developments (Question), summarize each chapter or section (Summarize), and take quizzes, essays, or discussions to gauge their understanding on a regular basis (Test)

3.3 Using the PQRST Strategy to Teach Novel

The reading process of students can be more organized and interesting. When a novel is being taught with the help of the PQRST technique. Here's a detailed tutorial on how to accomplish it:





Step 1: Present the Book

Provide a brief description of the author, genre, historical setting, and of the book.

key topics at the outset. Provide students with a preview of what to expect using the cover of the book, synopsis, and any other supplementary materials that are available.

Step 2: Examine the First Chapter in Advance

Ask students to skim the first chapter, especially focusing on the headings, subheadings, introductory paragraphs, and any especially interesting. Passages (bolded text or quote). Discuss the expectations of the first chapter and how it sets the tone of the chapter book.

Step 3: Create Inquiries

Students are supposed to be encouraged to come up with questions depending on their preview. These questions should be about significant plot elements, such as: What are the main issues or challenges of characters? - What are the main messages or themes? - What are the relationships among the characters?

Read Step 4: Engaging in Active Reading

Assign students specific passages to read in the book. Urge them to read their questions in mind, in search of clarification and attention to relevant aspects.

Provide them with reading materials or notes to help them focus on the important. details.

Step 5: Summarize the Content

Request students to give a summary of what they have read at the end of it. You

can do this in groups, pairs or individually. Promote many summarization formats such as written summaries, oral presentation, and other visual aids such as mind, maps and diagrams.

Step 6 of the test: Comprehension

Prepare exercises, discussion points or quizzes revolving around the passage they. read. To discover whether they are now able to answer the questions that were developed during. The Question stage. Use these tests to understand their level of understanding and offer comments. Create exercises, discussion topics, or quizzes based on the passage they read. To find out if they can now respond to the questions that were created during the Question stage and utilize these tests to determine their level of comprehension and offer comments.





3.4-Using PQRST Throughout the Book

For every chapter or segment of the book, repeat the PQRST cycle. This ongoing procedure strengthens understanding and memory. To maintain a high level of interest, include a variety of activities including role-playing, discussions, and creative writing assignments. Students can have a better comprehension and enjoyment of the literature by methodically applying the PQRST technique to every chapter of the book. Additionally, it makes learning less daunting and more interesting. Would you like a more detailed example of how this could be used in a particular chapter or novel? Would you like a more detailed example of how this could be used in a particular chapter or novel?

3.5 PQRST Strategy Procedures for Teaching Novel

"Teaching a novel using the PQRST strategy involves a series of steps designed to enhance comprehension and retention," according to Sulston (2011). He breaks down every step in detail:

The goal is to provide pupils with a summary and assist them in establishing a reading goal.

Procedures:

1. Present the novel: Describe the author's background, the genre, and the primary themes.
2. Skim the material: Assist students in examining the titles, chapter headings, subheadings, opening paragraphs, and any text that is bolded or highlighted.
3. Predict content: Based on their preview, have students guess what the tale will be about. What do they anticipate happening? What topics could show up?
- 4- **Inquiry:** The aim would be to encourage the active reading and critical thinking.

The process:

1. Ask questions: The formulation of inquiries is encouraged; students are supposed to write down questions that they might have about the material. They should center on such salient aspects as thematic issues, plot vistas, and characterization.
2. Focus on focal points: Discourage students to ask questions based on things like, why is the protagonist acting this way? or What do you expect to be the climax of the story?
3. Reading objective: Helps to make the students actively engage in reading to enable them discover the answers to their questions.

The process:





Read the specifics: Provide the students with academic passages of the textbook, and challenge them to write down as many notes as possible and mark the points of interest.

Solution seeking: The focus on solution finding should be on the students seeking the answer to the questions that they have developed in the step before.

Interact with the text: Favor active reading techniques, including highlighting the most important statements, writing in the margins, and relating the new information with information that has already been known.

Summarize: The aim is to integrate understanding and memorize the material.

The process:

- 1- Summary sections: The students will have to summarize sections after finishing each of them in a concise form.
- 2-Variety formats: Promote a variety of summary styles, including oral presentations, graphic organizers, and written summaries.
3. Collaborative summaries: To compare comprehension and close any gaps, ask students to present their summaries in groups or pairs.

5. Test

- **Objective:** To assess comprehension and reinforce learning.
- **Procedure:**
 1. **Formulate assessment questions:** Use the initial questions from the Question step, along with additional questions that test comprehension and critical thinking.
 2. **Quizzes and discussions:** Conduct quizzes, group discussions, or individual reflections to evaluate understanding.
 3. **Feedback:** Provide feedback on students' answers, highlighting strengths and areas for improvement.

3.6 Advantages of PQRST Strategy

There are benefits and drawbacks to each novel approach, according to Susanti (2013) and Simatupang and Sihombing (2012). Thus, they list the following benefits and drawbacks of the PQRST strategy:

- 1.) Students' comprehension of a material is improved by the PQRST technique. It facilitates the students' organization of the reading steps. Because they have a preview of the text before they study it.
- 2.) The pupils may create the queries that they had to look up on their own. Additionally, it fosters students' interest in the text and helps them concentrate on the reading process. Students are inspired to read as a





result (Malia, 2015). By employing the method, the students are able to locate specific information that they need to find in the text.

3.) The technique facilitates the pupils' active and meaningful reading engagement. It indicates that the pupils could be more engaged and have a deeper comprehension of the material.

4.) By using the technique, the students are able to plan their reading of the material effectively. It increases the effectiveness and efficiency of the reading process so that students may find crucial information and accomplish their goals.

4-Methodology

The researcher applied true experimental design to this research, which qualifies it as quantitative research. Two groups are taught, a control group and an experiment group. PQRST is the strategy that is used by the researcher in experiment group while the control group is taught by conventional method. The researcher chose a pretest-posttest control group design since separating classes is not necessary. Pretests and posttests are taken by both groups, but only the experimental group is received treatment.

4.1 Sample of the Study

According to Arikuntu (2006, p. 130), the sample is the section of the population, which is considered in the research, and the population is the total of the research subjects. A population is no doubt constituted by all the individuals that are attached to the research

Creswell (2012:66) states that a population is a collection of people who share similar characteristic. University students enrolled at Kirkuk University's English Department make up the study's target population students on stage at Kirkuk for the 2023–2024. The overall count of pupils in third stage is / 150 /, as shown in table (2).

The sample is divided into 80 students (40 of them will be included in the experimental group and 40 in the control group) of the third year of the Department of English, College of Education of humanities, University of Kirkuk. The experiment concludes on 4th May, 2024 and the test is performed.

The sample of the current study is chosen randomly from university of Kirkuk / third stage in English department-(80) students. The students are distributed into two sections (A and B). These sections have been chosen randomly to present the experiment and control groups, section (A) has been chosen to be the experimental group which consists of (40) students, while section(B)has been chosen to be the control group, which consists





of (40)students who represent (70 %) of the original population, as shown in

Table 2: The Population and Sample of the Study

Population	No.	Sample of the study from	Groups	No	Pilot
EFL University students / students in third stage	150	EFL university students /third stage	EG.	40	15
			CG.	40	15
			Total	80	30

4.2 Students' Scores in the Pretest

The purpose of the pretest was equalization. The pretest was administered to the two groups (experimental and control, including 40 students each). According to the results, the experimental group's mean score was 56.40, while the control group's mean score was 56.76. The standard deviations for the two groups were 6.65 and 6.38, respectively. The computed t-value is 0.29 at the degree of freedom 108 and the significance level of 0.05, which is less than the tabular t-value of 1.98. As indicated in table (3) below:

Table 3

The Mean Scores, Standard Deviations and T-Test Value of the Two Groups in the Pretest

Groups	No. of students	Mean	SD.	T-Value		DF	Level of Significance
EG.	40	56.40	6.65	Calculated	Tabulated	108	0.05
CG.	40	56.76	6.38	0.29	1.98		

4.3 Instructional Material

The two student groups were instructed using the same textbook, which is the "Hard Times" text novel for third-stage students. The study's experiment was conducted during the second semester of the 2023–2024. It commenced on January 27, 2024, and concluded on March 5,



2024. It went on for six weeks. The classes are scheduled on Sundays and Mondays for the two groups.

4.4 Validity of the Posttest

Because students must have faith that the test is truly testing what it claims to test, validity—which is defined as the exam's honesty—is crucial (Brown, 2001). The degree to which a test measures what it is intended to measure or can be successfully applied for the purpose for which it is designed is known as its validity, according to Richards and Schmidt (2013). Face validity and content validity are two examples of validity categories.

3.4.1 Face Validity

Mousavi (2009) mentions that face validity is the degree to which a test appears to measure the knowledge it claims to measure, based on the subjective opinions of administrative staff who make decisions about its use.

4.5 Content Validity

Content validity is defined as "the systematic examination of the test content to define whether it covers a representative sample of manner domain to be measured"

4.6 The Pilot Administration of the Posttest

According to the Pilot Administration of the Posttest Good (1973), which is an investigation using a sample drawn from the experiment sample to inform the researcher of any potential test-related obstacles.

A sample of thirty students were selected from the entire sample were administered the test, January 28, 2024, the third level of the test was administered at the University of Kirkuk. Following the pilot study's administration, the researcher discovered that:

1. The test items and questions are connected to instructional materials which is instructed via guided visualization.
2. The posttest instructions don't contain any significant ambiguities.
3. It took between one and a half and two hours to complete the exam items.

4.7 Reliability of the Posttest

The degree of consistency between two measures of the same object is known as reliability. According to Mehrans and Lehmann (1991), it is the consistency with which a set of test results measure whatever they actually measure. The reliability of the post-test is assessed using the Cronbach formula, or alpha. It is determined that the coefficient is (0.82), which is satisfactory.

4.8 Procedures





Additionally, there are a few things that will be observed when applying the technique. Initially, the instructor would present the method to the pupils. Presenting the process of using the PQRST approach during the reading process is one way to accomplish this. The instructor will then present the text that will be understood. The PQRST technique phases (preview, question, read, state, and test) will next be followed by the students. Asking students if they understand the text is the final step in assessing the learning process.

According to the aforementioned statements, the researcher was expected to use the PQRST technique when introducing innovative concepts. The researcher believed that in order to aid pupils in comprehending the novel, the method had to be used. The PQRST technique aided the instructor in carrying out the investigation. Moreover, it made it easier for the pupils to read the book and locate the facts.

Six stages make up part of the procedures used in teaching novel concepts using the PQRST method (Westwood, 2001). If the teacher provides the right methods for the teaching process, it will be successful. The stages are as follows:

Prior to Activities

First Step

The PQRST approach is introduced by the instructor. The benefits of the technique for learning reading activities can be explained by the teacher. The most crucial step is for the teacher to explain the strategy's goal in order to inspire the students to use it.

While Engaging in Activities.

Step 2: The instructor assigns a text for the class to read. Students can then skim the text to get a sneak to understand the text's primary idea. It can be accomplished by reading the text and observing its type, orientation, and verb usage, as well as by looking at the text's pictures, figures, and numbers and noting its organizational structure.

Step Three: By posing precise questions about the text in their minds, the students attempt to guess it. Students begin this phase by turning the header into a question. The instructor helps the pupils understand the question so they can concentrate on peek. Standard queries like who, what, why, which, when, where, and how must be used. Based on the wording, it may lead them to obtain the information specifics.

Step 4: The students thoroughly read the content. They then attempt to provide a mental response to the question. They also need to focus on the subject and emphasize the challenging terms. If they believe





they still don't understand, they can also read the text again. This stage helped the pupils identify the new word and draw conclusions from the text.

Step Five: The students attempt to understand the text's primary idea and recite the knowledge that is derived from their reading. Students can commit the content to memory by summarizing the text. They must be aware of the amount of information they obtain and make claims in their own words. It can help them organize the material in the book and expand their understanding. Students can also take notes while reading the text. This stage allows the student to make references since it makes them decide what the text's subject and object are.

After-Activities

Step Six: The test is the last step; without consulting the book or their notes, the students recollect what they have learned and what they are aware of. It can help them to consider their knowledge and how it all fits together. This method of assessing pupils' comprehension of the literature is through testing. They can accomplish this by going over the information again and committing it to their long-term memory. Students can enhance all facets of reading in this level. The reason for this is that this phase makes students reflect carefully on what they have learned.

4.9 Instrument

To effectively measure students' improvement in understanding Hard Times after applying the PQRST strategy, the researcher asks a mix of comprehension, analysis, and application questions. These questions will aim at testing the students systematically knowledge of Hard Times and being stricter in assessing the effectiveness of the PQRST strategy in increasing their level of understanding and promoting critical administrative abilities. Encouraging considered reactions will also develop more interest in the text.

Q1/ Comprehension Questions

1-How does Charles Dickens portray the character of Thomas Gradgrind? What

are his key beliefs, and how do they influence his actions?

2-Summarize the main events of the novel. How do these events reflect the central theme?

3-Describe the setting of Coke-town. How does the industrial landscape contribute to the novel?

Q2/ Analytical Questions

1- Symbolism:





Discuss the significance of the title *Hard Times*. What does it represent in the context of the story and its characters?

2- How does Dickens use narrative techniques (e.g., description, dialogue) to develop the themes of the novel? Provide specific examples.

Q3/ Application Questions

1- Personal Reflection:

Reflect on a time when you faced a difficult choice similar to those faced by the characters in *Hard Times*. How did you approach the situation?

2- Creative Extension:

Rewrite a scene from the novel from a different character's perspective. How does this change the interpretation of the events?

4.9.1 Rubric of the Test's Questions

Creating a rubric for assessing student responses to questions about *Hard Times* ensures that evaluations are consistent, fair, and transparent. Here's a detailed rubric that you can use for comprehension, analysis, critical thinking, and discussion questions:

Table 4. Rubric for Assessing Understanding of *Hard Times*

Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
Comprehension	Fully understands and clearly explains plot, characters, and setting. All details are accurate and complete.	Understands plot, characters, and setting with minor inaccuracies. Provides most key details.	Shows basic understanding but lacks some key details. Some inaccuracies present.	Limited understanding of plot, characters, and setting. Several inaccuracies.
Analysis	Insightfully analyzes themes, character development, and literary devices with strong	Analyzes themes, characters, and literary devices with good supporting evidence. Minor areas	Basic analysis of themes, characters, and literary devices. Lacks depth and supporting	Minimal or flawed analysis with limited or no supporting evidence.

	supporting evidence.	needing depth.	evidence.	
Critical Thinking	Demonstrates high-level critical thinking, making well-reasoned interpretations and connections.	Shows critical thinking with good interpretations and some connections. Needs more depth in reasoning.	Basic critical thinking with straightforward interpretations. Few connections made.	Limited critical thinking with weak or off-topic interpretations. No meaningful connections.
Discussion	Actively participates, contributes meaningful insights, and respects different viewpoints.	Participates and contributes insights. Minor need for more in-depth contributions or respect for viewpoints.	Limited participation with basic contributions. Needs encouragement to respect and build on different viewpoints.	Minimal participation with off-topic or superficial contributions. Shows lack of respect for different viewpoints.
Evidence/Support	Uses strong and relevant textual evidence to support all answers and arguments.	Uses good textual evidence to support most answers. Minor need for more relevant or additional evidence.	Uses some textual evidence, but lacks depth or relevance in several areas.	Rarely uses textual evidence. Arguments and answers are mostly unsupported.
Communication	Communicates ideas clearly and effectively with well-	Communicates ideas clearly with some structure	Communicates ideas with basic clarity. Needs	Struggles to communicate ideas clearly. Poor





	structured and organized answers.	and organization. Minor need for improvement.	better structure and organization.	structure and organization in answers.
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Using the Rubric

- **Scoring:** Each criterion is scored from 1 to 4, with 4 being the highest. You can total the scores for a final assessment.
- **Feedback:** Provide specific feedback based on the rubric to help students understand their strengths and areas for improvement.
- **Consistency:** Use the rubric consistently in all the assessment to bring about unquestioned fairness and fairness in grading. Its most important aspects are fairness and objectivity which are protected by a standardized rubric. It is this rubric that will prepare you to assess the responses of students in an exhaustive manner, focusing on their understanding analyticity, critical thinking, discourse, use of evidence and explanatory clarity. In case you need more refinement or that you wish to add new criteria, please feel free to consult

4.9.2 Evaluation of Improvement

In order to evaluate the improvement of students, it would be wise to use a rubric that will take into consideration a number of important dimensions.

Depth of Understanding: Do students have the capability of explaining intricate themes and reasons for character motivations in a detailed, specific, and nuanced manner?

Critical Thinking: Are the students showing an ability to engage in rigorous analysis and interpretation beyond superficial reading?

Interpretation of Text: Do students make significant conclusions about the content of the novel, their own life, and modern events in society?

Clarity of Expression: Are students articulating their thoughts clearly and effectively, both in writing and discussion?

Table 5. Statistical mean, standard deviation and calculated (t) value of the Experimental Group Pre and Posttest

Mean	N	Std. Deviation	T	Table value	
Posttest EX	57.65	40	14.38	13.737	2.021
Pretest EX	31.15	40	16.20		



Table 5- illustrate that experimental group showed a significant improvement from the pretest to the posttest. The mean score increased from 31.15 to 57.65, indicating effective learning or retention after applying the PQRST strategy.

The T-value (14.38) is much greater than the critical T-value (2.021), which suggests that the improvement is statistically significant.

This score represents the average performance of the participants before applying the PQRST strategy. A mean score in pretest is 31.15 while in posttest is 57.65 this increase indicates a strong improvement in understanding and retention of the material of the Ex-G. This shows the variability of posttest scores A standard deviation of 15.39 indicates that while most scores are around the mean, there are some scores that deviate significantly. This variability can reflect differences in how well students responded to the intervention.

Table 6. Statistical mean, standard deviation and calculated (t) value of the Control Group Pre and Posttest

Mean	N	Std. Deviation	T	Table value	
Exp G	43.950	40	15.127	2.311	2.021
CG	40.120	40	13.231		

As can be seen from Table (6), the experimental group students' scores had a statistical mean of 43.950 with a standard deviation of 15.127, while the control group students' scores had an arithmetic mean of 40.120 with a standard deviation of 13.231. Utilizing the t-test for two independent samples, the computed t-value came to 2.311, indicating that there is a statistically significant difference in the post-test that favors the experimental group. This value is higher than the tabular value at the significance level (0.05).

5. Discussion and Analysis of Results

The findings reveal that PQRST strategy improved the reading comprehension of students a lot in comparison to traditional strategies. The experimental group showed a mean improvement of 21 points, while the control group improved by only 1.6 points. This suggests that the structured stages of the PQRST approach—Preview, Question, Read, Summarize, and Test—foster active engagement, better retention, and deeper understanding of complex texts such as Hard Times.

The results thus substantiate the pedagogical effectiveness of PQRST in the EFL setting where it can be seen to support the diverse students, improve study habits and develop analytical reading.



توظيف استراتيجية PQRST في تدريس الروايات لطلبة المرحلة الثالثة في أقسام

اللغة الإنجليزية كلغة أجنبية في العراق

The efficacy of the strategy is being reported not only in statistically significant measures but also in realistic classroom results, which can be appropriate to systematically introduce in the literature-based instruction to promote student success in the learning process.



مجلة مركز بابل للدراسات الإنسانية ٢٠٢٦ المجلد ١٦ / العدد ٣





6. Conclusion

Results of the current research validate the importance of using the PQRST strategy in improving reading skills and academic results of EFL students. Using a systematic sequence of Preview, Question, The strategy promotes active involvement, and in-depth participation, through Read, Summarize, and Test perceiving, and improved memorizing of complex literary work like *Hard Times* by Charles Dickens. The improvement in the scores in the tests of the experimental group was significant as compared to the one of the low control group benefits illustrates the utility of the practice. The PQRST approach in the EFL classrooms. Besides enhancing academic performance, the strategy promotes different styles of learning and motivates the students to read with more confidence and criticality.

The present paper highlights the pedagogical significance of systematic learning plans in enhancing academic achievement. The PQRST is encouraged to be integrated by the teachers. Their instructional practices can be further integrated with the model, and researchers can study its further development translation into other literary genres and students. Overall, the PQRST approach is an effective method to increase the interaction of the learners with texts and achieving lasting educational enhancement.

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