A COMPARATIVE STUDY OF PQRST AND SQ3R STRATEGIES BASED ON THE TEXT TYPES UPON THE EIGHTH GRADE STUDENTS' READING COMPETENCY AT SMPN 4 SINGARAJA

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Abstract

This research aimed at investigating whether or not there is a different effect between PQRST and SQ3R strategies based on the text types upon the eighth grade students' reading competency. This research was an experimental research with 2 X 2 factorial designs. The population was 6 classes (179 students) of grade VIII in SMPN 4 Singaraja in the academic year 2012/2013, in which 4 classes were sample of this research which was assigned into two groups, two classes with 60 students were PQRST strategy group, and two classes with 60 students were SQ3R strategy group determined by using a *Multistage Random Sampling*. The data were collected through reading comprehension test that were analyzed by using *Statistical Two-Way ANOVA.* The result shows that, first, F_A = 31.533 with the significant value was 0.000 which was less than 0.5, therefore, there is a significance difference between the students who were taught by PQRST strategy than those who were taught by SQ3R strategy. Second, F_{AB} = 2.624 with the significant value was 0.107 which was higher than 0.5, therefore, there is no interactional effect of teaching reading strategies (PQRST and SQ3R) and text types (narrative and recount) on students' reading competency.

Keywords: PQRST strategy, SQ3R strategy, Text Types, Reading Competency.

INTRODUCTION

There are four basic skills to be mastered by the language learners, those are listening, speaking, reading, and writing. All of those skills are important to be developed by the students. The students are expected not only to understand about the form of English language, but also to be able to use English language in their daily life in formal and informal contexts.

Developing reading competency is important in learning a language. By reading, the students could enrich their vocabulary, the readers will try hard to get the meaning about the text, so the readers have to understand every word that they read.

Reading competency has always been an essential part of English as a Foreign Language (EFL). In EFL setting, EFL students may not use English in their environment, and they just learn English in formal situation. By reading English texts, it may help the EFL students in acquiring the target language. According to Walker (2008), reading is a cognitive process which is not only about spelling a word by word or mastering vocabulary, but readers have to construct their creative thinking by combining their prior knowledge, their previous experiences, and their situation with the information, idea, and the situation of the written text that they read in order to comprehend the textual, ideational meanings, and the values of the texts.

In teaching reading, it is a must for the teachers to make the students comprehend the textual, ideational meanings, and the values of the texts. The English teacher has to pay attention to some factors that might affect their students' low competency in

comprehending reading texts and they have to find effective ways to solve those problems in order to make their students comprehend the meanings and the values of the reading texts.

There are many factors that can result in the students' low competency in comprehending reading texts and in achieving the competencies of reading. The factors include a poor input (the students themselves), the English teachers, the materials of reading that are used, times consumed in teaching reading, and the teaching strategies that are used in teaching reading competency. All of those factors will influence how well the students can achieve the competencies of reading.

There are some teaching strategies in teaching reading introduced by some experts. Two of them are PQRST (Preview, Question, Read, Summarize, and Test) and SQ3R (Survey, Question, Read, Recite, and Review) strategies. Those strategies are able to be implemented to develop students' reading competency. Those strategies are found as effective strategies in teaching reading. The major reason to choose those strategies is because both strategies are effective in teaching the students' reading text, stimulating the students' prior knowledge and constructing the students' creative thinking in developing their reading competency. By being more active and creative in thinking, it could motivate and stimulate the students' desirability to develop their reading competency in reading some types of text. Besides that both PQRST and SQ3R strategies are aimed to make the students remember about what they have learned in the classroom continuously. As stated by Ikram (2012), by providing test and review in the end of the activity of PQRST and SQ3R strategies, it could help the students improve their ability in memorizing the material. Both strategies are also conducted with some steps in which the students could combine their prior knowledge with knowledge that will be got while they are reading.

Theoretically, according to Holandyah (2012), PQRST strategy procedure consists of five steps (Preview, Question, Read, Summarize, and Test) in which the

implementation could stimulate the students' prior knowledge, could make than more active and thoughtful in getting the values of texts, and could improve their reading comprehension. Additionally, PQRST strategy provides a process that makes the students remember the material easier, because the process of understanding the text occurs repeatedly. Based on those benefits, the researcher thought that PQRST is an effective strategy that can help the students to develop their reading competency.

Empirically, PQRST strategy is proven by Syafitri (2010) as an effective strategy to help the students of SMAN 1 Kota Jambi to comprehend the reading text well.

Meanwhile, theoretically, SQ3R is a strategy that helps the students to think about the text that they are read. This strategy is very effective in teaching reading, because the students could combine their known words with new or unknown words provided in the text given.

Empirically, the effect of SQ3R strategy has been proven by Mabakejo (2011) as an effective strategy to teach reading competency

From the explanations above, it can be concluded that PQRST and SQ3R strategies are both effective in improving students' reading competency, however, their comparative effects have not been known yet. Based on the problems, the researcher is interested in conducting a research to prove which strategy is better in affecting the students reading competency.

The objectives of this research are to measure the different effect of teaching reading strategies (PQRST and SQ3R) and types of text (narrative and recount texts) upon the eighth grade students' reading competency and to measure the interaction of teaching reading strategies (PQRST and SQ3R) and types of text (narrative and recount texts) upon the eighth grade students reading competency at SMP Negeri 4 Singaraja.

Based on the standard competency of reading in second semester of eighth grade students at SMP Negeri 4 Singaraja, there are three basic competencies should be achieved by the students. The basic competencies are; to understand the

meaning of functional text in the simple form toward narrative and recount texts related with the environment. The basic competencies are; first, to read aloud meaning of functional text in the simple form of narrative and recount texts with good pronunciation and good intonation related with the environment, second, to respond meaning of functional text accurately and fluently related with the environment, and the last, to respond meaning and the rhetoric structures accurately and fluently related with the environment in the simple form of narrative and recount texts

However, because of the limitation of the time, the researcher only focuses on one basic competency with four indicators, those are; (1) Identifying the meaning of the words in the narrative and recount texts; (2) Identifying the information of the narrative and recount texts; (3) Identifying the communicative objective of narrative and recount texts; (4) Identifying the rhetoric structures and the characteristics of narrative and recount texts (Depdiknas, 2011).

METHOD

This research was an experimental research, in which there were three variables to be studied. The first variable was dependent variable that was reading competency (Y). The second variable was independent variable that was Metacognitive strategies with two types of strategies, PQRST strategy (A1) and SQ3R strategy (A2). The third variable was moderator variable that was the text types with two level namely narrative text (B1) and recount text (B2). In this research, the researcher used two-comparison groups. Therefore, both groups were treated by different strategies. The researcher was investigated whether one treatment is more effective than the other and whether or not there is an interaction between the independent variable and the moderator variable on the dependent variable. In achieving the research objectives, post-test only two Groups with 2X2 factorial design was employed by the researcher in this research.

The experiment was carried out in eight meetings sessions for each class: 4 times treatment using narrative texts, and 4 times treatment using recount texts. The researcher treats the groups by using PQRST and SQ3R strategies. After each text type has been carried out, a post test is administered.

The population of this research was all students in XIII B classes of the eighth grade students of SMPN 4 Singaraja. There are six classes in the eighth grade in SMP Negeri 4 Singaraja. From the population, multi-stage random sampling technique was implemented in three steps. First, the researcher was tested the homogeneity of the population in terms of their competency in reading. In this step, the researcher collected the students' recent reading scores from their summative test result, then the scores were tested statistically. Second, the researcher was select randomly four homogeneous classes as a sample of this research. Third, from four homogeneous classes, the researcher was selected randomly two homogeneous classes as a group that was treated by PQRST strategy, and two homogeneous classes as a group that was treated by SQ3R strategy.

Before collecting the data, there were some sections to be implemented. There were the validity and reliability of the research instrument. The instrument for collecting quantitative data for testing the hypotheses consisted of reading comprehension test, try out the instrument, construct validity of the test, content validity of the test, item validity of the test, reliability of the test, discrimination index of the test, difficulty index of the test, and distracter analysis of the test. The test used in this research was objective test in the form of multiple choice tests; consisted of 30 items, in which there were four options for each item. It was scored 1 for correct answer and 0 for wrong answer.

After the researcher got the scores of the post-test by using multiple choice tests, then the data collected were analyzed quantitatively, and the research design used was 2 X 2 factorial design arrangements. Finally, the data were analyzed by using two forms of statistical

analysis, namely descriptive statistic analysis and inferential statistic analysis.

The descriptive statistic analysis was done by analyzing the group data of the students who were taught by PQRST strategy and those who were taught by SQ3R strategy solely in descriptive way. Descriptive statistic analysis was done to measure the central tendency of the scores which includes mean, median, and mode and standard deviation.

The normality test was done to know whether or not the data obtained were normally distributed. In achieving that objective, the Shapiro-Wilk statistic was used to investigate the normality of the data. The data could be categorized as normally distributed when the significance value exceeds the value of 0.05. Based on the result of the normality testing by using Shapiro - Wilk analysis, the data of the group in this research was higher than 0.05. In this case it can be concluded that all of the group data in this research were normally distributed.

In investigating whether the variance of the data were homogeneous or not, Levene's Test of Equality of Error Variances was applied in this research. If the significance value was higher than 0.05, it could be assumed that the variances of the groups are equal.

After the sample was determined, the test of homogeneity of the class was done prior to the research. It was needed to ensure that all of the groups of the sample were homogenous to each other. Thus, the samples in the groups were suitable of the research. The data were gathered from the first semester score of English course taken from the data owned by the teachers of the four classes.

The result of the analysis shows that the four classes were in general homogenous or equal (Test of Between-Subject Effects sig. value 0,126, α=.050). The Post Hoc analyses using t-scheffe also show that the four classes were homogenous or equal to each other. It can be seen on the significant value (sig.) in *Multiple Comparisons* Table in which all of the values were higher than 0,05. In other words, the samples that were used in this research were homogeneous.

After the data are proven to be normal and homogeneous, then Two-Way ANOVA was administered to measure the differential effect between means of the students' reading competency of the students who were taught by using PQRST strategy with those who were taught by using SQ3R strategy (hypothesis 1), and to measure the significant interactional effect between teaching reading strategies (PQRST and SQ3R) and text types (narrative and recount) on students' reading competency (hypothesis 2). While, Tukey test would be conducted to measure the differential effect between teaching reading strategies (PQRST and SQ3R) and text types (narrative and recount) on students' reading competency. All analyses were conducted by using SPSS 16.0 windows.

RESULT AND DISCUSSION

This research used 2 X 2 factorial research design by using Two-way ANOVA. Based on the rational, the data of this research could be categorized as follows: (1) A1: reading competency of students who were treated by using PQRST strategy, (2) A2: reading competency of students who were treated by using SQ3R strategy, (3) B1: reading competency of the students who were taught narrative text, (4) B2: reading competency of the students who were taught recount text, (5) A1B1: reading competency of the students who were taught narrative text by using PQRST strategy, (6) A1B2: reading competency of the students who were taught recount text by using PQRST strategy, (7) A2B1: reading competency of the students who were taught narrative text by using SQ3R strategy, (8) A2B2: reading competency of the students who were taught recount text by using SQ3R strategy.

Explained previously, the data were analyzed by using two forms of statistics analysis, there were descriptive statistic analysis that was used to organize and summarize the data of the samples, and inferential statistic analysis that was used to infer the conclusion about the data obtained of this research and about the population based on the data of the samples.

The data of reading competency recapitulation of mean, modus, median,

standard deviation, and variance can be seen on the table below.

Table 1. Reading Competency Score Recapitulation

Data Statistics \ Variables	A1	A2	A1B1	A1B2	A2B1	A2B2
Mean ($\bar{X}$)	7.17	6.67	8.08	7.72	6.26	5.62
Standard deviation (sd)	1.13	1.27	0.60	0.62	0.74	0.78
Variance (S^2)	1.29	1.61	0.36	0.39	0.55	0.60
Minimum score (X_{min})	4.66	4.00	7.00	6.33	4.66	4.00
Maximal score (X_{maks})	9.33	9.00	9.33	9.00	7.66	7.00
Range	4.67	5.00	2.33	2.67	3.00	3.00

Based on table 1, it can be concluded that the group of students who were taught by using PQRST strategy (A1) shows better achievement than the group of students who were taught by using SQ3R strategy (A2). For those, the group of students who were taught narrative text by using PQRST strategy (A1B1) shows better achievement than the group of students who were taught recount text by using PQRST strategy (A1B2). While, the group of students who were taught narrative text by using SQ3R strategy (A2B1) shows better achievement than the group of students who were taught recount text by using SQ3R strategy (A2B2). For those students who were taught Narrative text by using PQRST strategy (A1B1) shows better achievement than the group of students who were taught Narrative text by using SQ3R strategy (A2B1). While, the group of students who were taught recount text by using PQRST strategy (A1B2) shows better achievement than the group of students who were taught recount text by using SQ3R strategy (A2B2). The description of the students' reading competency in each group can be seen below.

The Data Description of the Students' Reading Competency in A1 Group

The data of the students' reading competency who were taught by using PQRST strategy (A1) had range = 4.67, the data of PQRST group were taken from 60 samples, however the data were taken two times, first, the data was taken from narrative text test, and second the data were taken from recount text test, minimum score = 4.66, maximum score = 9.33, total of interval class = 7, range of interval class = 0.67, mean score = 7.17, standard deviation = 1.13, and variance = 1.29.

The Data Description of the Students' Reading Competency in A2 Group

The data of the students' reading competency who were taught by using SQ3R strategy (A2) had range = 5, the data of SQ3R group were taken from 60 samples, however the data were taken two times, first, the data was taken from narrative text test, and second the data were taken from recount text test, minimum score = 4, maximum score = 9, total of interval class = 8, range of interval class = 0.63, mean score = 6.67, standard deviation = 1.27, and variance = 1.61.

The Data Description of the Students' Reading Competency in A1B1 Group

The data of the reading competency of the students who were taught narrative text by using PQRST strategy (A1B1) had range = 2.33, n= 60, minimum score = 7.00, maximum score = 9.33, total of interval class = 7, range of interval class = 0.33, mean score = 8.08, standard deviation =

0.60, and variance = 0.36. In this case, it can be concluded that the group of students who were taught narrative text by using PQRST strategy is intermediate category.

The Data Description of the Students' Reading Competency in A1B2 Group

Data of the students' reading competency who were taught recount text by using PQRST strategy (A1B2) had range = 2.67, n= 60, minimum score = 6.33, maximum score = 9.00, total of interval class = 6, range of interval class = 0.45, mean = 7.72, standard deviation = 0.62, and variance = 0.39. In this case it can be concluded that it can be concluded that the group of students who were taught recount text by using PQRST strategy is in category intermediate.

The Data Description of the Students' Reading Competency in A2B1 Group

The students' reading competency data who were taught narrative text by using SQ3R strategy (A2B1) had range = 3, n= 60, minimum score = 4.66, maximum score = 7.66, total of interval class = 7, range of interval class = 0.43, mean = 6.26, standard deviation = 0.74, and variance = 0.36. In this case it can be concluded that it can be concluded that the tendency data of the students who were taught narrative text by using SQ3R strategy is in category low.

The Data Description of the Students' Reading Competency in A2B2 Group

The students' reading competency data who were taught recount text by using SQ3R strategy (A2B2) had range = 3, n= 60, minimum score = 4, maximum score = 7, total of interval class = 7, range of interval class = 0.43, mean = 5.62, standard deviation = 0.78, and variance = 0.60.

Hypothesis Testing

The hypotheses testing in this research was conducted by using Two-Way ANOVA. All analyses were administrated by using SPSS 16.0. However before analyzing the data, there were some requirements were needed to be fulfilled. There were normality of the data and the homogeneity of the variance data.

The normality testing aims to find out whether or not the data normally distributed. Based on the result of the normality testing by using Shapiro - Wilk analysis, the data of the group in this research was higher than 0.05. In this case it can be concluded that all of the group data in this research were normally distributed.

Homogeneity testing is administrated to make sure that the samples of this research have homogeneous or similar. Based on the result of Levene's Test of Equality of Error Variances the entire of analysis of the data shows that the significance level was > 0.05, then it could be concluded that the variances data of the group were entirely homogeneous.

After completing the requirements of the homogeneity testing and the normality testing, Two-Way ANOVA statistical analysis was administrated to answer the hypotheses.

The criteria used by using Two-Way ANOVA are; first Hypothesis: If the significant value (sig.) of F_A is less than 0.05, it means that the null hypothesis which states "there is no differential effect on students reading competency between PQRST and SQ3R strategies" is rejected. Therefore, there is a different effect of PQRST and SQ3R strategies on students' reading competency.

Second Hypothesis: If the significant value (sig.) of F_{AB} is less than 0.05, it means that the null hypothesis which states "there is no interactional effect between teaching reading strategies (PQRST and SQ3R) and text types (narrative and recount) on students' reading competency" is rejected. Therefore, there is an interactional effect between teaching reading strategies (PQRST and SQ3R) and text types (narrative and recount) on students' reading competency

Table 2. Analysis Result of Two-Way ANOVA

Dependent Variable: Score					
Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	247.004[a]	3	82.335	173.024	.000
Intercept	11498.411	1	11498.411	2.416E4	.000
A	15.005	1	15.005	31.533	.000
B	230.751	1	230.751	484.916	.000
A * B	1.248	1	1.248	2.624	.107
Error	112.302	236	.476		
Total	11857.718	240			
Corrected Total	359.307	239			

The first finding of difference between students who were taught by using PQRST strategy and those taught by using SQ3R strategy is answered from the analysis of Two-Way ANOVA above, it was found that PQRST and SQ3R strategies had an effect on students' reading narrative and recount texts competency in English class of the eighth grade students of SMPN 4 Singaraja in academic year 2012/2013. The result of the analysis showed that the F_A = 31.533, the significant value was 0.000 which was less than 0.5, therefore H_0 "There is no any differential effect on students' reading competency between PQRST and SQ3R strategies" was rejected. It was also proven by the difference of the mean scores of the groups. The mean scores of the groups of the students who were taught by using PQRST strategy = 7.17, which were higher than the mean scores of the groups of the students who were taught by using SQ3R strategy = 6.67. Based on the result of the analysis, it could be stated that PQRST strategy was more effective to teach the students' reading narrative and recount texts competency in the eighth grade students of SMPN 4 Singaraja in academic year 2012/2013 than SQ3R strategy.

Basically, both strategies are quite similar, in which both strategies are found as effective strategies in teaching students' reading texts. Moreover, the students who were taught by using PQRST strategy had higher reading competency than those who were taught by using SQ3R strategy,

because in *Preview* step, the students could stimulate their prior knowledge before they read the short story by considering picture and text title of the text given, in *Question* step, the students could construct their creative thinking by make their own questions based on their knowledge about the short story, in *Read* step, the students could combine their prior knowledge with the information and ideas got from the short story, in *Summarize* step, the students could develop their competency in finding the main idea of the short story, and in *Test* step, the students would be more motivated to learn and more focus on the learning activity since they realized that their understanding of the learning material would be checked by the teacher through the application of a test. The result above was also supported by Agbebire (2012), who states that PQRST strategy is universal study strategy that promotes better result and performance of the students.

Moreover, Kartikawati (2005) states that PQRST strategy is a reading strategy that consists of five steps that can be beneficial for the students to increase their performance in reading, those five steps are (*preview, question, read, summarize,, and test),* this strategy also consists of some extra steps such as; discuses some questions and answers, determine the main idea, and the explanatory sentences of the texts. Furthermore, Joomla (2012) also states that PQRST strategy allows the

students focus on studying, allows the students to correlate the information to how it is going to be used on the test, and this strategy also allows for better time management practice since it breaks down the study process into five different steps, so instead of allotting time to study for a whole topic, the student has the option to break it down into five separate steps while still retaining the information.

Moreover, the finding and the theories above are in line with the previous researches which highlight that PQRST strategy is an effective strategy to support students' reading competency, such as: Haeriyanto's research (2012) to the students in MA *Nurul Jadid Paiton Probolinggo* which found the implementation of PQRST strategy in the teaching-learning of reading comprehension can improve the students' comprehension skill. Furthermore, Syafitri's research (2010) to the second grade students at SMAN 1 Kota Jambi which found that PQRST strategy can help the students to comprehend the reading text well. Additionally, Kusumaningrum (2010) also conducted an action research at SMAN 2 Unggaran, kabupaten Semarang which found that teaching reading comprehension using PQRST strategy can be one of references of problem solving, because PQRST strategy can attract the students' interest and motivation in improving their reading comprehension.

Based on the result of the analysis, theories supported, and previous researches, it can be concluded that PQRST strategy was more effective to teach the students' reading narrative and recount texts competency in the eighth grade students of SMPN 4 Singaraja in academic year 2012/2013 than SQ3R strategy.

The second finding in this research is on the interactional effect between teaching reading strategies (PQRST and SQ3R) and text types (narrative and recount) on students reading competency. It was found that $F_{AB} = 2.624$, while the significant value was 0.107 which was higher than 0.5. It means that null hypothesis (H_0) which states "There is no any interactional effect between teaching reading strategies

(PQRST and SQ3R) and text types (narrative and recount) on students' reading competency" was accepted. So, it can be concluded that there is no interactional effect between teaching reading strategies (PQRST and SQ3R) and text types (narrative and recount) on students' reading competency of the eighth grade students of SMPN 4 Singaraja in the academic year 2012/2013.
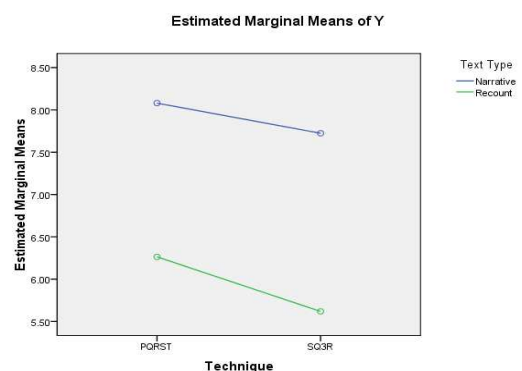

Figure 1. The Interaction between Teaching Reading Strategies (PQRST and SQ3R) and Text Types (Narrative and Recount)

Based on the result of the analysis of Two-Way ANOVA and based on the figure above, it can be concluded that there is no interactional effect between teaching reading strategies (PQRST and SQ3R) and text types (narrative and recount), in this case, the analysis could not be continued to the Tukey test.

Moreover, the descriptive analysis showed that the mean score of students who were taught narrative text by using PQRST = 8.08, the mean score of the students who were taught recount text by using PQRST = 7.72, the mean score of the group who were taught narrative by using SQ3R strategy = 6.26, and the group who were taught recount text by using SQ3R strategy = 5.62 So, in term of descriptive analysis, it can be concluded that, the students who were taught narrative text by using PQRST strategy was better achievement than students who were taught recount text by using PQRST strategy, the students who were taught

narrative by using SQ3R strategy is better than students who were taught recount text by using SQ3R strategy, the students who were taught narrative text by using PQRST strategy was better than the students who were taught narrative text by using SQ3R strategy, and the students who were taught recount text by using PQRST strategy was better than the students who were taught recount text by using SQ3R strategy.

Basically, the teaching-learning atmosphere in SMPN 4 Singaraja has been running well. Moreover, the enthusiastism of the second grade students at SMPN 4 Singaraja in following English subject has been running well that could help the students easier to understand some types of text. Furthermore, English teacher has applied any types of reading texts in improving students reading competency. According to English teacher, each individual of the students has the equal concept in understanding certain types of English texts. This equivalent understanding supports each student to be a good competitor in learning English particularly in the area of reading skill.

Additionally, both of text types, narrative and recount are similar to be understood by the students. As stated by Karolina (2006), narrative text is a text that tells the readers about something interesting that has purpose to amuse the readers. Meanwhile, Maula (2008) also states that recount text is a piece of text that is unfolded with a series of past events aimed to give the audience a description of what happened and when it happened that has purpose to entertain the readers. Based on those insights, narrative and recount texts have given positive effect to motivate the students to understand English text. If the students have higher motivation in learning English, they will do more to support their own desire including understanding English text. Related to this Uno (2009: 27-28) states three roles of motivation in learning, there are, motivation makes learning persistent, motivation can determine learning reinforcement, and motivation makes learning objective clearer.

Moreover, the finding and the theories above are supported by the previous research which highlight that text types is not inter-related with PQRST and SQ3R strategies in influencing students' reading competency, such as Erawati's research (2012) to the second year students of SMA Negeri 2 Denpasar which found that there is no interaction between metacognitive monitoring strategies and text types.

Hence, the phenomenon above strongly indicates that moderator variable (narrative and recount) is not inter-related with independent variable (PQRST and SQ3R strategies) in influencing dependent variable (students' reading competency).

CONCLUSIONS AND SUGGESTIONS

As stated previously, this research was a comparative effect of PQRST and SQ3R strategy based on the text types upon the eighth grade students' reading competency at SMPN 4 Singaraja. There are two conclusion of this research, such as; (1) there was a different effect between PQRST and SQ3R strategies on students' reading competency. The students who were taught reading competency by using PQRST strategy was higher than the students who were taught reading competency by using SQ3R strategy; and (2) there was no interactional effect between teaching reading strategies (PQRST and SQ3R) and text types (narrative and recount) on students' reading competency.

Based on the finding in this research the suggestions are; (1) the English teacher of the eighth grade students at SMPN 4 Singaraja in the academic year 2012/2013 should think seriously to implement PQRST strategy in teaching reading competency, because PQRST strategy involves activities that can increase the students' creative and critical thinking through questioning and summarizing, and PQRST strategy can facilitate the students' prior knowledge. In addition PQRST strategy had been proven in this research as an effective strategy in teaching reading competency. (2) for the intuition, this research is expected to support and give the contribution to the post graduate program as a reference; and (3) for the other researcher, the result of this research is expected to be able to be used as a reference in conducting the other

research related to the teaching reading competency.

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