Improving Students' Reading Comprehension Through PQ4R Strategy

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KEYWORDS	ABSTRACT
Reading comprehension; PQ4R strategy; descriptive text; narrative text; Classroom Action Research (CAR)	Reading comprehension is a key skill for academic success and facing global challenges. As the importance of English literacy increases, students need effective strategies to understand different types of texts. This study aims to improve students' reading comprehension through PQ4R (Preview, Question, Read, Reflect, Recite, and Review) strategy in class 12 Ap 1 SMK YPLP PGRI 1 Makassar. The PQ4R strategy is an elaboration technique that helps students understand and remember information from reading texts. The method used was Classroom Action Research (PTK) conducted in two cycles, including planning, action, observation, and reflection stages. Data were collected through reading comprehension tests, observations, and interviews. The results showed that the PQ4R strategy significantly improved students' reading comprehension in descriptive and narrative texts. The average students' reading comprehension score increased from 49% in the initial test to 57% in the first cycle, and reached 78% in the second cycle for descriptive text. Meanwhile, students' comprehension of narrative text increased from 51% in the initial test to 68% in the first cycle, and reached 79% in the second cycle. In addition, the PQ4R strategy also increased students' participation and motivation in learning English reading skills. Thus, the PQ4R strategy can be used as an alternative in teaching English reading at vocational level to help students understand texts more effectively and improve their reading skills.

Introduction

English is an internationally used communication tool and should be viewed as a skill, not just a pure science. English language skills are essential for students to be able to communicate their ideas and thoughts well, easily, and fluently (Kathpalia et al., 2020; Sari et al., 2024). Therefore, students need to master four main language skills, namely reading, listening, speaking, and writing. The four skills have the same role in the application of language in everyday life, so mastering them becomes an urgent need. English learning, especially in the aspect of communication, needs to be delivered contextually in order to accelerate language acquisition (Mika & Mardiana, 2023).

Among the four language skills, reading has an important role in obtaining information and knowledge. In the reading process, students not only receive information passively, but must also be able to identify the main idea, compare, evaluate, and apply the information obtained. Without a good understanding of the text being read, students will have difficulty in understanding the content of the reading thoroughly (Thariq et al., 2021).

Observation at SMK YPLP PGRI 1 Makassar shows that many students have difficulty in understanding English texts. The average score of students' reading comprehension only reaches 50 which is categorized as deficient, but still relatively low for the standard of reading skills. This difficulty indicates that the teaching strategies used so far have not been effective in helping students understand the text optimally. Therefore, a more effective learning strategy is needed to improve students' reading comprehension (Tristiantari & Sumantri, 2016).

One strategy that can be applied to overcome this problem is the PQ4R strategy (Preview, Question, Read, Reflect, Recite, and Review) (Anggraini et al., 2021). This strategy is a learning technique that helps students remember the information they read better and improve critical thinking skills in understanding text content (Refariza et al., 2020). According to Trianto (1997), PQ4R is an elaboration strategy that has been proven effective in improving students' reading comprehension through a systematic and active learning process.

This research has a high urgency because reading comprehension is a basic skill that greatly affects student success in various subjects. Good reading skills are also an important provision for students in facing increasingly complex global challenges. With the increasing need for English literacy in the academic and professional world, students need to be equipped with effective reading strategies in order to better understand various types of texts.

In addition, this study contributes to the development of more innovative teaching methods in English language learning at school. By applying the PQ4R strategy in reading learning, it is expected that students can not only improve their understanding of the reading text, but also become more active and motivated in the learning process.

Based on this background and urgency, this researcher aims to carry out Classroom Action Research (PTK) to examine the effectiveness of the PQ4R strategy implemented in two cycles, with the stages of planning, action, observation, and reflection. Data in this study were collected through reading comprehension tests, observations, and interviews to evaluate the effectiveness of the PQ4R strategy in improving students' reading skills in class 12 Ap 1 SMK YPLP PGRI 1 Makassar. The PQ4R strategy is an elaboration technique designed to assist students in understanding and recalling information from reading texts more effectively.

This research has several benefits, both theoretically and practically. Theoretically, the results of this study can add insight in the field of education, especially in the application of the PQ4R strategy as an effective method in improving students' reading comprehension. In addition, this study can also be a reference for further researchers in developing more innovative and effective learning strategies.

Practically, this research is useful for several parties. For teachers, the results of this study can be used as a guideline in choosing appropriate teaching strategies to improve students' reading comprehension. This research helps students develop better reading skills and increase their learning motivation. For schools, this study's results can be considered in formulating more effective learning policies based on innovative strategies.

Material and Methods

This research uses the Classroom Action Research (PTK) method, which consists of several stages: planning, action, observation, and reflection (Pahleviannur et al., 2022).

A. Scope of Research

The scope of this study includes the research location, research time, and cycles in Classroom Action Research as explained below:

1. Research Location

   This class action research was conducted at SMK YPLP PGRI 1 Makassar in English subject. The research subjects were students of class XII (12 Ap 2) in the academic year 2024-2025, with 34 students.

2. Research Time

   This research was conducted from November to December of the 2024-2025 school year. The research implementation time was adjusted to the school's academic calendar because classroom action research requires several cycles.

3. Classroom Action Research Cycle.

   This research was conducted in two cycles to observe the improvement of students' reading skills through the PQ4R (Preview, Question, Read, Reflect, Recite, Review) method.
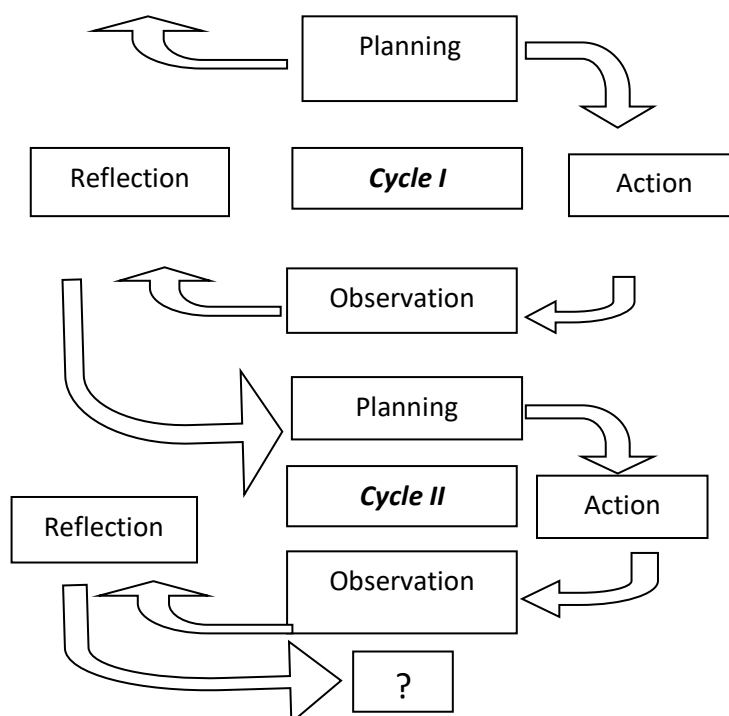
Cycle Scheme

Figure 1: Classroom Action Research Cycle (Hopkins, 1993: 52)

Where:
Planning   : Plan
Action   : Action
Observation : Observation
Reflection   : Reflection

B. Classroom Action Research Preparation

Before carrying out classroom action research, research instruments must be prepared to provide treatment in the learning process. These instruments include lesson plans and other learning tools. In addition, before the implementation of the study, an initial observation (pre-action) was carried out for one week to analyze the initial competence of students so that the strategy applied could run effectively.

C. Research Variables and Indicators

This study uses two main variables, namely:

1. Free Variable

    The independent variable in this study is the application of the PQ4R strategy, which is used as a learning technique by the teacher in delivering material in class.

2. Dependent Variable

    The dependent variable in this study is the students' ability to understand the reading text after being given treatment through the PQ4R strategy. The indicators of success include:

    a. Students can retell the content of the text they have read.
    b. Students can rewrite the reading text using their own words.

D. Research Subject

The subjects in this class action research were students of class 12 AP 1 SMK YPLP PGRI 1 Makassar with a total of 34 students.

E. Research Procedure

This research was conducted in two cycles, each of which consisted of planning, action, observation, and reflection stages.

Cycle I

1. Planning

    At this stage, some of the activities undertaken include:

    a. Develop a lesson plan based on the problems found in the classroom.
    b. Prepare the evaluation instruments that will be used.
    c. Prepare an observation sheet to monitor the learning process.
    d. Prepare teaching materials that will be used.
    e. Developed pre-test questions to measure students' initial abilities.
    f. Set a success target with a minimum score (KKM) of 70.

2. Implementation of Action

    At this stage, some of the activities undertaken include:

    a. The teacher introduces and explains the purpose and PQ4R technique to the students.

b. Students are asked to read the text that has been provided.
c. The teacher presents the material and evaluates students' understanding through discussion and question and answer.
d. The teacher provides a list of difficult vocabulary and asks students to ask if they do not understand.
e. The teacher provides materials to determine the students' ability by asking them about difficult words that they do not understand.
f. The teacher assigns students to discuss the material to ensure their understanding.

3. Observation

During the learning process, observations were made of:

a. Student participation and response during teaching-learning activities.
b. Students' enthusiasm in giving predictions and answering the questions given.

4. Reflection

After the data is collected, teachers and researchers evaluate the effectiveness of learning by looking at the results of observations and tests, whether the PQ4R strategy has reached the specified success criteria.

Cycle II

If the reflection results in cycle I showed that learning was not optimal, then cycle II was carried out with some improvements.

After the second cycle was completed, the researcher analyzed the data to see if the PQ4R strategy had been effective in improving students' reading comprehension.

1. Planning

The steps were the same as in cycle I, with improvements based on the previous evaluation results.

a. Create lesson plans after encountering problems in the classroom.
b. Prepare the evaluation instruments to be used.
c. Prepare an observation sheet.
d. Prepare learning materials
e. Prepare materials for pre-test

2. Implementation of

a. After getting the results of the reflection data in cycle 1, the teacher provides the material/theme to be discussed.
b. One student was appointed as a sample. The person was given time to read the text through the PQ4R type and stood in front of the class.
c. The teacher asks some questions about the reading material.
d. Students retell the reading passage in their own words.
e. Each student does the same activity.
f. Students deliver their part. Other students are asked to ask questions for clarification.
g. Students return to their respective places.
h. A quiz on the material is given at the end so that students realize that the session is fun and full of games.

     i.   At the end of the cycle, the teacher gives an evaluation (post-test).

3. Observation

In this phase the researcher made observations of:

a. Student participation and motivation during the teaching and learning process. The observation sheet consists of four items. This observation sheet will be written on one sheet. This observation sheet contains:

1) Student presentation
2) Student learning process
3) Student response to the material
4) Student activeness in doing assignments
5) Students' ability to answer exercise questions

4. Reflection

After the data was collected, the observer evaluated the teaching and learning process. Then reflect by looking at the observation results, whether the teaching and learning process of reading using the PQ4R technique reached the success criteria based on the results of the second action test.

In this second cycle, the observer made a conclusion about the application of the PQ4R strategy in improving students' reading comprehension at SMK YPLP PGRI 1 Makassar.

F. Research Instruments

The instruments used in this study include:

1. Test

Tests consisting of an initial test (pre-test) and a final test or diagnostic test (post-test) are given before the implementation of the first learning cycle. This research will use three types of tests. They are multiple-choice, true-false test, and essay test. Multiple choice consists of 10 numbers, true-false test consists of 10 numbers, and essay test consists of 5. The formative test was given after implementing the first cycle to measure the improvement of students' reading skills. The final test was given at the end of the second cycle of learning implementation. These two tests were used to measure the improvement of students' speaking skills in both cycles. Teaching materials were based on the curriculum (GBPP revised 1999).

2. Observation

Observations will determine student participation and motivation during the teaching and learning process. The observation sheet consists of four items. These will be written in one sheet. It contains:

a. Student attendance
b. Student learning process
c. Student response to the material
d. Student activeness in doing assignments

G. Data Collection Technique

Data collection techniques in this study include tests and observations:

1. The data collection techniques in this study were tests and observations.

a. Test
b. Observation

In collecting data in this class action research using tests and observations as follows:

a. Test: used to measure students' reading ability
b. Observation: used to measure students' speaking skills.

2. Student reading test assessment

In scoring students' grammar, some of the categories used are as follows:

a. The data from the test will get the results from the following formula:
   1) Multiple choice and true false tests

Table 1. Multiple choice and true or false scores

Indicator	Score (Number)
Correct	1
Incorrect1	0

2)   Essay test

Table 2. Essay score

Indicator	Score
- The answer is grammatically correct and the idea is true. (The answer is grammatically correct, and the idea is true)	3
- Some grammatical errors, but the idea is true. (There are some grammatical errors, but the idea is still true.	2
- Many grammatical errors and the idea is true. (There are many grammatical errors, but the idea is still true)	1
- Many grammatical errors, and the idea is false. (There are many grammatical errors, and the idea is not correct)	0

Table 3. Multiple choice and true or false scores

Test	Total number of tests	Score for each number	Total Score
1. Multiple choice	10	3	=30
2. True False Test	10	3	= 30
3. Essay	5	8	= 40
			100

Source: Arikunto (2005)

H. Data Analysis Technique

1. Student reading test assessment

a. This assessment is used to assess students' reading skills

Assessment of student answers: :

Score : <u>The correct answer</u>   X 100

Total number of items

Where:

Score   : Numbers

The correct Answer   : The correct answer

Total number of items   : Number of questions

To assess student answers, the researcher used the following formula:

b. Calculate the average student score (Mean score) using the following formula:

$$\overline{X} = \frac{\sum x}{N}$$

Which one:

$\overline{X}$ = The mean score

$\sum X$ = The total score

N   = The total number of students

(Gay et al., 1981).

After collecting students' data, we can classify their scores. Students' scores can be classified based on the following criteria:

1) 9.6 to 10 will be classified as excellent
2) 8.6 to 9.5 will be classified as very good
3) 7.6 to 8.5 will be classified as good
4) 6.6 to 7.5 will be classified as fairly good
5) 5.6 to 6.5 will be classified as fair
6) 3.6 to 5.5 will be classified as poor
7) 0 to 3.5 will be classified as very poor

Which one:

1) 9.6 to 10 is classified as **excellent**
2) 8.6 to 9.5 is classified as **very good**
3) 7.6 to 8.5 is classified as **good**
4) 6.6 to 7.5 is classified as **fairly good**
5) 5.6 to 6.5 is classified as **fair**
6) 3.6 to 5.5 is classified as **poor**
7) 0 to 3.5 is classified as **very poor.**

(Depdikbud in Suharsini Arikunto, 2005)

2. From the above classification, researchers calculated the percentage value of the test results using the following formula:

$$P = \frac{X2 - X1}{X1} \times 100$$

Where:

P = Percentage of the students

X1 = The mean score of the first cycle

X2 = The mean score of the second cycle

3. I will use a t-test to distinguish between Cycle I and Cycle II. The statistical formula is as follows:

$$t = \frac{X1 - X2}{\sqrt{\left(\dfrac{SS1 + SS2}{n1 = n2 - 2}\right)\left(\dfrac{1}{n1} + \dfrac{1}{n2}\right)}}$$

Which one:

SS1   : The sum of squares of cycle I.
SS2   : The sum of squares of cycle II.
n1   : Total number of subjects of cycle I.
n2   : Total number of subjects of cycle II.
t   : Test of significance
X1   : Mean score of cycle I.
X2   : Mean score of cycle II.
(Gay et al., 1981).

Results and Discussion
A. PQ4R Strategy Results

PQ4R Strategy from Trianto (1997), as a guideline, not only improves students' reading comprehension but also PQ4R Strategy is used as a reference in reading learning because it can help improve students' comprehension, memory, and analysis of the text. This strategy becomes an effective teaching technique for teachers in systematically delivering reading materials. In addition, the PQ4R strategy also increases students' participation and motivation, as it involves reflection and question-and-answer stages that encourage active involvement in learning. Not only that, this strategy can be used as an evaluation tool in measuring the improvement of students' reading comprehension and as the basis for educational research. In curriculum development, PQ4R can also be applied to strengthen students' literacy at various levels of education. With these benefits, the PQ4R strategy can be used as a reference in reading learning to improve the quality of students' comprehension and literacy skills.

1. Improving Students' Reading Comprehension through PQ4R Strategy

The increase in student achievement in reading comprehension in class 12 Ap 1 SMK YPLP PGRI 1 Makassar through the PQ4R strategy, as shown in Table 4, can be explained as follows:

Table 4. Student Achievement on Reading Comprehension

No.	Variable	D-TEST		CYCLE I		CYCLE II		Improvement (%)	
		Score	%	Score	%	Score	%	D-Test CI	D-Test CII

1	Descriptive Text	4.9	4.9	5.7	57	7.8	78	8	29
2	Narrative Text	5.1	5.1	6.8	68	7.9	79	17	28
	$\sum x$	10	100	1.25	12.5	15.7	157	25	43
	$\overline{X}$	5	50	6.25	62.5	7.85	78.5	12.5	21.5

The table above shows that students' literal and interpretive comprehension in reading before the strategy implementation showed poor results in the diagnosis test (50%). However, after applying the PQ4R strategy in cycle I, the results of students' reading comprehension assessment improved, where the average score in cycle I (62.5%) was higher than the diagnosis test. This improved students' reading comprehension, but it was still categorized as sufficient, so the researcher decided to continue to cycle II. In cycle II, the assessment results increased higher than in cycle I (78.5% > 62.5%), which was categorized as good, indicating a further improvement in students' reading comprehension. In addition, the significant improvement from the diagnosis test to cycle I aligned with the improvement from the diagnosis test to cycle II (78.5% > 50%). The achievement category increased from poor to good. Based on the above percentages, there is a significant improvement in students' reading comprehension through a shared reading strategy.

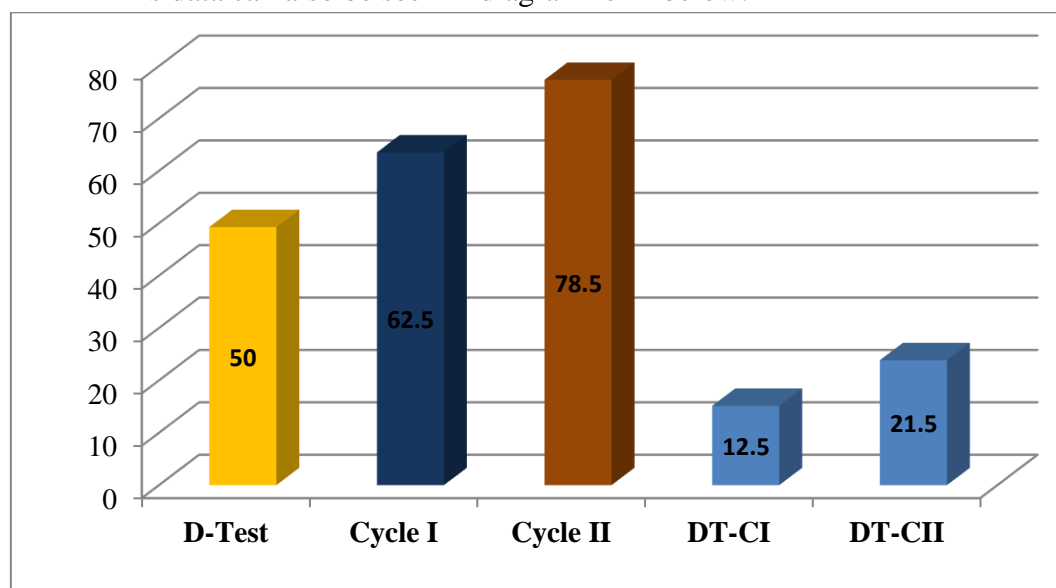This data can also be seen in diagram form below:

Figure 2. Improvement in Students' Reading Comprehension

The diagram above shows that the improvement in students' reading comprehension from the Diagnosis Test to Cycle II (78.5>50) is greater than the improvement from the Diagnosis Test to Cycle I (50%>62.5%). The scores obtained are classified from less to good. After the evaluation in cycles I and II, there was a significant improvement in students' lexical comprehension, which is clearly seen in the diagram after the implementation of a shared reading strategy for two cycles by applying the PQ4R strategy.

2. Results of Student Activity in the Learning Process

The following table shows the increase in student activity in the learning process after the implementation of the shared reading strategy:

Table 5. Results of Student Activities in Each Meeting in Cycle I and II

Cycle	Meetings				Average Score	Improvement
	I	**II**	**III**	**IV**		
I	59.50%	62.50%	66.10%	67.60%	66.42%	7.15%
II	70.5%	72%	72.7%	79.10%	73.57%	

The table shows the process of student activity in each meeting. The percentage of student activeness in cycle I from the first to the fourth meeting was 59.50%, 62.50%, 66.10%, and 67.60% respectively. Meanwhile, in cycle II, the percentages increased to 70.5%, 72%, 72.7%, and 73.57%. In addition, the average score of student activeness in each cycle showed an increase, where in cycle I it was 66.42% and in cycle II it increased to 73.75%. Thus, the overall increase in student activity reached 7.15% after the application of the PQ4R strategy.

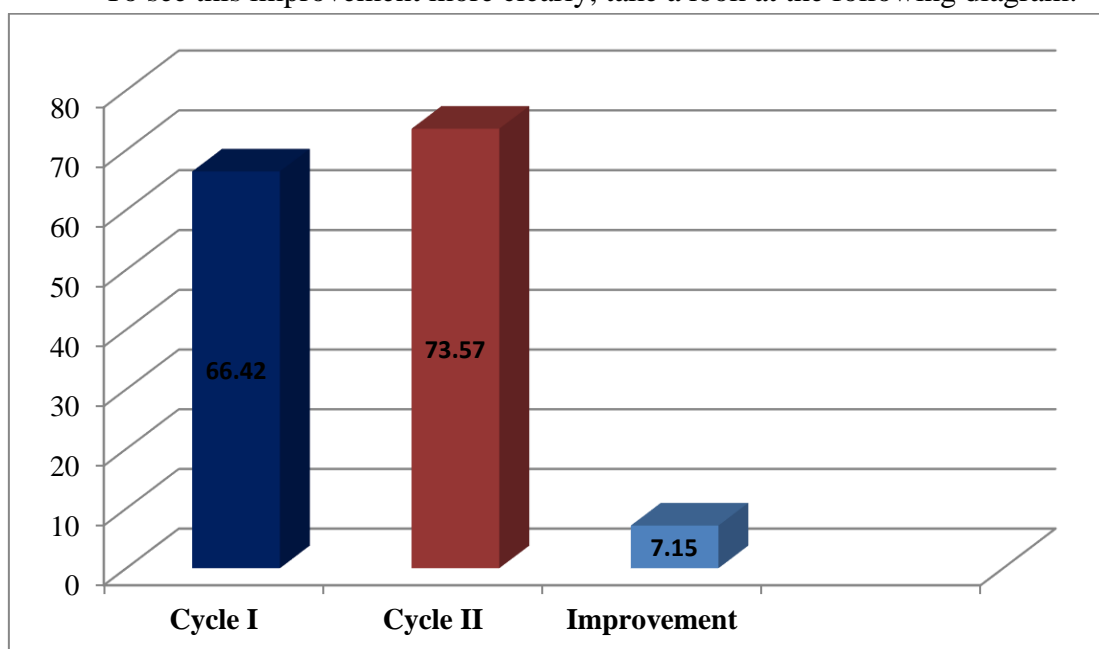To see this improvement more clearly, take a look at the following diagram:

Figure 3. Student Observation in Reading Comprehension Learning

Based on the diagram above, the observation of reading comprehension learning through shared reading by students of class 12 Ap 1 SMK YPLP PGRI 1 Makassar shows a change in student participation during the teaching and learning process from cycle I to cycle II. The graph illustrates the students' learning situation during reading learning in both cycles. It can be seen that students' participation in learning to read in cycle I was still relatively low with an average score of 66.42%. However, after the implementation of cycle II, the average score increased to 73.57%. Thus, the increase in student activity from cycle I to cycle II reached 7.15% after the implementation of the PQ4R strategy.

B. Discussion of findings

In this section, the discussion presents the strategies applied in teaching reading comprehension. The application of shared reading strategy in teaching reading comprehension in class 12 Ap 1 SMK YPLP PGRI 1 Makassar was proven to improve students' achievement and their ability to understand reading comprehension materials in cycle I and cycle II. This can be proven through the findings of students' literal reading comprehension related to the main idea and identification, lexical comprehension which includes passive and active lexical meanings, as well as the results of observations of student activeness in the teaching and learning process.

1. Students' Literal Comprehension in Reading

Descriptive data analysis through tests, as explained in the previous findings section, shows that the improvement of students' ability in literal reading comprehension using shared reading strategies is very significant. This is supported by the test results which show that the scores in cycle II are higher than the scores in cycle I.

Table 6: Criteria and Percentage of Student Achievement in Finding the Main Idea

Classification	Score	D-test		Cycle I		Cycle II	
		F	%	F	%	F	%
Excellent	9,6 - 10	0	0	0	0	0	0
Very Good	8,6 - 9,5	0	0	0	0	0	0
Good	7,6 - 8,5	0	0	0	0	10	27.03
Fairly Good	6,6 - 7,5	0	0	16	43.24	10	27.03
Fair	5,6 - 6,5	12	35.29	18	48.65	17	49,95
Poor	3,6 - 5,5	13	38.23	3	8.11	0	0
Very Poor	0 - 3,5	9	26.47	0		0	0
Total		34	100	37	100	37	100

Data on students' achievement in finding the main idea in the text based on the percentage score shows that there were no students who reached the good enough to very good category in the diagnosis test (D-test) before the application of the PQ4R strategy. After taking action in cycle I by applying the PQ4R strategy, as many as 16 students (43.24%) reached the good enough category, the majority of students, namely 18 people (48.65%), were in the sufficient category, and 3 students (8.11%) were still in the less category. Certainly, in cycle II, there was an increase, where 10 students (27.03%) reached the good category, 10 students (27.03%) were in the good enough category, and 17 students (49.95%) were in the sufficient category.

Table 7. Criteria and Percentage of Student Achievement in Identification

Classification	Score	D-test		Cycle I		Cycle II	
		F	%	F	%	F	%
Excellent	9,6 - 10	0	0	0	0	0	0
Very Good	8,9 - 9,5	0	0	0	0	0	0
Good	7,6 - 8,5	0	0	0	0	11	29.73
Fairly Good	6,6 - 7,5	0	0	17	45.94	20	54.05
Fair	5,6 - 6,5	17	45.94	20	54.05	6	16,22
Poor	3,6 - 5,5	20	54.05	0	0	0	0
Very Poor	0 - 3,5	0	0	0	0	0	0
Total		37	100	37	100	37	100

Data on students' achievement in identifying information in the text based on the percentage score showed that there were no students who reached the category of good enough to very good in the diagnosis test (D-test) before the application of the PQ4R strategy. In cycle I, 17 students (45.94%) were in the fair category, while 20 students (54.05%) were in the fair category. In cycle II, there was an increase, where 11 students (29.73%) reached the good category, 20 students (54.05%) were in the good enough category, and only 6 students (16.22%) were still in the moderate category after the application of the PQ4R strategy.

2. Students' Interpretative Comprehension in Reading

As explained in the previous findings section, descriptive data analysis through tests shows that the improvement in students' ability to understand lexical meaning through shared reading strategies is very significant. This is supported by the test results showing that the scores in cycle II are higher than in cycle I.

Table 8. Criteria and Percentage of Student Achievement in Drawing Conclusions

Classification	Score	D-test		Cycle I		Cycle II	
		F	%	F	%	F	%
Excellent	9,6 - 10	0	0	0	0	0	0
Very Good	8,9 - 9,5	0	0	0	0	0	0
Good	7,6 - 8,5	0	0	0	0	17	45.95
Fairly Good	6,6 - 7,5	0	0	18	48.64	15	40.54
Fair	5,6 - 6,5	17	45.94	19	51.35	5	13,51
Poor	3,6 - 5,5	20	54.05	0	0	0	0
Very Poor	0 - 3,5	0	0	0	0	0	0
Total		37	100	37	100	37	100

Data on students' achievement in concluding the text based on the percentage score shows that no students reached the good enough to very good category in the diagnosis test (D-test) before applying the PQ4R strategy. In cycle I after applying the PQ4R strategy, 18 students (48.64%) were in the good enough category, while 19 students (51.35%) were in the sufficient category. Certainly, in cycle II, there was an increase, where 17 students (45.95%) reached the good category, 15 students (40.54%) were in the good enough category, and only 5 students (13.51%) were still in the sufficient category after the application of the PQ4R strategy.

Table 9. Criteria and Percentage of Student Achievement in Making Predictions

Classification	Score	D-test		Cycle I		Cycle II	
		F	%	F	%	F	%
Excellent	9,6 - 10	0	0	0	0	0	0
Very Good	8,9 - 9,5	0	0	0	0	0	0
Good	7,6 - 8,5	0	0	0	0	23	62.16
Fairly Good	6,6 - 7,5	0	0	14	37.84	14	37.84
Fair	5,6 - 6,5	16	43.24	23	62.16	0	0
Poor	3,6 - 5,5	21	56.75	0	0	0	0
Very Poor	0 - 3,5	0	0	0	0	0	0

Total	37	100	37	100	37	100

Data on students' achievement in making predictions in the text based on the percentage score showed that there were no students who reached the good enough to very good category in the diagnosis test (D-test) before the application of the PQ4R strategy. In cycle I, after applying the PQ4R strategy, 14 students (37.84%) were in the good enough category, while 23 students (62.16%) were in the sufficient category. Then, in cycle II there was an increase, where 23 students (62.16%) reached the good category and 14 students (37.84%) remained in the good enough category after the application of the PQ4R strategy.

In the application of the PQ4R strategy in the classroom, the researcher found that the Minimum Completion Criteria (KKM) set was 70. In cycle I, students only obtained an average score of 66.42, while in cycle II, the score increased to 73.57. Since the target set was 70, it can be concluded that the target was successfully achieved in cycle II.

In cycle I, the researcher taught descriptive and narrative texts through the application of the PQ4R strategy in the classroom. The results showed that students had difficulty in finding the main idea and supporting ideas in descriptive texts and difficulty in identifying the setting and character of the story in narrative texts. In addition, students' ability to translate reading texts is still low. The PQ4R strategy consists of six main steps: Preview (reviewing the text as a whole before reading), Question (creating questions based on the text to be read), Read (reading the text thoroughly), Reflect (reflecting on the content of the text to understand its meaning and relation to personal experience), Recite (repeating important information from the text), and Review (reviewing the material that has been learned to strengthen understanding). However, in cycle I, students still had difficulty in applying these steps independently.

In the PQ4R stage, students must understand the title, general and descriptive statements in the text. However, students' reading results still showed fear and apprehension in understanding the material presented entirely in English without written translation. For example, in the text titled "**My Dream Car**", students are required to read the text thoroughly to understand its content, and then answer questions based on the text. However, they tend to constantly ask for translations to understand the meaning of the text and questions, making it difficult for them to grasp the main idea of the text.

Based on the unsatisfactory results in cycle I, the researcher decided to continue to cycle II. In cycle II, the lesson plan was revised. The researcher gave a more detailed explanation of the text and provided more opportunities for students to ask questions about the material. In addition, the researcher also provided better guidance in helping students organize their ideas. In cycle II, the steps in the PQ4R strategy were applied more systematically and guided with concrete examples to facilitate students' understanding. Students were encouraged to be more active in the Reflect and Recite stages, so that they could understand and remember the information better.

Based on these findings, the researcher found that students' understanding of the text has improved. For example, in the narrative text titled "**The Wind and The Sun**", students were able to explain the structure of the text such as the setting, story characters and others, and were able to answer questions based on the content of the text without too much help from translation. They are also more independent in applying each step of PQ4R, especially

in reflecting on the content of the text and repeating the information that has been learned so that they are able to retell the content of the text they have read and rewrite the reading text using their own words.

Finally, the students' average score in cycle I was 62.5 (fair), while in cycle II it increased to 78 (good). This shows that the target set in chapter 1 was successfully achieved. In other words, the PQ4R strategy is proven to be able to improve the achievement and reading ability of students of class XII SMK YPLP PGRI 1 Makassar.

In addition to the improvement in reading comprehension, this study also found that the PQ4R strategy has an effect on increasing students' participation and involvement in the learning process. During the implementation of this strategy, students were more active in processing information, understanding the content of the text, and developing their understanding through the stages contained in PQ4R (Preview, Question, Read, Reflect, Recite, and Review). Observation results showed an increase in student engagement from cycle I to cycle II, indicating that this strategy not only improved academic outcomes but also increased student engagement in learning.

Overall, this study proved that the PQ4R strategy can be an effective strategy in improving students' reading comprehension. The implementation of this strategy not only has an impact on improving learning outcomes, but also on students' motivation and engagement in learning. Therefore, PQ4R strategy can be recommended as one of the strategies that can be applied by teachers in learning reading comprehension at the vocational level.

Conclusion

Based on the research findings and discussion, it can be concluded that the use of PQ4R strategy in learning reading comprehension in XII AP 1 SMK YPLP PGRI 1 Makassar proved to be effective in improving students' achievement. The results showed that the average test score in cycle II was higher than cycle I, indicating a significant improvement in students' reading comprehension. This strategy is specifically able to improve students' comprehension of descriptive text, especially in identifying main ideas and supporting ideas. In addition, the PQ4R strategy also contributed to the improvement of students' reading comprehension in narrative texts, such as in understanding the setting and characters of the story. Not only that, this strategy also had a positive impact on students' involvement in the learning process, which was seen from the increase in their activities and participation from cycle I to cycle II. Therefore, PQ4R strategy can be considered as an effective strategy in helping students understand reading texts better.

As a suggestion, English teachers at SMK level can consider using PQ4R strategy as one of the strategies in teaching reading comprehension, given its effectiveness in improving students' learning outcomes. Teachers are also advised to continue exploring and developing learning techniques that can increase students' engagement and understanding of the material being taught. In addition, for future researchers, further research can be conducted on the implementation of the PQ4R strategy in various types of reading texts or at different educational levels to test its effectiveness in a broader context.

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