Applying the Preview, Question, Read, Summarize, and Test Method to Enhance the Effective Reading Speed of Elementary School Students

Juni Artha Juneli✉1, Tatat Hartati2, Wahyu Sopandi3 & Atep Sujana4

1,2,3,4 Department of Elementary Education, School of Postgraduate Studies, Universitas Pendidikan Indonesia, Bandung, Indonesia

✉ juniarthatiwi@upi.edu

Abstract. Reading ability is a fundamental skill essential to the learning process. However, a low Effective Reading Speed (ERS), which includes both reading speed and comprehension, poses a significant challenge that can negatively impact student learning outcomes. Slow reading speed and inadequate comprehension hinder students from effectively absorbing information, ultimately affecting their overall academic performance. This study aims to assess the ERS of elementary school students after implementing the Preview, Question, Read, Summarize, Test (PQRST) method in their learning process. It employs a quantitative approach with a pre-experimental one-group pretest-posttest design. The sample consists of 20 fifth-grade students selected from a population of 84 at a primary school in Coblong Subdistrict, Bandung City, West Java Province, Indonesia. Data collection involved reading speed and comprehension tests, which were analyzed using the ERS formula. The results indicate that the PQRST method is effective for teaching reading, particularly in improving ERS. Post-test results show a notable improvement compared to pretest scores. This study provides empirical evidence supporting the effectiveness of the PQRST method in elementary education, encouraging teachers to integrate it into their reading instruction. Additionally, it serves as a reference for further research on reading strategies in early education.

Keywords: Effectiveness; ERS; PQRST; Reading Speed; Reading Strategies.

1. Introduction

Literacy plays a crucial role in various aspects of life. It influences other skills and aptitudes, serving as the foundational ability to overcome daily challenges (Fahrianur et al., 2023). Over the past two centuries, global literacy has seen significant progress. In 1820, only 12% of the world's population was literate. Since the 1950s, literacy rates have steadily increased, reaching 42% in 1960 and 70% in 1983 (Buchholz, 2022). Recent data from UNESCO's Institute of Statistics indicates that more than 86% of the global population now possesses reading and writing abilities (UNESCO, 2024). This high percentage reflects a growing awareness of the importance of literacy worldwide.

Literacy aims to enhance knowledge, develop critical thinking skills, improve communication, and foster active participation in society. Today, literacy extends beyond reading and writing to encompass understanding, analyzing, and processing information. A strong foundation in basic literacy is essential for achieving broader literacy skills. According to Iman (2022), the World Economic Forum identifies six core literacies: (1) reading and writing, (2) numeracy, (3) scientific literacy, (4) digital literacy, (5) financial literacy, and (6) civic literacy. These fundamental literacies are integrated into elementary school curricula.

Mastering 21st-century competencies, including reading, is essential for adapting to rapid societal changes (Hermansyah et al., 2021). Reading is the primary literacy skill that elementary students must acquire to support their overall learning. Nurkaeti et al. (2019) emphasize that strong reading skills are key to acquiring information and knowledge. The reading process involves continuously shifting perspectives, connecting different phases, and constructing meaning (Iser, 2022). Additionally, reading engages various cognitive functions, such as vocabulary recognition, analysis, memory, and comprehension.

Reading offers numerous benefits when practiced consistently. It enhances cognitive abilities, broadens knowledge, and strengthens memory and understanding (Lubis, 2020). Kulkarni (2021) further highlights reading's advantages, including its role in fostering social engagement, emotional growth, cultural awareness, and intelligence. Specifically for students, reading helps expand vocabulary, develop critical thinking, analyze global issues, improve comprehension skills, and stimulate imagination.

1.1. Problem Statement

The essential reading skills required for an effective reading process include speed reading and reading comprehension. To achieve optimal results, these skills must be balanced. According to a study by Sinurat, Tambunan, and Situngkir (2024), an adequate reading speed for elementary school students is 200 words per minute. However, speed reading should not compromise comprehension, which must be maintained at a minimum of 70% (Taufiq, Wijaya, Nahdi, & Gani, 2023). Despite the benefits of reading, many students remain unaware of its importance, leading to relatively low reading abilities. The Programme for International Student Assessment (PISA) 2022, released by the Organization for Economic Co-operation and Development (OECD), reported that Indonesian students' reading scores dropped from 371 in 2018 to 359 in 2022. This decline places them at Level 1A, meaning they struggle with interpreting, analyzing, and understanding abstract texts.

Initial observations by Karim and Kamasiah (2022) found that 9 out of 12 students exhibited low reading speed. Similarly, Astuti, Suma, and Suastra (2023) noted a lack of structured efforts to improve reading skills, resulting in poor reading speed and comprehension. Research by Rumahorbo, Wulan, and Hidayat (2021) further highlighted deficiencies in students' ability to identify main ideas, interpret meanings, and summarize texts. Speed reading should not only focus on speed but also comprehension. Azhari et al. (2023) found a significant positive correlation between reading speed and comprehension among elementary students in Indonesian subjects. These two aspects form the foundation of Effective Reading Speed (ERS).

ERS is a technique that combines reading speed with comprehension. Harjasujana and Mulyati (as cited in Kholis, 2022) describe ERS as integrating the motor ability of the eyes with cognitive reading skills. Anggraeni et al. (2023) further explain that ERS involves two key components: the eyes' ability to recognize letters and the mind's ability to process and understand text. Difficulties in either aspect indicate issues with ERS. Inawati and Sanjaya (2018) found that 7 out of 8 elementary schools in OKU Regency had low reading speed and comprehension, which hindered effective reading. Poor ERS can make it difficult for students to complete tests requiring both speed and comprehension. Limited time may force students to focus solely on reading, neglecting accurate responses, leading to lower academic performance and reduced confidence.

Preliminary interviews with fifth-grade teachers in a public elementary school in Coblong District, Bandung City, revealed challenges related to ERS. Teachers use an interactive reading approach, where students read first and then discuss the material. However, many students struggle with comprehension and reading speed, leading to poor learning outcomes. Teachers attribute this issue to learning loss caused by the Covid-19 pandemic, which has diminished students' learning experiences and motivation. Low reading skills result in academic decline and reluctance toward reading activities.

To address these challenges, teachers have implemented strategies such as classroom reading exercises, continuous practice, motivational support, and open discussions. However, existing methods have not been specifically designed to enhance ERS. Therefore, research is needed to assess the effectiveness of specialized teaching methods in improving ERS. The use of appropriate learning strategies can enhance instruction by aligning with students' needs. Leuwol et al. (2023) emphasize that teacher competence in designing creative, interactive, and innovative methods can boost student engagement and prevent boredom. This study aims to identify an effective approach for simultaneously enhancing speed reading and comprehension in elementary students through structured learning techniques.

1.2. Related Research

The use of effective teaching strategies is essential for fostering student engagement in learning, particularly in effective reading skills (ERS). Windriani et al. (2023) found that students often perceive speed reading and reading comprehension lessons as boring—even to the point of inducing sleepiness—when teachers fail to employ specialized methods. To maximize learning outcomes, educators must creatively adapt their instructional approaches to sustain student motivation (Hasriadi, 2022). Ineffective methods can demotivate learners, reducing their participation and academic performance. As Sukmawati et al. (2020) emphasized, the key to achieving learning objectives lies in a teacher's ability to design lessons that optimize student outcomes.

One promising solution to improve ERS among elementary students is the PQRST method. This structured approach guides students in systematically extracting key information from texts through five steps: previewing the text, formulating questions, reading attentively, summarizing content, and testing comprehension (Zetira et al., 2024). Safitri et al. (2024) elaborated that the preview stage involves skimming the text's structure, followed by the question stage, where students generate inquiries about the material. During the read phase, students engage deeply with the text before summarizing it in their own words. Finally, the test phase assesses their understanding through teacher-provided questions. Implementing all steps sequentially is critical for reinforcing comprehension and achieving learning goals.

Empirical studies support the efficacy of the PQRST method. For instance, Rayantie et al. (2019) demonstrated its success in enhancing reading comprehension among fifth-grade students in Bandung City, with progressive improvements observed across learning cycles. Similarly, Nugraha (2023) found that the method increased test scores, attendance, and classroom participation (e.g., responding to and asking questions) among fifth graders at Kedungmalang Elementary School. These findings align with Halik et al. (2022), whose research confirmed that the PQRST method positively influenced fourth graders' reading comprehension outcomes in Indonesian language courses.

Collectively, these studies validate the PQRST method's effectiveness in improving reading comprehension. However, no existing research has examined its impact on speed reading, a core component of ERS. Unlike prior studies, this investigation explores the PQRST method's application to both speed reading and comprehension, offering a novel perspective on optimizing ERS instruction.

1.3. Research Objectives

This research holds significant value as it revisits and advances the study of the PQRST method by applying it to ERS—a dual-focused approach emphasizing both reading speed and comprehension, unlike previous studies that examined comprehension alone. Specifically, the study aims to utilize the PQRST method to address the interrelated challenges of slow reading pace and weak comprehension skills among elementary students, combining these metrics into the unified framework of ERS. The research introduces novelty by systematically implementing the PQRST method's five stages—previewing texts, generating questions, active reading, summarization, and testing—while measuring outcomes across both reading speed and comprehension, analyzed through the ERS calculation formula. Beyond methodological innovation, this study is expected to serve as a foundational reference for future research on advanced reading strategies, particularly in ERS development, while empirically demonstrating the PQRST method's direct impact on ERS within Indonesian primary school language curricula. By bridging theoretical and practical gaps, the findings aim to inform more effective pedagogical approaches to reading instruction.

2. Theoretical Framework

2.1. Effective Reading Speed (ERS)

ERS combines two critical indicators: reading speed and reading comprehension (Anggraeni et al., 2023). For optimal reading efficiency, individuals must balance these two components.

Students who read quickly but struggle with comprehension will experience reduced reading effectiveness (Purwantiningsih, 2023). Mulyati (2009) defines ERS as the integration of cognitive reading abilities and visual processing skills (eye movements). Visual ability refers to recognizing letter symbols, while cognitive ability involves information processing and reasoning to achieve understanding. ERS plays a vital role in developing scientific and technological literacy through rapid yet meaningful reading.

The ERS measurement combines average reading speed with comprehension percentage (Khairunnisa et al., 2020). As Kholis (2022) explains, ERS is calculated by multiplying reading speed (words per minute) by comprehension percentage. For elementary students, the ideal standard is 200 words per minute with 70% comprehension, yielding an ERS score of 140 kpm (words per minute). Kamaruddin (2021) provides these ERS benchmarks: elementary (140 kpm), junior high (140-175 kpm), high school (175-245 kpm), and college (245-280 kpm). Students falling below these standards require targeted practice, supported by both school instruction and parental reinforcement at home.

ERS levels vary across reading materials due to text difficulty (light, medium, or challenging) and personal relevance (Nuryati, 2019). Kholisoh (2022) identifies three influencing factors: linguistic knowledge, cognitive ability, and reading experience. These can be addressed through comprehensive strategies: Expanding linguistic knowledge through dictionary use and vocabulary building, developing cognitive skills through analytical reading practice, and increasing reading volume and difficulty progressively. Students must recognize and address these factors to optimize their ERS development. Consistent, structured practice with varied texts remains essential for achieving reading proficiency across all academic levels.

2.2. Preview, Question, Read, Summarize, Test (PQRST) Method

The PQRST method is a systematic learning approach designed to enhance students' reading comprehension and information retention. Originally developed by Francis Robinson in 1941 (Nabilah et al., 2019), this method improves students' ability to understand, organize, interpret, and retain textbook information (Arbandari et al., 2022). According to Amala et al. (2023), the PQRST method offers multiple benefits: it accelerates reading processes, facilitates comprehension across all educational levels, develops questioning skills, and effectively conveys both conceptual and practical knowledge.

This study explores the PQRST method as a potential solution for simultaneously improving students' reading speed and comprehension. Empirical research has demonstrated its effectiveness in enhancing reading comprehension, with experts confirming its structured phases help struggling readers (Idolani & Novita, 2021). The method operates on three core principles: material organization, deep understanding, and systematic review (Aygören, 2020).

Aygören (2020) outlines the PQRST method's five implementation steps:

Preview: Students briefly skim the text (2-3 minutes) to identify key elements like titles, subtitles, and visual aids, prioritizing speed-reading development.

Question: Using the 5W+1H technique (who, what, when, where, why, how), students formulate questions about the text with teacher guidance to facilitate inquiry-based learning.

Read: Students read the full text at a more relaxed pace than during previewing, locating answers to their questions either independently or through peer discussion.

Summarize: Students paraphrase the content in their own words, which helps them identify main ideas, filter relevant information, exercise critical thinking, and consolidate understanding.

Test: Teachers assess comprehension through questions while students strengthen memory through recall practice, completing the learning cycle.

This study applies Aygören's (2020) PQRST framework to analyze elementary students' Effective Reading Speed (ERS) in Indonesian language learning. The method's interdependent steps promote active reading, maximize comprehension, and encourage structured learning.

Consistent application can cultivate better reading habits and deeper material understanding.

3. Method

3.1. Research Design

This study employs a quantitative pre-experimental design, originally developed by Campbell and Stanley (1963), which utilizes smaller participant groups to generate research evidence (Gazadinda et al., 2023). The rationale for selecting this method lies in its ability to examine causal relationships between interventions and outcomes. As Ghanad (2023) notes, experimental research specifically evaluates how activities influence treatment results, thereby exploring correlations between dependent and independent variables. The research produces numerical data analyzed through statistical methods, presented systematically with descriptive explanations.

The study adopts a one-group pretest-posttest design to enhance data accuracy. This approach measures students' Effective Reading Speed (ERS) both before and after implementing the PQRST method intervention, enabling direct comparison of results to identify changes or improvements. Following Zubair's (2022) experimental research framework, this study implements eight key steps: (1) conducting literature reviews and interviews to identify research problems, (2) establishing problem solutions as research objectives, (3) selecting pretest and posttest reading materials, (4) developing reading speed and comprehension test instruments, (5) aligning theoretical frameworks with identified problems and solutions, (6) executing field research, (7) processing collected data, and (8) deriving conclusions from research findings. Notably, the study design involves only an experimental group receiving treatment, without a control group comparison.

3.2. Participant

This study involved 20 elementary school students selected from a population of 84 fifth-grade students at a public elementary school in Coblong Subdistrict, Bandung City. Researchers employed a purposive sampling technique, selecting only one experimental group without a control group for comparison. As Campbell et al. (2020) explain, purposive sampling deliberately avoids randomization in favor of specific selection criteria. The sampling criteria for this study focused on students exhibiting both low reading speed and reading comprehension difficulties - characteristics that made them particularly suitable for examining the PQRST method's impact on ERS development.

3.3. Data Collection

This study employed two data collection instruments: a reading speed test and a reading comprehension test, with results calculated using the ERS formula before and after PQRST method implementation. Prior to administering these tests, researchers conducted a text readability assessment using the Fry Graph methodology. Originally published in the Journal of Reading (1968, with subsequent versions in 1977), the Fry Graph evaluates readability based on two key metrics: (1) average number of sentences per 100 words, and (2) average number of syllables per 100 words (Pebriana, 2021; Inggriyani et al., 2022). Notably, the analysis uses only the first 100 words of any text, regardless of total length. Figure 1 presents the specific Fry Graph adaptation used in this study.
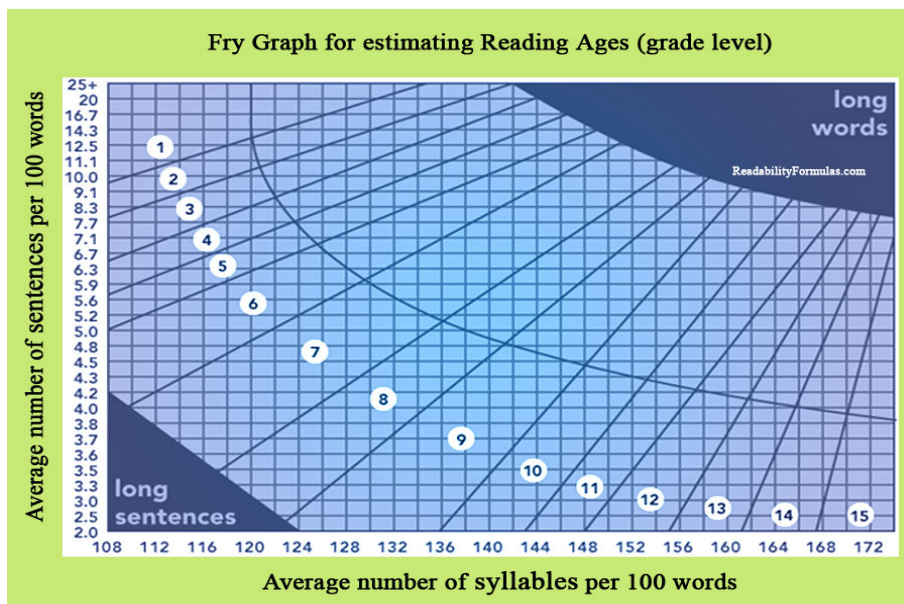
Figure 1. Fry's Graph
Source: Hidayati et al., (2018)

The researcher conducted the text readability test through a four-step process. First, a representative 100-word fragment was selected from the beginning of the reading text. Second, all complete sentences within this fragment were counted, including any partial sentences at the end of the 100-word selection. Third, syllables in the sample were calculated and adjusted by a 0.6 multiplier to account for differences between English and Indonesian syllable ratios. Finally, readability level was determined by plotting these values on an adapted Fry Graph, with sentence count on the horizontal axis and adjusted syllable count on the vertical axis. For this study, the test was applied to a 277-word passage titled "Self-Expression Through Hobbies," using an Indonesian-adapted version of the Fry Graph developed by Hidayati et al. (2018).
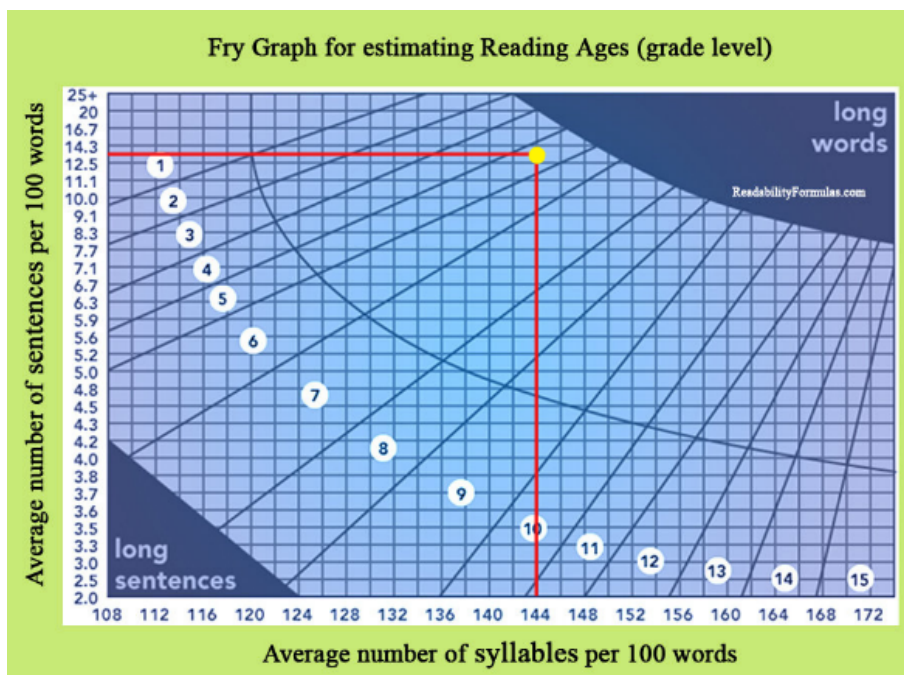

Figure 2. Fry's Graph
Source: Researcher Data Processing

The use of fry graphs in testing text readability is useful for identifying the level of difficulty and suitability of the text to students' reading ability. Based on Figure 2, the calculation results are 13.1 sentences with 144 syllables which when drawn using horizontal and vertical lines show the meeting point at level 5. Thus, the reading text entitled "Self-Expression Through Hobbies" which has been tested for readability using fry graphs in this study is appropriate for application in fifth grade of elementary school and is suitable for use as reading material in reading speed tests and reading comprehension tests.

The reading speed test in this study used a stopwatch to determine how many words students could read in one minute. The findings of this test were then calculated by determining the quotient of word count by the total reading duration, which was 60 seconds, using the reading speed formula. Meanwhile, the reading comprehension test was conducted by filling in 20 blank-filling test questions. This blank-filling test is further known as klos which is used to determine the extent of students' comprehension of the reading material. In this test, readers are asked to understand an incomplete discourse because there are parts that are deliberately omitted, but the reader's understanding of the contents of the reading will remain intact (Sihombing, 2023). Based on research conducted by Mukminah (2021), the use of the Klos method can significantly increase students' ERS. The results of the fill-in-the-blank test are then assessed by finding the proportion of correct answers by the ideal score and then multiplying by 100%.

3.4. Data Analysis

This study employed both descriptive and inferential statistical analysis techniques. The descriptive statistics analyzed pretest and posttest results by calculating four key metrics: (a) minimum scores, (b) maximum scores, (c) mean averages, and (d) standard deviations for both reading speed and comprehension tests. These statistics were further applied to calculate ERS by multiplying reading speed results by comprehension scores. This calculation method aligns with Mulyati's (2009) ERS formula, as illustrated in Figure 3.

$\dfrac{K}{Wm} \times \dfrac{B}{Si} = Kpm$	**Description:**	
$\dfrac{K}{Wd:60} \times \dfrac{B}{Si} = Kpm$	K	= Number of words read
	Wm	= Reading travel time in minutes
	Wd	= Reading travel time in seconds
$\dfrac{K}{Wm}(60) \times \dfrac{B}{Si} = Kpm$	B	= Correct answer score
	Si	= Ideal score
	Kpm	= Words per minute

Figure 3. ERS Calculation Formula

To evaluate student achievement levels, the ERS results were categorized using established criteria. Following Sianipar et al.'s (2024) classification system, the benchmark ERS values for different educational levels are: elementary school (140 kpm), junior high school (140-175 kpm), high school (175-245 kpm), and college (245-280 kpm). Based on these standards, the researcher developed specific achievement categories for elementary school students' ERS performance as shown in Table 1.

Table 1. ERS Categories

ERS Category	Classification
>140 kpm	Very high
110 – 140 kpm	Tall
80 – 109 kpm	Enough
<80 kpm	Not enough

Furthermore, inferential statistics are used to analyze the results of students' pretest and posttest by calculating the normality test, paired sample t-test, and N-gain using the SPSS 27

application. Researchers can make inferences from the findings of their investigations by using data analysis tools.

3.5. Validity and Reliability

Validity and Reliability are two types of instruments that are important in the development of test tools. The validity test can show the level of accuracy of a measuring instrument. In the validity measurement test, there are two types, namely, correlating between statement item scores and total items, and correlating between each item indicator score and the total construct score. In addition, the consistency of the measuring device in producing data is evaluated using the reliability test. In quantitative research, reliability is the consistency, stability, and repeatability of results that are obtained in the same situation (Karnia, 2024).

The validity check in this research was conducted to test the reading comprehension test instrument which amounted to 20 questions. Before it could be used as a measuring tool for ERS, the accuracy of the test questions was tested first on 30 students outside the research sample. Table 2 presents the results of the validity analysis of the reading comprehension test questions based on SPSS 27 calculations.

Table 2. Validity Test of Reading Content Comprehension Test

No.	Pearson Correlation	Sig	Description
1.	0.086	0.653	Invalid
2.	0.396	0.030	Valid
3.	0.446	0.013	Valid
4.	0.211	0.262	Invalid
5.	0.470	0.009	Valid
6.	0.546	0.002	Valid
7.	0.392	0.032	Valid
8.	0.383	<0.001	Valid
9.	0.451	0.012	Valid
10.	0.565	<0.001	Valid
11.	0.546	0.002	Valid
12.	0.451	0.012	Valid
13.	0.628	0.030	Valid
14.	0.514	0.004	Valid
15.	0.546	0.002	Valid
16.	0.081	0.672	Invalid
17.	0.396	0.030	Valid
18.	0.379	0.039	Valid
19.	0.620	<0.001	Valid
20.	0.474	<0.001	Valid

Based on Table 2 that using the Pearson calculation technique, the results of the reading comprehension test validity test showed that there were 3 invalid question items. Comparison of the calculated value with the r table serves as the basis for concluding the results of the Pearson validity test used. Based on the quantity of students who participated in the test as many as 30 people, the value of the r table based on 5% significance is 0.361. So, question items that have a score> 0.361 are declared valid, while question items that have a score <0.361 are declared invalid. In addition, the significant value also serves as a basis for decision-making. Question items that have a Sig value <0.005 are declared valid, while question items that have a value> 0.005 are declared invalid. Thus, the researcher made improvements to the 3 invalid question items to be reused during the ERS test. Furthermore, the ERS reliability test of elementary school students based on SPSS 27 calculations can be seen in the Table 3 as follows.

Table 3. Reliability Test of Reading Content Comprehension Test

Reliability Statistics	
Cronbach's Alpha	N of Items
0.743	20

According to the findings of the reliability test for reading comprehension as shown in Table 3, Cronbach's alpha value was 0.743. The reliability of an instrument is determined by the Cronbach's alpha value, which is greater than 0.6. Thus, all question items on the reading comprehension test in this study were declared reliable with a high degree of reliability.

4. Findings

This research was performed by implementing the PQRST learning method to the Indonesian language subject. The learning activity began with the teacher giving affirmation questions related to students' knowledge of ERS which contained two important indicators, namely reading speed and reading comprehension. Then, students were asked to take a pretest which was carried out in two stages, namely 1) reading the reading text "Self-Expression Through Hobbies" for one minute and 2) working on a reading comprehension test consisting of 20 questions in the form of a fill-in-the-blank test for 15 minutes. Stage 1 will produce a score of students' reading speed in one minute calculated through a stopwatch, while stage 2 will produce a score of students' reading comprehension. Both scores will then be calculated using the ERS calculation formula. The following Table 4 displays the results of the pretest completed by the students.

Table 4. Pretest Results

Indicator	N	Minimum	Maximum	Mean	Std. Deviation
Reading Speed	20	87	153	125.65	17.209
Reading Content Comprehension	20	10	65	38.25	14.625
ERS	20	13.6	80.3	48.430	20.3461

Table 4 above presents the distribution of data from each indicator of reading speed, reading comprehension, and ERS. These findings lead to the understanding that the minimum value of students' reading speed is 87 kpm and the minimum value of students' reading content comprehension is 10% with a minimum ERS score of 13.6 kpm. Then, it is also known that the maximum value of students' reading speed is 153 kpm and the maximum value of students' reading comprehension is 65% with a maximum ERS score of 80.3 kpm. In addition, the students read at an average speed of 125.65 kpm, the average value of students' reading comprehension is 38.25% and the average value of ERS is 48.430 kpm. According to the pretest data, almost all students still could not meet the minimum requirement for an optimal ERS score of 140 kpm. The following Table 5 displays the frequency distribution statistics of student pretest results based on the pretest results previously described.

Table 5. Frequency Distribution of Pretest Results

ERS Category	Frequency	Percentage (%)	Classification
>140 kpm	0	0	Very high
110 - 140 kpm	0	0	Tall
80 - 109 kpm	1	5	Enough
<80 kpm	19	95	Not enough
Amount	20	100	

Table 5 above presents the distribution of frequency distribution data and the percentage of students' pretest results classified into certain categories. Nineteen out of twenty students had low ERS results, according to the table, namely <80 kpm with a smaller category. While 1 other student has a sufficient ERS score in the range of 80 - 109 kpm. However, no students managed to achieve the very high and high categories.

Furthermore, researchers implemented the PQRST learning method based on five important stages, namely preview, question, read, summarize, and test. After participating in the learning activities, students were asked to do a posttest which had the same stages as the pretest. The pretest results that have been analyzed are then described by researchers in table 6 as follows.

Table 6. Posttest Results

Indicator	N	Minimum	Maximum	Mean	Std. Deviation
Reading Speed	20	118	181	148.25	21.23025
Reading Content Comprehension	20	60	100	82.25	13.521
ERS	20	70.80	181	124.695	36.89416

No different from the distribution of pretest results, Table 6 above presents the distribution of data from each indicator of reading speed, reading comprehension, and ERS. It is clear from the table that the minimum value of students' reading speed is 118 kpm and the minimum value of students' comprehension of reading content is 60% with a minimum ERS score of 70.80 kpm. From the acquisition of the minimum score, it can be seen that there is a significant improvement from the previous pretest results even though there are still students who have not been able to reach the minimum standard criteria for the ideal ERS score, which is 140 kpm. Furthermore, it is also known that the maximum value of student reading is 181 kpm and the maximum value of understanding the content of student reading is 100% with the maximum ERS score of 181 kpm. The existence of this maximum value indicates that students have succesfully exceed the 140 kpm score which is the ideal ERS standard. The average value of students' reading speed is 148.25 kpm, the average value of reading content comprehension is 82.25%, and the average value of ERS is 124.695 kpm. Furthermore, the distribution of student pretest frequency distribution data can be detailed in table 5 as follows.

Table 5. Frequency Distribution of Posttest Results

ERS Category	Frequency	Percentage (%)	Classification
>140 kpm	8	40	Very high
110 - 140 kpm	5	25	Tall
80 - 109 kpm	4	20	Enough
<80 kpm	3	15	Not enough
Amount	20	100	

Table 5 above presents the distribution of the frequency distribution of students' posttest results which explains the variance in data on the achievement of the ERS category. From these data, it can be concluded that 13 out of 20 students have been able to achieve the minimum standard of the ideal ERS score with a very high category of 8 students and a high category of 5 students. This shows a significant change because more than half of the students experienced an increase in post-test results compared to the previous pretest. Meanwhile, 4 other students were in the sufficient category and 3 other students were in the insufficient category. To be clearer, further comparison of ERS scores between pretest and posttest students is presented in Table 6 below.

Table 6. Descriptive Statistics of ERS Values on Pretest and Posttest Results

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	20	13.6	80.3	48.430	20.3461
Posttest	20	70.80	181	124.695	36.89416

According to Table 6, it can be concluded that the minimum value in the pretest is 13.6 kpm and the maximum value is 80.3 kpm. In the posttest results the minimum value is 70.80 kpm and the maximum value is 181 kpm. In addition, it is known that there was an increase between the average pretest and posttest values which were originally 48.430 kpm to 124.695 kpm. The comparison of the pretest and posttest results which experienced an increase shows that the PQRST method is good to be applied as a learning method that can overcome the problem

of low speed-reading ability and reading comprehension skills of students. According to Anom (2018), learning with the PQRST strategy is more interesting for students with show heightened interest in participating in lessons and all steps in this method are easy for students to understand.

The next analysis conducted by the researcher is the normality test to measure whether the pretest and post-test data obtained by students are normally distributed or not. The normality test was conducted with Shapiro Wilk because the N value was <50 using the SPSS 27 application. Table 7 below is the result of the normality test calculation.

Table 7. Normality Test Results

	Shapiro Wilk		
	Statistics	Df	Sig.
Pretest	.954	20	.438
Posttest	.935	20	.192

The results of the Shapiro-Wilk test that has been conducted show that the sig value on the pretest data is 0.438 and the sig value on the posttest data is 0.192. Both results of the normality test show a sig value >0.05, so it is determined that the pretest and posttest data are normally distributed. To ascertain whether there was a difference between the student's initial and final abilities, the researcher used a paired sample t-test. The following Table 8 displays the findings of the paired sample t-test.

Table 8. Paired Sample T-Test Results

Paired Samples Statistics					
	Mean	N	Sig.	Std. Deviation	Std. Error Mean
Pretest	48.430	20	.010	20.3461	4.54952
Posttest	124.695	20	.010	36.89416	8.23114

Based on Table 8 above, the findings of of the paired sample t-test regarding the sig value of both the pretest and posttest were 0.010, indicating a sig value <0.05. Thus, it can be said that there is a difference between students' initial and final ERS abilities. The difference in ability is also evidenced by the average pretest results which increased significantly, namely from only 48.430 kpm to 124.695 kpm. Therefore, it is evident that the PQRST learning method able to improves elementary school students' ERS. In line with this, Suyana (2019) stated that the PQRST learning method is the right approach to solving reading learning problems because it can increase students' motivation and reading comprehension from the texts that have been read. Not only does it relate to motivation and reading comprehension, but the use of the PQRST method in learning is also related to students' questioning skills because it can arouse students' curiosity about information found through learning activities that have been carried out (Imama, Dewi, & Wibowo, 2023).

Next, the researcher performed a Normalize-Gain (N-Gain) calculation to determine the average value of the increase in students' ERS. The Table 9 below present the outcome of the N-Gain calculation carried out using the formula.

Table 9. N-Gain

N	Average	Category
20	0.62	Medium

Table 9 above shows that the calculation result of N-Gain is 0.62. In line with Guntara's opinion (2021), the N-Gain value can be classified into a category based on a certain range. The average increase in students' ERS resulting from the implementation of the PQRST method is in the moderate category.

5. Discussion

The discussion section of this study analyzes the research results, linking the findings to theoretical frameworks and previous research. Based on the findings, the pretest results indicate that none of the students were able to achieve the ideal Effective Reading Speed (ERS) score. In particular, the reading speed test revealed that students tended to read too slowly, preventing them from completing the assigned text within one minute. This issue likely arises because students do not yet understand that reading speed can be adjusted depending on the content. Effective reading requires flexibility—while some sections demand careful reading, others require rapid scanning to enhance overall comprehension (Ginanjar & Astriani, 2022).

Another significant finding in this study is that students with slow reading speeds tend to struggle with comprehending the entire reading text. This is evident from the reading comprehension test results, which show that none of the students achieved the ideal comprehension score. The main challenge was their inability to predict upcoming content in the text. These findings align with research by Putri and Hamdani (2022), which identified a strong correlation between reading speed and comprehension, with a coefficient value of 0.89. Similarly, Askari's (2023) international study supports this conclusion, demonstrating a positive and moderate relationship between reading speed and comprehension, with a correlation value of 0.6.

The strong connection between these two indicators—reading speed and comprehension—is further supported by this study's results. Students with low reading speed also exhibited low comprehension scores. The combined effect of these low scores ultimately impacted students' KEM scores, as the calculation of KEM is based on both reading speed and comprehension ability.

The frequency distribution of the pretest results confirms the reading challenges faced by teachers in the classroom, particularly students' low reading speed and comprehension skills. To assist teachers in addressing these issues, the researcher applied the Preview, Question, Read, Summarize, Test (PQRST) learning method, which consists of the following five stages:

1. Preview

Preview is the initial stage of the PQRST method, which emphasizes students' ability to quickly scan a text within 10 minutes to identify key points. The goal of speed reading is to grasp the main ideas of a text without compromising comprehension (Suparlan, 2021). At this stage, students are instructed to identify important information, such as the title, images, paragraph structure, and the overall conclusion of the text. The results show that most students successfully completed this phase and were able to comprehend the general content of the reading material.

2. Question

The second stage of the PQRST method involves formulating questions about the reading material. Students create questions using the 5W + 1H framework (who, what, where, when, why, and how), which they record in their individual worksheets. According to Ariska, Ghufroni, and Kurniawan (2022), the questioning stage encourages students to focus on key parts of the text, aiding their comprehension. This phase also promotes critical thinking, as students analyze unclear information from the text. The findings indicate that most students were successful in formulating meaningful questions about the material.

3. Read

The reading stage provides students with a longer time (20 minutes) to read the text carefully compared to the preview stage. According to Ali (2017), active reading at this stage enables students to engage with the text and generate responses or ideas related to the material. Additionally, students are required to seek answers to their previously formulated questions to deepen their understanding. They are also encouraged to discuss their interpretations with their peers, exchanging questions and responses. The results show that all students actively participated, answered questions, and engaged in discussions effectively.

4. Summarize

In this stage, students summarize the text using their own words to connect the information they have learned. According to Safitri, Astrid, and Sartika (2024), the summarization process allows students to draw conclusions based on the key points they have understood. After formulating questions and finding answers in the previous stages, students were able to recall the entire content of the text. The results indicate that students successfully completed their summaries on time without difficulty.

5. Test

The final stage of the PQRST method is the test, where students' comprehension is evaluated. At this stage, the Cloze method was applied, requiring students to complete 20 fill-in-the-blank questions related to the reading text. According to Wahyudin (2019), the Cloze method has been shown to increase students' effective reading speed by up to 175 words per minute (wpm). This test closely resembled the pretest and was designed to assess students' comprehension after completing the PQRST learning method. The test results were then used to calculate the post-test scores, demonstrating students' progress in both reading speed and comprehension.

The results of the posttest revealed a significant increase in students' ERS scores compared to the pretest. In the posttest, more than half of the students achieved the ideal ERS score, falling within the high or very high categories. This improvement was also influenced by the use of the Cloze method in both the pretest and posttest. In line with research conducted by Mahanani (2018), the application of the Cloze method has been shown to enhance students' ERS by strengthening their reading skills through consistent practice.

Beyond the Cloze method, the primary factor contributing to the increase in ERS scores in this study was the application of the Preview, Question, Read, Summarize, Test (PQRST) method. This method helped students focus and comprehend the meaning of the text from the outset. The preview stage trained students' reading speed by requiring them to quickly review the text. Meanwhile, the question, read, summarize, and test stages deepened their comprehension. These structured steps enabled students to extract key information efficiently without needing to reread the text multiple times. Research by Huda and Huda (2022) supports this finding, demonstrating that the PQRST method helps students process information through memory recall, develop reading skills, and refine their comprehension after reading.

Research on the application of the PQRST method, particularly in reading instruction, continues to be conducted. This indicates that although the method has been established for some time, it remains highly relevant for enhancing reading comprehension. The success of this method is further reinforced by findings from Thanakong (2024), which showed a significant improvement in students' English reading skills following the implementation of the PQRST method. Similarly, a study by Indahwati (2020) identified a substantial increase in both learning outcomes and student engagement in reading activities among those who received instruction using the PQRST method.

Although previous studies have primarily focused on reading comprehension, this study expands the scope by examining the impact of the PQRST method on ERS among elementary school students. The findings of this research are expected to serve as a valuable reference for future studies exploring similar topics, particularly those seeking to integrate speed reading and comprehension skills in early education.

6. Conclusion

According to the data presented in this study, the PQRST method is both effective and feasible as a reading instruction strategy, particularly for enhancing ERS in elementary schools. The implementation of this method has been shown to significantly improve ERS, with an average increase of 0.62, categorized as moderate. By applying the PQRST method, students engage in active, interactive, and enjoyable learning experiences, allowing them to achieve optimal learning outcomes. Moving forward, it is hoped that the PQRST method will be widely adopted

to assist teachers in addressing students' ERS challenges. Additionally, further development of this method, incorporating instructional media and assessment tools, could enhance its effectiveness.

Limitation

This research has limited reference sources due to the scarcity of research on integrating the PQRST method into learning ERS, especially in elementary school students. The research was conducted scope is still limited with a small sample size, namely class V in Indonesian language subjects so that it can limit the generalization of findings to other educational contexts.

Recommendation

Future research is recommended to implement the PQRST method in ERS learning in a wider range, not only in class V but can be in all classes both low and high grades considering the ability to read quickly and read comprehension is important for students to master early on. Effective reading strategies that prioritize two important indicators, namely reading speed and understanding of reading content, are not only needed in Indonesian language learning but they can also be integrated into other scientific fields. Increasing students' ERS is expected to be pursued in the future not only by favoring learning methods alone, but by linking other important learning components such as media, or evaluation tools.

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Conflict of Interest

The authors declare that there is no conflict of interest relating to any party.

Declaration of Generative AI-assisted Technologies

This manuscript was prepared with the assistance of Generative AI ChatGPT. The AI was used to assist in drafting, language refinement, and content organization. All intellectual contributions, critical analyses, and final revisions were conducted by the authors. The authors take full responsibility for the accuracy, originality, and integrity of the content presented in this work.

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