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EFFECTIVENESS OF PREVIEW, QUESTION, READ, SUMMARY, TEST (PQRST) LEARNING METHOD IN LEARNING GERMAN READING SKILLS

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Abstract

Reading skills in German language learning are not easy to master. The lack of vocabulary in German owned by learners makes it difficult to understand a text. Poor mastery of German grammar can also make it difficult for learners to understand the meaning of sentences in German texts. The use of appropriate learning methods for reading skills is assumed to help learners understand the content of the text more deeply. One method that can be applied to overcome this problem is the Preview, Question, Read, Summary, Test (PQRST) learning method. The purpose of this study was to determine: 1) students' German reading ability before the application of PQRST method; 2) students' German reading ability after the application of PQRST method; 3) the difference between students' ability in reading comprehension of German text before and after the application of PQRST learning method; 4) the effectiveness of PQRST method in learning German reading skills; and 5) students' responses to the use of PQRST learning method in learning German reading skills. This research is quantitative with Quasi Experiment method and Non-equivalent Control Group design. The population in this study were 11th grade students of SMA PGII 2 Bandung in the 2022/2023 academic year. The research instruments used were written tests, lesson plans, and questionnaires. The results showed that: 1) the average value of the experimental class pretest was 64.67 and the control class was 67.67. Both are included in the "good" category; 2) the average value of the experimental class posttest is 85.67 and is included in the "very good" category, while the average value of the control class is 75 and is included in the "good" category; 3) there is a significant difference between reading skills before and after the application of the PQRST Method; 4) the PQRST method is effective in learning German reading skills as evidenced by the results of the t-test which produces a significance value (2-tailed) less than 0.05 ($0.017 < 0.05$); and 5) the results of the questionnaire show that students give positive responses to the application of the PQRST method in

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learning German reading skills. Thus, the PQRST method can be used as one of the alternative learning methods in learning German reading skills.

Keywords: *reading skills, PQRST learning method, German language learning*

1. INTRODUCTION

Familiarizing reading activities to students, especially to students in high school is not an easy thing. Based on the results of interviews with one of the Pamong teachers at SMA PGII 2 Bandung regarding the obstacles experienced by students in learning German reading skills, information was obtained that students were still constrained in understanding the vocabulary and grammar in German texts. This makes it difficult for students to understand the content of a German text. Regarding the role of vocabulary in reading skills, it can be assumed that the lack of German vocabulary owned by learners causes them to have difficulty in understanding a text with new vocabulary or those they are not familiar with. In addition to vocabulary mastery, lack of mastery of German grammar is also assumed to make it difficult for learners to understand the meaning of sentences in German texts. These two things make learners think that learning German is very difficult. Learners do not have a strong desire and motivation to learn German, especially in learning reading skills.

Based on the problems stated, an interesting and innovative learning method is needed to help increase students' interest in learning German, especially in reading comprehension of German texts. One method that is thought to increase students' understanding and interest in reading German texts is the PQRST (Preview, Question, Read, Summary, Test) method. This method is a five-step reading method to understand the material: Preview, Question, Read, Summarize, and Test. PQRST is one of the methods that can be used for reading comprehension. The name of the PQRST reading method is based on the abbreviation of the method implementation. The PQRST method is also used to obtain detailed and comprehensive information from the reading process. The advantage of this PQRST (Preview, Question, Read, Summarize, Test) reading comprehension compared to other reading comprehension is that the PQRST method is practical and applicable to various learning approaches. Learners use the PQRST method to obtain or build an overview of the material or text being studied by forming questions from chapter titles or subtitles, then continue reading to find answers to the questions that have been made and end by drawing conclusions from the text that has been read. This method is also assumed to motivate students to read reference materials more often, encourage critical thinking, and make it easier for students to understand the material, especially the reading aspect.

2. LITERATURE REVIEW

In the process of Teaching and Learning Activities (KBM), an ideal learning model is needed, which consists of learning approaches, learning strategies, learning methods, and learning techniques. Of the four parts, learning methods have a vital role in the learning process. The better the learning method used, the more effective the efforts to achieve the learning objectives that have been designed.

Bodendorf (1990, p. 37) explains that "*Das Ziel ist jeder Lernmethode, bestimmte Ziele bestmöglich zu erreichen.*" This quote roughly means: 'The aim of any learning method is to achieve a particular goal in the best possible way.' The opinion expressed by Rösler (2012, p. 66) is almost the same as the opinion expressed by Bodendorf, that is "*Methode ist der Weg der eingeschlagen werden muss, um ein bestimmtes Lernziel zu erreichen.*" In Indonesian, this quote roughly means, "Method is the path that must be taken to achieve certain learning goals. From this statement, it can be concluded that a method is a way or path that has been designed as well as possible by an educator to be able to achieve certain learning goals.

The PQRST method was introduced by Thomas F. Staton. This method is used to improve memory performance in understanding the content of the text which can encourage readers to manage the material more deeply and broadly. Abidin (2012, p. 109) explains that: "The main purpose of applying the PQRST method is to increase understanding of the content of the reading and maintain the understanding gained after reading for as long as possible or over a longer period of time." The PQRST method is a five-step reading method to understand the material or text to be read: Preview, Question, Read, Summary, and Test.

The first step is Preview. This step is intended so that learners can read quickly (skim) before starting to read the text. Trianto (in Negara, Suarni and Margunayasa, 2013, p. 4) explains that "Learners can start by reading the topic, main subtopics, headings and subheadings, sentences at the beginning or end of paragraphs, or summaries at the end of chapters. If there are none, learners can read each page quickly, reading a sentence or two here and there to get a little idea of what to study." During the preview phase, it is also important to pay attention to the main idea that is the core of the discussion in the learners' reading. This is in line with Sulastris' (2019, p. 16) opinion which explains that "The purpose of the first step of the preview is to get a general impression or idea of the content of the text to be read." This main idea makes it easier to understand the whole text.

The second step is Question. At this stage, learners are asked to formulate questions. The questions are based on what the learners have read during Preview. Mulyono and Sumarwati (2011, p. 35) explain "In this second step, learners are guided by the teacher to create questions by changing the title or subtitles and important parts found when reviewing in the first step." Questions can begin by using the words what, who, why, and how. Experience shows that people who read books to answer a series of questions and read more carefully, it can help them remember what they read better. Sulastris (2019, p. 17) explains that "The questions that have been made will help increase the reader's curiosity, so that the reader will read with the aim of finding answers that are relevant to the questions made and finally in this second step the reader can improve understanding and accelerate mastery of the entire text content." This method is more effective than when teachers give information directly to learners. In this way, learners pose all problems in the form of questions.

The third step is Read. Mulyono and Sumarwati (2011, p. 35) explain "Learners are asked to read carefully and actively by paying attention to the questions that have been formulated, pictures, summaries as a guide in organizing the focus of attention, marking the main idea of each paragraph, capturing the idea of reading, and stopping eye movements for a moment only in important parts of the reading." The point of this statement is that, at this stage, readers perform extensive activities, such as reading in chapters and sections. Readers tend to read more carefully when looking for answers to questions in the questioning stage.

The fourth step is Summary. At this point, learners stop reading to further summarize what they have read or make important notes. Mulyono and Sumarwati (2011, p. 35) explain that "Learners are asked to express the essence of the reading briefly using their own words, either internally or by saying the answers to the questions given at the beginning of the activity or explaining the main themes and images provided." Sulastrri (2019, p. 17) further explains that "Summary can be in the form of writing or outline." The summary task contains information obtained based on the questions asked in the second stage of Question. The aim is to sharpen learners' memory of the material read.

The fifth step is Test. At this stage a kind of test is carried out whose purpose is to find out how much understanding has been obtained from the previous book or reading material. Mulyono and Sumarwati (2011, p. 35) say that "In this last step, students respond to reading questions presented by the teacher, either through oral, written, or practical to evaluate their comprehension skills."

The PQRST method provides learners with a systematic, efficient and effective learning method, and flexible in managing reading speed. The PQRST method can help learners overcome reading difficulties to improve comprehension, help learners with poor memory or lack of reading comprehension during the reading phase. With this reading method, the teaching and learning process, especially reading comprehension, becomes more flexible, allowing for optimal learning.

Reading skills are very important in life because every aspect of life cannot be separated from reading activities, especially in language learning. Improved reading skills can help improve other language skills, such as listening, speaking, and writing. When reading, the eyes recognize letters and words, while the mind associates what is seen with its meaning, because reading is an integrated process in understanding the meaning of a writing.

Reading with comprehension does not only mean capturing the content of the reading material, but also paying attention to the reader's thinking. The reader must be able to interpret the meaning implied in the text, not just what is clearly visible. Memorizing the text is not enough to understand it, because understanding is not only limited to memorization. According to Razak (2005, p. 9), reading comprehension is "The reader's ability to repeat back the content of argumentative, expository, or descriptive reading on a particular topic." Another definition of reading comprehension is presented by Tampubolon (2008, p. 8) as follows: "Reading comprehension is a reading activity that aims to strengthen thinking skills." From this quote, it can be understood that readers need to integrate the content of the text with their knowledge and opinions. If the reader succeeds in doing this, then he can be said to have succeeded in reading comprehension.

Learning German reading skills at the SMA / MA / MK level is organized based on the syllabus of German language and literature subjects of the Ministry of Education and Culture of Indonesia. The syllabus according to Sagala (2008, p. 12) is a "Guideline for preparing lesson plans, implementation of learning, and follow-up learning which consists of components of competency standards, basic competencies, subject matter, learning strategies, time allocations and sources of materials and tools used for learning." In the syllabus for class XI in the odd semester, the time allocation is 4 x 45 minutes. The theme discussed for SMA/MA/MK level is the theme of daily life. The materials covered are *Kleidung*, *Wohnung*, and *Essen und Trinken*. One of the achievements of students in learning German reading skills is to interpret the contents of short and simple oral and written descriptive texts related to house buildings, objects and animals at home,

people, work and daily activities at home and in the neighborhood according to the context of use, with attention to social functions, text structure, and linguistic elements. With the application of the PQRST learning method in this study, it is expected that students can master reading skills in the theme of daily life well.

In the assessment of German reading skills based on Goethe *Zertifikat A1 Start Deutsch 1*, it is explained that the purpose of testing reading skills is to see students in the process of retrieving information and understanding instructions. The reading test based on Goethe *Zertifikat A1 Start Deutsch 1* is divided into three parts (3 *Teil*) with different text types. *Teil 1* is a true or false test (*Richtig oder Falsch*) with a text type of *Kurznotizen* (Short Notes). Learners will get two short texts in the form of short notes or e-mails from everyday personal or professional life such as notices, instructions and invitations. Learners must decide whether the statements about the texts are true or false. *Teil 1* will be awarded a maximum of five points. *Teil 2* is a multiple choice test with the text type being *Kleinanzeigen* (Line Advertisements). Learners will be given ten paired classified ads in five different situations. Learners must decide which of the two specified displays fits the situation. *Teil 2* will be awarded a maximum of five points. *Teil 3* is a true or false test (*Richtig oder Falsch*) with a text type of *Hinweisschilder/Aushänge* (Information/Notification Board). Learners will be given five very short texts related to notices that are in a place. Learners must decide whether the statements are true or false.

3. METHODOLOGY

This study uses quantitative research methods. The experimental research used is a Quasi Experiment (pseudo experiment) with a Non-equivalent Control Group design, which uses an experimental class and a control class, but the sample is not randomly selected but uses Purposive Sampling.

This research was conducted at SMA PGII 2 in the academic year of 2022/2023 in the even semester. The population as the object of research is all SMA PGII 2 Bandung students who study German. In this study, the sample taken was 40 students, namely 20 students from class XI MIPA 2 as the experimental class and 20 other students from class XI MIPA 1 as the control class.

The research instruments used were Learning Implementation Plan (RPP), PQRST Method, evaluation instruments in the form of pretest and posttest and research questionnaire. The results of the data obtained were tested with normality test, homogeneity test, data significance test using paired sample t-test, and independent sample t-test test through SPSS V 27 application.

4. RESULTS AND DISCUSSION

Data collection in this study was carried out through pretest (initial test) and posttest (final test). Pretest is an initial test conducted to measure the ability of students in learning German text reading skills before treatment in the form of applying the PQRST learning method, while posttest is the final test conducted to measure the final ability of students in learning German text reading skills after treatment. The test devices given to students during the pretest and posttest are the same.

Learners' ability to understand German text is categorized based on the assessment criteria proposed by Arikunto (2010, p. 57). The results of the pretest and posttest calculations with a

maximum score of 100 resulted in the assessment criteria for students' ability to understand German texts presented in the following table.

Table 1. Assessment Criteria (Arikunto, 2010, p. 57)

Value	Criteria
81 - 100	Very good
61 - 80	Good
41 - 60	Less Good
21 - 40	Not good
81 - 100	Very good

4.1 Students' Ability in Reading Comprehension of German Texts Before Treatment

Based on the pretest results in the experimental class, the lowest score was 46.67, the highest score was 80 and the average score was 64.67. As for the pretest results in the control class, the lowest score was 40, the highest score was 86.67 and the average score was 67.67. Referring to the assessment criteria according to Arikunto (2010, p. 57), it can be concluded that the average value of the experimental class and control class before treatment is in the "good" category.

4.2 Students' Ability in Reading Comprehension of German Texts After Treatment

Based on the results of the posttest in the experimental class, the lowest score was 60, the highest score was 100 and the average score was 85.67. Referring to the assessment criteria according to Arikunto (2010, p. 57), it can be concluded that the average value of the experimental class after treatment is included in the "very good" category, and the average value of the control class is in the "good" category.

4.3 Difference in Students' Ability in Reading Comprehension of German Texts Before and After Treatment

To be able to identify differences in students' learning outcomes in learning German reading skills before and after treatment, it is necessary to test the significance of the data with the t-test. Before doing this test, the requirements analysis must be done first. The following is an explanation of the data analysis.

a. Data Normality Test

The experimental class pretest normality test result was 0.095 and the control class was 0.061. Both show significance values that exceed 0.05. Therefore, it can be concluded that the pretest data in the experimental and control classes are normally distributed. The results of the posttest data normality test in the experimental class were 0.085 and the control class was 0.063 which showed a significance value of more than 0.05. Based on this value, it can be concluded that the posttest data in the experimental and control classes are also normally distributed.

b. Data Homogeneity Test

The result of the significance value of the pretest and posttest in the experimental class is 0.946. From the results of these calculations, it can be concluded that the significance value is greater than 0.05 ($0.946 > 0.05$). This value indicates that the variance of the pretest and posttest in the experimental class is homogeneous. The result of the significance value of the pretest and posttest in the control class is 0.149. From the results of these calculations it can be concluded that the significance value is greater than 0.05 ($0.149 > 0.05$). This value indicates that the variance of the pretest and posttest in the control class is homogeneous.

c. Paired Sample t-Test

The significance value obtained based on the calculation of the pretest and posttest results in the experimental class is 0.001. Judging from the results of these calculations, it can be concluded that the significance value is less than 0.05 ($0.001 < 0.05$). This shows that there is a significant difference between the pretest and posttest data in the experimental class. Therefore, it can be concluded that the learning of German text reading skills in the experimental class became better after the application of the PQRST learning method.

The significance value obtained based on the calculation of the pretest and posttest results in the control class is 0.041. The results of these calculations can be concluded that the significance value is less than 0.05 ($0.041 < 0.05$). This shows that there is a significant difference between the pretest and posttest data in the control class. Thus, it can be concluded that the learning of German text reading skills in the control class improved, although not too significant.

d. Independent Sample t-Test

The result of the pretest significance calculation in the experimental class and control class is 0.426. This shows that the significance result is greater than 0.05, which means that there is no significant difference between the average results of the pretest in the experimental class and the control class. Therefore, it can be concluded that the experimental and control classes have the same ability in learning German text reading skills.

The result of the posttest significance calculation in the experimental class and control class is 0.017. This shows that the significance result is less than 0.05, which means that there is a significant difference in the average results of the posttest of the experimental and control classes. Therefore, it can be concluded that the experimental and control classes have significant differences in the ability to learn German text reading skills after treatment in the form of applying the PQRST learning method.

4.4 Effectiveness of PQRST Learning Method in Learning German Reading Skills

The effectiveness of the application of the PQRST learning method in learning German reading skills can be seen from the average pretest and posttest scores in the experimental and control classes as follows:

Table 2. Mean Values of Pretest and Posttest of Experimental and Control Classes

No.	Class	Average Pretest Score	Posttest Mean Value
1.	Experiment Class	64,67	85,67
2.	Control Class	67,67	75

Based on the table above, it can be concluded that the average value on the posttest has increased considerably compared to the pretest results in the experimental class. The posttest results in the control class compared to the pretest results did not show a significant difference.

The effectiveness of the application of the PQRST learning method is sought through the data significance test using the Independent Sample t-Test. Based on the results of the calculations carried out, a significance value (2-tailed) of 0.017 was obtained. This shows that the significance value is less than 0.05 which indicates a significant average difference between the pretest and posttest results. Therefore, it can be concluded that H_1 can be accepted or in other words, the application of the PQRST learning method is effective in learning German reading skills.

4.5 Students' Responses to the Use of the PQRST Learning Method in Learning German Reading Skills

Based on the results of the questionnaires that have been given, the application of the PQRST learning method in learning German reading skills has a very positive effect on students and effectively helps students overcome difficulties in understanding German texts, such as overcoming the lack of vocabulary and understanding the use of German grammar.

5. CONCLUSION

The pretest results in the experimental class showed the lowest score of 46.67 and the highest score of 80 out of a maximum score of 100 with a class average of 64.67. The results of the pretest in the control class showed the lowest score of 40 and the highest score of 86.67 out of a maximum score of 100 with a class average of 67.67. It can be concluded that the initial ability of the experimental class and control class in understanding German text is in the good category.

The results of the posttest in the experimental class showed the lowest score of 60 and the highest score of 100 out of a maximum score of 100 with a class average score of 85.67. The results of the posttest in the control class showed the lowest score of 40 and the highest score of 93.33 from the maximum score of 100 with a class average of 75. It can be concluded that the final ability of students in understanding German text in the experimental class is in the "very good" category and the final ability of students in the control class is in the "good" category.

There is a significant difference in the average posttest scores of experimental and control classes in learning German reading skills. This can be seen from the results of the independent t-test which produces a significance value (2-tailed) of 0.017. Therefore, it can be concluded that the significance value is less than 0.05 ($0.017 < 0.05$). This shows that there is a significant difference between the posttest results of the experimental class and the control class in learning German reading skills.

There is a significant difference between the average posttest scores of the experimental and control classes in learning German reading skills. This can be seen from the results of hypothesis testing with the mean difference of significance test, where the significance value (2-tailed) is 0.017. This shows that the significance value is less than 0.05, which means that H_0 is rejected and H_1 is accepted. In other words, there is a significant difference between the learning outcomes in the experimental and control classes. Thus, the application of the PQRST learning method is effective in learning German reading skills.

Quantitative data obtained through tests is corroborated by questionnaires as a data verification tool. Learners' responses to the PQRST learning method showed positive results. Learners agree that learning using the PQRST method is enough to help learners overcome difficulties in understanding German texts and enough to help learners to increase vocabulary and understanding of the use of German grammar.

This study is an experiment that is expected to help learners overcome problems in understanding German texts, such as lack of vocabulary in German and understanding of German grammar. This is because the PQRST learning method is a learning method that has the main objective of increasing the understanding of reading content and maintaining the understanding gained after reading for as long as possible or in a longer period of time, so that by using this PQRST learning method, learners can store new vocabulary and understanding of the use of German grammar in their memory in the long term.

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