ENHANCING NARRATIVE READING SKILLS USING PQRST WITH SHORT VIDEOS AND PICTURES

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ABSTRACT

The purpose of this study was to compare the ability to read narrative texts between students taught using the integrated PQRST method with STAD assisted by short videos and pictures series, and to describe students' perceptions of the use of the two different methods. The research method used in this study is a quasi-experimental study. This study will be conducted at SMP Negeri 1 Tahunan Jepara Regency, Central Java. The subjects of the study were students of class 9B as the experimental class and class 9C as the control class. Data collection used tests and questionnaires. Data analysis used descriptive analysis and independent sample t-test. Based on the results of the study, it can be concluded that the ability to read narrative texts of students taught using the PQRST method oriented to the STAD model assisted by short videos is better than students taught using the PQRST method oriented to the STAD model assisted by pictures series. These results indicate that the PQRST method oriented to the STAD model assisted by short videos is effective in improving students' ability to read narrative texts. The use of the PQRST method oriented to the STAD model assisted by short videos is a combination of several learning models that have been proven to improve the ability to read narrative texts. For further research, further, more creative development is needed regarding the provision of short videos and detailed images.

Keywords: narrative text, PQRST method, STAD, short videos, pictures series.

1.0 INTRODUCTION

English language skills are one of the most important skills. English is an international language used in various aspects of life, such as education, business, technology, and communication between countries. Language skills consist of 4 aspects, namely listening skills, speaking, reading, and writing. Reading is one of the four skills needed to master English, therefore mastery is very important in the learning process. Speaking, writing, and listening skills are also important, but reading is the most important because it is used in official assessments to evaluate the talents of language learners (Basri et al., 2022).

One of the materials studied in English at school is understanding narrative texts. Narrative texts are a type of text that talks about an event or a series of interrelated events. Understanding narrative texts not only helps students develop their reading and writing skills but also improves critical and imaginative thinking skills. In addition, through narrative texts, students can learn about different cultures, moral values, and life experiences. Narrative texts are a type of text in English that contains a story or a series of interrelated events.

Although important, in reality many students still have difficulty in understanding English narrative texts. Some factors that cause this include lack of motivation, low interest in reading, limited vocabulary, and ineffective teaching methods. Many students find it difficult to identify important elements in narrative texts and understand the implied meaning in the story. This is certainly a challenge for teachers to find more effective ways to teach narrative texts.

The lack of understanding of English narrative texts is also still seen in grade 9 students of SMP 1 Tahunan Jepara. This is indicated by the small number of students who are able to understand the contents of the text, determine the story structure, and the moral message of the narrative text. There are several reasons behind the low understanding of narrative texts. 1) students feel bored with the material, 2) students find it difficult to understand the meaning in the reading text, 3) they find it difficult to identify the text structure and moral message of the narrative text.

To overcome these problems, various methods can be used to improve students' understanding of narrative texts, one of which is the PQRST method (Preview, Question, Read, Summarize, and Test). The PQRST learning method was created by Francis P. Robinson, an educational psychologist in 1970. The PQRST technique leads individuals to deep analysis through a series of organized steps so that they can better recall and learn (Aygören, 2020). PQRST method is a learning technique that helps students understand and remember information better. Through the Preview stage, students are invited to glance at the contents of the text; Question, students create questions based on the preview; Read, students read the text in depth; Summarize, students summarize the contents of the text; and Test, students test their understanding. This method has proven effective in improving students' reading and comprehension skills.

In today's technological era, the use of digital media such as short videos can be an effective tool in learning. Short videos containing material about narrative texts can help students understand the content more visually and interestingly. Through videos, students can see illustrations, animations, and explanations that make it easier for them to understand the story and elements of narrative texts. The use of videos can also increase student engagement and make the learning process more interactive and enjoyable.

Pearson in 2018 regarding the comparison of Gen Z and Millennial learning methods. The study showed that 59 percent of Gen Z used YouTube as a learning medium, 4 percent higher than the millennial generation (Karina et al., 2021). Abdillah's (2020) research results show that there is a significant difference between students' ability to read narrative texts before and after being taught using the PQRST method. These research results support the importance of innovation in teaching methods to improve the quality of English learning in schools.

Several researchers have conducted research using picture series in English language teaching, especially in narrative text learning. For example, Simangunsong, et al (2023) use of picture books has a big impact on students' ability to read narrative texts. Rifka, et al (2022) implemented a picture series in teaching narrative reading text to the eighth-grade students. Amelia, et al. (2023) shows that the use of the picture-series-on-instagram application has proven effective in improving students' ability to write narrative texts.

Learning motivation can be enhanced through the social context of collaborative learning as students work together to overcome challenges (Moore et al., 2019). On this basis, in this study

the researcher used the integration of the STAD and PQRST methods assisted by short videos to support students' understanding of English narrative texts. Short videos as a medium help students understand the storyline and characters in narrative texts more easily. The STAD cooperative model encourages students to help each other understand the material, while encouraging them to be more responsible for the results of group learning. The PQRST method provides a clear structure in reading texts, helping students understand the contents of the text more deeply through systematic steps. With this combination, students' ability to understand English narrative texts is expected to be improved through interactive, cooperative, and interesting learning.

Researchers apply Cognitive Load Theory (CLT) to collaborative learning to explain how groups function as "information processing systems" (Moore et al., 2019). CLT explains how complex learning begins with an individual utilizing working memory to process information that is then stored through schematic structures in long-term memory. When learning something new and complex, an individual utilizes schemas stored in long-term memory to help carry the cognitive load in working memory. When adolescents read content text, their working memory is activated, helping them process the reading (e.g., deciphering complex words, defining new disciplinary vocabulary). If they understand what they read, the knowledge gained is transferred to long-term memory and stored schematically for faster retrieval when needed. CLT suggests that when the load carried by working memory is reduced, more knowledge can be retained. The collaborative group structure shares the cognitive load as text processing occurs among all members.

Several previous studies have examined the effects of PQRST, STAD, and the use of video or picture series separately. Unlike previous studies, this study uses an integration of PQRST, STAD, and the use of video or picture series to see their impact on students' narrative text reading skills. This study aims to explore the comparison between the applications of the PQRST method oriented to the STAD model using short video media with pictures series to improve students' understanding in reading English narrative texts. It is hoped that the results of this study can provide a significant contribution in efforts to improve the quality of English learning in schools.

Previous studies have examined the effects of video (Laksmi et al., 2021) and picture series (Romadlona & Khofshoh, 2023) on English language skills separately. None have compared the differences in effects between the video-based PQRST-STAD method and picture series in the context of junior high school students. In addition, the use of a quasi-experimental approach is rarely used in similar studies. The studies conducted by researchers are rare so that there is minimal literature. This study is very important to see the effectiveness of both teaching methods.

Based on the literature review explained above, the research hypothesis is:

Ho: "There is no difference in the ability to read narrative texts between students who are taught using the PQRST method oriented to the STAD type cooperative learning model assisted by short videos and by picture series".

H1: "There is a difference in the ability to read narrative texts between students who are taught using the PQRST method oriented to the STAD type cooperative learning model assisted by short videos and by picture series".

2.0 METHODS

This study uses a quantitative approach with a research design, namely a quasi-experimental. This research will be conducted at SMP Negeri 1 Tahunan, Jepara Regency, Central Java. The subjects of the research are 9th grade students. Samples taken were 32 students of SMP Negeri 1 Tahunan Jepara class 9B as the experimental class, and 32 students of class 9C as the control class.

Sampling was carried out using purposive sampling technique, namely sampling by taking part of the population as a sample based on predetermined criteria. The criteria set by the researcher were classes that were considered homogeneous because they consisted of students who had the same related abilities. These abilities were seen from the English subject scores in the previous semester.

The instruments that will be used in this study are test and questioner. Data collection was carried out using a test instrument to measure students' reading comprehension ability. The test consists of 30 multiple choice questions. The test instrument grid can be presented in Table 1. The questionnaire was used to determine students' responses to learning methods. The questionnaire consisted of 15 items.

Validity and reliability tests were used to determine the level of validity and reliability of the questionnaire. The results of the validity test of the student response questionnaire showed a product moment correlation value of more than r table (df = 30) which is 0.349. This means that all statement items in this research questionnaire are valid. The reliability of the questionnaire obtained a Cronbach's Alpha value of 0.834 which indicates that the research questionnaire is declared reliable.

The Reading Comprehension test instrument was tested for validity, reliability, level of difficulty and discrimination of each question item. The results of the item validity test, the rxy value for all questions is greater than the r table value of 0.374 so that it is declared valid and can be used for testing.

The item reliability test obtained a value of r11 = 0.914. The r table value with a significance level of 5% for 30 questions and 31 students is 0.374. Therefore, the calculated r value is greater than the r table value, so it can be concluded that the questions have good reliability. The results of the item reliability test illustrate that the questions can be used as a research instrument.

Good test items have a balance between easy, medium and difficult questions. Based on the test of the level of difficulty of the test items, the level of difficulty is easy, medium and difficult. Of the 30 questions that were declared valid and reliable, there were 12 questions that fell into the easy category, 14 questions that fell into the medium category, and 4 questions that fell into the difficult category. The test of the item discrimination power obtained a sufficient and good discrimination power index. Of the 30 questions that were declared valid, there were

3 questions that had very good discrimination power, 11 questions that had good discrimination power, and 16 questions that had sufficient discrimination power.

Data analysis in this study used validity and reliability tests, descriptive analysis and t-tests. The data processing process uses Microsoft Excel and SPSS version 26.

3.0 FINDINGS AND DISCUSSION

Learning activities in the experimental and control groups both began with an explanation given by the teacher regarding the learning material. The difference in treatment in terms of learning models and how to deliver the teaching media used. In the control group, learning was carried out using the PQRST and STAD methods assisted by series of picture media. In the experimental group, learning was carried out using the PQRST and STAD methods assisted by short video media.

Before and after the treatment, students were given a test to see their level of understanding of narrative texts. Student understanding is the ability to capture the meaning and significance of the material being studied. If students have been able to work on or answer the evaluation material well, then students can be said to understand the material that has been given. The results of these measurements can be described based on the level of student understanding (Syah, 2012), namely Very Good (Score 80-100), Good (Score 70-79), Moderate (Score 60-69), Less (Score 50-59), and Failed (Score 0-49).

The learning activities of students in the control group and the experimental group showed different results. This can be seen from the results of the researcher's assessment at each meeting which showed differences between the two. A recapitulation of student learning outcomes in the control and experimental classes can be seen in Table 2.

Figure 1 shows that the ability to understand narrative text in learning in both the control and experimental classes has increased. However, visually the increase is higher in the experimental class.
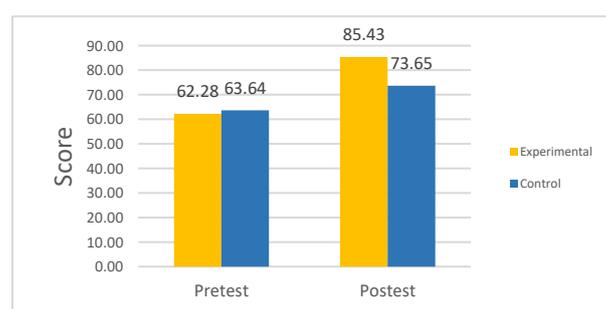
Figure 1. Narrative Text Reading Comprehension Ability of Students in the Control and Experimental Groups

The ability to understand narrative texts in learning in both the control and experimental classes increased from pretest to posttest. However, the increase was higher in the experimental class, where the final score of the experimental class was 85.43, which was greater than the control class of 73.65.

The difference in narrative text comprehension ability in the control and experimental classes was tested using the t-statistic test. The average difference test was conducted to determine whether the narrative text comprehension ability of students in the class using the STAD Model-Oriented PQRST Method assisted by Short Videos was better than the narrative text comprehension ability of students in the class using the STAD Model-Oriented PQRST Method assisted by a pictures series.

Hypothesis testing of the research used statistical test t test. The prerequisite tests required are normality and homogeneity tests. The results of data normality testing with the Shapiro Wilk test obtained a p-value> 0.05, meaning that the pretest and posttest data in both classes were normally distributed. While the homogeneity test using the Levene test obtained a p-value > 0.05, so it was concluded that both classes had homogeneous abilities.

The results of the t-test calculations can be seen in Table 3. Based on the test, it can be seen that the t-value obtained is 4.738. The t-table value for df = 62 with a significance level of 5% is known to be 1.998. Therefore, the t-value = 4.738> t-table = 2.030, it was decided to reject Ho and accept H1. This means that the ability to understand narrative texts of students using the STAD Model-Oriented PQRST Method assisted by Short Videos is better than the ability to understand narrative texts of students in classes using the STAD Model-Oriented PQRST Method assisted by series of images.

Interpretation of the magnitude of the effect size can be seen from Cohen's d statistics, with interpretations of d = 0.2 (Small effect), d = 0.5 (Moderate effect), and d ≥ 0.8 (Large effect). The results of the independent sample t-test showed that the experimental group had a higher average than the control group. Cohen's d effect size was 0.62 (95% CI), indicating a moderate effect.

The learning outcomes in the experimental class taught with the PQRST method oriented to the STAD model assisted by short videos showed an increase in the ability to read narrative texts from an average of 63.28 at the pretest to 85.43 at the posttest. This shows that the method has been proven to improve the ability to read narrative texts of students in the experimental class. The use of short videos is thought to help students better understand the storyline of narrative texts.

Videos provide a realistic learning model, allowing students to learn in a real-world environment and avoid abstract learning. By combining technological innovations such as videos, teachers and students can quickly implement the learning process through an engaging virtual environment (Laksmi et al., 2021).

The learning outcomes in the control class taught with the PQRST method oriented to the STAD model assisted by pictures series showed an increase in the ability to read narrative texts from an average of 63.64 at the pretest to 73.65 at the posttest. This shows that the method has been proven to improve the ability to read narrative texts of control class students.

Pictures series media can attract students' attention and can help as a learning aid. Because of the small amount of writing and the large number of images, students can understand the subject matter easily. Serial image media can also increase students' enthusiasm for learning because the learning process becomes varied. Pictures series media helps students' learning

process, including in learning to read descriptive text comprehension because with serial image media students can understand text with images so they can easily understand the contents of the text (Mundhiyanti et al., 2023).

The results of this study are in line with previous research by Abdillah (2020) which showed evidence that there was a significant difference between students' narrative text reading abilities before and after being taught using the PQRST method. Another study by Enasaroh (2022) proved that there was a significant influence of the use of Instagram short video media on the vocabulary mastery of grade VII junior high school students.

In the final assessment difference test, the experimental class students' narrative text comprehension ability was significantly better than the control class. This means that the ability to understand narrative texts of the class using the STAD Model-oriented PQRST method assisted by short videos is better than the ability to understand narrative texts of students using the STAD Model-oriented PQRST method assisted by a pictures series.

The use of videos in learning is interesting for students. This is as explained by Mohammadhassan & Mitrovic (2021) that Video-based learning (VBL) requires good listening and reading comprehension skills, which could be challenging for English as a foreign language (EFL) students. Video-based learning is an effective method of learning since it combines visual, textual and auditory modes.

The findings of this study also showed a very good perception from students who received learning with the PQRST method oriented to the STAD Model assisted by short videos. This can be seen from the percentage of student perception of 81.2%. Meanwhile, the class with the PQRST method oriented to the STAD Model assisted by a pictures series obtained an average score of 69.1%. These results show that students in the experimental class were more enthusiastic, interested and happy during the activities compared to the control class. As explained by Wijayanti & Gunawan (2021) that students give a positive perception of the use of YouTube video media. This is supported by the results of Pearson Education research which stated in their research that 59% of Gen Z children prefer YouTube as a learning medium compared to textbooks. This strengthens the findings of this study that the use of short videos is more popular with students than pictures series.

The story display in the video can attract students' interest to know what is in the video. The results of Muktamir's (2017) research show that the use of videos can increase students' learning motivation. This can be seen from the questionnaire given, the results of the study showed that students' intrinsic and extrinsic motivation increased. Laksmi, et al (2021) mentioned that student motivation affects student behavior through their social perspective, which will affect their self-confidence. Increasing student motivation needs to be sufficient to get better results in English learning, especially for young learners.

4.0 CONCLUSIONS

There is a significant difference between the reading ability of students taught using the PQRST method oriented to the STAD model assisted by short videos and those assisted by pictures series. This can be seen from the results of the difference test showing that the average narrative text comprehension ability of students in the experimental group was significantly different

from the control group (t = 4.738; p = 0.000), where the narrative text comprehension ability score of the experimental group (85.43) was higher than the control group (73.65).

Considering that the PQRST method oriented to the STAD model assisted by short videos has been proven to be able to hone and improve the ability to read narrative texts, it is hoped that for further learning this learning model can be tried. In addition, always prepare well before learning, including the approach method in class, strategies when children are bored, motivating students and other preparations.

For English teachers of grade IX, in learning narrative texts, the use of short videos can be used as an aid. This is because students can become focused on the story when they see the storyline in the video.

The use of short videos is very enjoyable for junior high school students. However, in this study there are limitations in providing videos or series of images that are not detailed enough or do not match the contents of the text, so that students can have difficulty connecting videos or images with stories. Further development is needed more creatively related to the provision of short videos and images in detail for further research.

5.0 ACKNOWLEDGMENTS

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TABLE 1. Reading Comprehension Instrument Grid

Indicator	Sub Indicator	Item Number
Finding the main idea	1. Determine the theme of the story	1, 10, 21
	2. Express the main idea of the paragraph	7, 19, 27
Identifying	3. Explore explicit information about the characters in the story	2,3, 6, 14, 23
	4. Compare the characteristics of the characters in the story text	4, 15, 25, 28
Understanding vocabularies	5. Be able to write new vocabulary correctly	5, 12, 17, 24, 26, 29
Concluding	6. Draw conclusions based on the content of the reading/discourse	9, 11, 22, 30
	7. Summarize the message contained in the story excerpt	8, 13, 16, 20
	Total	30

TABLE 2. Data on the results of students' understanding in the control and experimental groups

Test	Experimental (n=32)		Control (n=32)	
	Mean	Category	Mean	Category
Pre test	62.28	Moderate	63.64	Moderate
Post test	85.43	Very good	73.65	Good

TABLE 3. Results of Different Tests on Students' Narrative Text Comprehension Ability in the Experimental and Control Groups

Group	n	Mean	Std.Dev	t	df	Sig	Conclusion	Information	Cohen'd
Experimental	32	85.425	9.108	4.738	62	0.000	Reject Ho	Significant	0.62
Control	32	73.646	10.714						