

EFFECT OF PQRST METHOD ON FIFTH-GRADE STUDENTS' SPEAKING SKILLS AT MIN 12 BANDAR LAMPUNG

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Abstract

This study aims to analyze the effect of the Preview, Question, Read, Summarize, and Test (PQRST) method on students' speaking skills. The participants of this study were fifth-grade students who experienced difficulties in expressing ideas, organizing speech, and demonstrating confidence during speaking activities. A quantitative approach with a quasi-experimental design using a posttest-only control group was employed. The sample was selected through purposive sampling techniques. Data were collected through speaking tests and documentation. The findings revealed that students taught using the PQRST method obtained a higher average score (59.0) than students taught using the SQ3R method (31.8). Statistical analysis further indicated that the PQRST method had a significant effect at the 5% significance level. The novelty of this study lies in the implementation of the PQRST method as a structured learning strategy that improves not only reading comprehension but also speaking skills. The results suggest that the PQRST method can serve as an innovative alternative in language learning. This study contributes to the development of effective active learning strategies that encourage students' participation, confidence, and communication skills in educational settings.

Keywords: PQRST Method, Speaking Skills, Students



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INTRODUCTION

Education is essentially a process aimed at developing students' potential comprehensively, including cognitive, affective, and psychomotor aspects (Tavşanlı & Ulaş, 2023). At the elementary school level, language ability becomes one of the fundamental competencies that must be developed from an early age because it serves as the basis for students' success in learning other subjects. Language is not only a communication tool but also an inseparable part of human life and social interaction. As social beings, humans rely on language to communicate, exchange ideas, and build mutual understanding (Alzieni, 2024). The proper use of language contributes to effective communication; therefore, language skills need to be developed systematically. Language skills consist of four interconnected aspects: listening, reading, speaking, and writing (Yousif et al., 2025). Among these skills, speaking plays a particularly important role because it enables individuals to express ideas, participate in discussions, and interact confidently within social and academic contexts.

Speaking skills are essential in fostering communication competence, building self-confidence, and training critical thinking abilities (Tegler et al., 2025). In elementary education, speaking instruction aims to train students to express ideas clearly and logically, communicate politely, increase self-confidence, develop critical thinking, and use proper Indonesian language effectively (Shamail et al., 2025). In line with this objective, the Merdeka Curriculum emphasizes student-centered learning that encourages learners to ask questions, express opinions, respond to information, and participate actively in discussions (Pletcher et al., 2026). Consequently, mastering speaking skills has become an essential requirement in shaping the Pancasila Student Profile, particularly in developing communication, collaboration, and critical reasoning competencies.

From an Islamic perspective, speaking appropriately is also regarded as an important aspect of moral conduct and communication ethics. The Qur'an provides guidance on how Muslims should communicate with others (Umaya et al., 2026). This principle is reflected in Surah Al-Ahzab verse 70, which emphasizes the importance of speaking truthfully, clearly, and appropriately, known as *qawlan sadīdan*. Islamic scholars interpret righteous speech as words that are logical, beneficial, non-hurtful, and capable of conveying meaning effectively (Gutiérrez-Huancayo, 2024). Thus, speaking is not merely a verbal activity but also a reflection of one's character and moral responsibility.

Previous studies indicate that elementary school students' speaking skills still require significant improvement. Research conducted by Yulia Maulani and colleagues revealed that fifth-grade students' speaking abilities were categorized as low. Students experienced difficulties in pronunciation, intonation, fluency, and idea organization, while lack of confidence became the primary obstacle when speaking in front of the class (Benaissa et al., 2025). These findings demonstrate the need for innovative learning strategies that can guide students to communicate more systematically and confidently.

Based on preliminary research, classroom observations, and interviews conducted at MIN 12 Bandar Lampung, it was found that fifth-grade students' speaking skills were still relatively low. Several students appeared unable to convey ideas orally in an organized manner. During classroom learning activities, students tended to use incoherent sentences, speak in low and unclear voices, and hesitate in choosing appropriate vocabulary when speaking in front of the class (Junaidi et al., 2024). The classroom teacher explained that although students' speaking abilities had begun to develop, they still required reinforcement in fluency, confidence, and idea organization. Students also needed guidance in selecting appropriate vocabulary and expressing opinions systematically, indicating the necessity of a learning method capable of improving speaking skills gradually and consistently (Zhang & Li, 2024). According to Salam, linguistic assessment aspects in speaking include self-confidence, speaking fluency, content accuracy or relevance, articulation and intonation, as well as vocabulary use.

Teacher assessment data regarding Indonesian speaking skills in fifth grade further strengthened these findings. Most students were categorized as “low” in self-confidence, speaking fluency, articulation and intonation, and vocabulary usage (Smadi et al., 2024). Only the aspect of content accuracy and answer relevance reached the “fair” category. These findings clearly indicate that students require more systematic and engaging learning strategies. The selection of less effective teaching methods may directly affect the development of students’ speaking abilities.

To address these issues, this study proposes the implementation of the Preview, Question, Read, Summarize, and Test (PQRST) method as an alternative instructional strategy. The PQRST method is a reading-learning strategy designed to help students understand texts systematically (Williams, 2008). Although it is widely recognized as a reading comprehension strategy, its stages strongly support the development of speaking skills because each phase trains students to communicate ideas logically and systematically. The PQRST method consists of five stages that potentially improve speaking skills. In the *Preview* stage, students observe and predict the content of a text orally. The *Question* stage trains students to formulate and express questions verbally. The *Read* stage encourages intensive reading activities, while the *Summarize* stage allows students to retell the text using their own words (Arafah et al., 2023). Finally, the *Test* stage encourages discussion, answering questions, and expressing understanding orally. Through its structured and repetitive stages, the PQRST method is expected to stimulate students’ confidence, fluency, and speaking accuracy in a measurable manner.

Considering the problems identified at MIN 12 Bandar Lampung and the potential advantages offered by the PQRST method, the researcher is interested in conducting a study entitled “*The Effect of the Preview, Question, Read, Summarize, Test (PQRST) Method on the Speaking Skills of Fifth-Grade Students at MIN 12 Bandar Lampung.*” This research aims to determine whether there is a significant positive effect of the PQRST method on students’ speaking skills. Theoretically, this study is expected to contribute to the development of students’ speaking abilities, particularly in Indonesian language learning, while also fostering collaboration and active participation among students (Gorsuch & Taguchi, 2010). Practically, the findings are expected to assist teachers in creating more engaging and creative learning experiences, contribute positively to the improvement of educational quality at MIN 12 Bandar Lampung, and enrich the researcher’s knowledge and experience as a prospective teacher regarding the implementation of appropriate instructional methods for developing students’ speaking skills.

RESEARCH METHOD

Research Design

This study employed a quantitative approach using a quasi-experimental design. Quantitative research was chosen because it enables researchers to measure variables objectively and analyze the influence of a particular treatment on students’ learning outcomes through statistical analysis (Huang, 2024). The design used in this study was the posttest-only control group design, which aimed to determine the effect of the Preview, Question, Read, Summarize, and Test (PQRST) method on students’ speaking skills by comparing an experimental group and a control group. The experimental group received learning treatment using the PQRST method, while the control group was taught using conventional learning methods (Gutiérrez-Huancayo, 2025). This design was considered appropriate because it allowed the researcher to compare the speaking skill outcomes of the two groups after the treatment had been implemented.

Research Target/Subject

This research was conducted at MIN 12 Bandar Lampung during the 2025/2026 academic year. The research activities included preliminary observation, implementation of the learning treatment, administration of the posttest, and data analysis. The school was selected as the research location because preliminary observations indicated that fifth-grade students still experienced difficulties in developing speaking skills, particularly in fluency, confidence, articulation, and vocabulary usage.

The target of this study was to analyze the effect of the PQRST method on the speaking skills of fifth-grade students and to identify differences in speaking achievement between students taught using the PQRST method and those taught using conventional learning methods. The subjects of this study were fifth-grade students of MIN 12 Bandar Lampung. The sample was determined using a purposive sampling technique, in which participants were selected based on specific considerations relevant to the objectives of the research. The selected classes were considered to have relatively similar academic abilities and classroom characteristics to support valid comparison results between the experimental and control groups.

Research Procedure

The research procedure was carried out through several stages (Doan & Piamsai, 2025). First, the researcher determined the experimental group and the control group. Second, the experimental group was given treatment using the PQRST method, while the control group received conventional learning instruction. In the experimental class, students followed the five stages of the PQRST method, namely Preview, Question, Read, Summarize, and Test (A. John et al., 2025). These stages encouraged students to actively participate in speaking activities, formulate ideas verbally, summarize reading materials, and express opinions systematically. After the learning treatment was completed, both groups were administered a posttest to measure students' speaking skills. The results of the posttest were then compared to identify whether the PQRST method had a significant effect on improving students' speaking abilities.

Instruments, and Data Collection Techniques

The data collected in this study consisted of quantitative data obtained from students' speaking skill assessments (Talebi et al., 2025). The primary research instrument was a speaking performance test designed based on several indicators of speaking skills, including self-confidence, speaking fluency, content accuracy and relevance, articulation and intonation, and vocabulary usage. Students were asked to perform oral speaking tasks individually based on predetermined topics or reading materials.

To ensure objective assessment, a speaking assessment rubric was used as the scoring guideline. The rubric provided detailed criteria for evaluating each aspect of students' speaking performance (Dashti & Abdulsalam, 2025). In addition to the speaking test, documentation techniques such as photographs, lesson plans, attendance lists, and field notes were also used to support and complement the research data.

The data collection techniques in this study included: Speaking performance tests to measure students' speaking skills after treatment. Observation during the learning process to identify students' participation and responses toward the implementation of the PQRST method (Falcon et al., 2025). Documentation to obtain supporting data related to the research process and classroom activities.

Data Analysis Technique

The data obtained from the research were analyzed using inferential statistical techniques (Kositchaivat, 2025). Data analysis was conducted to determine differences in the average speaking skill scores between the experimental and control groups and to test the significance of the effect of the PQRST method at a significance level of 5%. Before conducting hypothesis

testing, prerequisite analyses were performed, including normality and homogeneity tests, to ensure that the data met the assumptions required for parametric statistical analysis (Zargar, 2025). After fulfilling these requirements, the hypothesis was tested using an independent sample t-test to determine whether the PQRST method had a significant positive effect on students' speaking skills.

RESULTS AND DISCUSSION

The results of this study were derived from the posttest scores of students' speaking skills in both the experimental and control classes. The experimental class received instruction using the Preview, Question, Read, Summarize, and Test (PQRST) method, whereas the control class was taught using conventional learning methods. The assessment of speaking skills focused on several aspects, including self-confidence, speaking fluency, content accuracy and relevance, articulation and intonation, and vocabulary usage.

The posttest findings revealed noticeable differences in speaking skill achievement between the two groups. Students in the experimental class demonstrated better performance in expressing ideas clearly, speaking more fluently, and using appropriate vocabulary compared to those in the control class. In addition, students taught using the PQRST method appeared more confident when delivering oral responses and were able to organize their ideas more systematically during speaking activities.

These findings indicate that the structured stages of the PQRST method contributed positively to the improvement of students' speaking abilities. The *Preview* and *Question* stages encouraged students to activate prior knowledge and formulate ideas verbally, while the *Summarize* and *Test* stages provided opportunities for students to practice expressing information orally in a coherent manner. Consequently, the PQRST method not only supported reading comprehension but also enhanced students' confidence and communication skills during the learning process.

Table 1. Students' Speaking Skill Scores in Experimental and Control Classes

Assessment Aspect	Experimental Class	Control Class
Self-confidence	82	71
Speaking Fluency	84	72
Content Accuracy/Relevance	86	75
Articulation and Intonation	81	70
Vocabulary Usage	85	73
Mean	83.6	72.2

Based on Table 1, the average speaking skill score of students in the experimental class was higher than that of students in the control class. The experimental class obtained a mean score of 83.6, while the control class achieved a mean score of 72.2. These findings indicate that students taught using the PQRST method demonstrated better speaking performance than students who received conventional instruction.

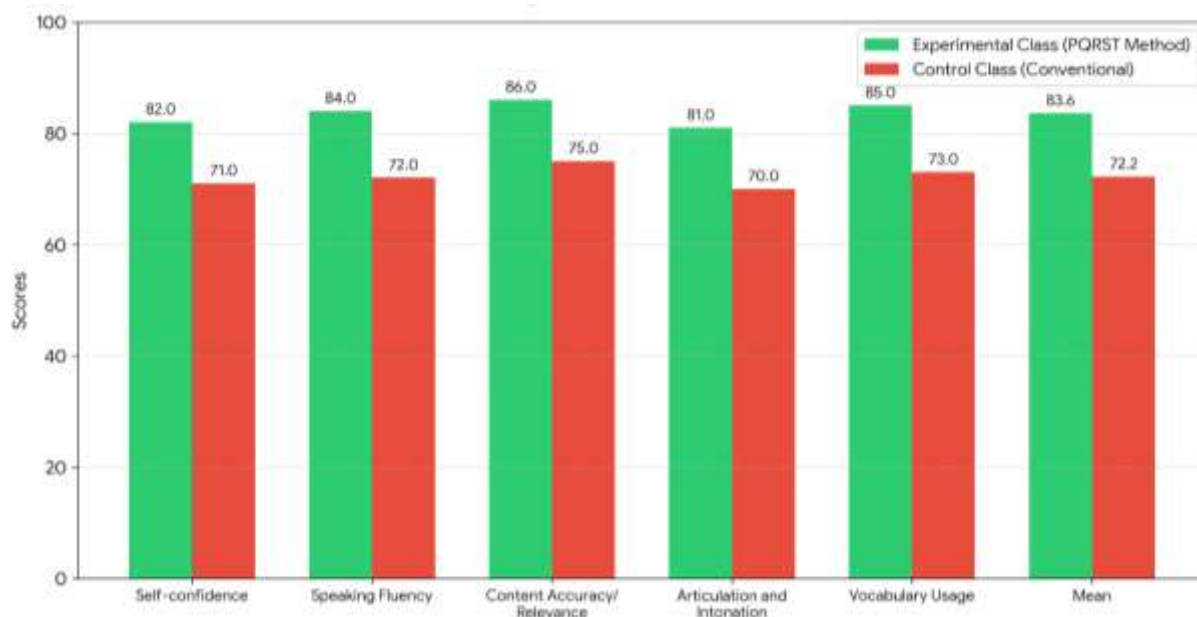


Figure 1. Students' Speaking Skill Scores in Experimental and Control Classes

The results of prerequisite analyses showed that the data were normally distributed and homogeneous. Therefore, hypothesis testing using the independent sample t-test could be conducted. The hypothesis testing results revealed that the significance value was lower than 0.05, indicating that there was a statistically significant effect of the PQRST method on students' speaking skills.

Table 2. Independent Sample t-Test Results

Variable	Sig. Value	Significance Level	Conclusion
Students' Speaking Skills	0.021	0.05	Significant

Based on Table 2, the significance value of 0.021 was lower than the significance level of 0.05. This result indicates that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted. Therefore, it can be concluded that the PQRST method had a significant positive effect on the speaking skills of fifth-grade students at MIN 12 Bandar Lampung.

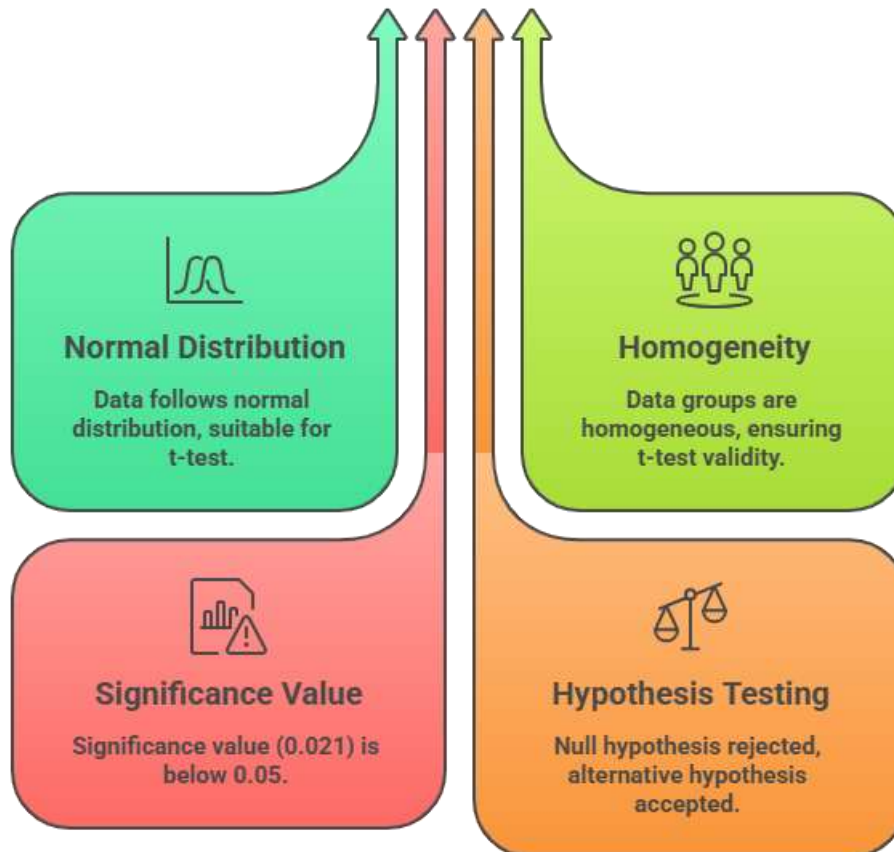


Figure 2. Pathways to Statistical Significance

The findings of this study demonstrate that the implementation of the PQRST method contributed positively to the development of students' speaking skills. Students in the experimental class became more confident and active in expressing their ideas during classroom activities (Yahyaoui et al., 2025). This improvement occurred because the stages of the PQRST method provided structured opportunities for students to practice speaking systematically. During the *Preview* stage, students were encouraged to predict the content of reading materials orally, which stimulated their confidence to speak (Alam, 2025). In the *Question* stage, students practiced formulating and expressing questions verbally, thereby improving their critical thinking and communication abilities.

Furthermore, the *Summarize* stage played an important role in enhancing students' speaking fluency because students were required to retell the content of reading materials using their own words (Al-Sultan, 2025). This activity trained students to organize ideas coherently and use appropriate vocabulary while speaking (Wu et al., 2025). The *Test* stage also encouraged active interaction through discussion and oral responses, allowing students to communicate more confidently in front of their classmates.

This study aims to analyze the effect of the Preview, Question, Read, Summarize, and Test (PQRST) method on students' speaking skills (Ho-Minh & Suppasetsee, 2025). The participants of this study were fifth-grade students who experienced difficulties in expressing ideas, organizing speech, and demonstrating confidence during speaking activities (Fuqua et al., 2025). A quantitative approach with a quasi-experimental design using a posttest-only control group was employed. The sample was selected through purposive sampling techniques. Data were collected through speaking tests and documentation.

The findings revealed that students taught using the PQRST method obtained a higher average score (59.0) than students taught using the SQ3R method (31.8). Statistical analysis further indicated that the PQRST method had a significant effect at the 5% significance level.

The novelty of this study lies in the implementation of the PQRST method as a structured learning strategy that improves not only reading comprehension but also speaking skills.

The results suggest that the PQRST method can serve as an innovative alternative in language learning (A. D. John & Soundirara, 2025). This study contributes to the development of effective active learning strategies that encourage students' participation, confidence, and communication skills in educational settings.

The novelty of this study lies in the application of the PQRST method to improve elementary school students' speaking skills, particularly in Indonesian language learning (Kusuma et al., 2025). Previous studies mostly focused on the effectiveness of the PQRST method in improving reading comprehension skills, whereas this study demonstrates that the method can also significantly enhance speaking abilities (Anh, 2025). These findings imply that the PQRST method may serve as an innovative alternative learning strategy for teachers in developing students' communication skills in elementary education.

In addition, this study provides practical implications for teachers and schools. Teachers are encouraged to implement more interactive and structured learning methods to improve students' speaking competence and classroom participation (Jiang & Hoe, 2025). Schools may also consider integrating active learning methods such as PQRST into classroom instruction to support the achievement of learning objectives and improve the quality of language learning.

CONCLUSION

Based on the results of the study, it can be concluded that the Preview, Question, Read, Summarize, and Test (PQRST) method had a significant positive effect on the speaking skills of fifth-grade students at MIN 12 Bandar Lampung. Students who were taught using the PQRST method achieved higher speaking skill scores compared to students who learned through conventional teaching methods. The improvement could be seen in several aspects of speaking skills, including self-confidence, speaking fluency, content accuracy and relevance, articulation and intonation, as well as vocabulary usage.

The implementation of the PQRST method created a more active, interactive, and student-centered learning environment. Through the stages of Preview, Question, Read, Summarize, and Test, students were encouraged to express ideas, formulate questions, summarize information, and communicate their understanding orally. These activities contributed to the development of students' confidence and speaking competence during the learning process.

The findings of this research indicate that the PQRST method can be used as an effective and innovative learning strategy to improve students' speaking skills, particularly in Indonesian language learning at the elementary school level. In addition, this study provides practical implications for teachers to apply more structured and participatory learning methods in order to enhance students' communication abilities and active classroom participation.

AUTHOR CONTRIBUTIONS

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

Author 2: Conceptualization; Data curation; In-vestigation.

Author 3: Data curation; Investigation.

CONFLICTS OF INTEREST

The authors declare no conflict of interest.

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