



BRIGHT VISION

Journal of Language and Education

Email: brightvisionjournal@uinsu.ac.id

<http://jurnaltarbiyah.uinsu.ac.id/index.php/brightvision>

THE EFFECT OF USING PQ4R METHOD ON STUDENTS ABILITY IN READING COMPREHENSION AT EIGHT GRADE OF SMP N 3 SATU ATAP PANGKALAN SUSU

Mala Hayati

Universitas Islam Negeri Sumatera Utara Medan

Email: hmala693@gmail.com

Abstract

This study aims to determine the effect of using PQ4R method on students' reading comprehension. The subject of this research was students of SMP N 3 Satu Atap Pangkalan Susu at eight grade. This research were used quasi experimental with pre-test and post-test design. In this design there was two groups, namely groups randomly selected experimental and control groups. The researcher were use two classes as sample in this research, they were VIII A that consisted of 30 students of experimental class and VIII B that consisted of 30 students of controlled class, namely class VIII A was an experimental class and given action was used the PQ4R method and class VIII B was controlled class in this study given used conventional method. This research were used quantitative method. The findings of this study that t-observed (3.79) was higher than t-table (1.674) at the level of significance of $\alpha = 0.05$ and at the degree of freedom (df) = $N_x + N_y - 2$. Where N_x the total numbers of Experimental class is 30 and N_y was the total numbers of control class is 30. Thus, $df = 30 + 30 - 2 = 58$. Based on the data, it can be concluded that there was a significant effect between using PQ4R method and conventional method on the students' achievement in reading comprehension.

Keywords: PQ4R Method, Students' Reading Comprehension, Experimental

INTRODUCTION

In this age of globalization, the value of English makes many people strive hard to learn and master English. One of the language skills that must be learned is reading. In curriculum 2013, reading as a language competency functions as a means of delivery communication of their idea and knowledge. Reading is a complex process performed by a readers to understand the author's goals. Besides, in reading the process of the reader uses their brain to think and reason. Students may add data and develop science and culture. Based on the 2013 curriculum, teaching reading comprehension is one of the lessons language competence in English is considered essential since learners can add and get new knowledge from any sort of text more easily through reading. In reading, understanding is the primary objective. It is also required that reading comprehension exercises read a student's habit and make students able to grasp the context of the text and represent what they have read in their own language.

Adiputri stated that the fact on the ground show the reading competence of Indonesia's young generation is of great concern. Programme for International Students Assessment (PISA) under Organizational and Economic Cooperation Development (OECD) in 2012 then issued a survey that Indonesia ranked in the top 10 at the bottom of 65 countries in reading apps, math and science. The results of the The Central Connecticut State University's 2016 report, Most Littered Nation in the World, also suggested that Indonesia was abnormally ranked 60th out of 61 countries for reading interest. Indonesia is situated under Thailand (59) and Bostwana above (61) (Kompas.com). In other words, Indonesian students are young has poor and very low reading competency.

In fact in SMP N 3 Satu Atap Pangkalan Susu show that students learning achievement must reach the minimum completeness criterion (KKM) which is score 75, but from daily test in class many students can't achieve the completeness criterion (KKM), on average students are only able to achieve a score of 65-70. In comprehension of reading, the learners is not easy to comprehend the text well especially at Junior High School. Based on the utterance and talk with the English teacher in SMP N 3 Satu Atap Pangkalan Susu, researcher found students faced several obstacle in reading comprehension, most students are having trouble in comprehending the text of reading. Many students still have poor ability in reading

comprehension, because the students don't master vocabulary, don't know the sentence form and are still confuse about the meaning of the text.

Some factors that make students confuse are: have difficulties with certain words, the topic not interested, the students not concentration, and also difficulties to inform the meaning of the whole word. Those factors because the teaching method uninterested and unmotivated, the teacher always used oral communication when explain the material and monotone that make the students feel bored. So, for solving the problems, interesting method are needed to be applied to improve students' reading comprehension. The researcher has found a good and effective method to help the teaching and learning process, especially in improving the ability of students to read comprehension, called the PQ4R method. There are several methods to improve students' reading comprehension.

PQ4R are Preview, Question, Read, Reflect, Recite and Review. PQ4R method is a method that researcher will use to help their students compile better written material. This method helps students focus on organizing information when thinking, so that is has meaning. PQ4R method make teaching learning process more active and very useful to help students in getting good information.

REVIEW OF LITERATURE

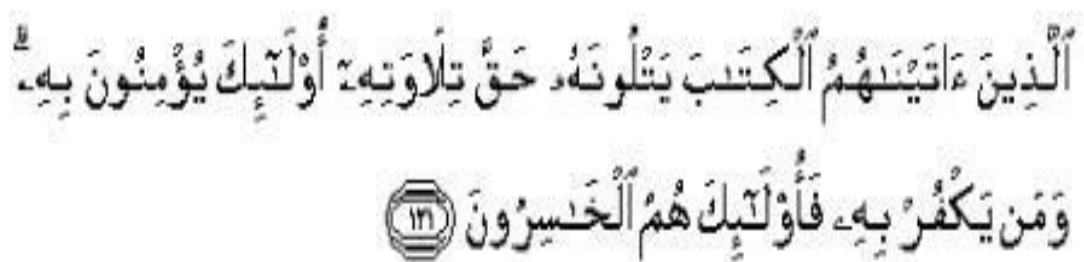
Reading Comprehension

Reading comprehension is that wherever a reader builds an understanding of a text, the key pillar of reading activities. Within the text, they combine their thinking with a group of letters, phrases and sentences. Therefore in English text reading comprehension is not solely regarding however you browse well which incorporate pronunciation accuracy and loud voice. However, reading comprehension itself is an activity to make an understanding of the meaning of a text which may then Accuracy of pronunciation and loud speech. Reading comprehension itself, however is an activity to grasp the context of a text that can then be interpreted into its own language, this comprehending can be useful to others.

Reading understanding, according to Grabe and Stoller, is the ability to understand or get knowledge from the text. In addition, reading partnerships are described as reading comprehension as an associated understanding of the text that is read, or the process of constructing a text by that means.⁵ Reading comprehension

is an essential ability during school and an essential element of successful adult responsibility. It is a fancy product of the method of constructing which means from it. Reading comprehension are often conceptualized as association in associate degree interactive nursing method that needs a dynamic combination of the reader's background data translated from the text. Effective comprehension requires students to coordinate and actively engage in their own learning with many advanced talents.

Allah SWT aforesaid on the Qur'an in Al-Baqarah verse 121 regarding the command to browse:



“Those of us who gave them the holy book, read it with true reading, believe in it. And whoever denies him the losers are the”

With the verses on top of, it is clear that Qur'an accentuated reading ability to develop knowledge and we read with true and real reading. There are many meanings that can be taken from the experts about comprehension. Comprehension can be interpreted as a specific method of thinking that makes sense. He also give understanding that comprehension is an energetic method that involves students' integration of previous information or schemes with in text data.

Factors Affecting Reading comprehension

Some elements which may have an effect on the understanding of written materials. A number of the elements which will be described among others are materials characteristic, syntactic structure, and the shape of for

a. Vocabulary

One of the important factors here is;the reader's comprehension is familiar vocabulary, where successful link between printed words and their words meaning

and reference depending on familiarity with words. Reading success comprehension is possible when most of the vocabulary in reading choices is known readers.

b. Material Draft

Words that are commonly used to express concepts that are difficult to understand can also provide a more understanding for a reader. Consequently, the readers that succeeded should have information (draft) on the reading material. difficult to affect reading. In reality, reading information usually need more concentration and cognitive processes rather than fiction.

Another element that might prepare a barrier to comprehension is the syntactical structure of the passages written in words and concepts that are familiar to the reader, but it is still difficult to comprehend the tortuous structure of grammar. To comprehend it, the students must get used to them by giving a lot of practice dealing with sentence structures. Materials for beginners are usually written in short sentences and mainly consists of noun and verbs. Reader material at a higher level contains longer sentences. This practice reflects the awareness of students' language development and is an attempt to match the level of reading material with the students' spoken language.

c. Display Print

The format of the reading materials can affect the ease in comprehending it. The number of word per page, print style and space required. It is thought that high wor density and small print on a page can make the readers less able. On the others hands, primary offensive materials can make the older reader bored. There are several factors that influence the comprehension of the reader, they are:

1) Rapidity and Perception

Some readers are quickly to understand the meaning while the others are not. Those who are slower usually have difficulties and need more time to

comprehend compared to the previous one. This can occur because of a regression marked by the reader and the narrow range of vocabulary.

2) Appropriate Perception

A readers who think a part of an idea or message is wrong will influence its comprehension. It caused him/her misunderstanding to whole part.

3) Memory and Ability to Remember

Information

A reader can understand the reading material even though he/she is cannot remember much of the actual content. To have a good memory about the material, retention is needed. So

that he/she can find a few points that need to be checked.

4) Reading inspiration or intent

For a specific reason, a reader who wants to read part of text definitely has good knowledge of what he/she can read according to it.

5) Concentration

For good understanding, complete concentration is required; but it can be affected either by external factors of intervention, such as wandering attention to anxiety, noise, or gestures.

PQ4R Method

and Review), which has made a great improvement in the growth of teaching and learning method, is one of those teaching methods. This model is then imitated and created by a variety of scientist by adding or modifying the words to the stage of the process. They have appeared as teaching methods such as PQRST (Preview, Question, Read, State and Test),⁷ OK5R (Overview, Key, Ideas, Read, Record, Recite, Review and Reflect), STUDY (Survey, Think, Understand, Demonstrate and You review), and PQ4R is the latest one (Preview, Question, Read, Reflect, Recite, and

PQ4R method is a teaching and learning idea that helps teachers to connection their teaching materials to be conferred with their students' real learning, so it will improve understanding of subject matter. Basically, there are so many approaches that can be used to enhance students' understanding of reading. SQ3R (Survey, Question, Read, Recite

PQ4R methodology could be a methodology that peoples will use to assist them having higher comprehension the written language. This encourages people to concentrate on organizing data in their minds and make it relevant. PQ4R leads to a lot of active learning area and deeper processing of information. The method of studying PQ4R is based on certain extremely well established cognitive psychology concepts of learning and finding. Numerous experiments using the PQ4R approach have shown that the amount of knowledge can make a big difference. By perfecting the previous elaboration and adding a further step to the procedure, the PQ4R method is considered as a perfection of SQ3R. That's why it is possible to identify both SQ3R and PQ4R as an elaboration form. PQ4R method is considered as a perfection of SQ3R by perfecting the previous elaboration and adding one more step of the process. That's why both SQ3R and PQ4R can be categorized as an elaboration method.

The PQ4R method is one of the methods of elaboration that includes the process of producing materials or information in order to make the new one more meaningful.⁹ Compared to SQ3R method, PQ4R has one more additional elaboration, namely Reflect of human memory. In order to remove information from short-term to long-term memory, the information must be retained in short-term memory for about 5 seconds. They will establish a relationship between the new data they have obtained with their previous information at the time the readers are in the reflect stage. This allows them to move short-term to long-term memory data. This is what the roles of PQ4R are. This method is expected to help students understand the text's necessary data and what the information is for their lives. There are six phases of this method; they are Preview, Question, Read, Reflect, Recite, and Review.

Based on the above verse, the researchers concluded this hadith explains that the teaching method used by researchers is to make it easier for students to understand the meaning of the reading text through the submission of questions that direct students to understand the material. The method of requesting this is to invite students to focus on the discussion. For example the word; "What do you think?" was the question asked.

The Procedures of PQ4R method

It is proposed that the teacher who applies the PQ4R method to the teaching and learning process has six method procedures, such as Preview, Question, Read, Reflect, Recite and Review.

a. Preview

Teacher lead students to read quickly at this first point, or it refers to asking them to skim the text. The students clearly check the title, subheading, main subjects, subtopics, the boldface words and the description of the outline in this case. The students are supposed to get an idea or example of what they will be reading about by using this stage for reading.

b. Question

At this second level, based on their own questions, the students should formulate or create some questions about the text. To ask questions, they use the title, subheadings, main topics, and subtopics (the questions are based on the information that they found at the previous level), starting questions using the words of the questions (what, who, when, where, why and how). If questions are open at the end of the

passage written by the writer, first the students are advised to read the questions because the previous study showed that if one reads in order to answer any questions, it would allow him both to read more carefully and to remember what he was reading.

c. Read

At this point, the teacher guides the students to carefully read the text. While reading, they try to answer the questions they made up. It is recommended that they make simple notes about the necessary details as they read. In order to help them more clearly understand the content, it is incredibly important that any notes they make are in their own language.

d. Reflect

Reflect is an important component of the prior process. When reading the text, it is not enough to recall and memorize, the students must be compelled to trust the fabric they merely scan and take a look at to create it significant by: a) Connecting to

things they already know, b) Connecting subtopics to the main topics, c) Try to resolve the contradictions, and d) Trying to use the fabric to resolve aroused issues. Moreover, whereas the reader reads the text, he must reflect on it, look for its shadow in reality, his own experience and background knowledge. Therefore, the main purpose of pondering the text is to understand the material.

e. Recite

At this fifth level, by starting points and asking and answering questions, students practice what they have learned. It allows them to remember the specifics longer. They can go back to the notes they've made. They are led to infer the text on the basis of the notes that they have established the previous phases on the basis of their own ideas.

f. Review

At this last stage, students conscientiously analyze the material concentrate in ask questions to themselves, and review the text only when they are unsure of the response.

The Advantages and Limitation of

PQ4R Method

Help students focus while reading for a long time, c) Help students recall what they read in long-term memory, d) Making the teaching reading process active and efficient, e) Helping students to enable their previous knowledge or context knowledge as well as to apply fresh ideas to previously established concepts and develop understanding.

Contrary to the advantages, PQ4R method also has restriction. It needs the capability to browse texts that involves the fast reading of chapter parts like introduction, conclusion, summary, for the first and the last lines of paragraph, etc. It also needs the capability to inspect texts which requires conscientious explore for certain facts and examples. This could be complicated for younger learners to apply this method.

Conventional Method

A typical way of teaching that is used by teachers in the classroom is the conventional method. This relates to the teacher who is controlling it. The teachers fully hold the power and responsibility and also play the role of teaching as well as decision-maker. Students are

considered to have information holes that need to be brimmed with the data. In short, the conventional approach illustrates how the instructor stimulates the learning process. Conventional method touch on what is normally expected by individuals supported based what is common, at a selected time, during a specific culture. Conventional teaching methods are still adhered to at schools: teacher-centric classrooms, teacher's mood knowledge dispenser rather than facilitator, chalk and speech methods, organized classes, collaboration lack and group learning, emphasizing examinations and results rather than understanding concepts, improper alignment between goals, occupation and evaluation. The purpose of conventional teaching methods is to introduce all students to the same knowledge and develop certain interests.

RESEARCH METHODOLOGY

This study will be use a research design using a quantitative approach, using measurement. Research with a quantitative approach emphasize data numerical (numbers) processed by statistical methods. This research used a pre-test and post-test control group design. In this design there are two groups, namely groups randomly selected experimental and control groups, then given a pre-test to determine the initial state, is there a difference between the experimental class and the control class.¹¹ The control class was treated using conventional method, while the experimental class was treated using the PQ4R method. After finishing the treatment, the two classes were given a post-test aims to measure the learning achievement of students on treatment which has been given. The population studied in this research where the entire class VIII of SMP N 3 Satu Atap Pangkalan Susu. The total number of the students 60 students.

The researcher use two classes as sample in this research, they are VIII A class and VIII B class, namely class VIII A being a class experiment and given action using the PQ4R method and class VIII B be a control class (comparison) in this study given using conventional method. The test instrument to measure the learning outcomes of students' reading comprehension in class VIII SMPN 3 Satu Atap Pangkalan Susu in terms of cognitive, namely in the form of a test sheet in the form of multiple choice consisted of 20 questions after doing validity and reliability. Each item of test consist of four options namely: a, b, c, and d, this test used to measure the learning outcomes of students' reading comprehension both in the experimental class (received treatment using the pq4r method and in the control class use conventional method.

Try Out Instrument

Before being given the instrument to the experimental and control group, the instrument was first tested in another sample class as a try out. The aim is to see the validity and reliability of the test. In this case, the researcher gave the same instrument to the sample, namely the class level with the sample in this study. The test is valid and reliable, so it is given to the intended research sample.

Pre-test

The first test is given to students before treatment is given to students.

The objectives of this pre-test given to students are as follows:

- a) To determine the similarity of learning outcomes (homogeneity) of the two groups (experimental class and control class).
- b) To determine the level of students' first knowledge
- c) To ensure that students have never learned knowledge from material to be taught.

Both of experimental and control group were given the pre-test before the post-test. The test was used multiple choice. The aim to find the homogeneity of samples and to know the mean score both of groups. The scores of the tests range from 0-100 to obtain the scores.

Treatment

Two groups, namely the experimental and control groups, were being taught. In the experimental group, the students were handled using the pq4r method and the control group was taught four meetings in this study using the traditional method and each meeting consisted of 45 minutes.

Post-Test

After doing the treatment, the post-test is given to students after students have finished following the process learning. Given a post-test to find out the result of treatment in both groups. In addition, it seeks to explain whether or not the PQ4R approach has a major impact on the ability of students to understand reading. A valid instrument means that the measuring instrument (measurement) used to collect the data is valid. Valid means

that what should be measured should be used for the instrument. To calculate validity of test, researcher used Microsoft Excel software to help analyze data. Reliability shows in an understanding that since the tool is fine, an instrument is enough to be used as a data collection tool.

The data will be analyzed by applying the following steps after obtaining the data from the test. Normality test is used to determine whether the data obtained normally distributed or not. In this research, data normality test was done with using the *Lilliefors* (Lo) test was performed with the following steps. Homogeneity test is used to test whether in a model t-test data is homogeneous or not. If homogeneous is met, the researcher can perform at the advanced data analysis stage, if not then it must there are methodological corrections. Hypothesis test were used to determine the provisional estimates formulated in the research hypothesis using independent sample t-test. The using conventional method. Then, it can be compared the difference between both of classes whether there is a significant difference or not.

RESEARCH FINDING

Based on the findings, PQ4R method has effect on the students' achievement in reading comprehension. It was proven from that the achievement from experimental class has better performance than students in control class. As we know, the level of both classes at the beginning has in the same level or nearly the same that can be seen from score of pre-test before the treatment was conducted. The implementation of PQ4R method has significance difference between students who were taught by using PQ4R method and students who were taught by conventional method. In this research and each meeting consisted 45 minutes.

The researcher found some differences related to the implementation of PQ4R method. Therefore, it will be explained by follows:

Firstly, the higher and better improvement was found that there in experimental class rather than in control class. The differences can be seen from the mean of post-test after giving some treatments. The mean score in control class was 68.17 and 75.5 in experimental class. It means, the experimental class achieved the completeness criterion (KKM) while students in control class could not achieve the better result. The higher result

showed from experimental class were taught using PQ4R method. Most of students were able to improve their score in experimental class.

Secondly, while using the PQ4R method, the conventional strategy that always focus on teacher or teacher's centre moved to student' centre. PQ4R method is a method that researcher will use to help their students compile better written material. This method helps students focus on organizing information when thinking, so that is has meaning. PQ4R

method make teaching learning process more active and very useful to help students in getting good information. The students can get the material in a simple way. In conventional method, students only focus to the teacher technique.

Thirdly, the researcher found that the students enjoy the process of reading. The most of the students have some troubles in getting sense because they lack of vocabularies, interest, experience, etc. So, they are unable to comprehend the text well. This method assists students in comprehending what they need scan understanding the information needed of the text and what the information for to their life. This method consists of six stages; they are Preview, Question, Read, Reflect, Recite, and Review.

As the explanation above in calculation data, it is proven that there is a significant effect of PQ4R method has significance difference between students who were taught by using PQ4R method and students who were taught by conventional method at eight grade of SMP N 3 Satu Atap Pangkalan Susu.

CONCLUSION AND SUGGESTION

Conclusion

Based on the result of this study, the researcher concluded that PQ4R method make teaching learning process more active and very useful to help students in getting good information. It can be seen that here was significant different between the experimental class and control class it can be seen that t_{observe} was 3.797 and t_{table} was 1.674. It means t_{observe} is higher than t_{table} alternative hypothesis on the level of significant 0.05 was accepted and null hypothesis was rejected. Consequently, there was significant effect on students' reading comprehension between experimental class by using PQ4R method and control class by using conventional method at eight grade of SMP N 3 Satu Atap Pangkalan Susu.

Suggestion

Based on the conclusion, there are some suggestions to the teacher, school, and the future researcher.

1. For the teacher should choose a good method in teaching, especially teaching reading. One of them is with implement PQ4R method in learning reading comprehension, because with the PQ4R method, students' reading comprehension is better than with conventional method.
2. For school, in an effort to increase effectiveness learning, the school should be complete the relevant and appropriate facility requirements students learning.
3. For the future researcher, should do more research that focusing on indicators of students' learning motivation not yet in this research, such as the willingness of students in expressing ideas or opinion, students always ask if there is material which is less clear, students pay attention when the teacher convey the material, etc. And should be able to develop this research with reach other factors that affect students' achievement, such as intelligence, exercise, and opportunity that this research has not been able to reachable by the researcher, so that

REFERENCES

- Dutta, Sukhendu. (2010). *Conventional Teaching in Basic Science : An Inner View*. Al Ameen J Med Sci,3 (3). p. 246
- Ernawati Elsa N. *The Teaching of Reading Comprehension Based On 2013 Curriculum At Senior High School*. Getsempena English Education Journal (GEEJ). Vol.5 (2). (Jakarta: 2018). p. 192
- Elisa Defni, dkk. 2019. *Contributio to Understanding Reading Skills Description Text to The Skils of Writing Description Text*. Jurnal Pendidikan Bahasa dan Sastra Indonesia. Vol 8 No. 1. p. 54
- <https://www.caramudahbelajarbahasai> <https://tafsirweb.com/552-quran-surah-al-baqarah-ayat-121.html>
- Sugiyono. (2009). *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Bandung: Alfabeta

- Sugiyono. (2011). *Metode Penelitian Kombinasi (Mix Methods)*. Bandung: Alfabeta, p.
- Susanie Anie S. 2011. *Reading Comprehension Problems Encountered by The Students of Higher Education*. Jurnal Computech & Bisnis. Vol 5 (2). p. 7
- Thomas and Robinson. (2005). *The PQ4R Method of Studying*
<http://www.mindspring.com/~dileader/classes/studyboy.htm>
- Trianto. (2007). *Model-model Pembelajaran Inovatif Berorientasi Konstruvistik*. Jakarta: Prestasi Pustaka.