THE EFFECT OF PQ4R STRATEGY IN READING COMPREHENSION ACHIEVEMENT

Ratih Yunita Sari, Sudirman, Dedy Supriyadi
Ratih_yunitasari24@yahoo.co.id

Abstrak: Penelitian ini bertujuan untuk (1) menginvestigasi apakah ada perbedaan pada pemahaman membaca siswa sebelum dan sesudah diajar menggunakan strategi *PQ4R*. (2) menemukan aspek membaca manakah yang paling meningkat setelah diajar menggunakan strategi *PQ4R*. Untuk mencapai tujuan ini, peneliti menggunakan studi kuantitatif kelas sebagai sampel, melibatkan satu kelas. Instrumen untuk pengumpulan data dalam penelitian ini adalah tes membaca. Hasil analisis data menunjukan bahwa terdapat perbedaan pada pencapaian pemahaman membaca siswa setelah diajar menggunakan strategi *PQ4R*. Kemudian, pemahaman kosa kata adalah aspek yang paling meningkat diantara aspek yang lain. Hasil tes hipotesis menunjukan bahwa nilai signifikan *(2- tailed)* adalah 0.000 (p<0.05). Dapat disimpulkan bahwa H_0 ditolak dan menunjukan bahwa strategi *PQ4R* dapat meningkatkan pemahaman siswa dalam membaca di semua aspek terutama dalam aspek memahami kosa kata.

Abstract: This study aimed at (1) investigating whether there was a significant difference of students' reading comprehension achievement before and after being taught by using PQ4R strategy. (2) finding out the aspects of reading comprehension achievement of the students that increase most after being taught by using PQ4R strategy. The researcher carried out quantitative study with *one group Pre-test Post-test Design*, involving one class as experimental class. The instrument in this research was reading test. The results of data analysis showed there was a significant difference on students' reading comprehension achievement after being taught by using PQ4R strategy. Then, understanding vocabulary increased the most than the other aspects. Hypothesis test showed that the significance value (2- tailed) was 0.000 (p<0.05). It could be concluded that null-hypothesis was rejected, and it be inferred PQ4R strategy increase the students' reading comprehension in all aspects especially in understanding vocabulary.

.

Keywords: Effect, PQ4R Strategy, Reading Comprehension

INTRODUCTION

Reading is one of important skill in English through reading which we can get much information and increases our knowledge and experience. There are several definitions about reading. Grabe (2009) defines reading as an interaction between reader and text and requires efficient knowledge to world and given topic also an efficient knowledge of the language. According to Clark and Silberstein (1987:21), reading is as an active cognitive process of interacting with printed material and monitoring comprehension to establish meaning. The definitions have the same idea. It means that reading has an active cognitive process or mind of interacting with the printed material or written text. Therefore, the students need reading skill not only to learn something (lesson), but also to get experience, knowledge, and everything which can support their ability to comprehend English text that they read.

Based on the researcher's pre-observation in SMPN 1 Sukoharjo, it was found that the students had difficulties in comprehending reading text. First, the students had difficulties to comprehend a passage because they faced unfamiliar code in which text that is expressed. It could be caused by the amount of previous knowledge that the students bring to the text were still low, or they lacked of vocabulary knowledge. Second, it was caused by the strategy of the teacher. The teacher should be successful enough in making the students comprehend the text well; therefore the teachers must choose the good strategy in teaching reading comprehension. And many other factors that made the teacher and students difficult in teaching and learning English especially in reading comprehension.

In line with the problems previously described, the teacher needs a good strategy to make students understand what they read and enjoy in learning process. PQ4R is an excellent strategy, which has a good concept to teach the students reading comprehension. In each step of PQ4R strategy, the students can easily comprehend the text. Before directly reading the text, firstly the students *preview* the text by looking at the title and heading of the text, in order to recall their prior knowledge. Then, they need to form *predicting questions* in order to make them easy to find the ideas in the text. Then, they also need to *read* the text completely to find the answers for the questions before. This strategy also provides *reflect* in reading a text, because they need to memorize what they know about the text by summarizing the text. And then, they need to *recite* it aloud. And finally, at the end of this step is *review*. They need to review to make sure that all questions have been answered and the ideas in the text have been memorized.

PQ4R strategy is a strategy that helps students to focus organizing information in their minds and making it meaningful (Slavin, 1997: 298). Besides, Dwisastika (2009), in her research also found that there is significant improvement of students reading comprehension after being taught by using PQ4R strategy. In her research, she found significant improvement where scores of students in pre-test and post-test were different. Dwisastika also happened said that the improvement also happened in each aspect of reading.

In line with the statement above, the researcher conducted a research entitled "The Effect of Preview, Question, Read, Reflect, Recite, and Review (PQ4R) Strategy

in Reading Comprehension Achievement at the Second Grade of SMPN 1 Sukoharjo". This research was conducted to (1) investigate whether there was a significant difference of students' reading comprehension achievement before and after being taught by using PQ4R strategy. (2) to find out the aspects of reading comprehension achievement of the students that increased most after being taught by using PQ4R strategy.

METHOD

This research was a quantitative in nature. The researcher used one group pretest-posttest design (Hatch and Farhady, 1982: 20). The population of this research was second grade students of SMPN 1 Sukoharjo in 2014/2015 academic year. There were seven classes at the second grade students in SMPN 1 Sukoharjo. Each class consisted of about 32-36 students. This research employed two classes, the first class was try out class and the second class was experimental class. The class was selected randomly. This research was conducted in nine meetings. The first meeting was for try-out test and the second meeting was for pre-test. The third until eighth meetings were for treatment by using PQ4R strategy. After that, the ninth meeting was for post-test.

To collect the data, the researcher administered reading comprehension tests (pre-test and post-test). The pre-test was conducted in order to find out the students' reading comprehension achievement before the treatment. This test was multiple choice with the options a, b, c, or d. In this test, the students were given 30 items of reading and it was conducted within 60 minutes. The post-test was done in

order to know the students' achievement after the treatment. This test consisted of 30 items of multiple choices and was done within 60 minutes.

To determine the quality of the instrument used in this research, the researcher tried out the test to find validity, reliability, level of difficulty, and discrimination power of the test. It was conducted in order to determine whether 40 items had a good quality or not before being given for pre-test and post-test. The result of try out showed that 30 items were met four criteria: a good level of difficulty, discrimination power, validity, and reliability.

RESULTS AND DISCUSSIONS

The results of data analysis showed that there was a significant difference on students' reading comprehension achievement after being taught by using PQ4R strategy. Then, the aspects of reading comprehension which increased the most was understanding vocabulary after being taught by using PQ4R strategy.

In testing the hypothesis, *Paired Sample t-test* was used to know whether there was significant difference or not, in which the significance level was determined by $p<0.05$. The result of t-test is shown in the following table:

Table 4.10 The Analysis of Hypothesis Testing

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	posttest	70.53	36	8.853	1.475
	pretest	54.58	36	9.617	1.603

Paired Samples Test

|	Paired Differences							Sig. (2-tailed)
				95% Confidence Interval of the Difference				
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	Df	
Pair 1 posttest - pretest	15.944	12.453	2.076	11.731	20.158	7.682	35	.000

Paired samples statistics showed us the summary of the average score and standard deviation from two comparisons (pre-test and post-test). Before using PQ4R strategy in teaching reading, the mean score was 54.5833, but after using PQ4R strategy in teaching reading, the mean score was 70.5278. Then, from the output, we can see that the significance value (2-tailed) was 0.00 ($p<0.05$).

Based on Table 4.10, it can be stated that there was significant increase of students' reading achievement. In other word, it can be claimed that the use of PQ4R strategy in teaching can increase the students' achievement significantly.

Meanwhile, in answering the second research question, that was what aspects of reading comprehension achievement of the students that increases most after being taught by using PQ4R strategy, the researcher analyzed and compared the increase of each aspect in reading. It has been explained on Table 4.9 above. It showed that determining the main idea increased 17.61%, finding specific

information increased 17.14%, finding inference increased 17.34%, finding reference increased 12.67%, and understanding vocabulary increased 29.45%. For the increase of each aspects of reading is shown in the Chart 4.6 below.

Chart 4.6. An Increase of Reading Aspects after being Taught Using PQ4R Strategy
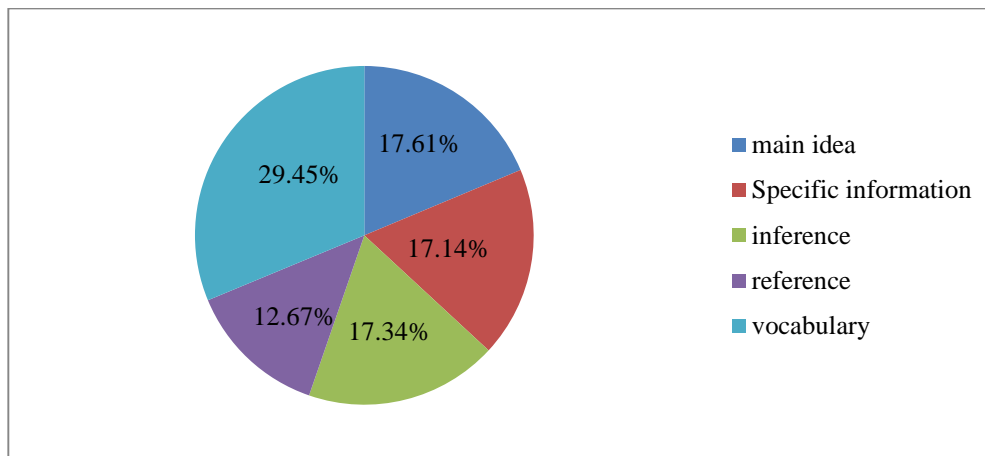
In Chart 4.6 above it be seen that the aspects of reading comprehension achievement of the students that increase most after being taught by using PQ4R strategy is understanding vocabulary, i.e. 29.45%. It can be inferred that H_0 was rejected and H_1 was accepted.

Discussions

The result of the research shows that there is a difference of students' reading comprehension achievement before and after being taught using PQ4R strategy. It indicates that the hypothesis proposed is accepted. The difference can be seen by comparing the mean scores of the pre-test and post-test, from 54, 58 up to 70, 52 with the gain scores is 15, 94**.**

From the data above, it can be concluded that the difference of students' reading comprehension achievement between pre-test and post-test shows that PQ4R

strategy has positive effect toward the students reading comprehension achievement. The findings support the previous research done by Dwisastika (2009) that there is significant improvement of students reading comprehension after being taught by using PQ4R strategy. In her research, she found significant improvement where the scores of students in pre-test and post-test were different. Dwisastika also said that the improvement also happened in each aspect of reading.

In relation to the description above, the researcher also analyzed the increase of reading aspect in the pre-test and post-test score. Based on the analysis, PQ4R strategy increased most the students' reading comprehension achievement in understanding vocabulary which increased 29.45%. The increase was also found in other aspects of reading comprehension though they were not as high as understanding vocabulary, such as determining the main idea (17.61%), finding specific information (17.14%), finding inference (17.34%), and finding reference (12.67%).

Pehofer and Roy (2003: 42) state that PQ4R strategy is efficient strategy to facilitate comprehending of texts. Based on the statement from Pehofer and Roy, it means that PQ4R strategy is a strategy that can help students in comprehending the text more easily.

Treatment was done after the pre-test. Six meetings were applied in the class. The first meetingt was conducted on Wednesday, January 28th, 2015, the teaching

learning process was started by introducing recount text and its procedures to students. Then, the students were asked to investigate the generic structure of recount text entitled "My Adventure at Leang Cave".

In the second meeting, on Monday, February 2nd 2015, PQ4R strategy was introduced to the students. The teacher explained how to apply the procedure of PQ4R strategy in reading comprehension. Reading text entitled *"My First Experience to Ride Motorcycle"* was distributed to the students. PQ4R strategy was introduced to the students. After that, the students were asked to apply the procedure of PQ4R strategy while reading.

In the main activity, the students were showed how to use PQ4R strategy. The first stage was preview, the teacher tried to ask the students to read the text with a glance and to find the main idea of the text. The teacher asked the students to read the first and last sentence in each paragraph. Since the text was long, the students were asked to read the first and last paragraphs to find the main idea of the text. The second stage was questioning, the process where the students should make question by using wh-questions. The students were asked to make some questions to the text before they read the whole text. The students formulated their own questions first before answering the questions given by the teacher. There was problem in questioning stage. Some students made mistakes in making questions in English so that the teacher taught them how to make question in English. Finally the students could follow this process. The third process was reading. The students were asked to read the text in detail. Then, the fourth stage was

reflection. The students were asked to remember and memorize what they had read. The students were also expected to understand the information of the text. In this process, almost all of students followed this process.

In the third meeting, on Wednesday, February 4th, 2015, PQ4R strategy was explained again like in the first meeting. The fifth stage of PQ4R strategy was recited. In this process the students and researcher together discussed to make summary of the result that they read. Their summary that they made could help the students to comprehend information in the text. Among some activities done by the students, some of them got difficulties to identify the unfamiliar/difficult words in the text. So, in this meeting, the researcher helped the students to identify the difficult words and explained about concept of pronoun. And the last stage was review. In this process almost all of students followed because in this process the students asked to read a summary of which they have made, and checked their answer when they were still not sure with their answer. In this process the students were enthusiastic because they could understand more the material and so they did not make mistake when answering the questions.

Since this research was conducted to see whether PQ4R strategy could be used to increase students' reading comprehension achievement or not, the students were given evaluation. They had to answer some questions represented the five aspects of reading comprehension at the end of every meeting. It was expected that by having knowledge about PQ4R strategy the students would not find any difficulty in comprehending the text.

In the fourth treatment, almost the same steps were run as in the second and the third meetings, except the text *"My Holiday in Bali"* was distributed. The fourth meeting was conducted on Monday, February 9th 2015, the study still investigated the five sorts of reading comprehension.

In the fourth meeting, the students had already been able to determine the main idea of the text, for example the teacher asked the students to find the main idea of the text entitled "Visiting Bali". The students were asked to read the first and last paragraph of that text. The first paragraph of that text was "*When I was 2nd grade of senior high school, my friends and I went to Bali. We were there for three days. I had many impressive experiences during the vacation". From that paragraph, most of the students conclude that the main idea of that text was "Holiday in Bali".* Then, the students had already been able to find specific information of the text. In questioning stage, the students were asked to make questions by using wh-questions. Then to check the students' understanding about how to find specific information, the teacher gave one question based on the text. For example; *"how many places that they were visited?"*. Most of them could answer that *they were visited in six places.* Besides, the students also could find the inference on the text. It is a process of guessing or prediction about something unknown based on the facts in the text. If the teacher asked the students about "*which statement is true, except?" the* students could guess the answer actually because they had read the whole text in reading stage. In this meeting, the researcher noted some important points. The students could follow the procedures of PQ4R strategy well.

In the fifth meeting, reading text entitled "Pangandaran Beach" was distributed to the students. It was conducted on Monday, February 16th, 2015. The same procedure was still applied from the beginning till the end of teaching learning process. The students were asked to be more concerned with vocabulary and reference. As stated at the beginning that the students of SMPN 1 Sukoharjo were lack of vocabulary, therefore most of them got problem in finding the synonym or antonym of a word which was written on the text. After they read the text entitled "Pangandaran Beach", the teacher asked them about the synonym of the underline word, *"Then we went to dive by renting some diving equipment"*. First, the teacher asked them to guess what the meaning of the underlined word is. After that, she asked them to get the synonym by considering the meaning of the word. Whereas most of them could answer correctly that is *"tool"*. Then, the students also had already been able to identify reference. They could answer most of the question about reference. In the text "Pangandaran Beach", the questions might be *"We would never forget that moment. We refers to?"*. The teacher asked them to find the word and then asked them to read the sentences before it. It was written that *"That was very nice experience that I and my friends ever had. We would never forget that moment"*. Most of students knew that *we* refers to *I and my friends.* At that time, more improvement was shown by students, greater and better that in the previous meeting. The students tried to comprehend the text well enough; they also seemed very active when running the procedures of PQ4R strategy.

In the last meeting, on Wednesday, February 18th, 2015, the students were led to discuss about recount reading text entitled *"My Horrible Experience"*. The students did the same steps of PQ4R strategy in their reading, it was running well. In the preview stage, the students could skim the text quickly because they were seriously comprehended the text and so enthusiastic to comprehend the reading text. In the questioning stage, the students could make question by using wh-questions. The students could formulate their own questions correctly; they also could read the text in detail. Then, in the reflection stage, the students could remember and memorize what they read. In reciting stage, the students could make summary of the result that they read. So, the students could answer the questions themselves correctly and easily. And in the last stage, it was review, the students read the summary they have made, and checked their answer when they were still not sure with their answer. In this process the students were enthusiast because they could understand more the material so that they did not make mistake when answer the questions.

The teaching learning process ran better than the previous treatment. After that, the researcher distributed the task sheet to the students. The students had to answer some questions represented the five aspects of reading comprehension. Then, after the students finished the task, the researcher conducted a class discussion to discuss the material and checked the answer together. It was noted that this last meeting, to comprehend the reading text using PQ4R strategy was more interesting.

After finishing the treatments, the post-test was conducted to measure the students' reading comprehension achievement by using PQ4R strategy. During the classroom procedures, it was found that there was difference of students' reading comprehension achievement before and after being taught by using PQ4R strategy. There also was increase on students' reading comprehension achievement in five aspects of reading comprehension. This research had proved that in teaching reading comprehension, the teacher and students should find a better strategy and materials that is more interesting. Then, based on the results of data analysis, it can be claimed that teaching by using PQ4R strategy had a significant effect on the students' reading comprehension achievement. This is supported by the theory from Slavin (1997: 297) that PQ4R is one of the best-known strategies for helping students understand and remember what they read.

CONCLUSIONS AND SUGGESTIONS

In relation to the result and discussion of the research the following conclusions are drawn: (1) There was significant difference of students' reading comprehension achievement before and after being taught by using PQ4R strategy. (2) Understanding vocabulary had the most increase than the other aspects. From the hypothesis test it was known that the significance value (2-tailed) was 0.000 ($p < 0.05$). It could be concluded that null-hypothesis was rejected, and it be inferred that the PQ4R strategy could be used increase the students' reading comprehension in all aspects especially in understanding vocabulary.

REFERENCES

Clark, M.A. and Silberstein, S. 1987. *Toward a Realization of Psycholinguistic Principles in the ESL Reading Class, in Methodology TESOL.* New York: New Bury House Publisher.

Dwisastika, Enggi. 2009. *The Application of PQ4R strategy in Increasing the Second Year Students in Comprehending Narrative Text at SMPN 1 Sungai Pakning.* (unpublished research report). Riau: University of Riau.

Grabe, W. 2009. *Reading in a Second Language*: moving from theory to practice. New York: Cambridge University Press.

Hatch, E. and Farhady, H. 1982. *Research Design and Statistics for Applied Linguistics*. London: Newbury House Publishers Inc.

Nuttal, C. 1985. *Teaching Reading Skills in Foreign Language.* British library catalouging in publication: London.

Pehofer, Johan and Roy William. 2003. *New Media and Teacher Education*. New York: ITE Conference.

Slavin, R.E. 1997. *Educational Psychology Theory, Research, and Practice, Fifth Education.* Massachusetts: Surabaya: PPs Universitas Negeri Surabaya.