

# The Effect of PQ4R on Students' Reading Comprehension at the Eight Grade of Madrasah Tsanawiyah Negeri 1 Jambi

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ARTICLE INFO	ABSTRACT
<p><b>Keywords:</b> <i>Preview, Question, Read, Reflect, Recite, Review (PQ4R), Narrative text, reading Comprehension</i></p> <p><b>DOI:</b> <a href="http://dx.doi.org/10.22437/langue.v1i2.24772">http://dx.doi.org/10.22437/langue.v1i2.24772</a></p> <p><b>Received:</b> April 14, 2023</p> <p><b>Reviewed:</b> May 11, 2023</p> <p><b>Accepted:</b> May 14, 2023</p>	<p><i>The objectives of this study was to find out whether any significant effect between before and after giving treatment in the experimental class. This research used quasi experimental design with pretest posttest control class design, while the research instrument is the form of giving multiple choice tests. The sample was taken from the eighth grade students of Madrasah Tsanawiyah Negeri 1 Kota Jambi. The experimental class was taught by using Preview, Question, Read, Reflect, Recite, Review (PQ4R) Strategy, Meanwhile the control class was taught without using Preview, Question, Read, Reflect, Recite, Review (PQ4R) Strategy. Before giving the treatment, the students from both the classes were given a pretest to know their ability in reading comprehension. At the end of the treatment, the students were given a posttest. The tests used as instrument were consisting of 30 multiple choice questions. The final mean scores gained from both classes was analyzed by using t-test with significance level <math>\alpha = 0,05</math> by using the pooled variance mode t-test, it was found that the mean score of experimental class was 80,13 meanwhile, the control class was 70,53. The result related that was significant was determined by <math>&lt; 0,05, = 0,000</math>. Thus, H1 was accepted that Preview, Question, Read, Reflect, Recite, Review (PQ4R) Strategy can bring significant effect to the eighth grade students' reading comprehension at the eighth grade students of Madrasah Tsanawiyah Negeri 1 Kota Jambi.</i></p>

## **1. Introduction**

Reading is one of the four language skills that must be mastered in language learning. Reading skill becomes very important in the education field. Brown (2000) states that reading is inter-related to other skills. It is beneficial not for student future life but also for their further language study. Students need to be trained in order to have good reading skill. Reading is also something crucial and indispensable for the students because the success of their study depends on the greater part of their reading ability. If their reading skill is poor, they are very likely to fail in their study or at least they will have difficulty in making progress. On the other hand, if they have a good ability in reading, they will have a better chance to succeed in their study.

Furthermore, reading is a multidimensional process that involves the eyes, the ears, the mouth, and most importantly the brain (Natilia as cited Brassel, 2008). In the other hand, reading is an extraordinary achievement when one considers the number of levels and components that must be mastered. Reading is the ability to draw meaning from the printed page and interpret this information appropriately (Grabe & Stoller, 2002). Furthermore, mastering the language well, people need to learn four skills in language; they are listening, speaking, reading and writing. From those skills, reading is one of the English skills in which the standard of competency stated that its purpose of comprehend many various meaning brought by the written text that has objectives in communication, text structure and specific linguistic.

Reading is a complex process of transferring the message between writers and readers who have different background knowledge. McNeil (1992) states that the main goal of reading is comprehended the meaning. In the learning reading, the students are expected to be able to comprehend the written text that they read. Students have to be able to comprehend text, both oral and written. By understanding and interpreting the written text, students can transfers the information of what they have read. But in fact, reading comprehension has become the problem among students. Some of the students still got difficulties in finding general information in the passage, finding specific information, identifying main ideas, identifying explicit and implicit information. This condition was caused by several factors such as student's low ability in mastering the reading skill, the material of the reading text, student's low motivation to read and monotonous teaching strategy. It must be noticed that teaching reading in the classroom is not a simple thing to do. Many aspects must be paid attention if teacher wants to successfully hold teaching learning process in the class. One of the crucial aspects is to make sure that students really understand what they read. The students normally start reading without thinking what subject they are reading and whether or not they have background knowledge of the topic. Teacher does not care with this situation and only orders the students to read. It makes them fail to understand the text because they do not relate the information that they have already known to the content of the text.

Based on the preliminary research, the researcher found that there are some of the students who have difficulty to comprehending material that they read. This can be seen in the results of students' average score in preliminary research are still low. The students' average score of class VIII A is 34.13, class VIII B is 38.67, class VIII C is 35.07, class VIII D is 30.13, class VIII E is 38.53 and class VIII F is 36.07. It shows that students Madrasah Tsanawiyah Negeri 1 Kota Jambi still low in reading comprehension and after the researcher interview the students, the researcher found that students have difficulty to comprehending material and low in motivation because the teaching and learning activities of English subject still used a teacher-centered method. This condition makes the students get bored and not interested in

the lesson and students are not active. They do not understand what they read and they cannot answer question based on the selection. This may be caused by their limited vocabulary and bad memory. As soon as they read, they have to close the text, but they cannot answer the questions because they cannot retain what they have just read. In reading activity, students are forced to know the implied and stated messages of the texts given. Some students face difficulties in reading English text.

Nowadays, there are many strategies that can be used by teachers in the classroom. The thing that should be considered by teachers in choosing the method is matching the problem faced by the students with the goals of the strategy itself. The researcher has found a strategy that is very interesting to be used in the classroom. This strategy is called "PQ4R". It stands from Preview, Question, Read, Reflect, Recite, and Review.

## **2. Literature Review**

PQ4R strategy is one of elaboration, which can help students to remember when they read. According to Thomas and Robinson (1972) as cited Slavin, (2006: 195), "PQ4R strategy is one of the best known study techniques for helping student understand and remembering what they read is a procedure". PQ4R is acronym for Preview, Question, Read, Reflect, Recite, and Review. Each step functions to optimize the students' ability to develop the idea, gaining the information and stimulating the students to recognize the new vocabularies. This method is an individual method for improving reading comprehension. For that reason, we can see that the main purpose of PQ4R is to improve the students' reading comprehension and it is really suitable to be used in reading activity in the classroom to improve students' reading comprehension. It also can be said that PQ4R can lead the students' mind in reading. According to Suprijono (2009, p.104) there are six main procedures of using PQ4R strategy in teaching reading: preview, question, read, reflect, recite, and review. The explanation as follows:

### **2.1 Preview**

The first step of PQ4R strategy is Preview. It consists of skimming and scanning a text to get an idea of what the writing is all about and how it is organized. Students find the main ideas developed in the reading material. The parts that can be read like introductory chapter, table of contents, topics and subtopics, titles, or a summary of a chapter. Search basic idea can also be done by reading one or two sentences of each page quickly.

### **2.2 Question**

Students formulate the questions for themselves. Question can be developed from the simple to the complex question. Question include what, who, where, when, why and how. Questions were developed for the formation of declarative knowledge, structural and procedural knowledge.

### **2.3 Read**

Read the material and try to answer the question you generated prior to reading. At this stage the students find answers to all the questions that have been formulated.

### **2.4 Reflect**

During the reading, students not only enough to remember or memorize, but the most important is they have dialogue with what they read. They try to understand what they read.

The trick is as follow, (1) correlate what has been read with the things that have been known before, (2) concerned sub-topics in the text with the concepts, (3) concerned the reading with the fact that involved.

## **2.5 Recite**

At this stage, students are asked to re-reflect the information that has been learned. In delivering what has been read and understood by students is they are able to formulate these concepts and articulate the important points that have been read by their own language. It would be better if the students not only deliver verbally, but also in written form.

## **2.6 Review**

The final step is the students are asked to make a summary or formulate the essence of the material that has been read. In this step, students are able to formulate a conclusion as the answer to the question that has been formulated.

# **3. Research Methodology**

## **3.1 Research Design**

This study is an experimental research, this research was used quasi experimental research, according to Jhon W. Creswell (2008, p. 645) that quasi experiments design are experimental situations in which the writer assigns, but not randomly, participants to classes because the experimenter cannot artificially create groups for the experiment. The design of the research involved an experimental and control class, which is given pre-test.

The pre-test is administered to both of class. The experimental class was taught by using PQ4R strategy and control class through read conventional strategy. Finally, the post-test is administered to both of class. There were three steps in doing this research. The first is given pre-test to the students. Second, give the treatment to the experimental class which in the last meeting the students is given post-test in order to know students achievement after the treatment given. The result of pre-test and post-test after giving the treatment is compared. This comparison is show the using of treatment whether is successful or not.

The technique of analyze the data the researcher was used SPSS (Statistical Product and Service Solution) version 22 program. In the case, the data was analyzed by sample t-test. Arikunto (2009) claims that t-test was used to see the significant effect between two variables. There are two kinds of data what were analyze, from students' score of experimental class and students' score from control class. Therefore, the scores of the test (pretest and posttest) of experimental and control group were analyzed by using t-test.

# **4. Findings**

## **4.1. Sub Findings**

After conduct the research, the result of pre-test score students showed that no one students reach KKM score. The maximum score was 60 and the minimum score was 24. Based on the calculation, it can be concluded that the mean score of pre-test in experimental class was 44,93 from 30 students. There was 1 student (3%) who got 24, 4 students (14%) who got 32, 3 students (10%) who got 36, 3 students (10%) who got 40, 2 students (7%) who

got 44, 6 students (20%) who got 48, 7 students (23%) who got 52, 3 students (10%) who got 56, 1 student (3%) who got 60.

While, the result of post-test after the treatment, the results of students reading comprehension test more varied. The maximum score was 92 and minimum score was 76. Based on the calculation, it can be concluded that the mean score of post-test in experimental class was 80,13 from 30 students. There was 10 students (33%) who got 76, 11 students (37%) who got 80, 8 students (27%) who got 84, 1 student (3%) who got 92.

The result of post-test showed the students' improvement in reading comprehension. However, after the treatment, no more students were categorized fair. Besides, the mean score differences between pre-test (44,93), and post-test (80,13). In experimental class shows that there was effect in experimental class after the students were taught by using PQ4R strategy.

But the result of pre-test score students showed that no one students reach KKM score. The maximum score was 56 and the minimum score was 20. Based on the calculation, it can be concluded that the mean score of pre-test in control class was 38,40 from 30 students. There was 1 student (3%) who got 20, 4 students (13%) who got 28, 3 students (10%) who got 32, 9 students (30%) who got 36, 5 students (17%) who got 40, 2 students (7%) who got 44, 2 students (7%) who got 48, 2 students (7%) who got 52, 2 students (7%) who got 56. Then, the result of post-test after treatment, based on the table, the result of post-test score students showed that there were 15 students above KKM score. The maximum score was 80 and the minimum score was 56. Based on the calculation, it can be concluded that the mean score of post-test in control class was 70,53 from 30 students. There was 1 student (3%) who got 56, 5 students (19%) who got 60, 4 students (13%) who got 64, 3 students (10%) who got 68, 2 students (6%) who got 74, 12 students (39%) who got 76, 3 students (10%) who got 80. from research finding above shows that in the pre-test post-test students from experimental class perform better than students from controlled class. This interpretation is based on the comparison of experimental class and controlled class of students' score before after treatment.

## **5. Discussion and Conclusion**

The aims of this research is to find out whether or not there was any significant effect of students' reading comprehension at the Eight grade students of Madrasah Tsanawiyah Negeri 1 Kota Jambi before and after being taught by using PQ4R strategy. From the result of statistical calculation, it was obtained the t-observation ( $t_0$ ) was 19.437; meanwhile, the t-table ( $t_t$ ) of df (58) in significance 5% was 1.671. It means t- observation ( $t_0$ ) was higher than t table ( $t_t$ ), so the alternative hypothesis ( $H_i$ ) was accepted and the null hypothesis ( $H_o$ ) was rejected. Therefore, it can be inferred that PQ4R strategy has effect on students' reading comprehension.

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