

THE EFFECT OF USING THE PQ4R (PREVIEW, QUESTION, READ, REFLECT, RECITE, REVIEW) STRATEGY ON STUDENTS' READING COMPREHENSION

(An Experimental Research in the Eighth Grade Students of SMP Negeri 3 Brebes in the Academic Year of 2021/2022)

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Abstract. The objective of this Research Project is to find out the effectiveness of of PQ4R strategy in students' reading comprehension. The research hypothesis is the use PQ4R strategy gives positive effect toward students' ability in reading recount text. PQ4R strategy is applied to the eighth-grade students of SMP N 3 Brebes in the Academic Year 2021/2022. In this research, the population is all of eighth grade students in SMP N 3 Brebes, which is totally 310 students. The writer uses cluster random sampling with two group design (experiment group and control group). The total of sample is 50 students, 25 students is as experiment group and 25 students is as control group. For the instrument, the researcher used reading test in form of multiple choice. There are 40 items of multiple choice for pre-test and post-test. The results of the t test found a significant difference between the post-test experimental group of 78.92 out performing the control group of 64.64. It is known that Sig. (2-tailed) is 0.000 lower <0.05 According to result of data, hypothesis t-test is rejected, and hypothesis t-table is accepted. It means the PQ4R strategy gives positive effect toward students' reading comprehension at the second-grade students of SMP N 3 Brebes in the academic year of 2021/2022. Then, the researcher suggest for the English teachers to use this strategy in teaching reading in junior High School.

Keywords: PQ4R, Reading Comprehension, Recount Text.

1. INTRODUCTION

1.1 Background of the Problem

Four language skills are taught in English classes: speaking, reading, and writing. The four language abilities listed above are supported by three elements of language teaching and learning, such as vocabulary, grammar, and pronunciation. (Brown, 2017), additional instruction in the teaching and study of English. A key component of teaching languages is making sure that students can read comprehension. Reading is an activity that readers engage in and employ to understand the author's message. Reading is an active and creative activity with a thorough understanding. Therefore, the reader does not only receive new knowledge but also processes to understand, respond, evaluate and relate various information that read. Reading is the basis of a learning activity. Knowledge can allow from reading several things we encounter in everyday life. Of course, reading helps us learn new things and improve our abilities. According to research, learning to read in one language and reading in another have a lot in common. (Marton and Pang, 2006).

According to the author's observation at SMP Negeri 3 Brebes, students' mastery of Reading English is still very low, which results in a lack of students' understanding of English. In addition, the author's interviews with students revealed that some students still had trouble understanding the material or what they were reading. Furthermore, they take a long time to comprehend the material. Students become bored when participating in the teacher's learning activities while reading lengthy texts.

PQ4R, which stands for Preview, Question, Read, Reflect, Recite, and Review, is one approach that may be used to teach English. PQ4R is a technique that helps students comprehend reading materials by leading them through the process. Previewing, soliciting input, reading, reading, pondering, and evaluating are among the processes. Students that want to concentrate on knowledge organization and meaning-making might benefit from PQ4R tactics. There are several instances when students miss out on English lessons and instruction.

The researcher is interested in discovering workable strategies to teaching reading in light of the aforementioned occurrences. In order to improve the reading proficiency of SMP Negeri 3 Brebes students, this proposal seeks to find solutions for applying the PQ4R (Preview, Question, Read, Reflect, Recite, Review) strategy.

1.2 Identification of the Problems

According to an interview with the English instructor and students, the first issue is that there is still very little reading comprehension of English materials. Second, students understanding of reading texts is still low. Third, students need a long time to understand English texts. Fourth, understanding long texts has an impact on students' emotions towards the process of learning activities becoming saturated and dull.

1.3 Statement of the Problems

Based on the background of the problem mentioned above, the researcher identifies the problem as the followings:

- a. How does PQ4R (Preview, Question, Read, Reflect, Recite, Review) strategy apply in teaching reading?
- b. Does the PQ4R (Preview, Question, Read, Reflect, Recite, Review) strategy have a substantial impact on students' ability to comprehend what they are reading?

2. REVIEW OF LITERATURE

2.1 Definition of PQ4R Strategy

PQ4R study approach is a method that aids students in organizing and giving meaning to the material they are learning. (Slavin, 2010). Further, Slavin (2010) PQ4R is one of the most well-known study methods for assisting students in comprehending and remembering what they have read, according to the statement. The PQ4R study method may be used in a

reading lesson, to put it simply. Its goal is to aid students in understanding the text's main topic. Thomas and Robinson (1941) were the authors of the original design of the PQ4R research approach. This method stands for Read, Reflect, Recite, and Review (R), as well as Preview (P), Question (Q), and the four Rs.

2.1.1 Implementation PQ4R Strategy

Suprijono, (2011) explains that there are six requirements for completing PQ4R. They are preview, query, read, reflect, recite, and review, as implied by their names. These last actions validate the knowledge that was triggered in the preview and create a link to the newly acquired information.

Step 1: Preview

The PQ4R strategy's initial phase is a preview. It entails skimming and scanning a text to acquire a sense of the topic and structure of the writing. Students do this by examining all of the project's major ideas and supporting concepts, as well as the review, if one is included. Additionally, they examine all graphs, tables, maps, and charts while reading the captions. "This stage is a brief summary that aids in establishing the text's conceptual context for readers. Before beginning to study a unit in depth, it is necessary to take the necessary time to go over the whole unit. (Butcher, Davies and Highton, 2006).

Step 2 : Question

Sobkowiak, (2015) the second step inquiry helps the reader focus on the text or paragraph and ask questions regarding the material, according to this statement. The primary headings and subheadings are transformed into questions in this stage by creating questions (Wh questions). It maintains the students' attention, drive, and curiosity. It provokes thought in the reader and provides the reading process meaning. Concept creation and understanding are fundamentally based on the question-and-answer method. (Squire, 2003).

Step 3: Read

According to Reynolds and Vince, (2004) The third and most important element of the PQ4R method includes the thinking process. The whole text should be read in order to respond to questions that are posed using the PQ4R approach. Boud, (1999) is of the view that one of the essential skills of effective learning is the skill to read. Gunn and Johri, (2011) implies that in order for students to comprehend and apply what they have read to their prior knowledge, the instructor must educate them how to do so. The reader may read the paragraph in-depth and again throughout the reading stage in order to comprehend, retain, and grasp the lesson or chapter. To grasp and clarify the notion, focus should be placed on the primary ideas, main and subheadings, new language, unique terminology, and concepts or ideas. Both the instructor and the students should go through the process of rereading, quiet, loud, intense, and extended reading. (Muijs and Reynolds, 2002).

Step 4: Reflect

The third stage of the PQ4R approach, reflect, is crucial and successful when employed while reading. The act of reflecting involves giving what you just read some serious thought. For appropriate comprehension, it entails digesting new information and connecting it with previously held knowledge. "In keeping with Sobkowiak, (2015) For the purpose of comprehending new information, the reader should reflect on the text while incorporating his own experiences and prior knowledge. Because understanding the subject of reflection is its primary goal.

Step 5: Recite

Stop and repeat the key ideas at the conclusion of each segment. Never give in to the need to be submissive by muttering something like, "Oh, I remember that." Write the concepts out in your own words. As stated by Kiewra, (2002) Recitation of information is what "Recite" (the fourth in the pq4r acronym) refers to. Recitation is a proven strategy for mastering the content being taught. (Butcher, Davies and Highton, 2006). By going through what they read from the book again and reading

it aloud, readers may use this process to verify and manage their own knowledge (Reynolds, 1996). The readers should read the material aloud in their own terms after carefully reading the header and subheading and the whole text quietly before attempting to respond to the questions. Repeated readings of the material help to keep the information fresh. Students should reread if they were unable to respond to the already-posed question. Both in writings and when reading aloud, the key information is remembered via repetition and memory (Mangal, 2005).

Step 6: Review

Within a day, most students forget what they learned in class, therefore they should refresh what they learned. (Reynolds *et al.*, 2014). All of the questions' answers are provided during the evaluation. Review involves reading the questions aloud while once again skimming the main and sub headers. The information should be reviewed once again if queries are not addressed. One who regularly reviews the content does well in exams. Review is a vital component of reading since it aims to improve readers' cognitive awareness of the processes, the content, and their responses.

2.2 Definition of Reading

Reading is one skill in learning a language and needs the mastery of some elements. Reading is an interactive process in which the reader's previous knowledge of the subject and the purpose of reading operates to influence what is learned from the text. Reading is a method of employing written language or symbols (text) to communicate. Reading is an interactive conversation between the author and the reader. Understanding and interpreting are done via reading. via comprehension, researchers and readers are able to interact with one another via the reading. According to (Harmer, 2007), Reading texts gives you the chance to learn language, including vocabulary, grammar, pronunciation, and the way sentences, paragraphs, and texts are put together. Brown adds that there are two types of reading: extensive and intense. In-depth reading concentrates on a text's linguistic details. (Brown, 2001). To comprehend the literal meaning, learners must pay close attention to grammatical forms, discourse markers, and other surface structure requirements.

2.3 Hypothesis

H₀: There is no significant difference the effect using PQ4R (Preview, Question, Read, Reflect, Recite, Review) strategy on students' reading comprehension eighth grade students' of SMP Negeri 3 Brebes in the academic year of 2021/2022.

H₁: There is significant difference the effect of using PQ4R (Preview, Question, Read, Reflect, Recite, Review) strategy on students' reading comprehension eighth grade students' of SMP Negeri 3 Brebes in the academic year of 2021/2022.

3. METHODOLOGY

3.1 Approach, Type, and Design of The Research

This study used a quantitative methodology. A quantitative research strategy analyzes hypotheses, utilizes causal linkages, incorporates study variables, and offers numerical results. Based on Sugiyono (2013), if you want to know the effect of certain treatments on others. For this purpose, the experimental method is most suitable research that is quantitative.. In this study, the writer used experimental research as a research method. The research comparing two groups, namely the experimental group and the control group to obtain data. According to Sugiyono (2013), the main feature of true experimental is that the sample used for the experiment and as a control group is drawn randomly from a certain population. So the characteristics are that there is a control group and the sample is randomly

selected. They are experimental group and control group. After giving treatment to the experimental group, the writer conducted a test to see students' reading comprehension. This approach makes it easier for the writer to analyse the research findings by providing numerical data of the effectiveness of PQ4R strategy.

3.2 Population, Sample and Technique of Sampling

The population in this research were eighth-grade students of SMP N 3 Brebes in the 2021/2022 academic year. There are 10 classes with 25 until 33 students in each class. In this research, the writer used probability sampling to take the research sample so all subjects from the population have the same possibility of being selected as sample members. This research used two-group design. There are two classes, namely the experimental class with 25 students and the control class with 25 students. The sampling technique is a technique to obtain a research sample. This study used simple random sampling. This sample was taken from the class that became the population. According to Sugiyono, (2013:80), it is said to be simple because the taking of sample members from the population is done randomly without regarding to the strata in the population.

3.3 Data Collecting Technique

To collect the data of this study, the writer used method of data collection as follows:

a. Treatment

Giving the treatment for the experimental group by using PQ4R and for the control group not using PQ4R

b. Reading Test

After giving the treatment for both of group, the writer gave reading test for each group and then the writer had been collected the score or the data.

3.4 Research Instrument

The writer used a multiple-choice reading test to determine students reading comprehension. The students had to answer 40 multiple-choice questions that were validated and reliable using the SPSS26 program. The test took 60 minutes to complete. The test was structured according to the given material. To determine the validity and reliability of the instrument, the writer conducted a trial of the instrument. The writer took another class, namely class VIII C.

3.4.1 Validity

Table 1. Percentage of Calculation Results of Validity of Test Items

Criteria	r Count	Question Number	Amount	Percentage
Valid	0,361	1,2,3,4,5,6,7,8,9,10,11,12, 13,14,15,16,17,18,19,20, 21,22,25,26,28,29,30,33, 34,35,36,37,38,39,41,42, 43,44,45,46,48,49,50	43	86%
Not Valid		23,24,27,31,32,40,48	7	14%

To test the validity of the instrument, the writer used SPSS 26 software and the testing technique used the Pearson Bivariate correlation (Pearson Product Moment). The number of test participants, $N = 30$ and significant level of 5%, $r_{table} = 0.361$, so the item is said to be valid if $r_{count} > 0.361$. The results of the validity test in the table above are that the questions are counted from 50 questions, after checking into SPSS 26 valid questions there are 43 items.

3.4.2 Reliability

Table 2. Reliability Statistics

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0,939	0,939	50

Based on the results of the reliability test in table above, the Cronbach's Alpha value is 0.878 which is in the high reliability category (located in the range 0.70-0.90). Therefore, it can be interpreted that the concept of measuring variables used in this study is reliable.

3.5 Technique of Analysing Data

1. Normality Test

Finding out whether the acquired data is regularly distributed or drawn from a normal population, using the normality test is useful. In this case the writer used the Shapiro-Wilk method to determine the normality of the study with a significance level of 0.05. If the score is more than 0.05, the distribution data is considered normal. On the other hand, if the score is less than 0.05, then the distribution of the data is not normal.

2. Homogeneity Test

To evaluate if the data gathered had the same variance or not, a homogeneity test was carried out. The writer used Levene statistic in the SPSS 26 application to conduct a homogeneity test with a value of 0.05. Similarly, if the normality test value is greater than 0.05, the data are homogeneous and has similar variances. On the other hand, the value 0.05 indicates that the data are not homogeneous.

3. T-test

The research hypothesis uses a t-test of two independent samples (Independent sample t-test). This independent sample t-test compares the average of two sets of samples from different populations (independent). The aim is to determine whether the average of two populations or samples is different. To determine whether the experimental class that has been given a learning strategy, then the control class which is not given the strategy as the experimental class, and see the average students learning outcomes of each class.

4. RESULTS AND DISCUSSION

4.1 Research Results

Table 3. Test of Normality

Class	Tests of Normality				Shapiro-Wilk df
	Kolmogorov-Smirnov ^a			Statistic	
	Statistic	df	Sig.		
Pre Test Eksperimen (PQ4RS)	.155	25	.125	.956	25
Post Test Eksperimen (PQ4RS)	.174	25	.050	.937	25
Pre Test Kontrol (konvensional)	.153	25	.133	.924	25
Post Test (konvensional)	.158	25	.108	.946	25

a. Lilliefors Significance Correction

In the normality test, the writer used Shapiro-Wilk for test normality. In the results above, the significance value in each test was found to be greater than 0.05. Therefore, the sample is drawn from a regularly distributed population.

Table 4. Test of Homogeneity

Test of Homogeneity of Variance					
Levene					
	Statistic	df1	df2	Sig.	
Result	Based on Mean	1.555	1	48	.218
	Based on Median	1.307	1	48	.259
	Based on Median and with adjusted df	1.307	1	41.898	.259
	Based on trimmed mean	1.505	1	48	.226

Based on the homogeneity test, it is known that the significance value is $0.218 > 0.05$, it can be concluded that the value is homogeneous.

Table 6. Table of Group Statistic

Group Statistics					
	Class	N	Mean	Std. Deviation	Std. Error Mean
Result	Post Test Eksperimen	25	78.92	5.77293	1.15459
	Post Test Konvensional	25	64.64	7.95760	1.59152

Based on the t-test using SPSS, the average academic performance of the experimental group is well-known is 78.92 to while the average learning outcome of the control group is 64.64. This shows that the average learning outcomes of greater than the control group for the experimental group. Therefore, the learning outcomes of the experimental group and the control group may be seen as considerably varying from one another.

4.2 Discussion

The researcher might conclude that the PQ4R approach has an impact on students' reading comprehension success based on the aforementioned data. It was established that students in the experimental class performed better than those in the control class. The experimental group of students received instruction utilizing the PQ4R approach, whereas the control group received instruction using more traditional methods. In this study, the researcher conducted four 45-minute sessions during which she taught both experimental and control courses. The study discovered various variations in the PQ4R method's use. As a result, the following will be explained:

First off, the experimental class showed a greater and better improvement than the control class. The post-test mean after applying certain treatments shows the changes. The mean score for the experimental class was 78.92 and 64.64 for the control class.

Second, the traditional technique that always placed the instructor or teacher's center in emphasis was changed to put the student in the center when employing the PQ4R method. Researchers will use the PQ4R approach to assist their students in creating better written work. With the use of this technique, students may concentrate on structuring knowledge to give it significance.

Third, the study discovered that the kids take pleasure in reading. The majority of students struggle to make sense because they lack the necessary vocabulary, interests, experiences, etc. As a result, they cannot fully understand the material.

According to the explanation given above, it has been shown by calculation data that there is a considerable difference between students who were taught using the PQ4R approach and students who were taught using the traditional way in the eighth grade at SMP N 03 Brebes

5 CONCLUSION AND SUGGESTION

5.1 Conclusions

This study was exploratory in nature. The quantitative technique was used in two groups an experimental class and a control class to quantify the significant effect using numerical statistics. The researcher ultimately reached the research's conclusion in this chapter, which was conducted at SMP N 03 Brebes. The researcher anticipated that the students would need to grasp the content in addition to reading it while utilizing the PQ4R strategy. After examining the information in the preceding chapter, the researcher came to the following conclusion:

1. Eighth grade students at SMP N 03 Brebes make progress in their efforts to increase their reading comprehension using the PQ4R technique. The students' reading comprehension, particularly of recount text, has somewhat improved. A student was actively engaged in the reading and learning process, and many other students read and translated the material quickly. because the experimental class's students' scores were higher than those of the control group's classmates. The experimental group's post-test mean score was 78,92. The post-test mean score for the control group was 64.64. It is clear that the experimental class's mean score rise was more substantial than that of the control group.
2. The PQ4R teaching technique had a considerable impact on the students' reading comprehension. In other words, using the PQ4R technique results in improved outcomes and positively influences the improvement of students' reading comprehension skills.
3. Students may increase their self-assurance by employing the PQ4R approach. Students were able to actively participate, relate new ideas to those they already understood, and pay attention. This approach was applicable to many subjects, not just English classes. It denotes increased student engagement and comprehension-building

5.2 Suggestions

1. For the teacher

The teachers 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 students

The students should be more active in learning process because reading comprehension needs big attention and motivation. Always spirit in every time when learning process especially reading.

3. For the further researcher

For future researchers 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 reach by the researcher, so that the research results can be prove the superiority of the PQ4R method.

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