

THE EFFECT OF USING PQ4R (PREVIEW, QUESTION, READ, REFLECT, RECITE, REVIEW) IN TEACHING READING COMPREHENSION

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Abstract

This study aims to identify the application of the PQ4R learning method (preview, question, reading, reflection, citation, review) on the reading comprehension of class X English class X SMA PGRI 1 Subang. The PQ4R method is a very good method with good concepts to provide understanding to students. At each stage of the PQ4R method, students can easily understand the text. Before reading the text directly, students first look at the title and title of the text, recall their previous knowledge and review the text. Next, you need to create predictive questions in a way that makes it easy to find ideas in the text. Then you need to read the text completely to find the answer to the previous question. This method requires you to summarize the text and memorize your knowledge of the text, so you also need to ponder while reading the text. And they have to read it aloud. And finally, there is a review at the end of this step. You need to answer all the questions and make sure that the idea of the text is remembered. The PQ4R method is very simple and easy for students to understand, which is effective for students' reading comprehension and motivating them. In conclusion, the reading comprehension class still has many problems that require teaching strategies from the teacher. Therefore, researchers are interested in using this method.

Keywords: *PQ4R, Reading Comprehension*

INTRODUCTION

Learning a language is learning about communication and culture. In Indonesia itself, English as a foreign language has been studied at the level of education from elementary school to university level. The purpose of learning english is to imorove oral communication between countries. In learning english, there are four skills that every student must master, namely: writing, reading, speaking, and listening. In the 2013 curriculum, reading as a language competency serves as a means of communicating their ideas and knowledge. Reading is one of the most basic things in the process of learning english. However there are still many students who are not interested in reading texts because of their lack of reading skills in english. In addition, reading is very important in everyday life. Reading is not restricted whatsoever. Various kinds of information

about science, technology, art and culture or the latest trends can be obtained by reading. Reading is important as mentioned above to improve communication between countries and also has a role to play with other activities in reading.

Reading is a complex process both on its teaching and on its learning According to (Harmer, 1998) reading is about understanding written texts. It is a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences, and connected text. Reading is the process of looking at a series of letters of written symbols and drawing meaning from them. When we read, we use our eyes to receive written symbols (letters, punctuation marks, and spaces) and we use our brains to convert them into words, sentences, and paragraphs that communicate something to us. Reading is the most important skill and influence in the teaching and learning process because by reading students can expand their knowledge of a material (Harmer, 1998) "Reading is the practice of using text to create meaning". Other than that, Reading comprehension is the most important pillar of reading activity when a reader develops understanding of a text. Within the text, they combine her thinking with a group of letters, phrases, and sentences. Therefore, reading comprehension in an English text is not only related to how well you navigate, but also includes the accuracy of pronunciation and loudness. However, reading comprehension itself is an activity to understand the meaning of a text that can then improve the accuracy of your pronunciation and spoken language. However, reading comprehension itself is an activity to grasp the context of a text that can then be interpreted in your own language. This understanding can be helpful to others.

According to (Herliza, 2020) PQ4R strategy was proposed by Thomas E.L & Robinson H. A. in 1972 in their book "improving reading in every class" this method is a student centered strategy which involves students in every step during teaching learning process. Strategy The beginning experience can be constructed through reading activities. (Pehopfer and Roy, 2003), state that PQ4R strategy is an efficient strategy which facilitates and involves students during teaching learning process. With this activity the students will have a stock of knowledge. One of the strategies that can be developed in order to read is PQ4R.

The PQ4R methodology can be a methodology that people will use to help them have a better understanding of written language. This encourages people to focus on organizing the data in their minds and making it relevant. PQ4R leads to many areas of active learning and deeper information processing. The PQ4R study method is based on some well-established cognitive psychology concepts of learning and discovery.

The steps in PQ4R reading method is as follows:

1. Preview

Teacher lead the 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.

2. 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.

3. 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.

4. 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.

5. 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.

6. Review

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

METHOD

Place And Time Of The Research

The research of this study was held at sma pgri 1 subang, is located on jl. Otto iskandardinata no. 83 kel . Karanganyar kec. Subang kab. Subang prov. Jawa barat.

The writer started the research on 10th of january – 28th of february 2022. The writer conducted 4 meetings.

Activities	Month							
	January				February			
	1	2	3	4	1	2	3	4
Observation	■							
Pre-Test		■						
Treatment			■					
Post-Test								■

Research Design

Researchers used a quantitative approach. According to (Sugiyono, 2013), quantitative methods are called traditional methods because this method has been used for a long time so that it has become a tradition as a research method. This method is called the positivistic method because it is based on the philosophy of positivism. This method is a scientific method because it has fulfilled scientific principles, namely concrete or empirical, objective, measurable, rational, and systematic. This method is also called the discovery method, because with this method various new sciences and technologies can be discovered and developed. Therefore this research is to find out whether the PQ4R method is effective in improving reading comprehension.

The data collection must be processed using the pre-test and post-test results to determine the effect of the media used on the tenth graders of SMA PGRI 1 Subang. While the type of research used in this study is a one group pretest-posttest design. In the pre-experimental method, the researcher tries to determine whether it can affect the results of the study. According to (Arikunto, 2010), population is entire group of entities or persons to whom the results of a study are intended to apply.

The Population of this research is second grade students who study at SMA PGRI 1 Subang academic year 2021-2022. The number population of this study is 248 students who are composed of class consist of X class. According to (Arikunto, 2010), Sample is part of population. In this case the sample of this study is student X MIPA 3 class in SMA PGRI 1 Subang with the number of student were 34 students. This is based on (Arikunto, 2003), that if the subject is less than 100, it is suggested to take whole population. If the subject more large, it can be taken between 20-25%. The researcher take the sample by using purposive sampling. Purposive sampling is takes the sample through certainly consideration. The researcher take the sample by using purposive sampling. Purposive sampling is takes the sample trough certainly consideration (Arikunto, 2014).

Data Collecion

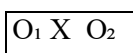
Test : According to (Brown, 2004) A test is a method of measuring a person's skills, knowledge, or performance in a specific area. In this study, the researcher measured students' abilities by presenting a narrative text as evidence. The investigator gave two types of tests, namely, the pretest and the posttest. The preliminary test was conducted to determine the ability of students to understand the reading text. Given at the first meeting before the treatment was performed. In addition, the post-test was carried out after the researcher carried out the treatment in the classroom. Pre- and post-test results are compared to determine students' ability to learn to read before and after using the PQ4R method. This indicates whether students understand the text they are reading or not.

Pre-Experimental: One Group Experimental Design : To obtain data, the author carried out a teaching experiment on the SMA PGRI 1 Subang. The author has examined the PQ4R method in reading class. It lasts for 2 sessions and the time allocation for each session is 45 minutes. In the first meeting, the author gave the students a pretest to obtain data on the students' abilities before using the PQ4R method. Then the author treats the students. Then, in the final meeting, the students are given a new test to see if the PQ4R method can affect the students' ability to understand texts.

Data Analysis

Based on (Arikunto, 2014), in this design, observation were carried out 2 times, namely before the experiment and after the experiment. Observation conducted before the experiment were called pre-test and observation observation after the experiment were called post-test. The difference between pre-test and post-test is assumed to be the effect of treatment or experiment.

To make it easier to understand this research paradigm, it can be seen in the image below:



Information:

O₁ = Pre-test

X = Treatment

O₂ = Post-test

CONCLUSION

From the discussion above, it can be concluded that this research is still in the form of a plan and is still under study. The researcher hopes that by using the PQ4R method, the tenth graders of SMA PGRI 1 Subang can do better in learning English reading comprehension.

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