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The Effect of Using PQ4R (Preview, Question, Read, Reflect, Recite, Review) Strategy on EFL Students' Reading Comprehension Achievement

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Abstract

The research aims to find out whether PQ4R (Preview, Question, Read, Reflect, Recite, Review) strategy that developed by Thomas E.L and Robinson H. A (1972) improved students' reading comprehension. The population was all of the students of SMP Negeri 1 Karang Baru, Aceh Tamiang. The sample was the students of class IX-A which consisted of 32 students. The researcher used simple random sampling to choose the sample. She conducted pre-test, treatment, and post-test to collect data. It was found that mean score of pre-test was under the KKM, while the mean score of post-test was pass the KKM. The gain score was 21.09. It indicated there was an improvement of students' achievement. Moreover, the analysis of t-test showed that $t_{score} > t_{table}$ or $9.66 > 2.042$ at the level of significance 0.05 with the degree of freedom (df) 30. It is clear that the alternative hypothesis (H_a) is accepted. It means that PQ4R is an effective strategy in teaching reading.

Keywords: PQ4R, Reading Skill, Narrative Skill

1. INTRODUCTION

Reading is useful for language acquisition. Reading also has a positive effect on students' vocabulary knowledge, on their spelling, and their writing (Harmer, 2007, p.99). Therefore, it is one of the most important skills that needs to be acquired in learning English. Mikulecky and Jeffries (1996, p.14) mentioned five aspects that should be learnt to understand the reading text such as identifying main ideas, supporting details, summarizing with evidence (reference), interpreting vocabulary, and making inference.

As an international language, English is studied in most of schools: kindergarten, elementary school, junior high school and also senior high school. Thus English is also studied in SMP Negeri 1 Karang Baru, Aceh Tamiang. Arroyani (2010, p.15) mentioned that it is not easy for junior high school students to read foreign language material, especially reading English material. From five aspects of reading comprehension, students found difficulties in answering main idea,

summarizing with evidence, interpreting vocabulary and making inference. It proved from the preliminary test, students got high score for supporting detail.

To overcome students' difficulties in reading comprehension skill, it is better for English teacher to apply a strategy that can solve those problems. One of the strategies that can be applied by English teachers is PQ4R (Preview, Question, Read, Reflect, Recite, Review) strategy (Pelow, 1983; Kiewra, 2002; William, 2005). Developed by Thomas E.L and Robinson H.A (1972), PQ4R is used to help students with difficulty in reading. Comprehension, retaining, and recalling information is a challenge for many students and the PQ4R strategy aims at making reading easier.

A study conducted by Octaviani (2013, p.53) showed that the result of PQ4R Strategy gave positive effect on improve students' reading comprehension in classroom. In her research finding, it can be seen that the students could answer the questions better after using PQ4R as strategy in reading comprehension. The other study carried out by Syarifah (2016, p.91) on the application of PQ4R strategy to improve reading comprehension of eight years students indicated that the mean of pretest and post test has significant differences, where post test is higher than pretest. It was also effective for experimental group and also improved the students' performance of reading comprehension. Another research also affirmed that the use of PQ4R strategy clearly can improve students' reading comprehension (Ariyani, p.112).

In conclusion, teachings reading still have a lot of problems which require the strategy to teach by teacher. So, the researcher interested to implement this strategy in second grade students of SMPN 1 Karang Baru, Aceh Tamiang to help students improve their reading comprehension.

2. LITERATURE REVIEW

2.1 The Definition of Reading

Reading is one of important skills for students besides three other skills, listening, speaking and also writing. Harmer (2007, p.283) stated that "*Reading is useful for language acquisition*". In this case, reading has positive effect on students' vocabulary knowledge and reading also useful to improve comprehension of the text that they read. Reading is the most important skill and influence in teaching and learning because by reading students can expand knowledge of the material.

According to Johnson (2008, p.3) "*Reading is the practice of using text to create meaning*". It means that reading is a process where students practice reading a word by using text to create meaning that within in a text. Reading can also be regarded as a second language who divides problems and questions in reading ability which students can take information in the text and then take conclusions of text that students read.

2.2 Reading Comprehension

Comprehension is one of the goals of reading that should be mastered by students. According to Searfoss and Readence (1998, p.227), comprehension is universally accepted as the goal of all reading. This view implies that comprehension is expected as a primary concern of a reading activity. In other words, if one reads any printed text, he expects to at least understand the content of the prints by connecting what he already has in mind and what an author puts in print.

Reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies. Some strategies are related to bottom-up procedures, and other enhances the top-down processes (Brown, 2001, p.306).

Based on the statements above reading comprehension is a way to understanding or comprehend of the text that includes not only word reading, world knowledge or fluency, but by reading comprehension people can get information and wide insight from the text.

2.3 Aspects of Reading Comprehension

There are some aspects in reading comprehension. A well known statement related to reading proficiency from Mikulecky and Jeffriess (1996,p.14) is a reader who wants to be higher proficiency reader should be able in finding main ideas, supporting details, summarizing with evidence, interpreting vocabulary, and making inference.

1. Main idea; is the general idea of a topic. What it meant is the understanding of what people read that can probably determined by how well and accurately people state a main idea (Harris, 2006,p.19).
2. Supporting Detail/Detail Information; are facts and ideas that explain or prove the topic sentences or main idea.As stated by Moore (2003,p.75), detail are cornerstones, the crucial bits of information that make up a paragraph. Information offers on a text occasionally too general or too specific.
3. Summarizing with Evidence (Reference); King & Stanley, (2009,p.20) reference is repeating the same word phrase several times. Reference can help students to understand the text by using another word to make the text clearly.
4. Vocabulary; Mikulecky and Jeffries (2007,p.26) said that "*Good reading comprehension depends on understanding words you are reading. The more words you recognize and understand in a text, the better your comprehension will be*". According to Brown (2010, p.89), the more knowledge of word meanings a reader has, the easier he will be to understand a text. It is tempting to expect that an increase in vocabulary size had noticeable effects on reading comprehension.
5. Inference; is an educational guess or conclusion drawn based on logic of the passage. According to Mikulecky and Jeffries (2007,p.88), fluent readers are the ones who make inference during reading. In this view, the reading process is not simply matter of extracting information from the text.

2.4 Reading Texts

There are two kinds of reading texts that taught in school; genre based text and functional text. The explanations of them are as follows.

1. Genre Based Text; is a way for learning English which is applied in our new English curriculum. Based on Basic Competence in SMP curriculum Depdiknas, (2013), there are 5 kinds of texts that should be learnt by the students. They are procedure, descriptive, recount, narrative, and report.

2. Functional Text; Prasetyarini (2013, p.203) defines that short functional texts are types of informational texts to help the information receivers or readers grasp the information quickly. There are 3 kinds of texts that should be learnt by the students. They are announcement, advertisement, notice.

2.5 Definition of Reading Strategy

Reading strategies are sometimes called reading models (Aebersold and Field, 1997,p.18).Yan (2007,p.7) states, "Reading strategies are specific abilities that enable reader to read the written form as meaningful language and read with comprehension, fluency and interact with the writer conveys."

2.6 Definition of PQ4R

PQ4R is one of the most successful strategies for remembering textbook material. PQ4R stand for six activities to engage in when you read: preview, question, read, reflect, recite and review. These activities are designed to increase the depth to which you process the information you read (Bernstein, et.al, 2008, p.275).

3. METHODS

The research design used in this study is quantitative research with the experimental method since the researcher conducted an experiment in a class and configured the data numerically. According to Creswell (2009,p.5), quantitative research is a method to test certain theories by examining the relationship between variables. These variables are measured –usually with research instrument- with the result that composed of numbers that can be analyzed based on statistical procedures. Precisely, the design of the experimental method is called "One Group Pretest-Posttest Design" (Setiyadi, cited in Nadya, 2017, p.24-25). This method is about looking into effectiveness of treatments by comparing samples' achievement from pre-test and post-test given.

To collect the data in this study, the researcher used instrument in the form of written test. This test was used to measure the achievement of the students. There were pre-test and post-test. Arikunto (2010,p.192) says that instruments are the tool of doing research by using a specified method. The aims of instruments are to measure students' ability in reading. Therefore, the researcher gave the students a test to find out their ability in reading comprehension.

The researcher analyzed the data after the tests were accomplished in order to prove the hypotheses. After the data from pre-test and post-test were collected, the researcher used scoring systems; Mean and T-Test.

4. RESULT AND DISCUSSION

4.1 Results

The result of pre-test was the first test needed to find our students' reading skill before teaching by using PQ4R strategy. The writer did the reading test in order to know the initial ability of students. The data of pre-test score can be seen in the table 4.1 below:

Table 4.1 The Pre-Test Score

Score Interval	Frequency	Percentage(%)
45-51	4	13
52-58	7	22
59-65	14	44
66-72	2	6
73-79	0	0
80-85	5	16
Total	32	100

The table above shows that the students' score are varied. The highest score was 85 and lowest score was 45. The mean score was 62.5. The minimum criteria achievement (KKM) for English subject at SMPN 1 Karang Baru, Aceh Tamiang is 75. Therefore, there were 5 students or about 16% who achieve the passing grade.

After the treatments were given for three meetings by using PQ4R strategy, then the students were asked to do post-test. The post-test was given to measure students' achievement in reading comprehension after the strategy was implemented. It is aimed to compare the pre-test score with the post-test score so that it would show whether their score increased after they were taught by using the strategy. The students' pre-test score in understanding reading text after the researcher implemented PQ4R strategy is presented in the following score of frequency distribution table.

Table 4.2 The Post-Test Score

Score Interval	Frequency	Percentage(%)
55-62	1	3
63-70	4	13
71-78	3	9
79-86	3	9
87-94	15	47
95-100	6	19
Total	32	100

The table of distribution on the previous page describes students' post-test. The highest score was 100 and the lowest score was 55 that can be interpreted 19%

students get the highest score and 3% students get the lowest score. There were 27 students or about 84% who passed minimum criteria of achievement (KKM). Thus, it shows that the students have better improvement of reading comprehension after being taught by using PQ4R strategy.

The score of pre-test and post-test are combined in one chart, the chart 4.3 shows the difference between pre-test and post-test score.

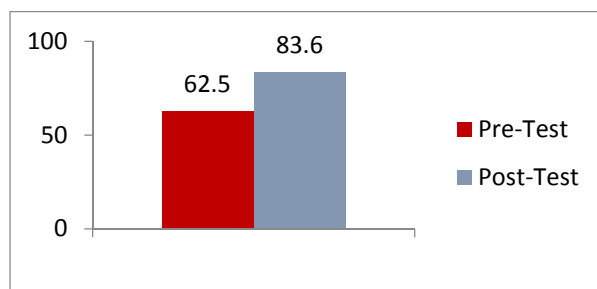


Figure 4.1 The Mean of Pre-test and Post-test Score

In analysing the data, the writer find out the D from the data was 21.093. After gaining the D, the writer calculated the T-Test score of the data with formula:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

The result of last calculation is 9.66. then, to complete the result, the writer finds out the degree of freedom (df) with the formula: $df=N-2=30$. (see the table of t-value). And the T-table was 2.042. From the data, $t\text{-table} < t\text{-test}$, it means that there is a significant increase after the PQ4R strategy used in teaching reading.

4.2 Discussion

After collecting and processing all of data taken from the test, it is important to discuss the result of the research. It was found that the students' reading comprehension increased significantly after the implementation of PQ4R strategy in teaching learning process. The aim of this research is to find out whether the implementation of PQ4R strategy improves students' reading comprehension or not.

After the researcher did the experimental study at SMP Negeri 1 Karang Baru, Aceh Tamiang, it was found that the use of PQ4R strategy in learning process is very useful to improve students' reading comprehension skill. Referring to the findings of this study, the score was significantly improved after the researcher had given the treatments. It could be seen from the score. The score of pre-test and post-test could be an evidence of students' improvement. The mean score of pre-test was 62.50 and the mean score of post-test was 83.59. The PQ4R strategy really helps students in each aspect of reading especially vocabulary.

Finally, from this study, it is understood that using PQ4R strategy in teaching reading is an effective tool. It helps students to improve their reading comprehension skill. This finding is same as Syarifah (2016), Octaviani (2013), the application of PQ4R strategy to improve reading comprehension was effective, where the post-test score is higher than the pre-test score.

5. CONCLUSION AND SUGGESTIONS

From the result, it proves that PQ4R strategy has successfully increased the students' reading comprehension. It can be seen from the result of pre-test and post-test. The students' mean score in post-test (83.59) is higher than in the pre-test (62.50).

A successful teaching reading depends on how the teacher teaches the lesson. Therefore, for the sake of improvements of students' reading comprehension, English teachers are suggested to apply PQ4R strategy in teaching reading because this technique is appropriate to improve students' reading comprehension to comprehend the text and find out the information of the text.

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