

**THE EFFECT OF USING PQ4R (PREVIEW, QUESTION, READ, REFLECT,
RECITE, REVIEW) STRATEGY ON STUDENTS' READING
COMPREHENSION IN RECOUNT TEXT OF THE TENTH
GRADE STUDENTS OF SMA SWASTA
MELATI BINJAI**

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ABSTRAK

Penelitian ini berkaitan dengan desain penelitian eksperimental yang mencari pengaruh strategi PQ4R (*Preview, Question, Read, Reflect, Recite, Review*) terhadap pemahaman siswa dalam membaca teks *recount*. Sebanyak 60 siswa kelas X SMA Swasta Melati Binjai diambil sebagai subjek penelitian. Selain instrumen tes membaca yang dianalisis valid dengan melihat bahwa koefisien t_{hitung} (3,224) lebih besar dari koefisien t_{tabel} (1,70113) dan juga dianalisis reliabel dengan melihat bahwa koefisien reliabilitas (0,682) lebih besar dari pada koefisien r_{tabel} (0,3061); hal ini juga menunjukkan bahwa varians data antara kedua kelompok homogen dengan melihat bahwa koefisien F_{hitung} (1,138) lebih kecil dari koefisien yang sesuai pada F_{tabel} (2,55) serta melalui analisis uji- t koefisiennya tinggi dan signifikan dengan melihat bahwa koefisien t_{hitung} (2,555) lebih besar dari koefisien t_{tabel} (1,70113). Artinya, ada pengaruh penggunaan strategi PQ4R (*Preview, Question, Read, Reflect, Recite, Review*) terhadap pemahaman bacaan siswa pada teks *recount*. Dengan demikian hipotesis penelitian diterima.

Kata kunci: PQ4R Strategy, Teks Recount, Pemahaman Membaca

ABSTRACT

The study deals with an experimental research design which seeks for the effect of PQ4R (*Preview, Question, Read, Reflect, Recite, Review*) strategy on students' comprehension in reading the recount texts. 60 students at the tenth grade students of SMA Swasta Melati Binjai were taken as the subject of the study. Beside the instrument of reading test which was analyzed as valid by looking at that coefficient of $t_{counted}$ (3.224) was greater than the t_{table} coefficient (1.70113) and also it was analyzed as reliable by looking at that coefficient of reliability (0.682) was greater than the r_{table} coefficient (0.3061); this was also showed that the data variances between the both groups were homogeny by looking at that coefficient of $F_{counted}$ (1.138) was less than the appropriate coefficient in F_{table} (2.55) as well as through the t -test analysis that the coefficient was high and significant by looking at that coefficient of $t_{counted}$ (2.555) was greater than the t_{table} coefficient (1.70113). This means that there is the effect of using PQ4R (*Preview, Question, Read, Reflect, Recite, Review*) strategy on students' reading comprehension in recount text. Therefore, the hypothesis of the study is accepted.

Keywords: PQ4R Strategy, Recount Text, Reading Comprehension

I. INTRODUCTION

Language is a tool that everybody uses to take an interactional communication between two persons or among people. Therefore the mastering of English is something which is very essential for everybody who wants to increase his or her knowledge and technology. English is an international language, almost people from all over the world use English for their communication that is why English is very important language.

Reading is one of the important skills in English besides others skills like writing, speaking and listening. Even though the purpose of learning English is able to use it in real communication but reading is important too. It is the most important one that should be mastered by the students if they want to understand the text.

Then, it is easy but to understand what the author's means is difficult.

Reading could be enjoyable activity when it is carried out efficiently. Students should be motivated to acquire this competence and they should read a lot to cover the information and to increase their knowledge. Reading is not something that every individual learns to do, but in fact it is probably true to say that more than time is spent in teaching reading more than any other skill. Reading can mean such diverse thing as interpreting, analyzing, or attempting to make predictions. On the other hand, it is a means of language acquisition, of communication, and sharing information and ideas. Like all languages, it is complex interaction between the text and the reader which is shaped by the reader's prior knowledge, experiences, attitude, and language community which is culturally and socially situated. The reading process requires continuous practices, development, and refinement.

Furthermore, in understanding the reading

text needs some skill that should be mastered by the reader. They should be able to determine the topic of sentence, vocabulary mastery, analyze the text, etc. Without reading skill, we get difficulty in finding the information from the text that we read. So that the students are forced to master the reading skill in order to get the knowledge and information from the text that they read.

According to Rivers and Temperly (2016) there are seven main purposes for reading, namely.

To obtain information for someone purpose or because we are curious about some topic.

- a. To obtain instruction on how to perform some tasks for our work or daily live (e.g., knowing how appliance works).
- b. To act in a play, play game, do a puzzle.
- c. To keep in touch with friends by correspondence or to understand business letter.
- d. To know when or where something will take place or what is available.
- e. To know what is happening or has happened (as report in newspaper, magazine, reports).
- f. For enjoyment or excitement.

Based on Curriculum 2013 (K13), the aim of learning English process is to develop the skills of communication. It means that students not only develop skills in listening, speaking and writing but also in reading. In general, the aim of teaching reading is to develop the students' ability to read the material, to get information and to understand the text.

Reading is an activity with a purpose. A person may read in order to gain information or verify existing knowledge, or in order to criticize a writer's idea or writing style. It means that by reading the reader can get information and can transfer the information

from what they read. The reader can also criticize the writers' idea. Thus, learning reading based on K13 SMA cannot be separated with types of the text. It can be seen on student's textbook of students. Types of text are called genres. Genre is particular type or style or literature, art, film, or music that you can recognize because of its special feature.

There are many genres; descriptive, exposition, anecdote, news item, spoof, explanation, recount, etc. One of them is recount text. A recount text is a text which retells events, somebody about something, especially for something that you have experienced. Recount is a kind of genre used to tell events for the purpose of informing or entertaining. Thus, recount is typically tells entertain by dealing with a sequence of events that establishes a relationship between a writer or reader and speaker or listener.

Furthermore, recount text is a text which retells events or experiences in the past. In other side, recount is sometimes referring to as „accounts“. They are the most common text type we encounter as readers and listeners; not least they are the basic form of many storytelling texts. In non-fiction texts are used to provide an account of events. Recounts can be combined with other text types, for example, newspaper reports of an event that often consist of a recount that includes elements of explanation. It is purposed is either to inform or to entertain the audiences. Besides the social purposes, the recount text also has the generic structure. Recount is usually organized to include:

a. Orientation

In this step, the writer tries to introduce the participants, place and time.

b. Events

In this stage, the writer tries to describe series of event that happened in the past.

c. Reorientation

It means it is optional. Starting personal comment of writer's the story.

In reading recount text, all of the generic structure (chronological order) should be existed in the text. It is very crucial if we cannot find the generic structure in the text because it can make confused about text. In other side, in recount text, there are language features of recount text. They are:

- a. Introduction personal participant. For examples: I, my group, the community of mine, my squad, etc. Using chronological connection. For examples: then, first, next, after that, finally, etc.
- b. Using linking verb. For examples: was, were, saw, heard, etc.
- c. Using action verb. For examples: look, go, change, sit, sleep, take, etc.
- d. Using simple past tense. For examples: *we saw many cows eating the grass, people were very friendly there, my mother cooked us a very delicious brownies, our grandma was not at home, etc.*

In reading recount text, students should use knowledge, skills and strategies to determine what the text mean. SMA Swasta Melati Binjai is one of the senior high schools located in Binjai City, North Sumatra. This school uses Curriculum 2013 (K13) as learning English guide. English has been taught twice a week with duration 2x40 minutes per lesson based on the curriculum. It means that they should know a good learning strategies and method to learn English especially in reading recount text. This possibility describes that, ideally, at the tenth grade students of SMA Swasta Melati Binjai

could develop their competence in reading recount text, but in fact, it is still far from the target of the curriculum. Usually, teacher has used some strategies in teaching reading, then the students read the text either silently or loudly, and then students had to answer the questions that follow. But, this way was still not effective toward students' ability in reading recount text.

Based on the writer preliminary study at SMA Swasta Melati Binjai, the writer found some problems faced by the students in learning English especially in reading. Some of the students of SMA Swasta Melati Binjai did not know how to read meaningfully. They only read the textbook required to be able to perform well in achievement test. They did not learn the process in reading. The phenomena can be seen as follows; most of the students

need long time to find main idea in reading text, most of the students do not know the meaning of word in reading text, most of the students are not able to identify the characters in reading text, most of the students are not able to find the sequence series of events in reading text, most of the students do not know the generic structure of reading text.

Basically, there are many efforts that can be done to improve students' ability in reading text in learning process. One of them is Preview, Question, Read, Reflect, Recite and Review (PQ4R). It is one part of strategies from elaborative strategy. Elaborative strategy has been proven effective to help students in memorizing the reading text. In other side, Joseph (2015) states that the PQ4R strategy targets reading comprehension, and is used to increase students' retention and understanding of reading materials. It means that, the PQ4R strategy is one of the good strategies to improve students' ability in reading recount text at the tenth grade students

of SMA Swasta Melati Binjai.

The problem in this study is formulated as "Is there any significant effect of using PQ4R (Preview, Question, Read, Reflect, Recite, Review) strategy on students' reading comprehension in recount text of the tenth grade students of SMA Swasta Melati Binjai?" that the objective of the study is to search for the answer of the problem that has been formulated; therefore the writer of this research does so. The objective of this study is to find out whether there is the effect of using PQ4R (Preview, Question, Read, Reflect, Recite, Review) strategy on students' reading comprehension in recount text.

The study hopes to have some theoretical and practical significances. Theoretically, this study intends to influence the discussion on the finding highly practical and technical fields for the effect of using PQ4R (Preview, Question, Read, Reflect, Recite, Review) strategy on students' reading comprehension in recount text. It gave good impact to the students. They can optimize their reading comprehension and more motivating in learning English. Moreover, this study is beneficial practically for the English teacher, the students, and the other researcher.

For the English teachers, the result of research can be used as learning material and input in increasing students' reading comprehension achievement, especially in reading recount texts after understanding PQ4R (Preview, Question, Read, Reflect, Recite, Review) that they knew as a strategy.

For the students, PQ4R (Preview, Question, Read, Reflect, Recite, Review) strategy could be applied to enhance the students' comprehension in reading recount texts and it can be so effective because this strategy was mostly used in the educational system of 2013's curriculum. The English skill of reading text basically needs to be

developed due to the active benefits. The students would not feel to be forced in learning English but they would feel happy to learn since they are put in an enjoyable situation.

For the other researcher, this study can be a good reference for the planning to have research in the same areas.

Based on the indicators above, the writer assumes that teaching reading recount texts by using Preview, Question, Read, Reflect, Recite and Review (PQ4R) strategy can improve students' comprehension in reading recount text. The hypothesis (H_a) in this research is that there is a significant effect of using PQ4R (Preview, Question, Read, Reflect, Recite, Review) strategy on students' reading comprehension in recount text of the tenth grade students of SMA Swasta Melati Binjai.

II. RESEARCH METHODOLOGY

This research took place on the first semester of SMA Swasta Melati Binjai. The research was done in August 2020. The location of the study was at SMA Swasta Melati Binjai, Jalan M.T. Haryono Kelurahan Jati Karya Kecamatan Binjai Utara, Kota Binjai.

The type of this research was experimental research. The design is important because it determines the study's internal validity, which is the ability to reach valid conclusions about the effect of the experimental treatment on the dependent variable. Designs differ in their efficiency and their demands in terms of time and resources, but the major difference is in how effectively they rule out threats to internal validity.

In this design, the writer used two classes as the samples; control group and experimental group. Those classes were not chosen randomly. Both groups took a pre-test and

post-test. Only the experimental group received the treatment.

Sample is a set of data collected and/or selected from a population by a defined procedure. According to Ary (2016) sample is a portion of a population and the small group that is observed. The samples of this research were X-A as the experimental group class and X-B as the control group class. The experimental class was taught by using PQ4R (Preview, Question, Read, Reflect, Recite, Review) strategy whereas the control group

On the population, this can be defined as all members of any well-defined class of people, events or objects. The population of this research was tenth grade students of SMA Swasta Melati Binjai. The total number of the population in this research was 119 students divided into 4 classes, X-A, X-B, X-C, and X-D.

Sampling is the process of taking sample. Ary (2016) states "the purpose of sampling is to obtain information concerning the population". The writer used the cluster random selection to determine which class would be the experimental group and the control group. The writer chose two classes that would be the research objects randomly. Before determines the sample, the writer had interviewed the teacher. The teacher said that both of classes had similar level of competence. It was also supported by the result of mid-term test that was conducted before the writer did the research.

To find out the effect of the using PQ4R strategy toward students' comprehension in reading recount text, the writer used some tests in collecting the data. The demonstration is described below.

• Procedures of Collecting Data for Experimental Group

- a. The pre-test was carried out to determine the ability of the students before giving the treatment. The test was in the form of written test.
- b. The treatment was conducted for experimental group only. The treatment was using PQ4R strategy. In treatment, there were *Last Idul Fitri*, *Unlucky Morning*, *How Could I Hide My Face*, and *My Holiday in Bali*. The length of time to apply the technique was about seven meetings.
- c. After seven meetings (including pre-test), the post-test was administered. The result of the post-test for experimental group was analyzed and used as final data for this research.

• **Procedures of Collecting Data for Control Group**

- a. The test given for control group was the same as those conducted for experimental group.
- b. In this case, the teacher taught recount reading skill for control group by using conventional method such as talkative and assignment. The method used in classroom was characterized as follows:
 - The teacher gave the students a reading text
 - The teacher asked the students to read the passage on the text
 - The teacher asked the students to find out the meaning of difficult words.
 - The teacher asked the students to answer the questions based on the text
 - The teacher collected the students' reading assignment
- c. Post-test for control group was the same as experimental group where the students might choose the topic, but it was still related to recount text. The result of the

post-test both two groups was analyzed and used as final data of this research.

• **The Validity of the Test**

In a study, a good instrument will have to require both valid and reliable conditions. Therefore before utilizing the instruments, it will be necessary to have the instrument validation for making it valid and exact to measure the provided variable. In general, validity is kind of measurement that will show the validity levels of instruments where a valid instrument will have high-leveled validity and a less valid instrument will have low-leveled one on the other way. Validity will refer to the appropriateness of a given test of its components part as a measurement of what is supposed to measure and nothing else. A test will say to be valid if it will measure what intend to measure.

The first step for testing the validity of instrument is by calculating the coefficient of validity of each question items by using *Pearson Product Moment* formula.

$$r_{xy} = \frac{|(N \cdot (\sum XY)) - ((\sum X)(\sum Y))|}{\sqrt{*(N \cdot \sum X^2) - (\sum X)^2} * (N \cdot \sum Y^2) - (\sum Y)^2}$$

In which:

r_{xy} = the coefficient of validity of one item against total items

N = the number of samples

$\sum X$ = sum of scores in each item

$\sum Y$ = sum of total scores in all items

$\sum X^2$ = sum of the squared scores in each item

$\sum Y^2$ = sum of the squared total scores in all items

The second step is by calculating the The second step is by calculating the total variance score .

The final step is by calculating

the coefficient of reliability by using *Rulon*
 $t_{counted}$ = the correlation significance test
 r = the correlation coefficient
 N = the number of samples

The product of $t_{counted}$ was later then consulted to the t_{table} coefficient with formula. Significance level (α) = 0.05 and degree of freedom (df) = $N - 2$. Comparing the coefficient of $t_{counted}$ and t_{table} . If $t_{counted} > t_{table}$ thus the item would be valid.

- The Reliability of the Test

Reliability is one of the characteristics of a good test. Reliability will refer to consistence of test scores. Brog defines reliability as the level of internal consistency or stability that can be obtained by using the split-half formula. The first step for testing the reliability of instrument is by calculating the differenced variance score.

The product of r_{11} was later then consulted to the r_{table} coefficient with significance level (α) = 0.05 and degree of freedom (df) = $N - 2$. Comparing the coefficient of r_{11} and r_{table} . If $r_{11} > r_{table}$ thus the item would be reliable.

- Homogeneity Test

Homogeneity test is used to know whether experiment class and control class, that are taken from population have same variant or not. a test should be given to both classes of students before the experiment just to make sure that the both classes really are the same.

The first step for testing the homogeneity of instrument is by calculating the mean of datagroup A by using the following formula.

III. RESULTS AND DISCUSSIONS

- The Technique of Data Analysis

The data then was analyzed by using *t*-test. But before calculating the mean score of experimental and control group. After that, the writer calculated the coefficient of standard deviation score of experimental and control group before later then seeking for the score of $t_{counted}$ by using this following formula. 25 and the highest score = 85. Meanwhile, the mean score of students in the posttest (X_2) was 61.0 with the lowest score = 30 and the highest score = 90. Then it could also be seen that the scores of students' pretest and posttest in the testing of reading comprehension in recount text for control group that was taught conventionally through a small group discussion were different. The mean score of students in the pretest (Y_1) was 37.33 with the lowest score = 10 and the highest score = 75. Meanwhile, the mean score of students in the posttest (Y_2) was 42.33 with the lowest score = 15 and the highest score = 80.

Furthermore from the calculation of *t*-test on the validity test, it was got that coefficient of $t_{counted}$ was 3.224. Then to find out the validity of the instrument, the coefficient of $t_{counted}$ was consulted to the t_{table} coefficient with significance level (α) = 0.05. The t_{table} coefficient (1.70113). It means that the instrument of testing was valid.

From the calculation by using *Rulon* the mean of experimental group formula on the reliability test, it was got that coefficient of reliability was 0.682. Then to interpret the reliability of the instrument, the coefficient of reliability was consulted to the r_{table} coefficient with significance level (α) = 0.05 and degree of freedom (df) = 28. So it could be seen that coefficient of reliability (0.682) was greater than the r_{table} coefficient (0.3061). It means that the instrument of testing was reliable.

And from the calculation of (Fisher Test) *F*-test on the homogeneity test, it was got that score of $F_{counted}$ was 1.138. Then to analyze the

homogeneity, $F_{counted}$ was consulted to the F_{table} coefficient with significance level (α) = 0.05; $df_1 = 14.4$; $df_2 = 12.6$. So it could be seen that $F_{counted}$ (1.138) was less than the appropriate coefficient in F_{table} (2.55). It means that the data variances between the both groups were similarly homogeny.

Importantly, the writer applied the technique of t -test analysis to find out the effect of using PQ4R (Preview, Question, Read, Reflect, Recite, Review) strategy on students' reading comprehension in recount text. And degree of freedom (df) = 28. So it could be seen that coefficient of $t_{counted}$ (2.555) was greater than the t_{table} coefficient (1.70113). This information indicated the hypothesis of the study was accepted that there is a significant effect of using PQ4R (Preview, Question, Read, Reflect, Recite, Review) strategy on students' reading comprehension in recount text of the tenth grade students of SMA Swasta Melati Binjai.

IV. CONCLUSION

From the result of this study, the writer concluded that there is the effect of using PQ4R (Preview, Question, Read, Reflect, Recite, Review) strategy on students' reading comprehension in recount text of the tenth grade students of SMA Swasta Melati Binjai. Beside the instrument of testing the students' comprehension in reading the recount texts which was analyzed as valid by looking at that coefficient of $t_{counted}$ (3.224) was greater than the t_{table} coefficient (1.70113) and also it was analyzed as reliable by looking at that coefficient of reliability (0.682) was greater than the r_{table} coefficient (0.3061); this was also showed that the data variances between the both groups were homogeny by looking at that coefficient of $F_{counted}$ (1.138)

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