

ARTICLE

**THE EFFECTIVENESS OF PQ4R METHOD TO
THE EIGHTH GRADE STUDENTS' READING COMPREHENSION
OF SMP MUHAMMADIYAH KEDIRI IN THE ACADEMIC YEAR
2016/2017**



**By:
ARIS PIDIAN TO
12.1.01.08.0064**

**Advised by :
1. Suhartono, M.Pd
2. Drs. Agung Wicaksono, M.pd**

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
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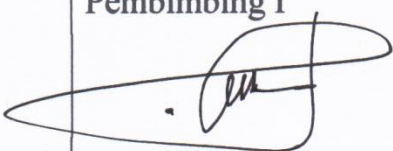
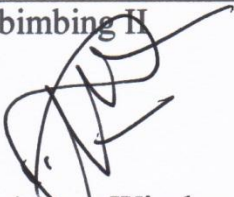
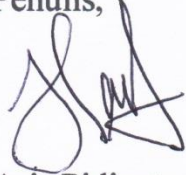
Yang bertanda tangan di bawah ini:

Nama Lengkap : ARIS PIDIANTO
NPM : 12.1.01.08.0057
Telepon/HP : 08563513900
Alamat Surel (Email) : Ariespidianto@gmail.com
Judul artikel : The Effectiveness of PQ4R Method to the eighth grade students' Reading Comprehension of SMP Muhammadiyah Kediri in the Academic Year 2016/2017.
Fakultas – Program studi : FKIP – Pendidikan Bahasa Inggris
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Alamat perguruan tinggi : Jl. K.H. Ahmad Dahlan No. 76, Mojoroto, Kediri, Jawa timur 64112, Indonesia

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Pembimbing I  Suhartono, M.Pd NIDN. 0714026901	Pembimbing II  Drs. Agung Wicaksono, M.Pd NIDN.0711076802	Penulis,  Aris Pidiyanto 12.1.01.08.0057

THE EFFECTIVENESS OF PQ4R METHOD TO THE EIGHTH GRADE STUDENTS' READING COMPREHENSION OF SMP MUHAMMADIYAH KEDIRI IN THE ACADEMIC YEAR 2016/2017

Aris Pidiyanto

12.1.01.08.0057

FKIP- Pendidikan Bahasa Inggris

ariespidianto@gmail.com

Suhartono, M.Pd and Agung Wicaksono, M.Pd

English Department Faculty of Teacher Training and Education

University of Nusantara PGRI Kediri 2016/2017

ABSTRACT

Reading is considered as the most important skill because reading provides interesting information, good model for writing, and opportunities to study language components. The students get difficulty to understanding reading material exactly in the meaning of the text, identify general information, determine main idea and find implicit and explicit information. One of media applied to solve difficulties is PQ4R Method.

The research question is: Is the use of PQ4R method effective to the eighth grade students' reading comprehension of SMP MUHAMMADIYAH Kediri?

The approach applied in this research was quantitative approach, and the technique used is one group pre-test and post-test design. This research was held in SMP MUHAMMADIYAH KEDIRI. The population of this research is 150 students, and the researcher takes one class as the sample consisting of 30 students, 12 females and 18 males. The instrument used to get data was test. Pre-test and post-test was applied and then analyzed using t-test formula.

The result of research shows that there is very significant effect of using PQ4R Method in teaching reading comprehension, because t-score is higher than t-table value either at level of significant of 5% or 1%. The t-score is 8.00 at degree of freedom 29 and the t-table at level significance 1% is 2.045. The t table of at level significance 5% is 2.756.

It can be concluded that PQ4R Method is effective to be used in teaching reading especially in the eighth grade students of SMP MUHAMMADIYAH Kediri in academic year 2016/2017.

KEYWORD: PQ4R Method, Reading Comprehension

I. Background of the Research

Learning language is learning about communication and culture. In Indonesia, English is as foreign language has been learned in every level of education from elementary school up to university level. The aim of learning English is to improve student's skill in both oral and written

communication. Students should master these skills if they want their ideas, feelings and opinions can be understood by the other people.

Along with the development of advanced science and technology, in Indonesia English language is very important. Beside that the English language

is also required as a means of communication among nations. In learning English, there are four skills that should be mastered by the students, they are; listening, speaking, writing and reading. Reading is one of the most fundamental activities in the learning process and the activity is often done when students learn in school. However, many students who are less interested in reading the text because reading skills are less attractive. In fact, by reading the students will get gain knowledge and new information.

Reading is a complex process both on its teaching and on its learning According to S. Pang et al. (2007:6) 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 useful for other purposes (Harmer, 1998: 68). There are many advantages of reading on teaching learning process, especially on language learning. The benefits of reading are: provides interesting information which helps the students on language acquisition, good

model for writing, and opportunities to study language components. Reading provides information which helps them on language acquisition, it is in line with Harmer (1998: 68), 'Reading is good things for language students. At very least, some of the language sticks in their minds as part of the process of language acquisition'. Reading also provides goods model of writing. On teaching writing, we will need to show the models to the students what we are encouraging them to do. So, they have a real description about what they have to do. Reading also provides opportunities to study the language components. According to Harmer (1998:68), "Reading text also provides opportunities to study language: vocabulary, grammar, punctuation, and the way we construct sentences, paragraph, and text". In short, reading involves the entire language components. Reading is considered as the most important skill because reading provides interesting information, good model for writing, and opportunities to study language components.

The highest level on reading is reading comprehension. It presents readers' ability to integrate the information in the text. Odwan (2012: 140) says that reading comprehension is a process that requires how to decode through the development of an extensive repertoire of sight words,

learning the meanings of vocabulary words encountered in the texts, and learning how to abstract meaning from text. It represents how well readers understand literal comprehension which concentrates on explicit meaning and inferential comprehension which concentrates on implicit meaning in the reading text.

Moreover, Grabe (2009: 14) says that comprehension occurs when the reader extracts and integrates kinds of information from the text and combines it with what is already known. In concluding, reading comprehension is a process of extracting, integrating and decoding kinds of information to understand the meaning of reading texts.

But, not all the students are good readers. Every student has different ability in comprehending text and some students get difficulty in understanding a piece of reading text. There are several factors affecting an individual's ability to read.

Meneghetti (2007: 292) explains that poor comprehenders differ from good comprehenders in their ability to integrate text information, understand story structure and monitor their own understanding. According to Alderson (2000: 33), the nature of the knowledge that readers have will influence not only what they remember of text, but the product of their understanding of the text and the way they

process it. Besides, Alderson (2000: 34) States that if the readers do not know the language of the text, then they will have great difficulty in processing the text. From the statements above, it can be concluded that the problem of reading is not only remembering the text but also understanding the meaning, structure and content of the text.

In fact, there are some problems when students study about reading because reading is not easy for the students especially for the students in Junior High school where there are many kinds of material. One of the materials that they must study is about text such as narrative text. When students read narrative text, they usually facing some problems. At Junior high school, English as one of main lessons also becomes problem for some students with its difficulties in their reading task. Firstly, student difficulties to understanding reading material exactly in the meaning of the text, identify general information, determine the topic or main idea of the text, and find explicit and implicit information. Secondly, the teachers do not use technique, method or media to make the students easy to understand a text which is long text. Lastly, in the class students usually was asked to read a passage, answer questions, then check the answer together by teacher.

Meanwhile, Teacher usually asks the students to read long text and teaches based on the Student worksheet (LKS). Teacher unrealized this activity makes students boring. If students boring, they are lazy to continue read the text. When Researcher do the Teaching Practice 2 (PPL 2), found that the students of SMP Muhammadiyah Kediri have a lot of reading difficulties such as finding main idea, explicit, implicit information finding the general information, specific information, detailed information.

To develop reading skills of the students, there are appropriate techniques which can be applied on teaching reading. NCLRC (2004: 1) sate that:

“To accomplish the goal, instructors focus on the process of reading rather than on its product by using integrating reading strategies, using authentic materials approach and approaches, and reading aloud in the classroom”.

It means that the teachers have to choose the suitable method to get success on teaching reading by integrating reading strategies which help the students with available strategy on before, during, and after reading. There are some strategies that can be used in teaching reading. One of the strategy is PQ4R Method. PQ4R is a Method that can be used by English teachers in teaching reading to students.

Rathus in octaviani (2013) stated that “PQ4R is the acronym for preview, question, read, reflect, recite, and review. This method is a method that is related to work of educational psychologist Francis by Thomas and robinson in octaviani (2013). The PQ4R method stimulates students to actively engage the subject matter”. Based on the statements above that PQ4R is acronym (Preview, Question, Read, Reflect, Recite, and Review). PQ4R method is one of the elaborations which can help the students to remember what they read, so that students will gain new information. This method also helps the students understand and improve their reading comprehension skill. With this method, the students are expected not only to understand the content of the reading text but also the social message in the reading text. In this method, before directly reading the text, the students firstly preview the text by scanning the title and headings of the text, in order to recall their prior knowledge. Then students need to form predicting questions in order to make them easy to find the ideas in the text, and find the answers while they read the text completely. Unlike other strategies, this method provides a step where the students need to memorize what they know about the text by summarizing the text, and reciting them aloud. And finally at the end

of the class, the students need to make sure that all questions have been answered and the ideas in the text have been memorized.

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, 2008:275).

Based on the statement above that PQ4R is a method used to help students understand, remember what they read and help the learning processing class with reading activities.

Therefore in this study, the writer tries to apply the PQ4R method in teaching reading narrative text comprehension. The writer assumes that the PQ4R method can help students organize important information in a narrative text and can improve their reading ability. Hopefully, the activities of the reading approach discussed in this study will be one of the alternatives for English teacher of SMP Muhammadiyah Kediri in improving the activity of teaching reading, especially in teaching narrative text in order to develop the students' achievement in reading comprehension.

Based on the explanation above, the writer finally decides to conduct a research

entitled "The Effectiveness of PQ4R Method to The Eighth Grade Students' Reading comprehension of SMP Muhammadiyah Kota Kediri in the Academic Year 2016/1017

II. Research Method

The researcher uses quantitative approach. So it uses statistical formulation in analyzing the data. According to Creswell (2009: 1), quantitative research is a means for testing objective theory by examining the relationship among variables.

In quantitative research there are experimental and non-experimental research designs, Experimental research involves a study of the effect of the systematic manipulation of one variable on another variable and non-experimental research, the researcher identifies variables and may look for relationship among them, but does not manipulate the variables (Ary, 2002: 24) Based on statement above, the writer chooses the experimental designs for this research because the purpose of experimental method is to know the effect of PQ4R Method to reading comprehension.

The researcher will use One-Group Pretest-Posttest design to get the data. In the One-Group pretest-posttest design, a single group was measured or observed not only after being exposed by a treatment, but also

before. The pre-test and post-test were given to take the score of the student's achievement before and after being taught by using PQ4R Method. Then both of the score were computed by using t-test to find out if there is significant influence of teaching reading comprehension by using PQ4R Method. According to Ary (2010:303), the one-group pretest–posttest design usually involves three steps: (1) administering a pretest measuring the dependent variable; (2) applying the experimental treatment to the subjects; and (3) administering a posttest.

There are two kinds of sample random sample and non-random sample. According to Vanderstoep and Johnston (2009: 27) a random sample, sometimes called a probabilistic sample, is a sample in which each member of the sampling frame has an equal chance of being selected as a study participant. A non-random sample is a sample in which each member of the sampling frame does not have an equal chance of being selected as a participant in the study. Based on those explanations, the writer decided to use a random sampling to choose the sample of the study. In this research the sample that used was eight grade students at SMP Muhammadiyah Kota Kediri and the researcher use VII C class which consist 30 students.

The technique of collecting the data used by the researcher was reading comprehension test about narrative. The researcher gave the narrative text consist of 20 questions. After getting the data from the score of pre-test and post-test, the data were computed by using t-test to find out if there is significant impact of teaching reading comprehension by using PQ4R Method.

III. Findings And Conclusion

A. Findings

The findings show that students' reading comprehension statistically significant increase. It can be seen by comparing the result of pre-test and post-test.

Table 1
Result of pre-test

No	Classification	Score
1	The highest score	80
2	The lowest score	45
3	The total score	1865

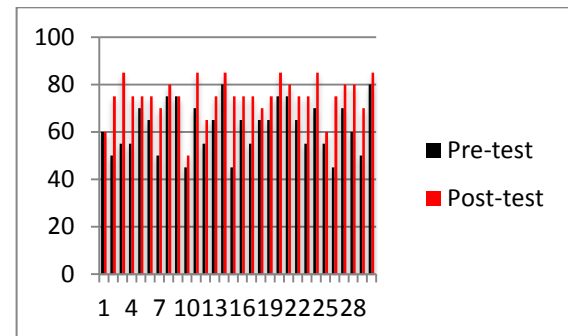
The total score of pre-test is 1865 and the mean of it was 62.1. The students who passed the test were just 6 students and the others failed. It means 20% from the total of the students. It is less than 50% of the total students. So, it can be known that reading comprehension at the eighth grade students of SMP Muhammadiyah Kota Kediri before being taught by using PQ4R Method is low.

Table 2
Result of Post-test

No	Classification	Score
1	The highest score	85
2	The lowest score	50
3	The total score	2250

While the result of post-test was the total score was 2250. The mean of post-test was 76. There were 23 students passed the test and the others failed. It is 76% from the total of students. It is higher than 50% of the total students. The researcher takes conclusion that the process of treatment is successful. So, reading comprehension at the eighth grade students of SMP Muhammadiyah kota Kediri after being taught using PQ4R Method is higher. There are some students who still got unsatisfying score. However, mostly the students got satisfying score. The total scores of D (difference score between pre-test and post-test) is 385. While the total scores of D^2 is 7175. The differentiation of the result of pre-test and post-test can be seen from this following chart.

Chart 1
frequency of Pre-test and Post-test.



Based on the diagram above, it can be concluded that the result of post-test is higher than the result of pre-test. After comparing the result of pre-test and post-test, the researcher analyzed the data to know the level of significance of the score by using t-test formula. It is used to measure how far PQ4R Method can impact the students' reading comprehension of SMP Muhammadiyah Kota Kediri. The scores showed the increasing score, but it has to be measured by using the formula. According to Ary, Jacobs, Sorensen, and Razavieh (2010: 177) the result of the pre-test and post-test which were presented to the students could be analyzed by using T-test.

In testing hypothesis, the computation of t-score was compared to t-table. From the result of the data analysis, the researcher found that t-score was 8.00 at the degree of freedom of 29, t-table was 2.756 at the level of significance 5% and 2.045 at the level of significance 1%.

Table 3
Table of t-test based on level of
significance 5% and 1%

DF(N-1)	t-score	t-table	
		5%	1%
29	8.00	2.756	2.045

It means that t-score (8.00) > t-table at the degree of significance of 5% and 1%. It means that t-score was very significant. So, the Null Hypothesis (Ho) was rejected and the Alternative Hypothesis (Ha) was accepted. It can be concluded that PQ4R Method has very significance impact to the tenth grade students' reading comprehension of SMP Muhammadiyah Kota Kediri in academic year 2016/2017.

B. Conclusion

Based on the explanation in the previous chapter, the researcher takes some conclusion of this research. It shows that reading is one of receptive skills that must be mastered by the students because by reading they get information and automatically create their knowledge. From research finding, the researcher concludes that PQ4R Method is effective to be used in teaching reading especially in the eighth grade students of SMP MUHAMMADIYAH Kediri in academic year 2016/2017. It is proved from the result of t-score was 8.00 at the degree of freedom

of 29, t-table was 2.756 at the level of significance 5% and 2.045 at the level of significance 1%. Besides, the students' reading comprehension after being taught using PQ4R Method is better than that before being taught using PQ4R Method. It is proved that the mean of post-test (2250) that is higher than that of pre-test (1865). It means that there is impact of PQ4R Method to the students' reading comprehension. Thus, this strategy should be applied in teaching reading.

The students' behavior is also better than that before being taught by PQ4R. The response of the students is good. It can be detected from their participation in the class. They feel enjoy and more active. It could be seen in the treatment process, the students are more interested when the researcher applies this method.

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