

*The Effect of Using PQ4R Strategy on The Ability of The Second Year Students of MTs Darul Hikmah Pekanbaru in Comprehending Recount Texts*

**Pengaruh Penggunaan Strategi PQ4R Terhadap Kemampuan Siswa Kelas Dua MTs Darul Hikmah Pekanbaru dalam Memahami Teks Recount**

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ABSTRAK

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**Abstract**

*This research aimed to find out if there is a significant effect of using PQ4R strategy on the ability of the second year students of MTs Darul Hikmah Pekanbaru in comprehending recount texts. This is a pre-experimental research with one group pretest and posttest design. This research used quantitative data and the instrument used to collect the data was a reading test in multiple choice forms. As the result, the mean score of pretest is 59.03 and posttest is 62.97. In the other words, the mean score of posttest is higher than that of pretest. The result also showed that the value of t-test (8.907) is higher than that of t-table (3.365) at the significance level 0.1%. It means that Alternative Hypothesis (Ha) is accepted. It can be concluded that there is a significant effect of using PQ4R strategy on the ability of the second year students of MTs Darul Hikmah Pekanbaru in comprehending recount texts. It is suggested that in understanding recount text is one of alternatives, the teacher needs to focus on the students' understanding of the sentences on the texts.*

**Abstrak**

Penelitian ini bertujuan untuk mengetahui apakah ada pengaruh signifikan penggunaan strategi PQ4R pada kemampuan siswa tahun kedua MTs Darul Hikmah Pekanbaru dalam memahami teks recount. Penelitian ini adalah penelitian pra-eksperimental dengan desain satu kelompok tes awal (pretest) dan tes akhir (posttest). Penelitian ini menggunakan data kuantitatif dan instrumen yang digunakan untuk mengumpulkan data adalah tes membaca dalam bentuk pilihan ganda. Hasilnya, nilai rata-rata tes awal (pretest) adalah 59,03 dan posttest adalah 62,97. Dengan kata lain, skor rata-rata tes akhir (posttest) lebih tinggi daripada skor rata-rata pretest. Hasil penelitian juga menunjukkan bahwa nilai t-test (8,907) lebih tinggi dari t-tabel (3,365) pada tingkat signifikansi 0,1%. Ini berarti bahwa Hipotesis Alternatif (Ha) diterima. Dapat disimpulkan bahwa ada pengaruh yang signifikan menggunakan strategi PQ4R pada kemampuan siswa tahun kedua MTs Darul Hikmah Pekanbaru dalam memahami teks recount. Disarankan bahwa dalam memahami teks recount, salah satu alternatif adalah guru perlu fokus pada pemahaman siswa tentang kalimat pada teks.

## 1. Introduction

Reading is one of the important skills for students to get information from the written text and words. Linse (2005) stated that reading is a set of skills that involves making sense and deriving meaning from the printed words. It means that by reading readers can get information and transfer the information from what they read. Basically, reading is an activity with a purpose. The purpose of the reading process is to identify detailed information and insights from the reading material. Reading is not easy to do because in a reading process the reader not only reads the words, sentences, paragraphs, and texts but also should understand the content of reading. Furthermore, in understanding the content of the reading texts, students need some skill that should be mastered. They should be able to determine the topic of sentence, master vocabulary and analyze the text. Without reading skill, students get difficulty in finding the information from the text.

According to the 2013 curriculum of Junior High School, learning reading can not be separated from types of the text. It can be seen in a student's textbook. There are some types of texts that are learned by students. One of them is recount text. (Hornby, 1997) defined that recount text is a text which retells events, somebody about something especially for something that you have experienced. The purpose of the text is to entertain or inform about the past activity to the reader or listener.

Based on syllabus of Junior High School, standard competence in reading is comprehending the meaning specific information of short functional text and simple monolog text of descriptive text and recount texts, and basic competence is responding the meaning of simple monolog text that use every kind of verbal language accurately, fluently, and naturally in daily life text. It means that students should be able to comprehend the specific information in a monologue text.

Based on the writer's interview with ma'am Nur Hayati (English Teacher) of MTs Darul Hikmah Pekanbaru, some of the students of this school faced some problems. She said that some of the students are passive in the teaching learning process, especially in reading class. Some of the students of MTs Darul Hikmah Pekanbaru did not know how to read meaningfully. They have difficulties to answer the question from the texts. Therefore, there are some of the students whose achievement in reading comprehension still didn't reach the Minimum Criteria of Mastery Learning (KKM). It showed in their score in the final semester. The phenomena can be described as follows:

1. Some students are not able to find the main idea of reading texts.
2. Some students do not know the meaning of words of reading texts.
3. Some students are not able to identify the characters of reading texts.
4. Some students are not able to find the sequence series of events of reading texts.
5. Some students do not know the generic structure of reading texts.

Basically, there are some strategies that are used to improve the students' reading comprehension ability, one of them is Preview, Question, Read, Reflect, Recite and Preview (PQ4R) strategy. Wahyuningsih and Citraningrum (2019) stated that this strategy is the elaboration strategy so that it is suitable to be used to help students remember what they read. Moreover, Bernstein (2005) stated that the activities of this strategy are designed to increase deep understanding to get information about the text that the students read. It means that PQ4R strategy is one of the techniques in reading that guides readers to comprehend text, because PQ4R strategy has been designed to deal with the reading materials in the form of textbooks. This strategy makes students an active reader in comprehending their text clearly and quickly. Furthermore, the advantages of this strategy are the presentation of the material is clearer, students are easier to remember the new information which is given by a teacher, the comprehension about the concept will be

deeper because the entire concept learned in their concept is related to another concept, and students are easier to make classification about the material.

In this strategy, before reading the text, firstly students preview the text by looking at the title and heading of the text, to recall their prior knowledge. Then, students need to form predicting questions to make them easy to find the ideas in the text and find the answer while read the text completely. The students also need reflection in reading the text to simulating the materials in the text. Then, students need to memorize what they know about the text by summarizing the text and reciting it aloud. Finally, at the end of the class, students need to actively review the main points about the text.

Based on the explanation above, the writer is interested to know the effect of using PQ4R strategy on the ability of the second year students of MTs Darul Hikmah Pekanbaru in comprehending recount texts.

## 2. Methodology

This research is pre-experimental research. It was conducted by administering One-Group Pretest and Posttest. In this study, there was a group which had been exploited for pretest, treatment and posttest. Another group was used for the try out. The writer compared the scores of pretest and posttest to see whether the treatment is effective or not on the students' reading comprehension of recount text.

The population of this research is all second year students at MTs Darul Hikmah Pekanbaru of 2019/2020 academic year which consisted ten classes.

**Table 2.1 The Distribution of the population**

No	Class	Number of Students (Population)
1	VIIITQA1	18
2	VIIITQA2	19
3	VIIIA1	31
4	VIIIA2	33
5	VIIIA3	32
6	VIIITQB	22
7	VIIIB1	28
8	VIIIB2	27
9	VIIIB3	29
10	VIIIB4	26
Total		265

The sample was class VIIIA3 chosen by cluster random sampling. Cluster random sampling is a sampling technique in which the entire population is divided into groups, or clusters and a random sample of these clusters are selected. Meanwhile, Sudjana (1989) affirmed that in cluster random sampling the population is divided into some group/cluster. Cluster random sampling is useful in situations where the population members are naturally grouped in units. The writer used a test as a instrument to collect the data. The test of this research is the form of using multiple choice test that makes the students easier to answer the questions. Multiple choice has 4 texts and 30 items. In this study, items of the test were about the components of reading comprehension in recount texts. The time for the test was 60 minutes. Before the pretest was given to students at class VIIIA3, the try out was carried out at class VIIITQA2. It was aimed to measure the validity and reliability of the test. The writer used t-test to compare the differences of students' score in the pretest and posttest.

### 3. Findings and Discussion

#### 3.1 The result of Pretest

As stated previously, before the application of PQ4R strategy in the learning process, the writer conducted a pretest. The test consists of four texts with 30 questions. The test is a multiple-choice type. After collecting the data, students' scores are computed as can be seen on table 3.1.

The students' score on Pretest is presented in Table 3.1.

**Table 3.1 The Score range's Students in Pretest**

No	Range Score	Frequency	Percentage	Category	Mean Score
1	81-100	1	3	Excellent	59.03
2	61-80	12	38	Good	
3	41-60	18	56	Fairly	
4	21-40	1	3	Good	
5	0-20	0	0	Poor	
	<b>Total</b>	<b>32</b>	<b>100</b>	<b>Very Poor</b>	

From table 3.1 shows that the mean score of the students in pretest is 59.03. The highest score is in "Excellent" level with 1 student. Then, score is in "Fairly Good" level with 18 students and "Good" level with 12 students. The lowest score is in "Poor" level with 1 student.

The data of students' average achievement on eight aspects of reading was shown in table 3.2:

**Table 3.2 Students' Ability in Each Aspect of Reading in the Pretest**

No.	Aspects of Reading	Mean Score
1.	Main Idea	67.97
2.	Factual Information	66.40
3.	Vocabulary	58.59
4.	References	43.75
5.	Inferences	56.25
6.	Social Function	53.13
7.	Generic Structure	54.16
8	Language Features	50.00
	Average total score	57.06

Table 3.2 shows that the highest score of the seven aspect of reading on the pretest is in "Main Idea" with a mean score is 67.97. Mean score in "Factual Information" is 66.40, mean score in "Vocabulary" is 58.59, mean score in "Inferences" is 56.25, mean score in "Social Function" is 53.14, mean score in "Generic Structure" is 54.16 and mean score in "Language Features" is 50.00. The lowest score is in "References" with a mean score of 43.75.

#### 3.2 The Result of Posttest

The post test was conducted to find out the ability of the students in comprehending recount texts. The result can be seen on table 3.3 below:

**Table 3.3 The Score range's Students in Posttest**

No	Range Score	Frequency	Percentage	Category	Mean Score
1	81-100	2	6	Excellent	62.97
2	61-80	14	44	Good	
3	41-60	16	50	Fairly	
4	21-40	0	0	Good	
5	0-20	0	0	Poor	
<b>Total</b>		<b>32</b>	<b>100</b>	<b>Very Poor</b>	

Table 3.3 shows that the mean score of the students in posttest is 56.20. The Highest score is in “Excellent” level with 2 students. Then, the score is in “Good” level with 5 students. The lowest score is in “poor” level with 1 student.

The data of students’ average achievement on eight aspects of reading was shown in table 4.6:

**Table 3.4 The Students’ Ability in Each Aspect of Reading in the Posttest**

No.	Aspects of Reading	Mean Score
1.	Main Idea	71.88
2.	Factual Information	67.96
3.	Vocabulary	73.44
4.	References	52.34
5.	Inferences	63.28
6.	Social Function	58.59
7.	Generic Structure	56.25
8	Language Features	56.25
	Average total score	73.05

Table 3.4 shows that the highest score is in “vocabulary” with the mean score is 73.44. The score in “Mean Idea” with mean score is 71.88. The score in “Factual Information” with the mean score is 67.96. The score in “Inferences” with the mean score is 63.28. The score in “Social Function” with mean score is 58.59. The score in “Generic Structure” with the mean score is 56.25. The score in “Language Features” with the mean score is 56.25. The lowest score is in “References” with the mean score is 52.34. Reference is the word that represents another word. Based on the observation of the writer, some students are still confused to find out references.

### 3.3 Hypothesis Testing

In this research, t-test formula was used to compare the pretest and posttest results in determining whether the hypothesis could be accepted and to measure whether the instruments in treatment could give an effect on students’ reading comprehension or not.

In performing pre-experimental research, hypothesis was required to find out whether or not there is a significant difference after the activities were completely performed. The mean score of pretest (X) achieved by the first year students was 59,03. The improvement could be seen in their mean score as shown in posttest results (Y), 62.97.

The margin of pretest and posttest achievement was 3.94. The score can be seen in the table 3.5 below.

**Table 3.5 Paired Sample Statistic**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	59.03	32	10.775	1.905
	Posttest	62.97	32	9.413	1.664

Based on table 3.5, it was found that there are differences between students' mean score in pretest and posttest. The mean score of pretest is 59.03 and posttest is 62.97. The difference of the mean score between pretest and posttest is 3.94. The gap of mean score showed an effect of students' reading comprehension in the reading test. Furthermore, Standard deviation is a value spread in the sample while standard error means an estimate of standard deviation, derived from a particular sample used to compute an estimate. The spread of values in the sample of standard deviation of pretest is 10.775 while standard error of mean is 1.905 and then standard deviation of posttest is 9.413 and standard error of mean is 1.664.

**Table 3.6 Paired Sample Test**

		Paired Differences				T	Df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	Posttest – Pretest	3.938	2.501	.442	3.036	4.839	8.907	31	.000

Based on the table 3.6, the results of t-test was 8.907, meanwhile t-table from 32 students was 3.365. It showed that the score of t-test was lower than that of t-table ( $8.907 > 3.365$ ). Therefore, it is concluded that there is a significant difference between the pretest and posttest. So, that the alternative hypothesis of this research is accepted.

### 3.4 The Comparison between Pretest and Posttest

After conducting the pretest and posttest, students' answers were analyzed each component to find out which component that was affected significantly and which component that score increased by using PQ4R Strategy on the students' reading comprehension in recount text.

The findings showed positive results enhancement in reading comprehension. Their improvement in reading score was proved through their test score. The comparison of their score was presented in the following:

**Table 3.7 Comparison between Pretest and posttest in Each Components of Reading**

No	Components of Reading	Mean Score	
		Pretest	Posttest
1	Main Idea	67.97	71.88
2	Factual Information	66.40	67.96
3	Vocabulary	58.59	73.44
4	References	43.75	52.34

5	Inferences	56.25	63.28
6	Social Function	53.13	58.59
7	Generic Stucture	54.16	56.25
8	Language Features	50.00	56.25

Based on the table 3.7, it was found that there are differences between students' mean score in pretest and posttest. The mean score shows that in 'Main Idea' increased from 67.97 to 71.88, in 'Factual Information' increased from 66.40 to 67.96, in 'Vocabulary' increased from 58.59 to 73.44, in 'References' increased from 43.75 to 52.34, in 'Inferences' increased from 56.25 to 63.28, in 'Social Function' increased from 53.13 to 58.59, in 'Generic Structure' increased from 54.16 to 56.25, and 'Language Features' increased from 50.00 to 56.25.

Besides on the interpretations above, in line with the hypothesis that there is a significant effect of using PQ4R strategy on the ability of the second year students of MTs Darul Hikmah Pekanbaru in comprehending recount texts. The writer's observation by using PQ4R strategy in the class showed that students become more active, situations of class become more effective and the students' reading comprehension get improved. The students are also interested in joined the learning process and enthusiastic in reading text. Therefore, this research has proved that PQ4R strategy match is used in reading class.

#### 4. Conclusions and Suggestions

##### Conclusions

This research revealed that giving PQ4R strategy has a good effect for students in comprehending recount texts. It was proved that the result of hypothesis test on the result of independent sample *t-test* with significant 0,01 showed that *t-test* ( $t_0$ ) was higher than that of *t-table* ( $t_t$ ) or *t-value* ( $8.907 \geq t-table$  (3.365)). Based on the result of the data analysis, it can be concluded that there is a significant effect of PQ4R strategy on the ability of the second year students of MTs Darul Hikmah Pekanbaru in comprehending recount texts. Therefore, the alternative hypothesis ( $H_a$ ) is accepted, or it can be concluded there was significant effect using PQ4R strategy in teaching reading comprehension.

##### Suggestions

Based on the previous explanations, the writer would like to offer some suggestions as follow:

1. The English Teacher

English teachers are suggested using PQ4R as an alternative strategy to help students comprehend the text, especially recount texts. This strategy can increase all aspects of students' reading comprehension, but lowest in references. The writer suggests that the teacher focused on references because references used to measure the readers' ability in analyzing the relationship of the word that represents another word in process reading comprehension.

2. Students

Students are suggested using the PQ4R strategy to encourage them to be active in the class and pay more attention to the lesson that has been explained by the teacher to be more able to comprehend texts, especially recount texts.

3. Other researchers

Other researchers are suggested using this research as reference. PQ4R strategy can be applied to help students comprehend recount texts. Considering the

methodology of the research, the writer suggests the use of two groups, control group and experimental group as the sample. It will make it easy to analyze the data.

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