THE EFFECT OF PREVIEW, QUESTION, READ, REFLECT, RECITE & REVIEW (PQ4R) STRATEGY ON STUDENTS' READING COMPREHENSION ABILITY ON NARRATIVE TEXT OF THE SECOND YEAR STUDENTS' OF SMPN 11 PEKANBARU

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Abstract : *The objective of this research was to find out the effect by using PQ4R Strategy in teaching reading. PQ4R Strategy is one of the strategies proposed to be a good strategy in improving the students' reading comprehension. PQ4R consists of a six-step process involves previewing, questioning, reading, reflecting, reciting & reviewing. This research is an experimental research focused on quantitative approach. There are two variables: Independent and dependent variable. The independent variable is using PQ4R strategy and dependent variable is the students' reading comprehension. The population of this research was the second year students of SMPN 11 Pekanbaru and the writer choose 8.6. They were 40 students. The writer used reading comprehension test items inform of multiple choice as the instrument for the measurement of comprehension achieved by the students after applying PQ4R Strategy. The obtained data were analyzed by using SPSS version 16.0. The result of the data showed that from 40 students. It was found out that in PQ4R Strategy there are 34 srudents (85%) who belong to the excellent category and 6 students (15%) who belong good category. In other words, the researcher can said that the Reading Comprehension of second year students of SMPN 11 Pekanbaru was in Excellent Category.*

Key words *: Testing, Reading Comprehension, PQ4R Strategy*

EFEK DARI PREVIEW, QUESTION, READ, REFLECT, RECITE & REVIEW (PQ4R) STRATEGI KEMAMPUAN MEMBACA BACAAN TEKS NARATIF SISWA KELAS DUA SMPN 11 PEKANBARU

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Abstrak : Tujuan dari penelitian ini adalah untuk mengetahui efek dengan penggunaan strategi PQ4R dalam pengajaran membaca. Strategi PQ4R merupakan salah satu strategi yang di usulkan untuk menjadi strategi yang baik dalam meningkatkan pemahaman bacaan siswa. PQ4R terdiri dari proses enam langkah yaitu, Pratinjau, Tanya jawab, Membaca, Memikirkan, Membaca dan Mengulas. Penelitian ini merupakan penelitian kuantitaif. Ada dua variable : Variabel independen dan dependen. Variable independen adalah Strategi PQ4R dan variable dependen adalah pemahaman bacaan siswa. Populasi penelitian ini adalah siswa kelas 2 SMPN 11 Pekanbaru dan penulis memilih kelas 8.6. Mereka terdiri 40 siswa, penulis menggunakan item uji pemahaman bacaan yang menginformasikan pilihan ganda sebagai instrument pengukuran pemahaman yang dicapai oleh siswa setelah menerapkan Strategi PQ4R. Data yang diperoleh di analisis menggunakan SPSS versi 16.0. Hasil data menunjukkan bahwa dari 40 siswa diketahui bahwa dalam strategi PQ4R ini ada 34 siswa (85%) yang termasuk dalam kategori unggulan dan 6 siswa (15%) termasuk kategori baik. Dengan kata lain, peneliti dapat mengatakan bahwa pemahaman membaca siswa kelas 2 SMPN 11 Pekanbaru ada di Kategori Unggulan.

Kata kunci: Tes, Pemahaman Bacaan, PQ4R

INTRODUCTION

Reading is one of the language skills that should be mastered by students. Junior high school students have studied reading since the first year of the school. Moreover, reading is also the main reason of why students learn the language. Therefore, the main goal of teaching reading especially for junior high school students is to enable them to read books, articles, or any other text written in English. The ability to comprehend a reading text is different from person to person although they read the same material. It can be caused by some factors, such as students readiness, motivation and enthusiasm toward the reading text. Its mean a teacher needs to choose an interesting and appropriate material for the students. He/she also needs to provide the students with a good reading technique. If the technique is suitable with the purpose of reading, it will be easier for students to comprehend the reading text. By helping students to develop their technique in reading, the teacher would be able to make the students succeeded in reading and understanding the material by the strategy that applied by the teacher. It means that the technique applied in reading teaching influences the students ability to understand the text. (Sri Wahyuni ; 2010)

Basically, the purpose of reading ability is to comprehend what has been read. Comprehension is the process to understand the messages or ideas from the printed words. Richard (1992) argues reading perceives a written text in order to understand its contents. The understanding that result is called reading comprehension. Furthermore , Nunan (1999) and Murcia (2001) state that reading is an interactive process and readers required to understanding the symbols in reading and to interpret what they read. It can be said that reading is a complex process and also active process. Walker (2000) point out that reading is an active process in which readers shift between sources of information, elaborate meaning and strategies, monitor their comprehension, and use the social context to reflect their response.

According to School-Based Curriculum (2013) teaching reading has equal duration to other English skills, such as listening, speaking, and writing. It means that the students have short time to comprehend the texts. Therefore, teacher should apply appropriate reading strategy to increase student's ability in comprehending reading text. Reading should be taught in effective and efficiency way.
Concerning the importance of reading, students of junior high school are expected to have reading skills. Students are demanded to understand the content of various types of texts. This study concerned how the students could gain the meaning on comprehend narrative text.

Based on the previous studies it was found that teaching students about PQ4R strategy will help them to comprehend better of narrative text and the problem that we found in the school the ability of the students in comprehending reading text need to be improve in order to be enable them to get used to reading process and give them enough time to develop their ability. The researcher will use PQ4R strategy to aid the students in comprehending narrative text. In short, this research deals with giving PQ4R (Preview, Question, Read, Reflect, Recite, Review) strategy in teaching text to the students. PQ4R is strategy that helps students to focus organizing information in their minds and making it meaningful (Slavin, 1997). Further, Slavin (1997) also states that PQ4R is one of the best – known strategies for helping students understand and remember what they read. In short, PQ4R is strategy that can be applied in a reading class. It is aimed to help students in comprehending the idea of the text. This technique

stands for Preview (P), Question (Q), and the four R: Read, Reflect, Recite and Review. The genre will be used by the writer is narrative text. Narrative text is one of the difficulties in reading. there are many types of narrative, they are; folktale, fable, fairytale myth, legend. In this research, the writers use two kinds of narrative text, folktale and myth. In this research will be focus on orientation, complication and the resolution of the story.

In this method, before directly reading the text, the students firstly preview the text by scan 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 story/idea on the text had been memorized.

METHODOLOGY

This research is an experimental method that focuses on quantitative approach. According to Hatch and Farhady (1982), the experimental is a method of research that can be truly concerning with cause and effect relationship in the experimental research. The population of this research was all of the second year students of SMPN 11 Pekanbaru in 2016/2017 academic year which consisted seven classes.

Table 3.2 Population of SMPN 11 Pekanbaru

No	Class	Number
1	8.1	39
2	8.2	40
3	8.3	39
4	8.4	40
5	8.5	38
6	8.6	40
7	8.7	40
Total		276

The population of this research was all the second year students SMPN 11 Pekanbaru. The sample class was 8.6 chosen by simple sampling technique. The qriter used a test as the instrument to collect the data. The test consisted of 40 items. The duration time for doing the test was 80 minutes. Five texts were used in the instrument. Each text consisted of 8 multiple choices question. Before the writer distributed the test to the sample, the test has been tried out to the population that had been chosen as the try out test to determine t-test score, the mean, variance and the accuracy the data of the test The researcher used t –test to compare the differences of students' scores in the pre-test and the post-test and the classification of the students score is adapted by Harris. The students' score were classified into five level ability, they are excellent, good, mediocre, poor and verypoor.

FINDING AND DISCUSSION

The objective of the research was to find out the influence of PQ4R strategy towards students reading comprehension ability. The data was collected by giving reading test individually. They need to answer 40 questions in which there were eight components of reading comprehension tested (main idea, factual information, guessing vocabulary, reference and inference, social function, generic structure and language feature) and Wh-questions (what, where, when, why, who, and how). There were two kinds of test that students had, pre-test and post-test.

Table 4.2 Pre-Test				
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50	10	25.0	25.0	25.0
	60	15	37.5	37.5	62.5
	65	1	2.5	2.5	65.0
	70	8	20.0	20.0	85.0
	75	3	7.5	7.5	92.5
	77.5	3	7.5	7.5	100.0
	Total	40	100.0	100.0	

From the table 4.2 (Pre-Test), it was compatible with the criteria of students' score, it was found that student who got score 50, and 60 showed that their ability of reading comprehension was categorized as mediocre. Students who got 60, 65, 70, 75 and 77.5 were categorized as good.

Table 4.3 Post Test				
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	80	6	15.0	15.0	15.0
	85	13	32.5	32.5	47.5
	87	1	2.5	2.5	50.0
	90	17	42.5	42.5	92.5
	95	3	7.5	7.5	100.0
	Total	40	100.0	100.0	

From the table 4.3 (Post-Test), it was compatible with the criteria of students' score, it was found that students who got score 80 showed that their ability of reading comprehension were categorized as good. Students who got 85, 87, 90 and 95 were categorized as excellent.

So, there are differences in data presentation between before being taught by using PQ4R technique and after being taught by using PQ4R technique. The data

showed that the score after being taught by using PQ4R technique was better and higher than was before using PQ4R technique.

This study answers the first research question is there a significant effect of using PQ4R strategy on the second year students ability in comprehending narrative text at SMPN 11 Pekanbaru?

CONCLUSION AND RECOMMENDATION

CONCLUSION

The objectives of this study are to find out the ability of the second year students of SMPN 11 Pekanbaru in comprehending narrative texts for each component. The score of students falls into excellent level. It can be concluded that out of 34 students in excellent level, 6 students in good level. The mean score of the students' ability in comprehending narrative texts is 80-95. It means that the ability of the second year students of SMPN 11 Pekanbaru in comprehending narrative texts is in excellent level. On the other words, the result of this research found that the ability of the second year students of SMPN 11 Pekanbaru could be achieved the minimum criteria (KKM) of English subject in this school. And it can be concluded that PQ4R Strategy gives significant influence for students in comprehending narrative text.

RECOMMENDATION

The results of the research showed that the students' reading comprehension improves significantly. There were significant differences of the students' reading comprehension before and after being taught using herringbone technique. The average score before taught using PQ4R strategy showed 69.9 while the average score after being taught using PQ4R strategy showed 87.5.

After getting the result of the study in this research, the writer would like to give some recommendations which can be used to teach narrative text as follows:

1. The English teacher can apply PQ4R strategy as one of the strategies in teaching reading especially narrative text since it is proved that this strategy gives positive influence for students' reading comprehension, and the teacher is suggested to explain about how to understand the topic and more clearly explain the technique before it is used in the classroom.

2. The writer, using PQ4R Strategy gives positive contributions and better outcomes to raise the students reading comprehension.

3. The next researcher, the writer hopes develop this research to find out further influence of PQ4R Strategy, not only for narrative text but also the use of PQ4R Strategy in other text.

4. The students should read the material carefully, so they can make questions related to the material. By making questions will help the students understand the text

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