THE EFFECT OF USING PQ4R METHOD ON THE ABILITY OF THE FIRST YEAR STUDENTS OF SMK PESANTREN DAREL HIKMAH PEKANBARU IN COMPREHENDING RECOUNT TEXTS

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Abstract: *This research was designed to experiment the effect of using PQ4R method on the ability of the first year students of SMK Pesantren Darel Hikmah Pekanbaru in comprehending recount texts. The aim was to find out the effect of using PQ4R method on the ability of the first year students of SMK Pesantren Darel Hikmah Pekanbaru in comprehending recount texts. This research took place in SMK Pesantren Darel Hikmah Pekanbaru, that collected from April to May 2018. The try out class was X TI class (17 students) and the sample was X Perbankan Syari'ah (25 students) chosen by cluster random sampling. This is a pre-experimental research with one group pre-test, post-test 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 pre-test is 48.28 and the mean score of post-test is 56.20. In other words, the mean score of post-test is higher than the mean score of pre-test. The result also showed that the value of t-test (2.283) is higher than t-table (2.064) at the significance level 5%. It means that Alternative Hypothesis (Ha) is accepted and Null Hypothesis (Ho) is rejected. It means that, there is any effect of using PQ4R method on the ability of the first year students of SMK Pesantren Darel Hikmah Pekanbaru in comprehending recount texts. It is suggested that in understanding recount text is one of alternative , the teacher needs to focus on the students' understanding the sentences on the texts.*

Keywords: *Comprehension, PQ4R Method, Recount Text.*

PENGARUH PENGGUNAAN METODE PQ4R PADA KEMAMPUAN SISWA KELAS X SMK PESANTREN DAREL HIKMAH PEKANBARU DALAM MEMAHAMI TEKS RECOUNT

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Abstrak: Penelitian ini dirancang untuk menguji pengaruh penggunaan metode PQ4R terhadap kemampuan siswa kelas 1 SMK Pesantren Darel Hikmah Pekanbaru dalam memahami teks recount. Tujuannya untuk mengetahui pengaruh penggunaan metode PQ4R terhadap kemampuan siswa kelas 1 SMK Pesantren Darel Hikmah Pekanbaru dalam memahami teks recount. Penelitian ini berlangsung di SMK Pesantren Darel Hikmah Pekanbaru, yang dikumpulkan dari bulan April hingga Mei 2018. Kelas try out adalah kelas X TI (17 siswa) dan sampelnya adalah X Perbankan Syari'ah (25 siswa) yang dipilih secara cluster random sampling. Ini adalah penelitian pra-eksperimen dengan satu kelompok pre-test, desain post-test. Penelitian ini menggunakan data kuantitatif dan instrumen yang digunakan untuk mengumpulkan data adalah tes membaca dalam bentuk pilihan ganda. Hasilnya, skor rata-rata pre-test adalah 48,28 dan skor rata-rata post-test adalah 56,20. Dengan kata lain, nilai rata-rata post-test lebih tinggi daripada nilai rata-rata pre-test. Hasilnya juga menunjukkan bahwa nilai t-test (2,283) lebih tinggi dari t-tabel (2,064) pada taraf signifikansi 5%. Ini berarti bahwa Hipotesis Alternatif (Ha) diterima dan Hipotesis Null (Ho) ditolak. Artinya, ada pengaruh penggunaan metode PQ4R terhadap kemampuan siswa kelas 1 SMK Pesantren Darel Hikmah Pekanbaru dalam memahami teks recount. Di sarankan bahwa dalam memahami teks recount adalah salah satu alternative, guru perlu focus pada pemahaman siswa pada teks.

Kata Kunci: Pemahaman, Metode PQ4R, Teks Recount.

INTRODUCTION

Reading is one of the important skills in learning English besides like writing, speaking and listening. According to Harmer (2007), reading is useful for language acquisition. Reading also has a positive effect on student's vocabulary knowledge, on their spelling, and their writing . In teaching English, reading skill is one skill that must be mastered by the students because the reading will improve to knowledge and information.

The targets to be achieved in this study based on the syllabus of the 2013 curriculum, students know the various examples of text from the recount text, the students can observe the social function, structure and the language elements of the recount text, the students can determine the main idea, detailed information and certain information from recount text. Based on the minimum criteria at SMK Pesantren Darel Hikmah Pekanbaru that the students must be achieved is reaches value of 75, but most students in SMK Pesantren Darel Hikmah Pekanbaru, there are 35 students failed to get a value that reached the minimum criteria standards that have been determined.

However, based on writer's observation most of first year students of SMK Pesantren Darel Hikmah Pekanbaru there are 35 students get difficulties in reading comprehension. Reading comprehension is important to make the students know the meaning of the text that they read. From the components of reading comprehension the students should find the main idea, factual information, meaning of difficult word, references, and restatement. They just skim through it without doing it over and over again so the information cannot be so accurate.

According to Grellet (2010), reading is an active skill. It constantly involves guessing, predicting, checking, and asking oneself questions. This should therefore be taken into consideration when devising reading comprehension exercises. It is possible, for instance, to develop the students' powers inference through systematic practice, or introduce questions which encourage students to anticipate the content of a text from its title and illustrations or the end of a story from the preceding.

According to Walker (2000), 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. It means that reading is a cognitive activity in which the reader takes part in a conversation with the author through the text as media.

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 we can get information and wide insight from the text. Recount text is the text that retell event which purposed to informing and entertaining. Telling about what happened in the past, it means that making a recount text. In general, recount text is text which put a detailed of something and formed in past tense. Researcher interested in comprehending and focus on students' ability in recount text in the way they developing their main ideas, factual information, vocabulary, references, restatement, social function and generic structure. There are generic structures of recount text: orientation, events and reorientation. Orientation is setting and introduce participants. Events is tell what happened, in what sequence. Reorientation is optional closure of events/ ending.

This study answers a question : Is there any effect of using PQ4R method on the ability of the first year students of SMK Pesantren Darel Hikmah Pekanbaru in comprehending recount texts ?

METHODOLOGY

The type of the research is pre-experimental research. This research is design to finding out the the effect of using PQ4R method on the ability of the first year students of SMK Pesantren Darel Hikmah Pekanbaru in comprehending recount texts. In collecting the data the students test by reading test. The test is using multiple choice, has 4 texts and 30 items. The students have 60 minutes to answer the test. The populations of this research are the first year students of SMK Pesantren Darel Hikmah Pekanbaru. The total number of the first year students are 42 students that are divided into 2 classes.

Table 1. The Distribution of the Population

No	Classes	Number of students (population)
1	X Perbankan Syari'ah	25
2	X TI	17
	Total	42 students

RESULTS AND DISSCUSIONS

After getting the score of the students from pre-test and post-test, the writer classified the students' score based on pre-test and post-test, as follows:

Table 2. The Students' Scores in Pre-test

No	Score Range	Frequency	Percentage	Category	Mean Score
1	81-100	0	0	Excellent	
2	61-80	2	8	Good	
3	41-60	19	76	Mediocre	48.28
4	21-40	4	16	Poor	
5	0-20	0	0	Very Poor	
	Total	25	100		

Table 2 shows that the mean score of the students in pre-test is 48.28. The Highest score is in "Good" level with score range 61-80 there are 2 students and the lowest score is in "Poor" level with score range 21-40 there are 4 students. Score is in " Mediocre" level with score range 41-60 there are 19 students.

Table 3. The Students' Scores in Post-Test

No	Score Range	Frequency	Percentage	Category	Mean Score
1	81-100	2	8	Excellent	
2	61-80	5	20	Good	
3	41-60	17	68	Mediocre	56,20
4	21-40	1	4	Poor	
5	0-20	0	0	Very Poor	
	Total	25	100		

Table 3 shows that the mean score of the students in post-test is 56.20. The Highest score is in "Excellent" level with score range 81-100 there are 2 students and the lowest score is in "poor" level with score range 21-40 there is 1 student. Score is in "Good" level with score range 61-80 there are 5 students. Score is in "Mediocre" level with score range 41-60 there are 17 students.

Table 4. Comparison between Pre-test and post-test in Each Components of Reading

No	Components of Reading	Mean Score	
		Pre-test	Post-test
1	Main Idea	64.00	70.00
2	Factual Information	55.00	57.00
3	References	60.00	64.00
4	Vocabulary	30.00	50.00
5	Restatement	40.00	45.00
6	Social Function	44.00	57.00
7	Generic Stucture	38.00	54.00

Table 4 shows there are differences between students' mean score in pre-test and post-test. The mean score in pre-test shows that in 'Main Idea' is increase from 64.00 to 70.00, in 'Factual Information' is increase from 55.00 to 57.00, in 'References' is increase from 60.00 to 64.00, in 'Vocabulary is increase from 30.00 to 50.00, in 'Restatement' is increase from 40.00 to 45.00, in 'Social Function' is increase from 44.00 to 57.00, in 'Generic Structure' is increase from 38.00 to 54.00.

Disccusion

Based on the description of data above, it can be concluded that PQ4R method is effective used to teaching reading comprehension on recount text. It was proved that the post-test result is better that the pre-test result which indicates the improvement of students' reading comprehension in recount text.

The result showed that the mean score of post-test was higher that pre-test. (56.20 > 48.28). Then the data analysis showed that t-test was lowest than t-table (2.283 > 2.064), it means that there is significant difference between the pre-test and post-test.

There were seven aspects of reading comprehensionthat finding main idea, factual information, references, vocabulary, restatement, social function, and generic structure. Those all of aspects were increased on pre-test and post-test. Therefore, applying PQ4R method made the student's ability in reading comprehension increased, espeacially about the lesson of recount text.

The lowest score of the seven aspects of reading in pre-test and post-test were 'Vocabulary' and the highest one was 'Main Idea'. The lowest score of the seven aspects of reading in pre-test result is 'Vocabulary' because students don't know the meaning from the vocabulary, and their vocabulary is still lack.. The highest score is in 'Main Idea' because the students easy to find the main idea in the text. The mean total score of students' ability in reading is in 'Mediocre' level (56.20). It increased from mean total score in pre-test which is only 48.28.

Main Idea is the highest score because the main idea is easy to find in the text. The lowest mean score is Restatement from 40.00 to 45.00. Restatement is the lowest score because restatement is the way to say something in different way but still has same meaning, so the students confused about the restatement because in the text and in the optional in test has different sentence.

CONCLUSIONS AND SUGGESTIONS

Conclusions

This is a pre-experimental research whose main purpose is to find out the effect of using PQ4R method on the ability of the first year students of SMK Pesantren Darel Hikmah Pekanbaru in comprehending recount texts. Based on the result of data analysis, it can be concluded that PQ4R method gave significant effect on the ability of SMK Pesantren Darel Hikmah Pekanbaru of first year students in comprehending recount texts. The use of PQ4R method made the students easy to comprehend recount texts. It can be seen from the students' score on post-test that was higher than pre-test. PQ4R method can help the students in comprehending recount texts.

Suggestions

Based on the previous explanations, the researcher would like to offer some suggestions as follows :

1. The English teachers

The teacher may use PQ4R as an alternative method to help the students in reading comprehend especially recount texts. This method can increase all aspects of students' reading comprehension, but lowest in restatement. The researcher suggests that the teacher focused on restatement because restatement used to measure the readers' ability in analyzing the relationship of ideas with single sentence that related in process reading comprehension.

2. The students

The students used PQ4R to encourage them to be active in the class and pay more attention to the lesson that has been explained by the teacher in order to be more able to comprehend texts especially recount texts.

3. Other researchers

For other researchers, this research can be used as inference for them. PQ4R method can be applied to help the students comprehend recount texts. Considering the methodology of the research, the researcher suggests to use two group, control group and experiment group as the samples. It will make easy in analyzing the data.

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