THE EFFECT OF USING PQ4R STRATEGY ON THE ABILITY OF THE SECOND YEAR STUDENTS OF MTS DARUL HIKMAH PEKANBARU IN COMPREHENDING RECOUNT TEXTS

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Absract: 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 research took place in MTs Darul Hikmah Pekanbaru, which was collected from February to March 2020. The try out class was VIIITQA2 class (19 students) and the sample was VIIIA3 (32 students) chosen by cluster random sampling. 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 pre-test is 59.03 and post-test is 62.97. In the 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 (8.907) is higher than 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.

Key Words: Effect, Reading Comprehension, PQ4R Strategy

PENGARUH PENGGUNAAN STRATEGI PQ4R TERHADAP KEMAMPUAN SISWA KELAS DUA MTS DARUL HIKMAH PEKANBARU DALAM MEMAHAMI TEKS *RECOUNT*

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Abstrak: Penelitian ini bertujuan untuk mengetahui apakah ada pengaruh signifikan penggunakan strategi PQ4R pada kemampuan siswa tahun kedua MTs Darul Hikmah Pekanbaru dalam memahami teks recount. Penelitian ini dilakukan di MTs Darul Hikmah Pekanbaru, yang dikumpulkan dari Februari hingga Maret 2020. Kelas uji coba adalah kelas VIIITQA2 (19 siswa) dan sampelnya adalah VIIIA3 (32 siswa) yang dipilih dengan cluster random sampling. Penelitian ini adalah penelitian pra-eksperimental dengan desain satu kelompok pretest dan posttest. Penelitian ini menggunakan data kuantitatif dan instrumen yang digunakan untuk mengumpulkan data adalah tes membaca dalam bentuk pilihan ganda. Hasilnya, nilai rata-rata pre-test adalah 59,03 dan post-test adalah 62,97. Dengan kata lain, skor rata-rata post-test lebih tinggi daripada skor rata-rata pre-test. 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.

Kata Kunci: Efek, Pemahaman Membaca, Strategi PQ4R

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 the reader can get information and can tranfer 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 material, students need some skill that should be mastered. They should be able to determine the topic of sentence, vocabulary mastery 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 with 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 in form descriptive text and recount text, and basic competence is responding the meaning of simple monolog text that use every kind of verbal language in accuracy, fluency, and accepted in daily life text. It means that students should be master 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 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 seen as follows:
1. Some students are not able to find main idea in reading text.
2. Some students do not know the meaning of words in reading text.
3. Some students are not able to identify the characters in reading text.
4. Some students are not able to find the sequence series of events in reading texts.
5. Some students do not know the generic structure of reading text.

Basically, There are some strategies that are used to help 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 comprehending text, because PQ4R strategy has been designed to

deal with the reading materials in the form of textbooks. This strategy makes students to be 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 the 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 directly reading the text, firstly students preview the text by looking at the title and heading 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 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 recite 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.

METHODOLOGY

This research is pre-experimental research. It was conducted by administering One-Group Pre-test and Post-test. In this study, there was a group which had been exploited for pre-test, treatment and post-test. Another group was used for the try out. The writer compared the scores of pre-test and post-test 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 in 2019/2020 academic year which consisted ten classes.

Table 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 where the entire population is divided into groups, or

clusters and a random sample of these clusters are selected. Meanwhile, Sudjana (1989) mentions 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 make 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 pre-test 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 pre-test and post-test.

FINDING AND DISCUSSION

The objective of this research is 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. From research findings above shows that the post-test result was better than the pre-test result. This interpretation is based on the comparison of the mean score between pre-test and post-test before and after treatment.

Table 2. The Score range's Students in Pre-test

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

From table 2 shows that the mean score of the students in pre-test is 59.03. The highest score is in "Excellent" level with 1 students. Then, score is in "Mediocre" level with 18 students and "Good" level with 12 students. The lowest score is in "Poor" level with 1 student.

Table 3. The Score range's Students in Post-test

No	Range Score	Frequency	Percentage	Category	Mean Score
1	81-100	2	6	Excellent	
2	61-80	14	44	Good	
3	41-60	16	50	Mediocre	
4	21-40	0	0	Poor	62,97
5	0-20	0	0	Very Poor	
	Total	32	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 2 students. Then, the score is in "Good" level with 5 students. The lowest score is in "poor" level with 1 student.

Table 4. Paired Sample Statistic

Paired Samples Statistics

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

Based on table 4, it was found that there are differences between students' mean score in pre-test and post-test. The mean score of pre-test is 59.03 and post-test is 62.97. The difference of the mean score between pre-test and post-test 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 pre-test is 10.775 while standard error of mean is 1.905 and then standard deviation of post-test is 9.413 and standard error of mean is 1.664.

Table 5. Paired Sample Test

Paired Samples Test

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

Based on the table 5, The results of t-test is 8.907, meanwhile t-table from 32 students was 3.365. It showed that the score of t-test was lower than t-table (8.907 > 3.365). Therefore, it is concluded that there is a significant difference between the pre-test and post-test. So, that the alternative hypothesis of this research is accepted.

So, there was a significant effect of class taught by using PQ4R strategy. This can be seen from the pre-test and post-test result. The mean score of pre-test in the class was 59.03 and the mean score of post-test was 62.97. The pre-test and post-test score got a normality data which the value (p) ≤ significant (α= 0,05). The gain of the hypothesis of test using t-test with significant 0,01 showed that *t-value* (8.907) ≥ *t-table* (3.365). It means that there was a significant effect of using PQ4R as a treatment in comprehending recount text. This study answers the question is 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?

CONCLUSIONS AND SUGGESTIONS

Conclusions

This research had proved 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 w*ith significant 0,01 showed that *t-test (t_0)* was higher that *t-table (t_t)* or *t-value* (8.907) ≥ *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. count text. Therefore, the alternative hypothesis (Ha) 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 in order to be more able to comprehend texts, especially recount texts.

3. Other researchers

Other researchers are suggested to use this research as reference for them. PQ4R strategy can be applied to help students comprehend recount texts. Considering the methodology of the research, the writer suggests to use two group, control group and experimental group as the sample. It will make it easy in analyzing the data.

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