

CHAPTER II

THE USE OF PQ4R STRATEGY AND STUDENTS' READING COMPREHENSION

A. The nature of reading comprehension

1. Reading Comprehension

Getting meaning from the text that the readers read is not a passive process, but it is a process of comprehending some information or its essence. Brassel and Ransinski (2008: 15) state that "Reading refers to the ability to comprehend or make meaning from written text". It is the process of recognition, interpretation, and perception of written or printed material. It involves the recognition of letters, words, phrases, and clauses. It means that everybody who wants to be able to read fluently, have to develop their reading ability and over time that has a lot of exercises.

Clarke (2014:2) defines reading comprehension as situated within the text itself; a developed understanding comes from the interaction between the text and the reader's response to it. Reading comprehension is a process to understand the reading text or material to gain information. By reading and comprehending a text, someone can understand and obtain some information.

Reading comprehension is the act of inference from written text based on complex process of the various source of information related to each other Hilbert, Scott and Wilkinson as cited by Sahin (2013:57). The ability of comprehending the unwritten information of the text is crucially needed. Although it is not clearly written in the text, it is still relatable and the students may practice their cognitive comprehension while trying to find the inference of the text.

To conclude, it is fundamentally logical to grasp the reading comprehension definitions above. It can be considered that it has to be mastered by the students. Furthermore, it produces an interaction between the students and the written text. Therefore, students will find the

enjoyment when they understand the point of the text through reading, the students will attain numerous information. In addition, the reading comprehension enables the students to construct their own conceptual information from the text.

2. The Aspects of Reading comprehension

In reading comprehension, there are several aspects of reading comprehension that should be mastered by readers to comprehend the text. According Duffy (2009: 101), states some aspects those related to reading comprehension:

a. Predicting

As stated by Duffy (2009: 101), Predicting is fundamental to comprehension. Readers of all ages make predictions. Predicting is based on the thoughtful use of prior knowledge. Readers make predictions based on the purpose for reading, topic clues, and the type of text being read. This example focuses on using topic clues to make predictions. That is, readers use their prior knowledge about the topic as the basis for making the prediction.

b. Inferring

In accordance with Duffy (2009: 101), Inferring is the ability to “read between the lines” or to get the meaning an author implies but does not state directly.

c. Main Idea

Main idea refers to the “big idea” or the most important idea. The reader uses text clues, accesses background knowledge triggered by those clues and, based on that background knowledge, predicts what the author thinks is most important Duffy(2009: 101).

d. Summarizing

According to Duffy (2009: 101), summarizing is an activity by taking the essence of a story or taking something that is important only and has covered the whole and usually as a conclusion. Summarizing is the creation of a brief retelling of a text. While it may include the main

idea or theme, the focus is on describing in brief form the text's major points. Summarizing can also be interpreted as reducing sentences but still contains important news.

On the other hand, King & Stanley (Juita *et al* 2013) pointed out some aspects of reading comprehension. These aspects are:

a. Finding Factual Information

Finding factual information requires readers to scan specific detail. The factual information questions are generally prepared for students and those, which appear with WH question word. There are many types of questions: reason, purpose, result, time, comprehension, etc. In which of the answer can be found in the text.

b. Finding Main Ideas

Recognition of the main idea of a paragraph is very important because it helps students not only understand the paragraph on the first reading, but also helps students to remember the content later. Main idea may be stated explicitly or implicitly, in a paragraph with explicit main idea, there is a topic sentence, either in the beginning. In the middle or at the end of paragraph. On the other hand, a paragraph with implicit main idea does not have a topic sentence.

c. Finding the Meaning of Certain Word

It means that the readers can develop their guessing ability to the word which is not familiar, by relating the close meaning of unfamiliar words to the context in the text. The words have nearly equivalent meaning when it has or nearly the same meaning as another word. Meanwhile the students are expected to be able form and understanding the meaning.

d. Identifying References

Reference is the relationship of one linguistic expression to another's' characters and abilities, etc. Reference in reading comprehension is the use of demonstrative pronoun in a reading text.

Reference words are usually short and very frequently pronoun, such as it, we, they, she, he, this, etc. Recognizing reference words and being able to identify the words to which they refer to will help the reader understand the reading passage.

e. Identifying inferences

Identifying inference is a skill where the reader has to be able to read between lines. In the last aspect, the students are asked to be able to find the message from the text and predict what may happen next. It relates on information from the text. These will enable students to think critically to find any information and understand the text.

From the explanations aspects of reading comprehension above, there are five aspects by King and Stanley in Juita *et al* (2013) and four aspects by Duffy (2009: 101). The researcher will be focused on five aspects there are factual information, main idea, the meaning of certain word, reference and inference because all the text includes them all.

3. Teaching Reading Comprehension

Teaching reading comprehension is important to make the students to be better extent of English language proficiency and contribute in raising their knowledge. William (Westwood 2008:43) “teaching reading comprehension is not particularly easy. The teacher should use suitable strategy in teaching learning activity. there are some suggestions for reading activities as follows:

1. Pre- question. A general question is given before reading, asking the learners to find out a piece of information central to the understanding of the text.
2. Do-it yourself question. Learners compose and answer their own questions.
3. Provide a little. Learners suggests a little if none was given originally; or an alternative, if there was

4. Summarize. Learners summarize the content in a sentence or two this may also be done in the mother tongue.
5. Continue, the text is a story; learners suggest what might happen next.
6. Preface. The text is story: learners suggest what might before.
7. Grappled text. Towards the end of the text four or five gaps are left that only can be filled in if the text has been understand. Note that this is different from the conventional cloze test (a text with regular gaps throughout) which tests grammatically and lexical accuracy and actually discourages purposeful, fluent reading.
8. Mistake in the text. The text has, towards the end, occasionally mistakes (wrong words: or intrusive ones: or omissions) learners are told in advance how many mistakes to look after.
9. Comparison. There are two texts on a similar topic; learners note points of similarity or the differences of the content.
10. Responding. The text is a letter or provocative article; learners discuss how they would respond, or write an answer.
11. Re-presentation of the content. The next text gives information or tells a story; learners re-present its contents through a different graphic medium, for example: 1. A drawing that illustrates the text, 2. Coloring, 3. Marking a map, 4. List of events or items described in the text, 5. A diagram (such a grid or flow chart) indicating the relationship between the items, characters or events.

From those suggestion, the researcher would focus on number 2 that is Do-it yourself question because it relates to the strategy when the students will make a question and answer their own question on teaching descriptive text activity using PQ4R strategy.

B. PQ4R Strategy

1. Definition of PQ4R strategy

According to Trianto (2010), The PQ4R learning strategy is one part of the elaboration strategy. The PQ4R learning strategy can be used to help students remember what students read and can help the teaching and learning process in the classroom carried out by reading textbooks in groups. Students are asked to explore their ability to structure thinking before reading by arranging questions that become a reference for students to explore the information needed from the reading text. Then students independently read the text while looking for answers to the questions they have made.

The PQ4R strategy goes like: Preview, Question, Read, Reflect, Recite, and Review. PQ4R strategy is one of elaboration strategy. This strategy used to help students to remember what they have read and help the teaching learning process related to reading or teaching learning process that is done with a book (Sudarman, 2009: 69-70). Reading activity is proposed to make students comprehend what the text tells them about.

Since in this strategy the main activity is reading text or book, so reading is the main activity that student should do. They should have a good habit in reading whether reading text, book or another reading book. By reading, student will get knowledge and they can develop their ability to get success in the future.

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

2. Procedure of PQ4R Strategy

PQ4R, as the strategy used to teach reading, provide the students some activities that can help them deal with the text more easily. Here are some activity from Vacca and Vacca (1999:423) that can be done in PQ4R is:

a. Preview

The first step is intended to enable students to read quickly before starting to read. Students start with reading the topics, sub main topics, title and sub-title, sentence in the first and last paragraph or summary in the end of chapter. If there is no of the stated above, the students can read fast in every one or two sentences, so they will get the main point of what they will learn. Students should also concern on the main topic sentence. It will make students easier to understand the whole sentences of the paragraph. While, according students preview the material to anticipate content, make plans for reading, and develop a mental framework for ideas to be encountered in the text.

b. Question

Students should make question that about the passage. They should use the title, sub-title, or the main topic to help them. Begin the question using “what, who, why or how”. If they read by answer question, they will read carefully to remember the passage well. Students raise question with the expectation that they will find answer in the text. When students raise questions about the content of materials, they are likely to examine the extent of their own uncertainty and to find out what they do not know about the information they will acquire during reading. As a result of this activity, students become involved in a search for answer during reading.

c. Read

Read the passage actively, that is by giving respond of what they have read. Students should never take long note. They should try to find the answer of the question that they make. In reading activity student search for ideas and information that will answer their question.

d. Reflect

Reflect is not separated step with read, but reflect is essential component of the third activity or reading. During reading, students not only memorize but also comprehend the information of the text by

connecting the information with the other information that are known, linking subtopic in the text with the main principle, solving the contradictions in the information presented and solving simulated problems with the subjects.

e. Recite

In recite students are asked to remember the information of what they have read by stating the main point loudly and by answering the questions. The students can using the note that they make. From the notes, students are asked to make summary of what they have read. In other word, students deliberately attempt to answer their questions by rehearsing aloud what they have learned and/or writing responses to the questions raises.

f. Review

The last activity, students read their summary or reread the whole passage if needed and they should answer the questions that they get before. The students review and reflect on the material by organizing and elaborating on ideas encountered in the text and rereading portions to verify or expand on responses to their questions. They also state that review is an opportunity to reflect on what was read. Usually students review what they have learnt by organizing and elaborating ideas encountered during reading. They can write summaries or critical notes or construct graphic representation to depict text relationship. From the steps of PQ4R strategy above, it can be concluded that this strategy can help students to comprehend the material that is taught, especially more difficult material and it can help students to have long concentration. The material explained above can be reading material, so PQ4R also can be used in reading which the purpose is to make the students comprehend the text they read.

The other procedure from Slavin (1994) in Allen (2008) explained that there are step of PQ4R method for students using, as follows:

a) Preview

Preview the text by looking at the title, visuals, headings, subheadings. Look at the how material is organized and get a general idea of the content.

b) Question

From some questions you have about the content based on the information you gained during your preview. Use headings to invent question using the 5W+H words: who, what, why, where.

c) Read

Read the material and try to answer the question you generated prior to reading.

d) Reflect

Reflect on the material. Try to understand and make meaningful the presented information. Think about what you just read by making connections and applying the information.

e) Recite

Practice remembering the information by starting points out loud and asking and answering question.

f) Review

In the final step, actively review the material, focusing on asking yourself questions, re-read the material only when you are not sure of the answers.

Based on the explained above that by PQ4R method can use to improve students' reading comprehension and help the students to remember of the material in learning process.

From those prosedure, the researcher concluded that there are some prosedure that we can use PQ4R to teach reading comprehension. In this research, the researcher was use the procedure which has already adapted from Vacca and Vacca (1999:423) to teach students' reading comprehension by using PQ4R Strategy in SMP Negeri 1 Kuala Mandor B.

3. The Advantages and Disadvantages of PQ4R Strategy

Puspitasari in Hendi states that there are the advantages and disadvantages in applying PQ4R strategy in the teaching and learning process in the classroom, they are:

1) The advantages of the PQ4R strategy, namely:

- a. Can help students whose memory is weak for memorize lesson concepts.
- b. Easy to apply to all levels of education.
- c. Able to help students improve skills the process of asking and communicating his knowledge.
- d. Can reach the subject matter within the scope vast.

2) The disadvantages of PQ4R Strategy, namely:

- a. It is very difficult to implement if the means are like a student book (textbook) not available at school.
- b. Not effective in classes with a number of students which is too big because the teacher's guidance is not optimal especially in formulating questions.

C. Previous Study

The reviews of related studies have a goal of providing previous studies and information concern with the research questions. In this research, the researcher intended to introduce and conveyed about listening comprehension based on the other researcher.

Muhammad Nur 'Ebes (2019) entitled PQ4R Strategy In Eleventh Grade Students' Reading Comprehension Achievement on SMA Darul 'Ulum 1 Jombang, The result showed experimental class has the higher mean scores 78,64 (SD = 7,210) than controlled class. XI – IPA 8 73,94 (SD = 9.500). Moreover, the result of Independent sample t-test shows that there is a significant difference between the two groups by the indication of sig value (p value) is 0.027 which is lower than 0.05. The eta

squared result is 0.07 which has meaning that the implementation of the treatment gives moderate effect to the improvement of the students' reading comprehension ability.

In addition, Ratih, Sudirman, and Dedy (2014) entitled *The Effect of PQ4R Strategy In Reading Comprehension Achievement*. The population of this research was second grade students of SMPN 1 Sukoharjo. The results of data analysis showed there was a significant difference on students' reading comprehension achievement after being taught by using PQ4R strategy. Then, understanding vocabulary increased the most than the other aspects. Hypothesis test showed that the significance value (2-tailed) was 0.000 ($p < 0.05$). It could be concluded that null-hypothesis was rejected, and it be inferred PQ4R strategy increase the students' reading comprehension in all aspects especially in understanding vocabulary.

Wahyuningsih and Citraningrum (2019) entitled *The Effectiveness of The Cooperative Integrated Reading and Composition (CIRC) and Preview Question Read Reflect Recite Review (PQ4R) on Reading Comprehension Skill*. The result of this research The Preview Question Read Reflect Recite Review (PQ4R) learning model is effective in reading comprehension. This was proved by a significant increase in average score of the experimental group II, from 25.6000 to 35.1333. The average increase in experiment II was 9.5333. The Independent sample t-test results in experiment II obtained the significance value of 0,000 or lower than 0.05 so that the use of the PQ4R model is effective on reading comprehension skills in the PGSD study program in Semester V of STKIP Muhammadiyah Sorong.

From the previous researches that the researcher has described, it can be concluded that it has effect of using PQ4R Strategy to teach reading comprehension and PQ4R Strategy is effective to teach the students' reading comprehension as well.

