

# ***Improving Student's Achievement in Reading Comprehension Through PQ4R Strategy, in Learning English for Students of SMP N-2 Berastagi***

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## **Abstract**

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The purpose of the research is to improve the students achievement in comprehending the text Method. The subject of the research is the students of SMP N 2 Berastagi standard VII-9 academic year 2017/2018, which consist of 35 students in one class, divide into -17 male students and 18 female students. The class action research is done by using two cycle of learning. Each cycle consist of learning activities, planning, observation and reflection. Based on the data analysis confirmed that through the PQ4R method, learning English for student in class VII-9 SMPN 2 Berastagi academic year 2017/2018 can improve the understanding or comprehending the English text or at the first cycle is achieved the range between 69,28 the average mark of the students class VII, this mark is still below the minimum of criteria which must be 70 average. The achievement is expected range to 80% of minimum criteria only 20 percent student or 57,14%. 70 mark based on the students minimum criteria. After the second cycle the students achieved the range between 75,65. This achievement passed the standard or 94,18% it means the students have got the minimum of criteria. This result means the method of PQ4R is useful to use to improve the students achievement in comprehending the English text. It has passed the standard minimum criteria, which 80% students get the standard minimum mark average 70 up to 100, the achievement is 80%. While for has learning activities of students has increased from cycle I to cycle II. Activity students learn in cycle I, classical scores obtained for 670. The percentage of the total score acquisition score 59,82%. Learning activities of students in cycle I was less. So in doing again cycle II. In cycle II classical score obtained is 952 with a score percentage gains for a total score of 85%. Learning activities of students in cycle II have been very active. Of the outcomes and students learning activities affective and psychomotor students values also increased. This can be seen from every aspect at observation indicators of student learning activities. Based on the description above can be concluded that the students have increased learning achievement in reading comprehension through methods PQ4R.

Keywords : - Method , PQ4R, Reading comprehension

## **1. Introduction**

Reading for comprehension is not of course an easy task, especially for Junior high school students. Hence, students must possess interpretation ability to the meaning of the words, expression and sentences.

Teaching reading of English learners is exciting for teachers who have the ability to perform it. They have skills and competence to apply the appropriate teaching strategic and teaching method which can motivated the students to enjoy the printing materials they distribute. Actually the aim of reading depends on the reader. But mostly the purpose or the main goal of the reading instruction must be comprehension ; above all, we want students to understand what is on a page.

Moreover, based on the writer' experience in Class VII-9 SMP Negeri 2 Berastagi the writer observed that most students where the writer interviewed the students, they told

her that it is happened because of some factor. Their learning is teacher oriented. Commonly teacher taught reading comprehension by using translating the material

PQ4R is an acronym for Preview, Question, Read, Reflect, Recite, and Review. Considering the condition preview mention, the writer offers to apply Preview, Question, Read, Reflect, Recite and Review (PQ4R) strategy overcome or improve the problems. One part of the elaboration strategy. This strategy used to help students to remember what they have read

The objective of the study is to find out whether the application of : Preview, Question, Read, Reflect, Recite, &Review (PQ4R) strategy improves grade eight student' achievement in reading comprehension in narrative text and recount text.

The scope of the study is limit to find the second year student's achievement in reading comprehension' by using Preview, Question, Read, Reflect, Recite, &Review(PQ4R) strategy. The levels of comprehension are limited on literal comprehension and Inferential Comprehension

The findings of the study is expected to be useful.

Practically the findings are relevant and useful for teachers are :

1. English teachers to provide the information in their attempt to decide the using of Preview, Question, Read, Reflect, Recite, & Review (PQ4R) method in teaching reading comprehension.
2. Give inputs for the teacher use PQ4R strategy to guide students' interaction with their text so can comprehend the passage easily.
3. It can improve the professionalism of reader and teaching reading.

Theoretically the findings are relevant and useful for students are :

1. To improve students' ability in reading comprehension and to motivate them to be active in reading.
2. This strategy can improve the people's reading ability to make students understand the content of the text, especially handbook, textbook.

### **Reading**

Reading is a basic life skill. It is a cornerstone for a child's success in school, and, indeed, throughout life. Without the ability to read well, opportunities for personal fulfillment and job success inevitably will be lost. Commission on Reading .(<http://lrs.ed.uiuc.edu/students/iblanton/read/readingdef.htm>)

Reading is a result of the interaction between the perfection of graphic symbol that represent language and the reader' language skill, cognitive skill and the knowledge of the world .Many students assume the reading is just the act of saying words to their teacher or to themselves or to depending on whether they are reading only orally or silently.

According to Grabe and stoner (2002) reading is the ability to draw meaning from the printed page and interpret this information appropriately. Soedarso (1999) says reading is one of the complex activity which to deploy a large number of separate actions.

Reading is the process of constructing meaning from written texts. It is a complex skill requiring the coordination of a number of interrelated sources of information (Anderson et al., 1985).

### **The Purpose of Reading**

The main purpose of reading its to connect the ideas on the page to what already know. If we don't know anything about a subject then pouring words of text into our

mind is like pouring water into hand. When we begin to read, we actually have a number of initial decisions to make, and we usually make decisions very quickly, almost unconsciously in most cases.

Before reading text, the readers or students must determine their reading purpose. According to Grabe and Stoller (2002), there are four main purposes for reading, namely :

**1) Reading to search a simple information and reading to skim.**

Reading to search for simple information is a common reading ability, though some researchers see it as a relatively independent cognitive process. In reading to search, we typically scan the text for a specific piece of information or a specific word.

**2) Reading to learn from text**

Reading to learn typically occurs in academic and professional contexts in which a person needs to learn a considerable amount of information from a text. It requires abilities to

- a) Remember main ideas as well as a number of details that elaborate the main and supporting ideas in the text.
- b) Recognize and build rhetorical frames that organize the information in the text
- c) Link the text to reader's knowledge base

**3) Reading to integrate information, write and critique texts**

Reading to integrate information requires additional decisions about the relative importance of complementary, mutually supporting or conflicting information and the likely restructuring of a rhetorical frame to accommodate information from multiple sources.

**4) Reading for general comprehension**

First, it is the most basic purpose for reading, underlying and supporting most other purpose for reading. Second, general reading comprehension is actually more complex than commonly assumed.

**Reading Comprehension**

Comprehension is special kind of thinking process. Reading comprehension is defined as the level of understanding of a passage or text. Reading comprehension is the connection between what you are reading and what you already know (Mikulecky and Jeffries, 2004). Burns et al (1984) state that the objective of all readers is, or should be, comprehend of what they read.

Reading comprehension is define as the level of understanding of one writing. Indeed, reading comprehension is a process of making sense of written ideas through meaningful interpretation and interaction with language. Reading comprehension is best viewed as a multifaceted process affected by several thinking and language abilities ( Blair : 2002 ).

**Level in Reading Comprehension**

Level of comprehension refers to the degree in which a reader can be categorized as good as poor readers, proficiency or less proficiency readers. It means that how far the students understand the information gotten from the text and which level that has been achieved. Burns(1984) divides comprehension into four levels, namely literal, inferential, critical and creative comprehension.

**1) Literal Comprehension**

Literal comprehension is refers to the ability to understand what stated by the writer or taking the idea and facts that are directly stated on the printed page. The basic of

literal comprehension is recognizing stated main idea, detailed, cause-effect, and sequence. Mastering of the basic of literal comprehension, can be done through understanding of vocabulary, sentence meaning and paragraph meaning. The literal levels is the easiest level of reading comprehension because a reader is not required to go beyond what the actually said.

In this level, the readers know the word meaning, able to paraphrase or recall of details directly in own words.

## **2) Inferential Comprehension**

Inferential comprehension refers to the ability to go beyond what is stated directly, to understand what the writer means by looking for the inside meaning. Readers identify and derive ideas and meaning from a text they are explicitly stated. It can be said that inferential comprehension is the ability to get inference or implied meaning from the text.

In this level, the readers is able to infer factual information, main idea comparison, cause effects relationship which is not explicitly stated in the passage.

## **3) Critical Comprehension**

Critical comprehension refers to the ability to make analysis, evaluation, judgment and personal reacting about the ideas of information that writers offers in a passage. It requires a higher degree skill development and perception. In critical reading, readers evaluate written material; compare the ideas found in the material with his/her previous knowledge and draw conclusion appropriately. In other words, the reader compares his previous experience to the element of the new material of the passage.

## **4) Creative Comprehension**

Creative comprehension refers to the ability of reader to use his/her imagination when reading the passage. Skills for creative reading comprehension include the understanding cause-effect relationship on a story solving problem and producing the creations.

In this level, the reader able to product a new idea, develop his new insight through the reading materials. Relate to this study, the levels of reading comprehension are literal and inferential level. The students are asked to know the word meaning, able to paraphrase or recall of detail directly in own words and to infer factual information, main idea, comparisons, cause-effects relationship which is not explicitly stated in the passage.

## **4). Students' Achievement**

In the Oxford Advanced learner's Dictionary, achievement is a thing that somebody has done successful, especially their using effort and skill. Based on the taxonomy bloom, there are three aspects of learning achievement : affective, cognitive, and psychomotor can be connected to the purpose of learning causes the three aspects influence the students' point of view toward the material taught.

Cognitive consist of knowledge, understanding, application, analysis, synthetic and evaluation. Affective is the changing of behavior that affects someone lies to do something, and psychomotor is a skill to do something, ready to do it based on physic and emotion, self-control and become a habit. Therefore, it is concluded that the achievement is a success in reaching the goal.

## **Genre**

Genre is a word used in functional grammar and is also often called Text Type. Text Types may be fictional (made up) or factual (information reports). Based on generic structure and language feature dominantly used, texts are divided into several types. They are narrative, recount, descriptive, report,

## **Indicator of Students' Achievement in Reading Comprehension**

In reading, the student must be able to get the meaning from what they are read. Here some indicators that should be achieved by the students in reading. They are able to be:

- 1) Students are able to identify the generic structure of narrative text and recount text.
- 2) Students are able to identify the language features in narrative text and recount text.
- 3) Students are able to identify the meaning in the narrative text and recount text.
- 4) Students are able to identify the communicative purpose of narrative text and recount text.
- 5) Students are able to respond the question related to narrative text and recount text.

## **Strategy**

According to Grabe and Stoller (2002) strategy is set of abilities under conscious control of reader; strategy is not a single event, but rather a creative sequence of events that learners actively used. Strategy is a tool for active, self-directed involvement that is necessary for developing communicative ability.

Reading strategy is the reader ability to use a wide range variety of reading strategies to accomplish a purpose of reading. To achieve the desired result students need to learn how to use a range of strategies that match their purpose for reading. The teacher needs to design activities that develop all of strategies needed to read a variety of texts effectively.

Reading comprehension strategy are procedures which effective readers used to interact and understand the written text. Increasing students' reading comprehension strategies is an important aspect of the school's improvement plan.

To increase students' reading comprehension strategies Istarani (2011) state that PQ4R as the following :

### **Preview, Question, Read, Reflect, Recite, & Review (PQ4R)**

The PQ4R is a system that provides a series of steps aimed at helping the reader understand and remember what he or she has read. PQ4R is an acronym for Preview, Question, Read, Reflect, Recite, and Review.

This strategy will improve the student's reading comprehension. It also may improve recall of facts by as much as 70%. PQ4R is an acronym for Preview, Question, Read, Reflect, Recite, and Review.

Use the PQ4R strategy with new reading material to improve comprehension and retention, which can lead to better comprehension and improved achievement in all school subject areas.

The purpose of PQ4R is to help the students grade VII-9 to remember and to understand the text or passage that they have read.

### **The Procedure in Preview, Question, Read, Reflect, Recite, & Review (PQ4R)**

PQ4R strategy is one of the effective ways to help the students in reading comprehension. This strategy is modified into the students' discussion in order to attain the students' interaction.

Thomas and Robinson (1972) states there are six main step in PQ4R, namely

#### **Preview:**

Look through the pages of your reading passage and read the headings of the chapter and any sections dividing the chapter. Read the first and last paragraph in each section. View the illustrations in each section. Read the captions under the pictures and take a few minutes to look at charts, graphs, or maps.

#### **Question:**

Think about the information you learned in the Preview. Ask yourself questions about it. Think about what do you already know about ideas you saw during your Preview. What do you think are main points that will be raised in the chapter? What do you expect to learn from reading this material?

#### **Read:**

Read the passage. If there are ideas that seem important, make a note of them on paper. If the book belongs to you, consider making notes in the margins and highlight important parts in the book. If you just can't imagine writing in your book, make notes on paper.

#### **Reflect:**

Take time to reflect on what you have read. How are the passages or chapters inter-related? How does the information fit into things you have already learned? What new information did you learn? Did the passage include the information you expected it to cover? Was there information that surprised you?

#### **Recite:**

Think about the material. Discuss it with someone else or write down the main points you learned. Generally, writing information down by hand will improve memory of the material. If writing is a problem for you, consider brief notes or discuss the material with other students. It is important to summarize the material in writing using your own words. Explain it aloud to someone else or recite your notes aloud to yourself. Consider using a graphic organizer to increase Your understanding of how concepts in the reading relate to each other.

Incorporate the new material into your memory by regularly going back to previous sections and checking that you have understood and remembered what you have read so far. Reviewing requires regular rereading, especially of the sections where you have difficulty in answering your questions.

**Table 2.2 Modeling steps of learning with the PQ4R application of learning strategy. ( By: Trianto,2010.)**

<b>The Steps</b>	<b>Teacher Activity</b>	<b>Students Activity</b>
Step I Preview	<ul style="list-style-type: none"><li>• Providing reading materials for students and read Information the student to read the text carefully.</li></ul>	<ul style="list-style-type: none"><li>• Read the text quickly and find out the main idea/object to be achieve.</li></ul>

	<ul style="list-style-type: none"> <li>• Inform the students to pay attention to while they are reading material.</li> </ul>	
Step 2 Question	<ul style="list-style-type: none"> <li>• Inform the students to pay attention the meaning of the text</li> <li>• Give the assignment to the students to make question based on ideas students found by using the words what, why, who, and how.</li> </ul>	<ul style="list-style-type: none"> <li>• Look at/pay attention About teacher's explanation.</li> <li>• Answer question that has been made by themselves.</li> </ul>
Step 3 Read	<ul style="list-style-type: none"> <li>• Give task to the students to read and respond/answer questions that they had been prepared before.</li> </ul>	<ul style="list-style-type: none"> <li>• Read actively and give respond to text they have read and answer questions that they have made.</li> </ul>
Step 4 Reflect	<ul style="list-style-type: none"> <li>• Inform the materials on reading.</li> </ul>	<ul style="list-style-type: none"> <li>• Not just memorize and remember the material but try to solve the problem of information from the teacher by their knowledge from the text.</li> </ul>
Step 5 Recite	<ul style="list-style-type: none"> <li>• Ask the students to make the essence of the lessons/material that have learned today.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and answer questions.</li> <li>• See the notes/essence that they have make before.</li> <li>• Make essence/note of the all material.</li> </ul>
Step 6 Review	<ul style="list-style-type: none"> <li>• Ask students to read the essence that they have make from themselves mind. Ask students to read the material if they still confuse for their answer</li> </ul>	<ul style="list-style-type: none"> <li>• Make essence that has been made by themselves.</li> <li>• Repeat reading the text if still confuse with their answers that they have make.</li> </ul>

### **The Materials that should be prepared before Reading**

There are some materials that needed in PQ4R:

1. Work sheet or text
2. Scoring sheet
3. Interview

## **Frame Work of Study**

Based on the research observation of student learning in student VII-9 of SMP N 2 Berastagi teacher still does the conventional teaching-learning, where the students are translating the reading materials during teaching – learning process. Because the students are still translating the text and make students rather passive, there fore the teacher should be able to adjust learning model in order to improve the students/activities and comprehend the reading material. The suitable adjustment on the model of teaching learning reading materials will bring a good effect to students and teacher to improve the achievement on students' comprehend the reading materials. The use of PQ4R will be effective in improving the students' achievement in reading comprehension. Students will be easier to understand the context of reading they have read, accurately, and efficiently. Therefore they can grasp the content of the text and answering the questions about the text they have just read.

Through the application of PQ4R is expected that the students will learn the text easier and much fun, than using traditional way by translating the text. Students are more active is reading and comprehending the text.

## **Hipotesis**

Based on these problems that have just explained in the framework of writer adjusted that using the PQ4R method in teaching Reading Comprehension can improve the students' ability in comprehending the text rather than using translating method. This study has been doing for Junior High School of SMP N 2 Berastagi on standard VII-9.

## **2.Research Method**

The research was conducted by using action research. Action research is an action discipline by enquiry in which a personal attempt at understanding while engages in a process of improvement and reform (Hopkins, 1993). According to Rapport as quoted by Hopkins (1993) says that action research aims to contribute both to the practical concerns of people in an immediate problematic situation and the goals of social science by join collaboration within a mutually acceptable ethical framework. In other words, action research can result the improvement of the student's skill. That's why the researcher was conducted classroom action research.

According to Kemmis as quoted by Hopkins (1993) action research is applied in a form of self-reflective enquiry undertaken by participants in social (Including educational) situation in order to improve rationally and justice

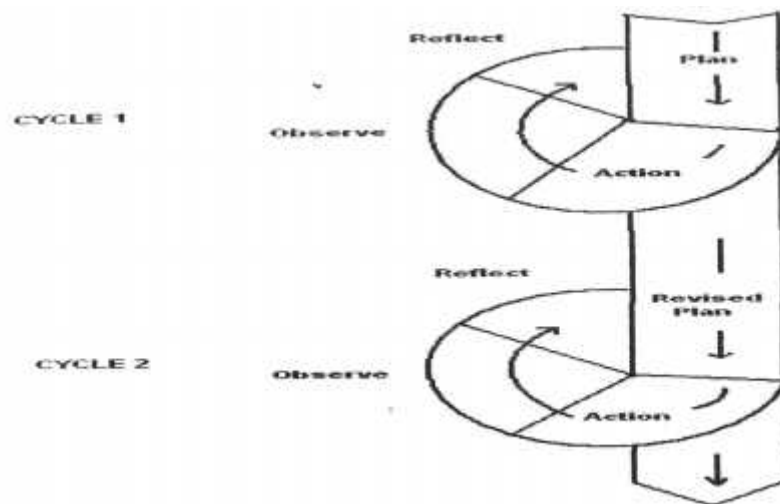
- 1) Their own social and educational practice
- 2) Their understanding of this practices, and
- 3) The situation in which the practice are carry out.

The research has been done in SMP N 2 Berastagi on Jalan Kolam Renang No. 6 Berastagi, Karo District. The observation of teaching – learning process has been done during July until September 2018 in odd 18 2017-2018.

The subject of this study was the Grade VII-9 Students SMP N 2 Berastagi. There are two classes of the Grade VII-9 students of that school. The researcher chose VII-9 class as the subject of research. There are 35 students in this class. The boys students



consisted of 17 students and the girls students consisted of 18 students. The writer choose this class because the students' skill in reading comprehension needs be improved.



**Figure 3.1 Simple action research mode ( Kemmis as quoted by Hopkins (1993)**

This research was applied by using action research because action research has some benefits to overcome problem which is happen in learning The benefits of an action research are:

1. Focus on school issue, problem, or area of collective interest
2. Improving teachers self confident because they have more knowledge experience to solve problems.
3. Helping teacher to understand the essence of education empirically not theoretically.
4. Developing curriculum.
5. Potential change

This research follows Kemmis model by conducting two cycles. Each cycle consists of three meetings. Each meeting has four steps: planning, action, observation, and reflection. The stages of Kemmis model in action research can be sees as the following figure:

### **Procedure of the Research**

Before doing the researcher, test I in cycle I was administered to identify the basic knowledge of the students about reading. The researcher was conducted in two cycle. Each cycle consists of three meetings. Each meeting included four stages namely: planning, action, observation, and reflection.

### **First cycle**

The procedures of action research in the first cycle are shown as follows :

Steps	Activity
Steps Planning	<ul style="list-style-type: none"> <li>- Preparing lesson plans</li> <li>- Preparing notes, dictionary, observation sheet</li> <li>- Preparing materials</li> <li>- Preparing finally test cycle I to the determine in crease students achievement in reading comprehension text.</li> </ul>
Action	<ul style="list-style-type: none"> <li>a) Pra Activities <ul style="list-style-type: none"> <li>- Greeted the students</li> <li>- Checked the attendances list</li> </ul> </li> <li>b) Whilst Activities <ul style="list-style-type: none"> <li>- Teacher gave a brief explanation about reading comprehension in reading narrative text.</li> <li>- Given some example of narrative text shown in front of the class.</li> <li>- Give explanation about generic structure of the narrative text for 10 minutes.</li> </ul> </li> <li>c) Practice <ul style="list-style-type: none"> <li>- After looked to the narrative text students turn to show the writing of the text.</li> <li>- Students also shown the kinds text of narrative text that they know in the blackboard.</li> <li>- Another students were given a chance to correct.</li> </ul> </li> <li>d) Post <ul style="list-style-type: none"> <li>- Activities</li> <li>- Students summarized the lesson they have got</li> <li>- Teacher reminded students to bring dictionary in every English meeting.</li> <li>- Their friends work writing on the blackboard</li> <li>- After divided into six group. Each students took this material and designed the text together.</li> <li>- Teacher motivated students to be more attractive in learning</li> <li>- Each group made and designed their text with their idea and shown it in front of the classroom.</li> <li>- Another group attended and give applause for group presentation.</li> <li>- At the end of the lesson the students taking the test, evaluation of it in the cycle I Independently</li> </ul> </li> </ul>
Observation	<p>Observation was done when the classroom action research was going. Researchers collaborate with teachers observers to observer. The following were the result of observation in cycle 2:</p> <ol style="list-style-type: none"> <li>1) Student's were shy to answer teacher's question</li> <li>2) Students asked twice or three times for repeat action instruction</li> <li>3) Not all students brought the dictionary, some of them borrowed dictionary to their friends.</li> <li>4) Students spent o many time to designed their idea to text</li> <li>5) Observers fill observation sheet of students and teachers based on observation.</li> </ol>
Reflection	<p>Reflection was the feedback process from the action that has been done which was very necessary to help the write repairing performance, preparation and revising planning. From the result of the observation, the problem that existed. The causes of the problem were analyzed. The result of the reflection were as followed.</p> <ol style="list-style-type: none"> <li>1) Teacher needed to point the students to answer questions</li> <li>2) Teacher needed to give a clear instruction by translating it</li> </ol>

	<p>into Indonesian.</p> <p>3) Teacher must bring dictionary for the student who did not have dictionary or prepare some of familiar words related to the material to be memorized by the students.</p> <p>4) Teacher needed to visit the students while doing the individual work.</p>
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## Second cycle

The procedures of action research in the second cycle are shown as follows :

Steps	Activity
Steps Planning	<ul style="list-style-type: none"> <li>- In accordance with the cycle II plan using PQ4R.</li> <li>- Preparing notes, dictionary, observation sheet</li> <li>- Preparing a recount text to be discussed</li> <li>- Preparing another media</li> <li>- Borrowing dictionary from school library/preparing words to be memorized</li> </ul>
Action	<p>a) Pra Activities</p> <ul style="list-style-type: none"> <li>- Greeted the students</li> <li>- Checked the attendances list</li> <li>- Refresh students memory about the lesson in the previous meeting by asking questions</li> </ul> <p>b) While Activities</p> <ul style="list-style-type: none"> <li>- Teacher gave a brief explanation about reading comprehension in reading recount text for students in the blackboard, students read and looked for 5 minutes</li> <li>- Given an example of recount text, shown in the blackboards.</li> </ul> <p>c) Practice</p> <ul style="list-style-type: none"> <li>- After looking to the text students took show the writing of the text.</li> <li>- Students also shown the text of recount from their group in the blackboard.</li> <li>- Another students were given a chance to correct their friends work or the blackboard.</li> <li>- Teacher clarified the student's works</li> <li>- After divided into six group. Each students took their material and designed the text together.</li> <li>- Each group made example recount text shown it in front of the classroom.</li> <li>- Another group attended and give applause for group presentation.</li> <li>- For individual work, each students wrote a recount text about. "My Experience".</li> </ul> <p>d) Post</p> <ul style="list-style-type: none"> <li>- Activities</li> <li>- Students summarized the lesson they have got</li> <li>- Teacher interviewed students about the whole process of learning and teaching.</li> <li>- Teacher gave award to the students who got best score</li> <li>- At the end of lesson the students working on the evaluation II in the cycle II.</li> <li>- The teacher given test evaluation II in cycle II</li> <li>- Writing English and to enrich their vocabulary</li> </ul>
Observation	<p>The following were the results of observation in cycle</p> <ul style="list-style-type: none"> <li>- Students had a better preparation because teacher pointed everyone.</li> <li>- The crowdedness were dismissed because they have all ready</li> </ul>

	<p>memorized some of unfamiliar words given in the previous meeting.</p> <ul style="list-style-type: none"> <li>- Learning activity finished on time because students had known the instruction after teacher translated it into Bahasa Indonesia.</li> <li>- Students could not cheat by the teacher's visit</li> <li>- Every student will not spend many time.</li> </ul>
Reflection	<p>The result of the reflection were as follow</p> <ul style="list-style-type: none"> <li>- Students enjoyed the learning process</li> <li>- Students showed improvement in any aspect</li> <li>- The research finished</li> </ul>

### **Instrument for Collecting Data**

In this research, there are two kinds of collecting data, the data will be collected by using observation and cognitive test. The sheet observation consist of teacher's activities in the classroom and students' activities. Observation is done during the teaching-learning process by using PQ4R Method.

Test is formed to evaluate the students' comprehension in comprehending the text. The test given is essay test. There two kinds of tests that will be given to students, pre test before using PQ4R method and post test after using PQ4Rmethod.

1) Pre test is given to achieve student's ability in comprehending the text before using PQ4R.

b) Post test is given to achieve students' ability whether significance or there will be any difference after using the PQ4R method.

### **Technique of Analyzing Data**

To know the mean of the students' score of each cycle the researcher applythe following formula :

$$\bar{x} = \frac{\sum x}{N} \times 100\%$$

Where:  $\bar{x}$  : The mean of the students

$\sum x$  : The total score

N : The number of the students.

To know the development of the students' scores for each cycle, the mean of the students was compute and categorize the students' mastery; the percentage of the students who got above 75 will calculate. To categorize the number master of student use.

$$P = \frac{R}{T} \times 100\%$$

Where:

P : The percentage of the students who get the 75

R : The number of the students who get the point above 75

T : The total number of the students' who do the test

### **The Indicator of Success for students' achievement in reading comprehension**

The indicator of success for students' achievement in reading comprehension score is 70 which is graded using the criteria above considering the school standard competency.

**Table 3.2 Criteria of Students' Achievement**

No.	Quantitative	Qualitative
1.	85-100'	Excellent
2.	70-84	Good
3.	60-69	Fair
4.	50-59	Poor
5.	0-49	Fail

**Result Of Research And Discuss**

Before the class action research was conducted, the researcher as teacher teaching and learning process with conventional models, namely lectures, teachers only explain important topics course of the material covered and give assignments. The results showed that only 20% of students who can reach minimum completeness criteria (KKM) i.e. 70% set by the teacher. This is because students just listen to the direction of any explanation of the teacher without asking teachers if they do not understand the lessons delivered by teachers. Furthermore, teachers collaborate with other teachers and peers (as observer) looking for problems that cause students value is still below the minimum completeness criteria

Based on observations conducted by researchers and the background described above, the researcher tried to apply the method in reading comprehension PQ4R in class VII-9 SMP N 2 Berastagi and articles and is expected to increase achievement in students reading text.

**Research Cycle I**

Prior to the action research studies first cycle, the researchers conducted a pre test cycle to see students' mastery learning. After learning the conventional method is completed, the results of 35 students only 7 students who meet the KKM and 28 students did not meet the minimum completeness criteria. This can be seen in Table 4.1 below

Table4.1ValuePreCycle

Score	Pre Cycle		
	Freq	Persentase	Description
< 70%	28	80%	Not complicated
70%	7	20%	Complicated
The average value	53,62		
The lowest value	30		
the highest score	75		

Of student learning outcomes listed in Table 4.1 above it can be concluded that 28 students have not completed their study in accordance with a predetermined minimum completeness criteria. Therefore, researchers conduct classroom action research methods to improve student achievement and articles on subjects in English. In a class action research in the first cycle, the researchers conducted four phases: planning, action stage, the stage of observation and reflection phase. researchers no longer decompose into 4 stages. Researchers only report the results of the implementation to the 4 stages, as follows:

## Student Results

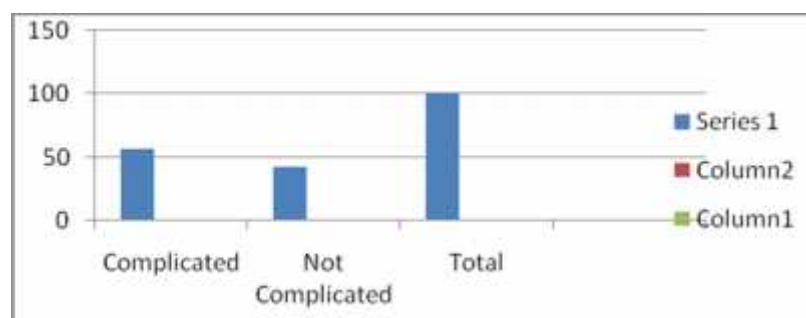
In the first cycle studies, researchers have applied the method PQ4R. From pre cycle there is an increase learning achievement but there are still some students who have not completed the learning outcomes in the first cycle is known there are 15 students who have not completed with a value of 42.85%, while the percentage of students who have completed 20 people and the percentage value of 57.14 %, this means learning outcomes increased from the value obtained in the pre-cycle, but not in accordance with the criteria specified percentage i.e. 80% of the number of students that must achieve a specified minimum completeness criteria 70 been completed. Student learning outcomes can be seen in detail from Table 4.2 below

Table 4.2 Data Student Results In the Cycle I

Score	Pre Cycle		
	Freq	Percentage	Description
< 70%	15	42,85%	Not Completed
70%	20	57,14%	Completed
The average value	69,28		
The lowest value	60		
The highest score	85		

Due to student learning outcomes have not been determined in accordance with the criteria that 80% of the number of students who should have got the appropriate value specified KKM 70 (already completed), therefore the researcher again collaborated with the observer. What steps are to be repaired in the first cycle as input to continue researched cycle II.

Figure 4.1 Percentage of Mastery Learning Students In Cycle I



## Student Activities

Students observed and assessed based on indicators established researchers and other teachers as observers peers collaborate determine the scores obtained by each student. The indicators are set observe students' learning activities during the implementation learning PQ4R method can be seen in Table 4.3 below:

No.	Indicator	SA	A	KA	T A
1.	The active participation of teachers listening to the explanation about the material Reading Comprehension Narrative Text		√		
2.	The active participation by asking questions and listening to the Narrative text reading		√		
3.	The active participation by reading and listening to the Narrative text reading		√		
4.	The active participation of the teacher to answer questions about the story of the Narrative text				
5.	Activeness retelling of the content of the story/legend				√
6.	Activeness argue about the story of the Narrative text			√	
7.	Activeness looking for the meaning of vocabulary of the text			√	
8.	Activeness structured tasks make examples of another Narrative text			√	

Table 4.3 Student Observation Sheet activity Cycle I

The results in the table above are the results obtained from the analysis of the data sheet of each student observation. Based on the analysis of the above data it can be concluded that the activity is still less active student learning. Because it is still necessary to study the second cycle to the first cycle to see measures what is still lacking in the first cycle so as to improvement in cycle II.

### Reflections

Of learning outcomes in the first cycle, there are some important notes found in research as research material for reflection on the second cycle, which is as follows:

#### Advantages :

- 1) Students feel interested in following PQ4R strategy,
- 2) Class activity can be fun because the students are trained to be active,
- 3) Class activity using PQ4R strategy, allows students to understand the contents of text reading,
- 4) Train students to ask and answer about the text.

#### Disadvantages :

- 1) Activity in the teaching of teachers as researchers are still not in accordance with the RPP are made,
- 2) Students have not been carrying out teaching with PQ4R method so that students shy to ask,
- 3) Proper time management has not been done by the teacher.

### Research Cycle I

Classroom action research in cycle II was conducted three (3) meetings that 31 August, 07 September and 14 September 2018 every Tuesday. Researchers conducting this study based on the reflection of the research cycle I. The stages in this second cycle studies continue to implement four phases: planning stage, the stage of action, observation phase and phase reflection, but the material covered is different from the cycle I. The results of the study and activities student learning in the second cycle is outlined below:

### Student Results

In this second cycle study, researchers still apply PQ4R method. In the first cycle of research there is increasing learning outcomes but there are still some students who have not completed that held back the second cycle of action research. The results of this second cycle students studying in detail can be seen in table 4.4 below:

Table 4.4 Data Student Results In Cycle II

Score	Pre Cycle		
	Freq	Percentage	Description
< 70%	2	5,71%	Not Complicated
70%	33	94,28%	Complicated
The average value	75,65		
The lowest value	67		
the highest score	85		

Values in Table 4.4 are the result of the analysis of data obtained from the test results of students. From the analysis of known value of the percentage of students who do not complete their study results there are 2 students and the value of 5.71%, while the percentage of students who have completed there were 33 students and the value percentage is 94.28%. This means learning outcomes of students has increased from the value obtained by the students in the research cycle I. In cycle II of action research, the percentage value of completeness that all students are expected to already exceed the criteria specified percentage of the 80% of the number of students should have gotten value in accordance with the specified KKM ( 70%, have been completed). Based on these results it can be concluded that the method PQ4R while learning process, the student learning outcomes can be improved. Mastery learning students can be seen in the form of a graph in the figure below:

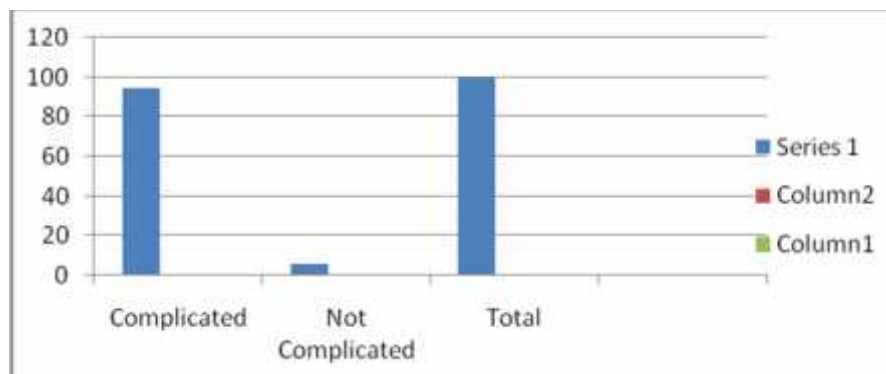




Figure 4.2 Percentage of Mastery Learning Students in Cycle II

**Student Activities Student**

Learning activities on the second cycle also increased. Researchers and other teachers peers as an observer, fixed copy collaborate determine scores obtained by each student. Student learning activities during the implementation of the learning method PQ4R the second cycle can be seen in table 4.5 below:

Table 4.5 Student Activity Sheet Observation Cycle II

No.	Indicator	SA	A	KA	TA
1.	Activeness listening to the explanation of Reading Comprehension teachers with Recount Text material	√			
2.	Activeness asked about the Recount text material	√			
3.	Activeness read and listen to the text reading the text Recount	√			
4.	Activeness of the teacher to answer questions about the story of Recount text		√		
5.	Activeness retelling of the content of the story/legend	√			
6.	Activeness argue about the story of the text Recount	√			
7.	Activeness asked about the contents of the text	√			
8.	Activeness structured task examples of another text Recount	√			

Based on the results of the analysis of the above data it can be concluded that the activity has been very active student learning. It is stated that the learning activities of students has increased first cycle, which means the method applied PQ4R can improve students' learning activities so that from this activity increased student achievement.

**Reflection**

In this cycle II, the result of reflection from the observation data analysis and evaluation results (obtained through a multiple-choice test and essay). Which is as follows:

- 1) Students feel interested in following class activity using PQ4R Strategy,

- 2) class activity be fun because students not only hear the teacher's explanation course but students started very active,
- 3) class activity with PQ4R applied method allows students to understand the material,
- 4) Train students to ask and answer questions from the text and dare express his own opinion,
- 5) Before carrying out teaching self preparation teachers already mastered the steps of learning activities in accordance with the RPP,
- 6) Teachers were able to arrange a time of learning.

### **Discussion**

The results of the data analysis has been described from the class action research cycle I and cycle II, it can be concluded that the process of teaching and learning activities in class VII-9 SMP N 2 Berastagi and articles through PQ4R method to increase the results students in Reading Comprehension and student activities. This is supported by data obtained from the analysis of the average value before implementation of classroom action research(pre-cycle) is 53.62 with 20% completeness percentage (7 completed). Having carried out the first action research cycle, the average value has increased the percentage of completeness 69.28 with 57.14% (20 completed). Improved learning outcomes obtained in the first cycle is not in accordance with the criteria specified percentage ie 80% of the number of students who already have to get the value associated with the specified KKM 70 (already completed). Therefore, researchers collaborate and observer looking back what steps are to be fixed in cycle I as input to continue the research second cycle. Based on the results of cycle I, the reflection conducted action research cycle II with a few improvements. In cycle II students average score was 75.65 and 94.18% completeness percentage (33 completed). It states that the average value of students had reached even exceeded the KKM (70) has been determined. Similarly, indicators of success for all students learning outcomes VII-9 SMP N 2 Berastagi and articles, has been reached according to the criteria set out that 80% of the entire class VII-9 SMP N 2 Berastagi and articles have increased/completed. For student learning activities in the first cycle of 670 classical score obtained by the percentage gain scores for a total score of 59.82%. Of the percentage score is known that the learning activities of students on the terms of the score was still less active categories that need to be implemented back in action research cycle II. In cycle II, the classical score obtained is 952 with a score percentage gains for a total score of 85%. This means that students learning activities by category scores have been very active. Based on the description above it can be concluded that through PQ4R method can improve learning outcomes and student learning acuties. In the results and activities of student learning, affective and psychomotor student value also increased. It can be seen from every aspect observed in observational indicators of student learning activities. For affective value, it can be seen from the activity of students ask and answer questions from the text reading text and Recount Narrative text and to psychomotor values can be seen from the student activity makes structure task and activity of students looking for examples of narrative stories and Recount text.

#### 4. Conclusion

Based on the results of data analysis and reflection results it can be concluded as follows:

The activities of students of class VII-9 SMP N 2 Berastagi articles for the academic year 2017/2018 through PQ4R method in the field of English education studies has increased from the first cycle to the second cycle. Learning activities of students in the first cycle of classical score obtained a score of 670 with a percentage of the acquisition of the total score of 59.82% and the category is still less active while in the second cycle obtained the maximum score of 952 with a score percentage gains for a total score of 85% and the category has been very active. Improved student learning activities from cycle I to cycle II is equal to 26.82%.

2. After PQ4R method in the field of English language education studies in class VII-9 SMP N 2 Berastagi academic year 2017/2018 in doing the learning outcomes of students has increased in the first cycle, the average value was 69.28 with a classical student completeness percentage of 57.14% and the number of students who completed as many as 20 students study The results obtained in the cycle I is not in accordance with the criteria specified percentage ie 80% of the students must obtain the appropriate value in the set minimal score ( 70 = completely). Because that researchers continue to study the second cycle with some improvement in the second cycle students' average score was 75.65 to 94.28% completeness percentage of the number of students who completed a total of 33 students. It is said that the average value of students had reached even exceeded the class activity ( 70 = complete) that has been set. Similarly an indicator of success for the learning outcomes of all students of class VII-9 SMP N 2 Berastagi country, has reached the appropriate criteria in the set i.e. 80% of all students of class VII-9 SMP N 2 Berastagi increased/completed.

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