

THE EFFECT *PQ4R* STRATEGY AND READING MOTIVATION FOR STUDENTS READING COMPREHENSION

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Abstract

*The purposes of this research are to find out whether (1) significant effect on students reading comprehension (2) *PQ4R* strategy give better effect in reading comprehension of students with motivation (3) interaction between *PQ4R* strategy and students reading motivation toward students' reading comprehension. This type of research is experimental research with a 2x3 factorial design. The sample in this study students of class IX SMA Muhammadiyah 3 Padang was the IX IPS1 as the experimental class using the *PQ4R* and the IX IPS3 class as the control class using the conventional. The instruments is the Reading Comprehension Test and the Questionnaire of Reading Motivation. The prerequisite test includes the normality test using the Lilliefors method and the homogeneity test using the Bartlett method. It can be concluded that the sample comes from a population that is normally distributed and has homogeneous variance. Hypothesis testing uses two-way analysis of variance with different cells. The results: (1) there is an effect reading comprehension of students who are given *PQ4R* and conventional model. (2) reading comprehension of students who have low, medium and high learning motivation have the same. (3) There is interaction between the learning model and reading motivation.*

Keywords: *PQ4R, Reading, Comprehension, Motivation.*

INTRODUCTION

Reading is one of the language skills that should be processed by the students. By having good reading, the students will get many advantages one of which is students can gain a lot of information to develop new ideas and can improve knowledge by understanding about what they read. In addition, reading also can enrich students vocabulary in learning process. Besides, the students will know everything that happens around the world, like can read about education, social, technology and science. According to Linse 2005:69, reading is a set of skills that involves making sense and deriving meaning from the printed word. It means that reading is a process in constructing of the meaning from the word. In addition, reading is a process of transferring ideas and information that is expressed by a writer and it needs more comprehension from the reader.

English is a science that has an important role in daily life which is supported because of the times that allow English to be very influential for life. In general, learning English in schools requires teachers to be able to train students to understand and master English itself. A teacher is expected to have good skills in using and developing learning models that are effective, creative and fun.

In line with the development of effective and fun creative learning models, learning motivation is also needed in the learning process to foster student enthusiasm which was stated by Slavin. (1997) "Learning motivation itself is a non-intellectual psychological factor. His distinctive role is to foster enthusiasm for learning. Students who have learning motivation will be seen from the seriousness to be involved in the learning process ". reading is a process in constructing of the meaning from the word. In addition, reading is a process of transferring ideas and information that is expressed by a writer and it needs more comprehension from the reader.

Were find some problems in reading activity from the students'. The first, the students are not interested in learning process because they do not concentrate about the lesson that is given by teacher. Because of that, the students are difficult to develop their ideas in comprehend the text. The second, they do not understand the meaning of question and there is no feedback from the students. It makes the students bored and passive in learning process. Third students does not motivation during the lesson. Considering on the problem above, it can be said that the problems might come from the students. The students are not interested in learning because they do not understand about the text. Then, the materials are difficult to be understood by students. To solve the problems above, the teacher should give the appropriate strategy in teaching reading that can make students interested in learning English.

In line with the problems previously described, the teacher needs a good strategy to make students understand what they read and enjoy in learning process. PQ4R (Preview, Question, Read, Reflect, Recite, Review) the one strategy can apply by teacher in learning process. PQ4R is an excellent strategy, which has a good concept to teach the students reading comprehension. In each step of PQ4R strategy, the students can easily comprehend the text. Before directly reading the text, firstly the students preview the text by looking at the title and heading of the text, in order to recall their prior knowledge. Then, they need to form predicting questions in order to make them easy to find the ideas in the text. Then, they also need to read the text completely to find the answers for the questions before. This strategy also provides reflect in reading a text, because they need to memorize what they know about the text by summarizing the text. And then, they need to recite it aloud. And finally, at the end of this step is review. They need to review to make sure that all questions have been answered and the ideas in the text have been memorized.

In conclusion, the teacher applies an effective strategy to make students comprehend the text. The reader also should know how to improve the students motivation in reading activity. Actually, there are many strategies that can be used in teaching in order to make students interested to read. According to Indah, K (2014), young children are developing as readers when they are able to understand, interpret and critique what they read. The strategy is Tried-and-Trye Teaching Strategy, Cloze Strategy, Explicit Strategy, and PQ4R Strategy. Futhermore, Manulu, M (2014) states that PQ4R is the acronym for preview, question, read,reflect, retice, and review”. Its strategy stimulates students to actively engage the subject matter.

The researcher choose PQ4R strategy because the strategy that used in learning process is important thing to improve the students in teaching reading. Martina, D.E (2018), PQ4R strategy has increased students reading skill and it prove that PQ4R strategy helps the students understanding the material easily. It is main key to successful in learning reading. A good strategy can make learning process more meaningful and preferred by students and also help the students to be master in reading text. Thus, it is important for the teacher to find out effective strategy to help students in text easy.

The purposes of this research are to find out whether (1) significant effect on students reading comprehension (2) *PQ4R* strategy give better effect in reading comprehension of students with motivation (3) interaction between *PQ4R* strategy and students reading motivation toward students’ reading comprehension.

METHODOLOGY

The type of research used is an experimental design with factorial design (Factorial Design) because the research takes into account the possibility of a moderator variable that affects the treatment (independent variable) on the result (dependent variable). The design of this study used a 2 x 3 factor design with different cells. In this study, there are two independent variables, namely the learning model (factor A) and reading motivation (factor B) and the interaction between the learning model and reading motivation (AB factor) on the dependent variable, namely reading comprehension.

Table 1. Research Design (2x3 Factor Design)

Reading Comprehension Treatment learning model	Reading Motivation		
	Low (B ₁)	Middle (B ₂)	High (B ₃)
PQ4R (A₁)	AB ₁₁	AB ₁₂	AB ₁₃
Conventional (A₂)	AB ₂₁	AB ₂₂	AB ₂₃

Population is total number of the students of the research. In this research, the population is the students at XI IPSat SMA Muhammadiyah 6 Padang. Referring to Gay and Airasian (2000:122), population is the group of interest to the researcher, the group to which this research want the result of the study to be generalized. Based on the data of administration at XI IPSat SMA Muhammadiyah 6 Padang who registered in 2019/2020 academic year. They are 116 students which consist of eight classes

After deciding population, the researcher chooses sample from population. According to Gay and Airasian (2000), sampling is the process of selecting number individuals for a study that represent the large group from which they were selected. In this research, the researcher used cluster random sampling. Obtained was the XI IPS1 as the experimental class using the PQ4R and the XI IPS3 class as the control class using the conventional.

The instruments in this study were the reading comprehension test and the questionnaire of reading motivation. Before give reading comprehension test the determined of validity, the researcher will use expert validation and reliability of the text by giving test class. Questionnaire of Reading Motivation whether the questionnaire are valid and reliable.

The prerequisite test includes the normality test using the Lilliefors method and the homogeneity test using the Bartlett method. It can be concluded that the sample comes from a population that is normally distributed and has homogeneous variance. The hypothesis of this

study used two-way analysis of variance 2x3 with different cells. If H_{0A} , H_{0B} , and H_{0AB} are rejected, then a further post anava test (multiple comparative test) must be carried out.

RESULTS AND DISCUSSION

After conducting research in the experimental class using the PQ4R strategy and the control class using conventional learning, data on reading comprehension and reading motivation data were obtained.

Table 2. Description of Reading Comprehension

No	Group	Average	Samples (N)
1.	Experimental Class	78,5	28
2.	Control Class	60,2	28

Table 3. Description of Reading Motivation

No	Group	Reading Motivation		
		Low	Middle	High
1.	Experimental Class	8	9	11
2.	Control Class	9	11	8

Before testing the hypothesis, then doing the test normality which includes the test for groups of students using the PQ4R learning strategy, learning conventional, reading motivation (high, medium, and low). The normality test uses the Liliefors method using SPSS., The criterion for normality is if the significance value (sig) is more than α (0.05), the data is normally distributed. Following the summary of normality test results is presented in table.

Table 4. Summary of Normality Test Results

No	Group	N	Sig	α	Decision	Information
1	Experimental Class	28	0,080	0,05	Received	Normal
2	Control Class	28	0,135	0,05	Received	Normal
3	Low	17	0,267	0,05	Received	Normal
4	Middle	20	0,146	0,05	Received	Normal
5	High	19	0,106	0,05	Received	Normal

Homogeneity test used in this study is test Barlets using SPSS for groups of students with the PQ4R strategy and conventional and motivational reading. The criterion for homogeneity is if the significance value (sig) is more than α (0.05), the data has the same variance. The following is a summary of the test results homogeneity in table.

Table 5. Summary of Homogeneity Test Results

No	Variabel	Sig	α	Decision	Information
1	Learning Model	0,899	0,05	Received	Homogen
2	Reading Motivation	0,267	0,05	Received	Homogen

After the normality test and homogeneity test were carried out, it was followed by hypothesis testing. Hypothesis testing in this study used a two-way 2x3 ANOVA test with different cells using SPSS. criteria for a 2x3 two-way ANOVA test is sig <0.05 then H_0 is rejected and H_a is accepted and if the value is sig > 0.05 then H_0 is accepted and H_a is rejected. The results of the calculation of the 2x3 two-way ANOVA test with different cells with a significance level α (0.05).

Table 6. Summary of 2x3 two-way ANAVA test with unequal cells Results

No	Variabel	Sig	α
1	Learning Model	0,031	0,05
2	Reading Motivation	0,267	0,05
3	Learning Model* Reading Motivation	0.125	0,05

From the table above we can see based on the value (sig). For testing hypothesis 1, based on the SPSS output on the learning model variable, it was obtained a significant value of 0,031. Because the significant value < 0,005, H_0 is rejected and H_a is accepted, meaning that there is an influence on the reading comprehension of students who are given the PQ4R learning model and the conventional learning model. In the experimental class is given PQ4R strategy. PQ4R strategy consists of Preview, Question, Read, Reflect, Recite, Review. Based on the researcher got from the treatment this strategy can make students active in learning process, proved with class treatment that use PQ4R (Preview, Question, Read, Reflect, Recite, Review) strategy by researcher at SMA Muhammadiyah 6 Padang. By implementing PQ4R Strategy, the students can be more active in learning process in the class. They also are

easy to understand the material. Hopefully, the teachers are able to apply this strategy, because it is appropriate and helpful to increase the students achievement and make students get good mark.

In the control class is given conventional learning model. Conventional learning model is a learning model commonly used by previous teachers, namely the lecture method. So, the students are not interested in learning process because they do not concentrate about the lesson that is given by teacher. Because of that, the students are difficult to develop their ideas in comprehend the text. That is what makes the difference between the reading comprehension of students who are given the PQ4R learning model and the conventional learning model. This is in line with the research being carried out Sarimanah, E. (2016) the results state that From the the effectiveness of the learning model that is applied to the design of experimental studies with control class it may be concluded that reading learning model based on PQ4R metacognitive strategies in junior high school students are

For testing hypothesis 2, based on the SPSS output on the learning model variable, it was obtained a significant value of 0,267. Because the significant value $> 0,005$, H_0 is accepted and H_a is rejected, meaning that there is no difference in reading comprehension students who have the motivation to read low, medium and high. Every student has different reading motivation. Different motivation are expected to be useful in characterizing students school-relevant reading. They are including curiosity, as in the desire to learn about a topic; aesthetic involvement, as in the enjoyment of experiencing a literary text; recognition. As in the gratification in receiving a tangible from of reward for success in reading; and grades, as in favourable evaluations from teacher.

Those different motivations affect the students reading. Judging from the average reading comprehension based on the motivation to read it, there are differences that are not too significant. This too in line with statistical tests using two-way ANOVA H_0 is accepted so it can be concluded that there is no difference in learning outcomes among students who have low, medium, and high motivation. This is also reinforced by the statement made by Guthrie, J. T., Hoa, A. L. W., Wigfield, A., Tonks, S. M., Humenick, N. M., & Littles, E. (2007) Interview-based coding of motivation predicted reading comprehension growth, but reading comprehension did not predict motivation growth. And Wigfield, A. (1997) motivation is one of the factors involved determine success in learning. The size of the influence depending on the intensity. Due to the implementation time of the model Less long learning, so there is no difference in results learning among students who have low, medium, and high motivation.

For testing hypothesis 3, based on the SPSS output on the learning model variable, it was obtained a significant value of 0,125. Because the significant value $> 0,005$, H_0 is accepted and H_a is rejected, meaning that is interaction between the learning model and reading motivation. Because there is an interaction between the learning model and reading motivation, here we need to continue the post-anava test. The post-anava follow up test aims to track down differences in the mean of each row, column and between cells. Based on the results Hypothesis testing is obtained in hypothesis 1 H_0 is rejected and H_a is accepted meaning that there are differences between the learning models on the reading comprehension. Based on the post-Anava follow-up test, it was concluded that the PQ4R learning model had more influence on reading comprehension than the conventional learning model

CONCLUSION

Based on the results of research and discussion, it is concluded that there is an influence on the reading comprehension of students who are given the PQ4R learning model and the conventional learning model. So there is the difference between the reading comprehension of students who are given the PQ4R learning model and the conventional learning model. Then meaning that there is no difference in reading comprehension students who have the motivation to read low, medium and high. The size of the influence depending on the intensity. Due to the implementation time of the model Less long learning, so there is no difference in results learning among students who have low, medium, and high motivation. And then exist the interaction between the learning model and reading motivation. Because there is an interaction between the learning model and reading motivation, here we need to continue the post-anava test. Based on the post-Anava follow-up test, it was concluded that the PQ4R learning model had more influence on reading comprehension than the conventional learning model

Based on the conclusions and implications of the research above, the researchers suggest: Teachers should motivate students to read before applying a model learning and explain the benefits of the learning material being studied. In this case the teacher must be able to choose an appropriate learning model with the material so that students have the motivation to read to get reading comprehension the maximum.

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