



THE IMPLEMENTATION OF PQ4R LEARNING METHOD TO IMPROVE THE STUDENTS' READING COMPREHENSION OF THE 4th GRADE AT SD MUHAMMADIYAH 6 PEKANBARU

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PENERAPAN METODE PEMBELAJARAN PQ4R UNTUK MENINGKATKAN KEMAMPUAN MEMBACA SISWA KELAS IV DI SD MUHAMMADIYAH 6 PEKANBARU

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ABSTRACT

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Abstract: The purpose of this research is to improve students reading comprehension at the fourth grade of SD Muhammadiyah 6 Pekanbaru. The type of this research was classroom action research, which was in two cycles. The result showed that there was an increasing students' reading comprehension ability in each cycle. The average grade score of students reading comprehension before implementing PQ4R learning method was 68. After the implementation of PQ4R method at cycle I, the average grade score increased to 76 with a large increased of 12%. In the second cycle, the score increased to 84 with a large increased of 23%. In the cycle I, the teacher's activities in the first meeting were 62.5% in moderate criteria. Then, in the second meeting, the percentage increased to 70.8% in moderate criteria. Then in the cycle II, the teacher's activities in the first meeting the percentage became 83.3% in high criteria and in the second meeting increased to 87.5% in very high criteria. In the cycle I, the students' activities in the first meeting were 58.3% in low criteria. In the second meeting, it increased to 66.7% in moderate criteria. In the cycle II, the students' activities in the first meeting had the percentage becoming 79.2% in high criteria and then increased to 83.3% in high criteria on the second category. The result of the research proves that the application of PQ4R method can improve students' reading comprehension ability.

Keywords: PQ4R Method, Reading Comprehension

Abstrak: Tujuan dari penelitian ini adalah untuk meningkatkan kemampuan membaca pemahaman siswa di kelas empat SD Muhammadiyah 6 Pekanbaru. Jenis penelitian ini adalah penelitian tindakan kelas, yaitu dalam dua siklus. Hasil penelitian menunjukkan bahwa ada peningkatan kemampuan membaca pemahaman siswa di setiap siklus. Nilai rata-rata nilai pemahaman membaca siswa sebelum menerapkan metode pembelajaran PQ4R sebagai 68. Setelah penerapan metode PQ4R pada siklus I, nilai rata-rata kelas meningkat menjadi 76 dengan peningkatan besar 12%. Pada siklus kedua, skor meningkat menjadi 84 dengan besar meningkat 23%. Pada siklus I, kegiatan guru dalam pertemuan pertama adalah dengan persentase 62.5% dalam kriteria sedang. Kemudian pada siklus II, aktivitas guru pada pertemuan pertama persentase menjadi 83.3% dalam kriteria tinggi dan pada pertemuan kedua meningkat menjadi 87.5% dalam kriteria sangat tinggi. Dalam siklus I, kegiatan siswa dalam pertemuan pertama, persentasinya adalah 58.3% dalam kriteria rendah. Pada pertemuan kedua, itu meningkat menjadi 66.7% dalam kriteria sedang. Pada siklus II, aktivitas siswa dalam pertemuan pertama memiliki persentase menjadi 79.2% dalam kriteria tinggi dan kemudian meningkat menjadi 83.3% dalam kriteria tinggi pada kategori kedua. Hasil penelitian membuktikan bahwa penerapan metode PQ4R dapat meningkatkan kemampuan membaca pemahaman siswa.

Kata kunci: Metode PQ4R, Pemahaman Membaca

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INTRODUCTION

In the school, there are four language skills namely listening, speaking, reading and writing skills. The purpose of these four skills are to make students can understand and use language well. One of the skills that must be mastered is reading because it cannot be separated from daily life. Almost every aspect of life involves reading. According to Anderson (in Alek and Achmad, 2011: 74) reading is a process to understand implied in explicitly, to see the mind contained in the written words. According to Tarigan (2008) reading is a process carried out and used by the reader to obtain the message to be conveyed by the author through the media of words / written language. Reading is not just looking at a collection of letters that has formed words, sentences, paragraphs and discourse, but more than those. Reading is an activity to understand symbols / signs that are meaningful so the message conveyed by the author can be accepted by the reader. Reading is an activity that requires understanding so what is read can be understood properly, by the activity to understand in reading, then after reading someone will be able to know the contents of the reading, the themes, the characters, and the mandate contained in the reading texts (Delima Simanjuta, 2017).

Based on several definitions of reading that have been stated above, it can be concluded that reading is the process of changing from symbols / signs / writings into meaningful sounds that can be understood by the readers through the message delivered by the writers.

Reading ability is one of the language skills that must be mastered by elementary school students because it is directly related to the whole process of students' learning activities. The ability to read comprehension is very important in helping children learn various things. Through good and correct reading activities, children are expected to be able to take the essence of the reading they read, so that they get something from the reading activity that they do. For students in grades 1, 2 and 3 are required to be skilled in beginning reading and students in grades 4, 5 and 6 are not

only required to be able to read but they must also be able to understand the reading they read.

Based on the observations made by the researchers with Mrs. Dinda Dwi Gustia as the IVC homeroom teacher at SD Muhammadiyah 6 Pekanbaru, it was found that there were still a large number of students who had not been able to read comprehension namely from 21 students, students in the very capable category were only 4 people (19%), students with a category of capable were only 5 people (24%) and number of category underprivileged students are 12 people (57%).

This is due in the learning process that teachers still use conventional methods, teachers do not actively involve students so students do not get the opportunity to obtain information independently and the teacher's lack of understanding in using strategies or methods of learning to read comprehension. In addition, the low ability of students to understand in reading can also be seen through symptoms such as students who have not been able to understand the meaning of words and sentences, to recognize the main ideas and explanatory ideas, to find important sentences in a reading and they cannot explain the views or mandates contained in a discourse.

Seeing the problems above, the writer wants to apply the PQ4R learning method that can improve students' reading comprehension skills in grade IV SD Muhammadiyah 6 Pekanbaru. The PQ4R learning method is one of the most widely known elaboration methods to help students understand and remember the material being read and can help teaching and learning process in class. According to Iskandarwassid and Sunanda (2008: 12) revealed that the PQ4R method helps transfer new information from short-term to long-term brain memory by creating relationships and combining new information with existing information. By applying this method it is hoped that a learning process can be created that teaches students to learn by remembering information from a reading materials.

The formulation of the problem raised in this study is "Can the application of PQ4R learning

method improve the reading ability of students in IVC class at Muhammadiyah 6 Pekanbaru?" The aim is to improve the reading comprehension skills of IVC grade students at SD Muhammadiyah 6 Pekanbaru by applying the PQ4R learning method.

In essence, reading comprehension is an activity of the human brain obtaining ideas from written sources namely paragraphs that aim to obtain ideas, messages and or conclusions from written sources (Abdul Razak, 2015: 39). Semi (in Alek and Achmad, 2011: 89) says that to understand the ideas and information contained in the reading, the most emphasized is mental activity (mind). The ability to understand the content of the reading, which are in the form of the ability to: (1) understand the words read, (2) understand the meaning of terms in the context of sentences, (3) understand the essence of a sentence being read, (4) understand ideas, points of thought, or the theme of a paragraph that is read, (5) capture and understand some of the main ideas of a discourse that is read, (6) summarize the contents of the reading in writing using their own language, (7) convey the results of understanding the reading contents using their own language (Dalman, 2014: 9).

Reading comprehension is one of the activities of reading which aims to understand the content contained in the reading (Soedarso, in Rimaksari (2018): 257). Reading comprehension can simply be interpreted as a serious process carried out by the reader to obtain information, messages and meanings contained in a reading. Reading ability is one of the language skills that must be mastered by elementary school students because this ability is directly related to the whole process of student learning activities. The ability to read comprehension is very important in helping children learn various things. Through good and correct reading activities, children are expected to

be able to take the essence of the reading they read, so that they will get information from the reading activities they do.

Based on opinions above, it can be concluded that reading comprehension is a type or activity that has the purpose of obtaining messages, meanings or information from reading texts and is able to make conclusions from what is read.

The PQ4R method is a method developed by Thomas and Robinson in 1972 including Preview (reading at a glance quickly), Question (asking), Read (reading), Reflect (reflection), Recite (making essence), Review (repeating in full). The PQ4R learning method is one part of the elaboration strategies. This method is used to help students remember what they read, and can help the teaching and learning process in the classroom which is carried out with reading activities (Trianto, 2011: 150)

According to Yuianti (2013) the PQ4R method is used to help students remember what they read and can help the teaching and learning process in the classroom which is carried out by reading books. According to Arends (in Rikmasari, 2018) the PQ4R method is one of the reading methods used to help students understand and remember the materials that they read.

In one of the steps of the PQ4R method that is "Read", students will read actively. Students not only read, but also react to what they read. Therefore, to give a reaction students must understand firstly the reading that they read. Thus, it can improve the students' ability to understand of what is read.

Based on the description above it can be concluded that the PQ4R learning method has a contribution in improving comprehension reading skills because in this method students are directed to solve problems from the questions they created themselves so that they understand better what they have read.

MATERIAL AND METHODS

The writer implemented this research in class IVC SD Muhammadiyah 6 Pekanbaru located in Cipta Karya street, Panam. This research was

conducted in July 2019 at odd semester 2020/2021. This type of research was Classroom Action Research. According to Burns (in Wina Sanjaya,

2011) Classroom Action Research is the application of various facts found to solve problems in social situations to improve the quality of actions taken by involving the collaboration and collaboration of researchers and practitioners. Classroom Action Research is a series of steps consisting of four stages, namely planning, action, observation, and reflection (Kurt Lewin in kunandar, 2011).

The subjects of this research were the fourth grade students of SD Muhammadiyah 6

Pekanbaru with 21 students consisting of 13 male students and 8 female students. Data collection technique used were observation and test. Observation was used as a guide for observing the activities of students and teachers during the learning process. While the test, it was carried out to retrieve data on students reading comprehension abilities. The test was a data collection instrument to measure students' abilities in cognitive aspects, or the level of mastery of learning material (Sanjaya, 2011: 99).

RESULTS AND DISCUSSION

Description of Action Research

Cycle Activities I

1. Action Planning

The writer has prepared learning tools that will be used as instruments to collect data. Learning tools needed are: syllabus, lesson plans, student worksheets, student evaluation sheets, lattice questions for daily assessment I, daily assessment questions I, teacher's activity observation sheets, students' activity observation sheets.

2. Implementation of Cycle Actions I

The first cycle was carried out on 16 and 17 July 2019. During the learning process, all students were joined or participated in learning activities. The learning activities are carried out in accordance with the guidelines in the syllabus and the Lesson Plan (RPP) that has been prepared in advance. In the implementation phase of the first cycle, the learning process was carried out in 3 meetings, where each meeting was held in 2x35 minutes. At the third meeting, the teacher carried out a daily assessment I. The implementation of this action used the PQ4R learning method which consisted of 6 steps, namely: Preview (a quick glance) where students were asked to skim sub-topics to be discussed in the given reading text, Question (asking) Students were asked to make a list of questions based on reading text using what question words, who, where, when, why and how to be with the group, Read (read) students and groups were asked to silently read the text contained in the student package book, Reflect

(reflection) after completing reading the text students were asked to answer the questions they have made in the Student Worksheet (LKPD), Recite (make a digest) students were asked to mention important points related to the text and then make the point of the whole discussion that has been learned, Review (repeat thoroughly) in this stage students were asked to read the main point/idea or conclusions that have been made and students were given the opportunity to ask questions about material that is still not understood yet.

3. Daily Assessment I

At the third meeting the researchers held a cycle I daily repetition carried out for 60 minutes. The questions given as many as 15 questions were in the form of objective questions and referred to indicators that have been determined and validated by the validator.

4. Observation Phase Cycle I

The observation phase was carried out during the learning process, where during the learning process was observed by the observer who was a grade IV teacher, namely Mrs. Dinda Dwi Gustia, S.Pd by filling out the observation sheet of the teacher's and students' activities.

5. Cycle Reflection Stage I

In the first cycle, the activities of teachers and students were still in the sufficient category and there were still many things that were lacking and must be increased again by the teacher and students. At this meeting students still seemed confused by the learning steps taken, not all

students were actively involved in discussions in their respective study groups so that the results of their work were dominated by active students. Students were also still hesitant and afraid in answering questions raised by the teacher.

Cycle II

1. Action Planning

Researchers have prepared learning tools that would be used as instruments to collect data. Learning tools needed were: syllabus, lesson plans, student worksheets, student evaluation sheets, daily grading questions II, daily grading II questions, teacher's activity observation sheets, students' activity observation sheets.

2. Implementation of Cycle Actions II

In the implementation phase of the second cycle the learning process was carried out in 3 meetings, where each meeting was held in 2 x 35 minutes. At the third meeting, the teacher carried out a daily assessment II. The implementation of this action used the PQ4R learning method which consisted of several steps, namely: Preview (a quick glance) the teacher gave the reading material in the form of a story "Difference is not an Obstacle". Furthermore, students were asked to skim the sub-topic of a text, Question (ask) the teacher distributed Student Worksheets (LKPD) and explained the procedures. Then students were asked to make a list of questions based on reading text by using what question words, who, where, when, why and how together in groups, Read (reading) students were asked to read silently the reading text that has been shared, Reflect (reflection) After finishing reading the text, students were asked to answer questions that have been made in the Student Worksheet (LKPD), Recite (make the digest) students were asked to mention the important points related to the text and

then make the essence of all discussions that have been learned, Review (repeat as a whole) students were asked to read the essence or conclusions that have been made. At this stage the teacher provided an opportunity for students who did not understand to ask questions before the learning activities end.

3. Daily Assessment II

At the third meeting the researchers held a Daily II assessment. The questions in the daily assessment II were in accordance with the subject matter of reading comprehension taught at the 1st and 2nd meeting of the second cycle. The number of questions given was 15 questions in the form of objective questions with 60 minutes working time.

4. Observation Phase Cycle II

The observation phase was carried out during the learning process, where during the learning process was observed by the observer who is a grade IV teacher, namely Mrs. Dinda Dwi Gustia, S.Pd by filling out the observation sheet of the teacher and student activities.

5. Cycle Reflection Phase II

In cycle II, there was an improvement and an increase in results in the ability to read understanding and activities of teachers and students. It can be seen from an increase in teacher teaching activities and students' learning activities as well as an increase in students' reading comprehension at the end of the second cycle test that has achieved the target indicators of success set. Research in the second cycle is categorized very well because it has met the indicators of the success of the specified actions and an increase in teacher teaching activities and students' learning activities.

Analysis of Action Results

1. Teacher Activity

Table 1. The Percentage of Teacher Activity in Cycle I and II

No.	Cycle	Meeting	Percentage of Activity	Category
1.	I	1	62.5%	Enough
		2	70.8%	Enough
2.	II	1	83.3%	Good
		2	87.5%	Very Good

Based on table above, it can be seen that the teacher's activity has increased at each meeting. The increase in teacher activity that occurred at each of these meetings was because the teacher always corrected the shortcomings at each meeting. The percentage of teacher activity in the first cycle of meeting was 62.5% with enough categories then at the second meeting with a

percentage of 70.8% with enough categories. In the second cycle the first meeting the percentage of teacher activity was 83.3% in the good category and in the second meeting it increased to 87.5% in the very good category.

2. Students Activities

Table 2. The Percentage of Students Activity in Cycles I and II

No.	Cycles	Meeting	Percentage of Activity	Category
1.	I	1	58.3%	Enough
		2	66.7%	Enough
2.	II	1	79.2%	Good
		2	83.3%	Good

Based on the table above, it can be seen that students' activities also increased at each meeting. The increase in student activities that occurred at each of these meetings was due to students who were getting used to the activities that occurred during the learning process by using the PQ4R learning method. The percentage of students' activity in the first cycle of meeting was 58.3% with a less category then in the second meeting with a percentage of 66.7% with a

sufficient category. In the second cycle the first meeting the percentage of student activity was 79.2% in the good category and in the second meeting increased to 83.3% in the good category.

3. Reading Comprehension Ability

Analysis of student development data showed an increase in students' ability to read comprehension classically after the action was carried out. It can be seen in the following table:

Table 3. The Increased Reading Comprehension Ability of Fourth Grade Students at SD Muhammadiyah 6 Pekanbaru

No	Description	Students	Category			Average	Increased
			VA	A	LA		
1	Base Score	21	7	2	12	68	
2	Cycle I	21	8	5	8	76	12%
3	Cycle II	21	11	7	3	84	23%

Based on the table above, the analysis of the results of research that has been carried out for two cycles and could be known after being given action in the first cycle for 2 meetings and 1 daily assessment and so was the second cycle for 2 meetings and 1 daily assessment there was an increase in good results in the learning process and the activities of teachers and students. The increase can be seen from the increase in the average value of students' reading comprehension skills on

Theme 1 (Beautiful Togetherness), Subtheme 1 (Diversity of national culture) and Subtheme 2 (Togetherness in diversity).

Before the implementation of the PQ4R learning method, there were only 7 students in the Very capable category, 2 capable students and 12 Less Able students with an average of 68 students. In the first cycle, after the PQ4R learning method was applied to the results of the daily assessment I student average value increased to 76 with a large

increase of 12%. In this cycle students with the category of Very Able (VA) to increased to 8 people, students who were Able (A) to become 5 people and those who are Less Able (LA) to become 8 people. Then in the second cycle, the average student increased to 84 with a large

increase of 23%. In this second cycle students with Very Able (VA) categories increased to 11 people, students who were Able (A) to become 7 people and students who were Less Able (LA) to become 3 people.

CONCLUSIONS AND RECOMMENDATIONS

Based on the results of data analysis and findings obtained in this study, it can be concluded that the application of the PQ4R learning method could improve reading comprehension skills in grade IV SD Muhammadiyah 6 Pekanbaru. It can be seen from the class average on the base score of 68 increased to 76 with a percentage of 12% in the first cycle and increased to 84 with a percentage increase of 23% in the second cycle.

The application of the PQ4R learning method can also increase teacher and student activities. It can be seen from the increase in percentage that occurred at each meeting. In the first cycle the first meeting of teacher activity was 62.5% with moderate criteria then at the second meeting increased to 70.8% with moderate criteria. In cycle II the percentage of teacher activity at the first meeting was 83.3% in the good category and then increased in the second meeting to 87.5% in the very good category.

Likewise with the activities of students who have increased in each meeting. In the first cycle of the first meeting the percentage of student activity was 58.3% with less categories then at the second meeting to 66.7% with enough categories. In cycle II the percentage of teacher activity at the first meeting was 79.2% in the good category and then increased to 83.3% in the good category.

Based on the above conclusion, the researchers provide the following recommendations: 1) For school, it is expected that the result of this study can be used as a discussion material in order to improve the quality of learning and the teacher can make the result of this research as an alternative that can be used in the learning process to improve reading comprehension ability and can provide better reading comprehension to learners; 2) For further researchers, it is hoped that the result of this study can be used as a basic guideline for the implementation of better research.

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