The Effectiveness of PQ4R Strategy to Teach Narrative Text for First Graders in SMA Negeri 1 Gedeg

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Abstract

The objective of this research was to find out the effectiveness of PQ4R Strategy to teach narrative text, especially in reading comprehension for first grade using PQ4R strategy. The researchers conducted an experimental quantitative research. The researchers used Pre-test and Post-Test to gain the data. The population of the data was in First Grade in SMA Negeri 1 Gedeg. The researchers used two classes as the sample to gain the data. In the each class there were 34 students; one of the classes was chosen as the experimental class and the other one as the control class. The experimental class used PQ4R Strategy to taught narrative text and the control class used conventional way (Grammar translation method). The data that collected from Pre-test and Post-test from experimental and control class was analyzed with SPSS 16. The calculation using SPSS 16, the researchers used t-test to find out the result using independent t-test formula. The result of t-test showed the significant (2-tailed) showed the value is 0.002, it was mean that 0.05 is higher than 0.002. Based on the result, the null hypothesis (Ho) was rejected and the alternative hypothesis was accepted at $p < 0.05$, it was mean that PQ4R strategy was effective to teach narrative text for first grade in senior high school.

Keyword*: PQ4R, Narrative Text, Quasi Experiment*

Introduction

Reading comprehension skill is a fundamental skill to obtain further academic learning success. Reading ability is needed by student for facing their English test in written form. According to Kennedy (1981) reading is the ability of an individual in recognizing a visual form to associate the form with the sound and meaning acquired in the past. Thus, reading can be understood as an individual ability to understand and find the massage written by the author. Reading skill needs more comprehension to get all the information inside the text. To understand the text, a reader must have more knowledge and abilities, such as in reading English text they need to know the meaning of some word, which can make the readers comprehend the sentence or the contents of the text, although they did not know all of the meaning of each word in the text.

Some students often consider that reading is difficult skill. The students can not reach the achievement which is the important aspect in reading comprehension, such as identifying main idea, understanding vocabulary, identifying supporting details, identifying reference, making inference. Therefore, the teacher needs to solve the problem to make the learning process more effective and reach the goal of the learning activity. In reading comprehension, student need more time to understand the text and they usually mark the hard word that they don't understand the meaning. Mikulecky (2011) stated:

> *"Reading is a complex conscious and unconscious mental process in which the reader uses a variety of strategies to reconstruct the meaning that the author is assumed to have intended, based on data from the text and from the reader's prior knowledge.*"

Many teachers still use conventional way to teach, they told the student to read the text and find the meaning of each word in the text. This way is not effective enough because it would take a long time to understand the text. For senior high school level, they already used curriculum 2013, in that curriculum the student should more active than the teacher in the class. Therefore teacher need to

more creative to make strategy in learning English, teacher need to stimulate the student in order to make them active in the learning activity especially in reading text.

Text commonly known in the reading activity is narrative text. According to Gerot and Wignel (1994), narrative text deals with the action of the characters or problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution. Narrative text is a complex text because it is include many problem in it, sometimes student don't understand the meaning of the word that they read or there is a figure of speech in the text that is hard to understand, the student need to know the problem and the resolution in narrative text, therefore they can understand the contain in the text. The strategy in teaching would affect the student reading comprehension.

There are many strategy or method that teachers usually use in teaching reading comprehension, such as Grammar Translation method, direct method, audio lingual method, CLT, etc. From that many strategy, the grammar translation is the most common teaching strategy that teacher used in teaching reading comprehension. According Brown (1994), the grammar translation is still common in many countries because grammar rules and translation test are easy to construct and can be objectively scored. The grammar translation is focused in the meaning of the word. There is another strategy called PQ4R, this strategy is one of elaboration strategy, which means this strategy is used to help student to memorize what they already read and help the process of learning in reading activity. The elaboration strategy makes the information that student get would be more meaningful; therefore, it would be easier to understand. The PQ4R strategy could help student to get long-term memory from information that they get before and the new information from the text. The combination between new information and the information would make the transfer of information from short-term memory to long-term memory.

The PQ4R strategy could help student to remember what they just read. According to Trianto (2007) states that reading can help student communication with others through a text. Reading can be seen as interactive process between language and thought. PQ4R are Preview, Question, Read, Reflect, Recite, Review, this strategy help student to focus and monitoring their reading. This strategy is suit with the curriculum which focus on the student actively, the strategy make student active at finding the information in the text.

Based on the explanation above, the teacher needs to use innovative strategy that can make student interest in the learning activity and make them active in the class. Therefore, student can be creative in their learning English as foreign language, especially in reading activity.

The strategy at teaching reading like PQ4R can be the alternative strategy use by teacher. According Trianto (2007), PQ4R is one part of elaboration strategy which is make the student used to remember what they just already read. In learning English, the student just read text that teacher give and they try to translate the text word by word, this kind of strategy would take along time to understand. For senior high school, they need to learn how to understand the text more efficient. PQ4R strategy gives student how to understand the text more efficient, especially for first grade in senior high school because they are new high school entrance. They need to more independent and active in learning. The effectiveness in reading would help student in answering question of their examination. In the previous research in journal entitle "Effectiveness of PQ4R study technique on performance of students in chemistry: child & adolescent therapy and e-therapy" by B.A. Omoteso and F.A. Sadiku (2013). The objective of this research was to know the effectiveness of PQ4R study technique on performance of students in Chemistry in secondary schools in Ibadan south east Local Government Area, Oyo state. The instrument that the researchers used

consisted of forty objective and two essay questions, "Chemistry Achivement Test" (CAT).

The previous research was different with this research. In this research, researchers used narrative text in teaching reading comprehensions; it is different with the previous study that used PQ4R strategy in teaching chemistry.

Research Methodology

The design of the research was the conceptual structure to be done the research and what kind of the method that the researcher used to get the data. In this research, researcher used quantitative research. According Aliaga and Gunderson (2002), quantitative research is an inquiry into a social problem, explain phenomena by gathering numerical data that are analyzed using mathematically based method e.g. in particular statistics. Therefore, this research used numerical measurement and statistically.

The researchers used experimental research in this research. According to Sugiyono (2006:80), experimental research is a research which has the purpose to find the cause-effect relationship among variables in controlled condition. The experimental research used two groups to conduct the data; there were experimental group and control group. For the experimental group, the group received a treatment and the control group got the usual or the conventional learning as the treatment. This research used pre-test and post test to gain the data. The data in this research was used test result. The test already done in the pre-test and post-test during the learning activity. In the pre-test, the researchers give the student test before the treatment or the conventional learning. Meanwhile, the post-test given after the student got the treatment or the conventional learning. The pre-test and post-test used multiple choice questions. The data that the researchers used to find out the effectiveness of the PQ4R strategy was the result

of the pre-test and post-test in the experimental and control class. The data that obtained in this research is in the quantitative form.

The source of the data in this research was student in first grade at SMAN 1 Gedeg. The researchers used two classes as the sample, the first class as the experimental class and the second class as the control class. In each class was given the pre-test and post-test to collected the data.

The instrument in this research used test to collect the data, there are two kind of test that the researcher used. First test was pre-test, the test given to the student in purpose to determine if the students were sufficiently prepared to begin a new course of the learning activity. The pre-test was done before the material was given by the teacher. After the treatment given by the researcher, the post-test was given to the students.

The researcher used tree step to find out the result of the research, there were:

1. Normality test, If the p < 0.05 then the distribution is significantly different from a normal distribution (it is non-normal) (Field, 2009).
2. Homogeneity test, if the result of the calculation of f_{count} is lower than f_{table} ($f_{count} < f_{table}$) by 5% degree of significant, therefore the Ho is accepted, that's mean the data is homogenous.
3. T-test, if the value less than .05 then the means of the two groups are significantly different.

Results

In this research, the researchers want to know the effectiveness of PQ4R strategy to teach narrative text for first grade in senior high school. To know the effectiveness, it can be seen from the result of the t-test from the experimental class and the control class, the one that used PQ4R strategy and conventional. The research problem was to know is the PQ4R strategy effective for teaching reading in senior high school.

To describe the data researchers showed the result of the normality test, homogeneity test and t-test using indepent t-test formula. To know the student achievement in reading narrative text, there were some formulas that the researcher used to gain the result. The researcher used pre-test and post-test to gain the data. The test was done in both classes, the experimental class and the control class.

1. Normality test

The researchers used two classes as the sample, Experimental class and Control class. Both of the class used two tests to gain the data. In this test, researcher use SPSS 16 to find the normality of the data. In the normality test there are two kind of normality test, Kolmogorov-smirnov and Shapiro-wilk. The researcher used Kolmogorov-smirnov formula. There were the result score of Experimental class and Control class.

Table 1. The result score of Experimental class and Control class.

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Kelas	Statistic	df	Sig.	Statistic	df	Sig.
Hasil Belajar Siswa	Pre-test eksperimental (PQ4R)	.131	34	.148	.952	34	.138
	Post-test eksperimental (PQ4R)	.137	34	.107	.949	34	.114
	Pre-test kontrol (konvensional)	.142	34	.081	.955	34	.177
	Post-test kontrol (konvensional)	.138	34	.097	.957	34	.205

Tests of Normality

a. Lilliefors Significance Correction

The data result show that the significance (Sig.) from Pre-test Experimental was 0.148 and the Post-test was 0.107. From the results of the experimental class shows that has significance of value higher than 0.05. In the result of the Control Class show the Pre-Test significance (Sig.) was 0.081 and the Post-Test was 0.097, it is show that the value of control class also has significance of value that was higher than 0.05. From all of the analysis result, the normality

test show that the data was normal, because all of the test significance (Sig.) value is p > 0.05.

2. Homogeneity Test

In the homogeneity test was to know the variance of the data from two or more data. In this research, homogeneity test used to know the variance of the data from the post-test of Experimental Class that given treatment by the researcher using PQ4R strategy in reading comprehension and post-test of Control Class that used conventional way in teaching reading comprehension. In this test, the data that used to analyze the homogeneity was the post-test of the two classes, the experimental and the control class. This is the result of the homogeneity test of the data.

The homogeneity test result can be said homogeny if the significance based on mean was p > 0.05.

Table 2. The result of the homogeneity test of the data

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Hasil Belajar Siswa	Based on Mean	.002	1	66	.969
	Based on Median	.000	1	66	1.000
	Based on Median and with adjusted df	.000	1	65.937	1.000
	Based on trimmed mean	.005	1	66	.946

From the result of the research, the significance based on mean showed that the value was .969, its mean that the result was p > .05. Therefore, the result was homogeneous.

3. T-Test

The t-test formula that the researcher used to the result of this test was independent sample t-test. The independent sample t-test was used to know, if

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there is a differences of the mean between the experimental class and control class. To test the differences, this research used the post-test of experimental class and control class.

Table 3. The result of t-test

		\multicolumn{2}{c}{Levene's Test for Equality of Variances}	\multicolumn{7}{c}{t-test for Equality of Means}						

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Hasil Belajar Siswa	Equal variances assumed	.002	.969	3.261	66	.002	5.176	1.587	2.008	8.345
	Equal variances not assumed			3.261	65.968	.002	5.176	1.587	2.008	8.345

The value of Sig. (2-tailed) has smaller value than 0,05, it show that there was a different between the mean in the experimental class and control class. The result show, that the value of Sig. (2-tailed) was 0,002. Therefore, there was a different between the experimental class and control class, because 0,002 < 0,05. In the result descriptive in group statistic, the mean of the experimental class that used PQ4R strategy shows higher value than the control class that used conventional way in teaching. The df was 66, it show the value of the T-table was 3,218 and the T-score show the value was 3,261. In conclusion, the result of the calculation of SPSS 16 shows that the T- score was higher than the T-table with significance level 5%.

4. Hypothesis Testing

The hypothesis testing was used to test the hypothesis of the research. There are two hypotheses in this research, the null hypothesis (Ho) and the

alternative hypothesis (Ha). In this research, the hypothesis was tested by using t-test (Independent t-test).

From the result of the test above has been explained that the null hypothesis (Ho) was rejected at $p < 0,05$. It means that the level of certainly for rejecting the null hypothesis is 95%. It can be concluded that the result of the effectiveness of PQ4R strategy in teaching narrative text for first grade in senior high school was effective. This research used two classes to test the effectiveness of the strategy. The first class was experimental class and the second class was control class, the researchers give the each class pre-test and post-test. The experimental class used PQ4R strategy to the student; meanwhile the control class used conventional way, using grammar translation method. The researchers used conventional way in control class, the student taught about the material by the researcher, give them explanation and then the researchers told them to read story in their books and tried to identify the text.

In the experimental class and control class before the researchers gave the material, both of the class given the pre-test. After give the test, the researchers gave the explanation about the material that was narrative text. In the experimental class, the researcher used PQ4R strategy to taught reading comprehension. The PQ4R strategy has some steps, there were preview, question, read, reflect, recite, and review. In this experimental class, this strategy made the student active in reading activity, they discuss and try to answer the question that the researchers gave with their own language. In this research the pre-test of both of the class.

The data that already collected were analyzed by using SPSS 16. The researchers used three analysis, first was normality test, then homogeneity test, and the last was independent t-test. In the normality test used to know the distribution of the data, it is normal or not. The result of the analysis show that $p > 0,05$ it is means that the data was normal. Next analysis was homogeneity test,

this analysis was used to know are both of experimental class and control class were homogeneous.

The last analysis to find out that the research result effective or not was the independent t-test. In this test, the result of the post-test of experimental class and control class analyzed to know the result. The result of this analysis show that the value of Sig. (2-tailed) was lower that 0,05, the result show the value was 0,002, it means that $0,002 < 0,05$. The df was 66, it show the value of the T-table was 3,218 and the T-score show the value was 3,261. In conclusion, the result of the calculation of SPSS 16 shows that the T- score was higher than the T-table with significance level 5%. Therefore, the researcher 95% sure to conclude that PQ4R is effective to teaching reading narrative text for first grade in senior high school. The result of this research shows that there was a difference in the significance value between experimental class and control class. It means that this strategy was effective for first grade in SMA NEGERI 1 GEDEG. The research shows that this strategy is easy to be implemented in various educational levels and able to help students in improving their skill in the process of giving question and development their knowledge (Puspitasari: 2003). The advantages of the PQ4R strategy help the student to understand the text well; it makes the student active in reading activity due to the curriculum 2013 that demand the student active in the class. This strategy was effective and can be the alternative way to teach student in reading comprehension.

Conclusion

Based on the result of the effectiveness of PQ4R strategy to teach narrative text for first grade in SMA NEGERI 1 GEDEG, the researcher got the result as shows. The normality test both of the class shows that the value $p > 0,05$, it is means that both of the class, the experimental class and control class has normal distribution. The experimental class and the control class were homogeneous. The result of the homogeneity shows that both of the class were homogeneous, all of

the value of the data that tested show that the Significance (Sig.) is higher than 0.05.

The last test that used to know the effectiveness of this research was T-test. The researcher used independent t-test to know the result of this research. The result of the test showed that there was a difference between the mean of the post-test of experimental class and control class. Significant 2-tailed show the value was 0.002, it was mean that 0.05 is higher than 0.002. It found that after doing the t-test, the t-table at 5% significance level in degree of freedom 66 is 3,218 and the T-score show the value is 3,261. It was means that t-score was bigger than t-table. Based on that explanation, the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted at p < 0,05.

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