
THE IMPLEMENTATION OF PQ4R (PREVIEW, QUESTION, READ, REFLECT, RECITE, REVIEW) LEARNING MODEL ON TEACHING AND LEARNING READING FOR TENTH YEAR STUDENTS OF SMK N 4 KLATEN

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Abstrak

Dalam mewujudkan kesuksesan pembelajaran, model pembelajaran merupakan hal yang paling penting. Dengan model pembelajaran yang dapat menarik peserta didik maka akan dapat memaksimalkan pembelajaran. Dengan demikian, peneliti melakukan observasi dengan melakukan implementasi model pembelajaran PQ4R (Preview, Question, Read, Reflect, Recite, and Review) di X AKL (Akuntansi) 3 SMKN 4 Klaten. Data dari penelitian kualitatif ini dikumpulkan dari observasi, interview, tes dan dokumentasi. Hasil dari penelitian yaitu metode pembelajaran PQ4R sukses di terapkan. Hal tersebut dapat dilihat dari keaktifan peserta didik dan nilai peserta didik.

Kata kunci: implementasi, membaca, PQ4R

Abstract

In achieving learning success, the learning model is the most important thing. Learning model can attract the students, it will be able to maximize learning. Thus, the writer made observations by implementing the PQ4R learning model (Preview, Question, Read, Reflect, Recite, and Review) at X AKL (Accounting) 3 SMKN 4 Klaten. Data from this qualitative research were collected from observations, interviews, tests and documentation. The results of the study are that the PQ4R learning method was successfully applied. This can be seen from the activeness of students and the score of students.

Keywords: implementation, reading, PQ4R

INTRODUCTION

Reading is a strategic process in that a number of skills and processes are needed on the part of the reader to anticipate text information, select key information, organize and mentally summarize information, monitor comprehension, repair comprehension breakdowns, and match comprehension output to reader goals (Kazemi, M., Hosseini, M., & Kohandani, 2013). It means that in reading activities, skills and processes are needed to anticipate important information contained in the text then the information is summarized and matched with an understanding that is already owned by the reader. Besides reading skill, there are other skills that should be mastered by the students they are listening, speaking and writing. The students not only master the English skills but also, they have to understand about the aspects in English skills. The aspects are grammar, vocabulary, and spelling. Related to the previous paragraph, skills in English are important to be mastered by the students.

Teaching reading in vocational high school should be able to train students' reading comprehension. One of the goals of teaching reading is to make students active, creative and innovative in learning, especially reading, teacher are of course encouraged to apply effective ways to improve students' understanding of texts. To increase students' understanding of texts, teacher can apply various learning models such as NHT (Number Head Together), TPS (Think Pair Share), TGT (Team Games Tournament), PQ4R (Preview, Question, Read, Reflect, Recite, Review), and CIRC (Cooperative Integrated Reading and Composition).

In this research, the writer interested in applying PQ4R. This model can be applied not only in practicing LOTS (Low Thinking Skills) but also HOTS (Higher Level Thinking Skills) in Bloom's cognitive

domain theory. The model can be implemented from the lowest level intended as the ability to remember the material that has been learned (knowledge), the ability to understand certain material (understanding) and the ability to apply information in real situations (application) with the ability to decode materials into its parts (analysis), for producing (synthesis), to assess the benefits of an object or objects for specific purposes based on clear criteria (evaluation), and make new products from the previous model (creation) (Mainali, 2013).

PQ4R model is a model that can be applied to help students in remembering what they have read and be able to help teaching learning process in the class that is held by reading text or book (Zainul Ahmad & Isnaini Damayanti, 2013). PQ4R is one of the popular strategies for enabling the students to comprehend and retain what they read. It is a model that facilitates students to emphasize on organizing knowledge and making it effective (Shoaib *et al.*, 2016).

Besides, the Indonesian government policy regulates the teaching and learning process based on *Peraturan Menteri Pendidikan dan Kebudayaan Number 22 Year 2016* about primary and secondary education process standards which prescribes from the planning until assessment teaching and learning. Teacher at SMK N 4 Klaten still teach in a traditional way that involves using textbooks as the main source of learning, with little or no use of technology. Teacher use traditional methods usually by giving explanations in front of the class and students record the information presented. Textbooks are used as the main source of learning and students are expected to read and understand the material. After that, the teacher gives practice questions for students to do in class or as homework.

Teacher use traditional teaching methods because these methods have been proven to be effective in teaching. Also,

these methods are usually easier to implement as they do not require much preparation or technological equipment. The disadvantages of traditional teaching methods are the lack of interaction between teacher and students, as well as the minimal use of technology. This can make students bored and less motivated to learn. In addition, this method also does not encourage students to think critically and creatively, and the advantages of the traditional teaching method are that it is easy to do and does not require much preparation or technological equipment. In addition, this method has been proven to be effective in teaching. Traditional methods also allow students to learn independently through reading and recording information from textbooks.

Teacher cannot just use traditional teaching methods. There are many teaching methods that teacher can use, including methods that involve technology. However, sometimes teacher may be more comfortable using traditional methods because they are used to them and find them effective. Besides the lack of technological knowledge, another reason why teacher only teach using traditional methods is because of the limited time to prepare and develop new teaching methods. In addition, sometimes teacher feel that traditional methods are effective enough and do not need to be changed.

Therefore, in addition to improve reading skills, using the PQ4R model can also improve students' character in the teaching and learning process. In *Peraturan Menteri Pendidikan dan Kebudayaan Number 22 Year 2016* concerning the National Education System Article 3, PQ4R automatically drives the students to be closer to good character such as curiosity, team work, independence, creativity, honesty, hard work, responsibility, and care.

In this study, the writer used descriptive qualitative. To collect the data,

the writer used four techniques, namely observation, interviews, test and documentation. The data were obtained from teachers and students of class X AKL 3 SMKN 4 Klaten. Then, the writer used four data analysis techniques, namely data collection, data display, data reduction, conclusion draw and verification.

RESULTS AND DISCUSSION

The writer held observation in one meeting and become an observer. The writer paid attention to the whole teaching-learning process that happened in the class from the beginning until the end. The teacher does the procedure of PQ4R very well. The teacher conducted the teaching-learning process in each meeting into 3 stages. There is pre-reading while reading a post-reading. The teacher greets and checks students' attendance at each meeting. The teacher explains PQ4R and how to use PQ4R.

In this study, the teacher gave readings to students. After giving the reading, students are asked to read it in order to know the outline of the content of the reading, such as pages, table of contents, titles and others. Then, the teacher gives the task to students to ask questions about the reading that has been read. After doing this activity, learners are asked to read the whole passage and then respond to the questions they have made. Along with the third step, learners connect the information obtained with things they already know. After that, learners retell what they have read. When they have finished, learners and the teacher review the passages they have read. After making observations in class, researchers found facts in class that students were more active in class. Students follow the learning in class well. Students can answer questions posed by the teacher. In addition, the use of the PQ4R model also makes students feel confident in expressing their opinions.

To get the achievement of students, the teacher conducted test to students. The test is in the form of reading and then the teacher made tests the ability of students with students' understanding in reading. The writer collected the reading result and then is given a score by the teacher. Based on the answers that have been collected by the writer, learners can answer questions well.

Learners can understand the learning material well.

After knowing the test results, it can be concluded that the use of the PQ4R method can improve students' reading skills. This can be proven by the scores of students when before the use of PQ4R and after the use of PQ4R model. The writer asked the teacher to compare the values. This could be seen from the table below.

NIS	Nama	L/P	Before Using PQ4R	After Using PQ4R
9671	AY	P	87.5	100
9672	AKP	P	83.75	86.7
9673	ACDP	P	83.75	86.7
9674	APA	P	96.25	100
9675	ANA	P	87.5	100
9676	ARN	P	91.25	100
9677	DAR	P	91.25	100
9678	DRW	L	82.5	100
9679	FN	P	92.5	93
9680	FEA	P	91.25	100
9681	GM	P	91.25	100
9682	GLK	P	83.75	86.7
9683	HSNJ	P	87.5	100
9684	HASB	L	87.5	80
9685	IES	L	87.5	100
9686	KM	P	91.25	100
9687	LS	P	87.5	100
9688	MRWP	L	87.5	100
9689	MTRA	P	87.5	100
9690	MINS	L	82.5	80
9691	NDS	P	87.5	86.7
9692	NS	P	91.25	100
9693	NK	P	83.75	9.3
9694	PSD	P	96.25	86.7
9695	RCD	P	82.5	90
9696	RAP	P	87.5	100
9697	RHW	P	82.5	93
9698	SE	P	75	100
9699	SDP	P	75	90

9700	SSR	P	87.5	86.7
9701	SDR	P	75	100
9702	SNR	P	87.5	80
9703	WSM	P	87.5	90
AVERAGE			86.67	91.68

Table 1. The Result of Students Score

In the table, it can be seen that the value of students increases by used the PQ4R method. The average value of students before using this model is 86.67 and after using this model is 91.68. It can be concluded that the use of the PQ4R learning model is successful and can increase the scores of students.

Based on the results of observations, tests, and interviews that have been conducted by writer, the results show that the PQ4R learning model can be successful and increase the value of students. Not only does it increase the value, students also understand the material that has been delivered by the teacher. Reading success can be seen from understanding the details of text content, fluency of expression, accuracy of diction, accuracy of sentence structure, and meaningfulness of narration (Nurgiyantoro, 2013).

From the results of interviews conducted by writer, teacher get an obstacle in using the PQ4R model. The obstacle is when used learning materials from textbooks. The textbooks provided by the school are insufficient, so students have to take turns. With this problem, a solution was found, namely giving advice to schools to be able to add package books. In addition, teacher can also ask students to take a photo copy of the material before learning begins.

CONCLUSION

Based on the findings of the study and discussion, the writer can conclude that the use of PO4R is successful. This can be seen from the response of students in learning, the teacher is helped when she teaches by PQ4R. The writer concludes that th use of the PO4R method can

be continued by the teacher. This can be seen from the average value of students, before using PQ4R the average student was 86.67, and after using it was 91.68. Therefore the use of PO4R can increase student scores.

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