Improving Students' English Learning Outcomes through PQ4R (Preview, Question, Read, Reflect, Recite, Review) Learning Model at the Eighth Grade Students of SMP Tunas Bangsa Makassar

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Abstract. The aim of this research is to improve the students' english learning outcomes through PQ4R (Preview, Question, Read, Reflect, Recite, Review) learning model at the Eighth Grade of SMP Tunas Bangsa Makassar and it is needed to be developed. The main problem in this study was the lack of students' enthusiasm in taking English lessons. This research aimed to improve the students' English learning outcomes in eighth grade of SMP Tunas Bangsa Makassar through PQ4R (Preview, Question, Read, Reflect, Recite, Review) learning model. This research was classroom action research with two cycles, every cycles was conducted through four stages such as: planning, action, observation, and then reflection. The result of this research showed that the mean score of students in cycle I was 62,79 as low category, where the score is under KKM. Classical learning completeness in cycle I was 16 with indicators 47,05%. The score of completeness was still low the specified completeness as many as 31 and the indicator above 80% namely 91,17%. This proves that learning models can improve students learning outcomes, especially in reading skills. The results of this research are expected to be a reference for those who will conduct further research. and It will be chosen as a model of learning in schools and to be a reference for the local government (Makassar) to make policies related to the PQ4R learning model.

Abstrak. Tujuan penelitian ini adalah untuk Meningkatkan hasil belajar siswa melalui model pembelajaran PQ4R (Preview, Question, Read, Reflect, Recite, Review) terhadap pembelajaran bahasa Inggris dan perlu dikembangkan. Masalah utama dalam penelitian ini yaitu kurangnya antusias dalam siswa mengikuti pelajaran bahasa Inggris. Penelitian ini bertujuan untuk meningkatkan hasil belajar bahasa Inggris siswa kelas VIII SMP Tunas Bangsa Makassar melalui penerapan pembelajaran PQ4R (Preview, Question, Read, Reflect, Recite, Review).

Dalam peneliti ini merupakan penelitian tindakan kelas (PTK)

dengan dua siklus, setiap siklus penelitian tindakan kelas dilakukan melalui empat (4) tahapan yang meliputi: perencanaan, pelaksanaan tindakan, pengamatan/pengumpulan data, dan refleksi. Hasil penelitian menunjukkan bahwa nilai rata-rata hasil belajar siswa di siklus I sebesar 62,79 yang dikategorikan rendah, dimana nilai tersebut berada dibawah nilai KKM. Ketuntasan belajar klasikal di siklus I sebesar 16 dengan indikator 47,05%. Nilai ketuntasan yang diperoleh asih dibawah ketuntasan yang ditetapkan 80%. Kemudian, nilai rata-rata di siklus II sebesar 77,08 pada kategori sedang dengan ketuntasan belajar klasikal sebesar 31 dan indikator diatas 80% yaitu 91,17%. Ini membuktikan bahwa model pembeajaran dapat meningkatkan hasil belajar siswa khususnya pada kemampuan membaca.

Darihasil penelitian nantinya diharapkan menjadi acuan atau referensi bagi yang akan melakukan penelitian berikutnya, serta dijadikan sebagai model pembelajaran di sekolah, dan menjadi acuan pemerintah setempat (Makassar) untuk membuat kebijakan berkaitan dengan model pembelajaran PQ4R.

Keywords:

PQ4R learning model
Learning outcomes

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Introduction

According to Djamarah in Astriani Wangka & Mustahidang U. (2017:69) stated that education is conscious effort and aims to develop quality, it is a process in order to influence students to adapt themselves as best toward their environment and thus will cause changesthemselves that to be able to adaptpeople's lives. An education which is held in schools is intended to improve students' ability, both aspects of cognitive (knowledge), affective (attitude, character), and psychomotor (skills) that take place in stages and continuously as an effort to improve the ability of human resources. Therefore students must be trained and accustomed to think independently, so that after completing their studies, they are expected to grow and develop into individuals who have intelligent, skills and a personality and they are sensitive to the symptoms that arise in the community. An education is directed at the objectives to be achieved as stated in the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System listed national education objectives as follows: National education aims to educate the life of the nation and develop the whole person, that is, human (students) who believe in and devote to God Almighty and noble character, the students have knowledge and skills, physical and spiritual health, a steady and independent personality and sense of community and national responsibility. For this reason, in an effort to improve the quality of education and achieve quality human resources in accordance with national competency standards, it is necessary to implement a system of assessing learning outcomes that are good and planned. The assessment system is not only implemented at the national, provincial or district level, but also at the school level needs to be considered and implemented properly. According to Arends (in Trianto, 2009: 7) argues that most students are less able to connect between what they learn with how the knowledge will be used / applied to new situations, this is because in teaching teachers always require students to learn and rarely give lessons about how students to learn, the teacher also requires students to solve problems, but rarely teach

students should solve problems. Schools are formal educational institutions that provide facilities and infrastructure for students to get formal education and guidance. Therefore, schools as a place to get formal education carry out a variety of planned and organized activities that are primarily oriented to creating skilled, educative, and moral people.

Dwi Eka Martina et al in Arroyani (2018: 17-18) mentioned that it is not easy for junior high school students to read foreign language material, especially reading English material. From five aspects of reading comprehension, students found difficulties in answering main idea, summarizing with evidence, interpreting vocabulary and making inference. It proved from the preliminary test, students got high score for supporting detail.

Based on the results of observations on English teachers that the mean score of students was still low and there were still many students who did remedial to complete in the learning process so that it reached the Minimum Completeness Criteria (MCC) of 75 because teachers did not have varied learning strategies or models. One part of cooperative learning is PQ4R learning model. One of the most widely known strategies to help students understand and remind the material that they are reading was the PQ4R Strategy. Thomas and Robinson (in Abidin, 2012: 10), PQ4R is a learning model that can produce reading skills by understanding the structure of reading and identification of keywords. To choose model or strategy in learning greatly affect student learning outcomes (Djamarah, Bahri Syaiful, 2013). Thus, the students will be able to self-learning following the basic steps of this strategy, namely: Preview (P), Question (Q), Reading (R), Reflect (R), Recite (R), Review (R) (Reem Hassan Al-Qawabeh & Abdullah Ali Aljazi in Sudarman, 2018:160). The researchers choose that model because it basically aims to improve students' skills in understanding the contents of the reading. According to Asih Wahyuningsih, Nor Mivtha Citraningrum in Slavin (2019: 26-36) suggests that the most important goal of the cooperative learning model is to give students the knowledge, concepts, abilities, and understanding they need to be able to become happy members of society and give contributions to others. While Learning outcomes are the final results after experience learning, that change appear in observable actions (Muhammad Thobroni and Arif Mustofa, 2013) and can be measured with these reading skills each student will be able to enter a world of science that is full of charm, understand the wisdom that is full of wisdom and develop various other skills that are very useful for achieving success in life. Skillful reading activities will open up extensive knowledge, gates of deep wisdom and expertise in the future.

Many researchers have reported exposing some previous finding related to this research as follow: Dwi Eka Martina, Iskandar As, and Yuliana (2018) in their research stated that PQ4R is an effective strategy in teaching reading. And Nurul Lailatul Khusniyah (2018) in her research showed that the use of PQ4R significantly improved students' reading comprehension given the statistical evidence ($5.38 > t\text{-table } (1.99)$).

In accordance with the description that the authors have mentioned above, the writers know more and focus on the context "the application of PQ4R (*Survey, Question, Read, Reflect, Recite, Review*) learning model to improve students' English learning outcomes in class VIII of SMP Tunas Bangsa Makassar".

Based on the background above, the researchers formulate research question as follow: Can the application of PQ4R learning model improve English learning outcomes at the eighth grade students of SMP Tunas Bangsa Makassar?

The result of the research is expected to be useful in theoretically and practically. Theoretical, the result of the research is expected in improving the students' learning outcomes especially in reading comprehension of the eighth grade students of SMP Tunas Bangsa Makassar. Practically, the result of the research is expected to be useful in contribution and designing learning strategy in reading the subject that is based on the curriculum and to motivate the English teachers in using this strategy in teaching reading comprehension. This research is restricted on the use of of PQ4R (*Preview, Question, Read, Reflect, Recite, and Review*) learning model to enhance the reading comprehension at the eighth grade students of SMP Tunas Bangsa Makassar. The researcher focused on literal reading comprehension.

Method

This research was classroom action research (CAR) which was divided into two cycles with four stages such as: planning, action, observation, and then reflection that was done repeatedly. Ainal Aqib (2009: 130) classroom action research is an examination of activities that are deliberately raised, and occur in a class. This research was conducted at SMP Tunas Bangsa Makassar in 2019 which started from April to July 2019. The subjects of this research were the eighth class students of SMP Tunas Bangsa Makassar with the number of subjects were 34 students. 15 students were as men and 19 students were as women. The type of this research was classroom action research that conducted in two cycles, each cycle conducted base on the design cycle to be achieved. Both cycles were a series of interrelated activities meaning that the implementation of cycle II is a series of continuation and improvement of cycle I.

Based on the learning plan above, class action research was held with procedures: planning, action, observation, and reflection. For more details, schematically the correlation between each component with other components in one cycle and the other cycles in the study can be described as follows. This classroom action research used Kemmis and Robin Mc models. Taggart (1988) is described as follows:

Figure: Procedure of Research Model Kemmis da Mc. Taggar

Results

At the fourth meeting, the researchers gave an evaluation to assess students' learning outcomes by using PQ4R learning model. Learning outcomes were presented in tables of cycle I and cycle II.

Table 1 students' learning outcomes through PQ4R learning model in cycle I

Interval Score	Frequency	Percentage	Category
90-100	0	0%	Very High
80-89	0	0%	High
65-79	19	55,88%	Moderate
55-64	13	38,23%	Low
0-54	2	5,88	Very Low

From the results of the analysis of table 1, 2 (5.88%) students obtained a score of 0-54 and were categorized as very low. Then, 13 (38.23%) students got score of 55-64 categorized low. 19 (55.88%) students got a score of 65-79 which is categorized as moderate. There were no students who reached high and very high grades.

Table 2 The classical completeness criteria in cycle I

Criteria	Frequency	Percentage
Completeness	16	47,05%
Incompleteness	18	52,95%

From table 2, there were 16 (47.05%) students who achieved mastery learning classically and 18 (52.95%) students who did not achieve mastery learning classically as in the curriculum of English subjects based on minimum completeness criteria (KKM) which was 75. It showed that score obtained had not yet reached the completeness criteria. So researchers needed to proceed to cycle II.

Table 3 students' learning outcomes through PQ4R learning model in cycle II

Interval Score	Frequency	Percentage	Category
90-100	12	35,29%	Very High
80-89	17	50%	High
65-79	5	14,70%	Moderate
55-64	0	0%	Low
0-54	0	0%	Very Low

As described in table 5.3, there were 5(14,70%) students achieved score of 65-79 and categorized as moderate. Then, there were 17 (50%) students achieving score of 80-89 and categorized as high. In addition, there were 12 (35,29%) students achieving 90-100 score and categorized as very high. Nevertheless, no one student achieved low and very low of score. This meant that learning model of PQ4R gave positive side for students in improving students learning outcome in cycle II. Therefore, the researcher discontinued the next cycle.

It was same as cycle I, the researcher measured learning completeness of students classically. The data were presented in table 5.4 as follows :

Table 4: Classical completeness criteria in cycle II

Criteria	Frequency	Percentage
Completeness	32	94,11 %
Incompleteness	2	5,88 %

From table 4, it was described that 32 (94,11%) students achieved learning completeness classically. There were 2 (5,88%) students not achieving learning completeness classically. It meant that students had achieved learning completeness above score of 75. Therefore, the researchers discontinued to cycle II.

The improvement of students learning model from cycle I to cycle II can be seen in chart1

As presented in chart 5.1, it was obtained that there was improvement of students learning outcome as many as 66,97 in cycle I and categorized as moderate. Then there was 84,12 and categorized as high. This proved that the application of PQ4R learning model can improve students learning outcomes.

From analysis of cycle I to cycle II, there was improvement of PQ4R learning model on students learning outcomes. From cycle I, there were some factors found as follows : (1) students were difficult to find main idea (preview), (2) students can not make and ask questions (questions), (3) students can not make points of reading (recite). While in cycle II, some factors were: (1) students can find main idea in each group (preview), (2) students can make and ask questions (questions), (3) students can make points of reading (recite). Finally students can present the result of discussion using PQ4R learning model in reading. It can be seen that PQ4R learning model gave significant improvement for students in learning English, especially reading.

PQ4R learning model at SMP Tunas Bangsa gives positive side for students. This can be seen by improvement students learning outcomes in students reading skill. It was line with statement of Thomas and Robinson (cited in Abidin, 2012:10) that PQ4R is learning model that can produce reading skill by understanding reading structure and identifying keyword also PQ4R learning model can increase students activity and learning outcomes in Natural Sciences subjects at class VII-1 of SMPN 4 Mataram (Mahyaeny, 2018).

Discussion

After collecting and processing all of data taken from the test, it is important to discuss the result of the research. It was found that the students learning outcomes in reading comprehension increased significantly after the implementation of PQ4R learning model in teaching learning process. The aim of this research is The aim of this research is to improve the students' english learning outcomes through PQ4R (Preview, Question, Read, Reflect, Recite, Review) learning model at the Eighth Grade of SMP Tunas Bangsa Makassar.

After researchers did Classroom Action Research (CAR) at the Eighth Grade Students of SMP Tunas Bangsa Makassar, it was found that PQ4R learning model in learning process is very useful to improve students' reading comprehension skill. Referring to the findings of this study, the score was significantly improved after the researcher had given the treatments. It could be seen from the score. The result of this research showed that the mean score of students in cycle I was 62,79 as low category, where the score is under KKM. Classical learning completeness in cycle I was 16 with indicators 47,05%. The score of completeness was still low the specified

completeness as many as 31 and the indicator above 80% namely 91,17%. This proves that learning model can improve students learning outcomes, especially in reading skills. The results of this research are expected to be a reference for those who will conduct further research. and It will be chosen as a model of learning in schools and to be a reference for the local government (Makassar) to make policies related to the PQ4R learning model. PQ4R learning model really helps students in each aspect of reading. Finally, from this study, it is understood that using PQ4R model in teaching reading is an effective tool. It helps students to improve their reading comprehension skill. This finding is same as Nurul Lailatul Khusniyah (2018), Rosita Wondal (2016), the use of PQ4R learning model can improve the students' learning outcomes especially in reading comprehension was effective, where the post-test score is higher than the pre-test score.

Conclusion

After conducting research, PQ4R learning model can improve students' reading skill. This can be seen by improvement of students learning outcomes from cycle I to cycle II.

The successfull of cycle II described improvement of students learning outcomes in reading through PQ4R learning model. Some factors were found as follows : (1) students can find main idea (Preview), (2) students can make question and be confident to ask question to others group (Question), (3) students are active to read when being given instruction from teacher (Read), (4) students can connect information related to known things by students (Reflect), (5) students can make points of reading (Recite) and (6) students can present the result of discussion about points of reading by their own words.

Suggestion

From the conclusions above, researchers provide advice to both teachers and students as follows:

For teachers

1) The teacher should provide a varied learning model so that the learning atmosphere can run smoothly and is conducive. 2) The teacher should provide guidance to students who are less active to be able to interact with other students. 3) The teacher conveys the purpose of learning when giving material to students at each meeting

For students

1) Students are more motivated in learning English, especially reading skills with a more varied learning model. 2) Students do not feel bored in the classroom with an innovative learning model. 3) Students are more confident to read readings in English with a more varied learning strategy or model.

For researchers

The researcher can then analyze the PQ4R learning model in other skill fields on different objects.

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