

**THE EFFECT OF PQ4R (PREVIEW, QUESTION, READ, REFLECT,  
RECITE AND REVIEW) STRATEGY AND READING  
MOTIVATION ON READING COMPREHENSION  
AT SMA MUHAMMADIYAH 3 PADANG**

**THESIS**



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*Submitted as a partial fulfillment of the requirement  
to obtain a degree in Master of Education*

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## ABSTRACT

**Prima Rahmadia. 2021. The Effect of PQ4R (Preview, Question, Read, Reflect) Strategy and Reading Motivation on Students' Reading Comprehension at SMA Muhammadiyah 3 Padang. Thesis. English Language Education. Padang State University Postgraduate Program.**

The PQ4R strategy is used to help students remember what they read and help the learning process in the classroom. The PQ4R strategy can activate students' initial knowledge and then connect new information with already known information. This study aims to find the effect of the PQ4R strategy on students' reading motivation and reading comprehension of students at SMA Muhammadiyah 3 Padang. This research is a quasi-experiment using a 2x2 factorial design. The population of this study were students of class XI IPS Muhammadiyah 3 Padang for the 2019/2020 academic year which consisted of four classes (116 students). The research sample was selected using a random cluster technique. Selected as the sample class XI IPS 1 as the experimental class and class XI IPS 3 as the control class. The instruments used to obtain the data were a reading motivation questionnaire and a reading comprehension test. The results of this study reveal that: (1) the effect of PQ4R strategy toward students' reading comprehension. (2) the effect of PQ4R strategy on students' reading comprehension with high motivation. (3) the effect of PQ4R strategy on students' reading comprehension with low motivation. (4), no interaction between PQ4R strategy toward students' reading motivation and students' reading comprehension. However, there was no significant mean difference between teaching methods and reading motivation on students' reading comprehension.

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

## ABSTRAK

**Prima Rahmadia. 2021. Pengaruh Strategi PQ4R (Preview, Question, Read, Reflect) dan Motivasi Membaca terhadap Pemahaman Membaca di SMA Muhammadiyah 3 Padang. Tesis. Pendidikan Bahasa Inggris. Program Pascasarjana Universitas Negeri Padang.**

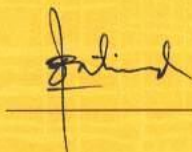
Strategi PQ4R digunakan untuk membantu siswa mengingat apa yang mereka baca dan membantu proses pembelajaran di kelas. Strategi PQ4R dapat mengaktifkan pengetahuan awal siswa kemudian menghubungkan antara informasi baru dengan informasi yang telah diketahui. Penelitian ini bertujuan untuk menemukan pengaruh strategi PQ4R terhadap motivasi membaca siswa dan pemahaman membaca siswa di SMA Muhammadiyah 3 Padang. Penelitian ini merupakan eksperimen semu yang menggunakan rancangan *factorial 2x2*. Populasi penelitian ini adalah siswa kelas XI IPS Muhammadiyah 3 Padang tahun ajaran 2019/2020 yang terdiri dari empat kelas (116 siswa). Sampel penelitian ini menggunakan teknik kluster acak. Terpilih sebagai sampel kelas XI IPS 1 sebagai kelas eksperimen dan kelas XI IPS 3 sebagai kelas kontrol. Instrumen yang digunakan untuk mendapatkan data adalah angket motivasi membaca dan tes pemahaman membaca. Hasil penelitian ini mengungkapkan bahwa: (1) Strategi PQ4R memberikan efek yang signifikan terhadap pemahaman membaca siswa (2) Strategi PQ4R memberikan efek yang signifikan terhadap pemahaman membaca siswa dengan motivasi tinggi (3) Strategi PQ4R memberikan efek yang signifikan terhadap pemahaman membaca siswa dengan motivasi rendah (4) Tidak ditemukan adanya interaksi antara Strategi PQ4R terhadap motivasi membaca dan pemahaman membaca siswa. Dapat disimpulkan bahwa strategi PQ4R memberikan efek yang signifikan terhadap pemahaman membaca. Akan tetapi, tidak ada perbedaan rerata yang bermakna antara metode pengajaran dan motivasi membaca terhadap pemahaman membaca siswa.

**Kata Kunci:** *PQ4R, Motivasi, Pemahaman, Membaca*

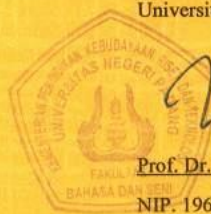
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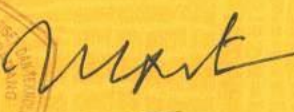
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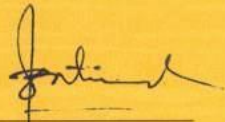


  
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Saya yang menyatakan



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## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Problem**

Reading is one of the language skills that should be processed by the students. By having the good reading, the students will get many advantages and one of which is students gain a lot of information to develop new ideas and improve knowledge by understanding about what they read. In addition, reading enriches student's vocabulary in the learning process. Besides, the students will know everything that happens around the world, for instance, issues such as education, social science, technology and natural science. According to Lince (2005, p. 125), "reading is a set of skills that involves making sense and deriving meaning from the printed word. It means that reading is a process of constructing the meaning of 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".

Based on the 2013 curriculum, of English subject taught at secondary school level, the four skills must be achieved by students in learning, namely listening, speaking, reading and reading comprehension. In this study, the researcher focuses on students' reading skills. During reading activities, students learn many kinds of monologue texts, for example, procedure, report and narrative text. To be able to read these texts, students are required to have good reading skills. This text aims to amuse or to entertain the reader with a story. To

understand this text, the students have to have enough vocabulary and background knowledge related to the text.

Meanwhile, according to Somadayo (2010, p. 11) reading comprehension is a process of obtaining meaning from a reading, by involving the knowledge and experience of the reader to be associated with the content of the reading), according to Suhendar and Supinah (Samniah, 2016, p. 5). that reading comprehension is reading reading material by capturing sharper and deeper points of mind, so that there is a sense of satisfaction after the reading material is read to completion,

Based on the two opinions above, it can be said that reading comprehension is a person's ability to understand and derive meaning from a reading text that is carried out carefully by involving the knowledge and experience of the reader to be associated with the contents of the reading which aims to increase knowledge, so that there is a sense of satisfaction after the reading material. read to completion. Someone can be said to have good reading comprehension skills if (1) can determine the main sentence (2) make questions based on the content of the text (3) answer questions based on the content of the text or things that are relevant to the content of the text (4) make conclusions based on the content of the text.

The problem that occurs in Indonesia, students still have reading comprehension skills and low reading interest. This is evidenced by the study "Most Littered Nation In The World" conducted by Central Connecticut State University in March 2016, which stated that Indonesia was ranked 60th out of 61



countries regarding reading interest. It can be seen that the lower the interest in reading, the lower the reading skills in children. There are several factors that affect a person's reading comprehension skills. According to Lamb and Arnol (in Somadoyo, 2011, p.27) the factors that can affect a person's reading skills are (1) environmental factors, including the background and environment of students, as well as socio-economic. (2) Intellectual factors, including teacher teaching methods, procedures for teacher and student abilities. (3) Psychological factors, including motivation, interest, and emotional maturity of social adjustment. (4) Physiological factors, including physical health, disturbances in the senses of neurological considerations. Other problems regarding reading comprehension skills occur at SMA Muhammadiyah 3 Padang.

Based on the researcher's pre-observation in SMA Muhammadiyah 3 Padang, it was found that the students had difficulties in comprehending reading text. First, the students had difficulties to comprehend a passage because they unfamiliar code in which text that is expressed. It could be caused by the amount of previous knowledge that the students bring to the text were still low, or they lacked of vocabulary knowledge. Second, it was caused by the strategy of the teacher. The teacher should be successful enough in making the students comprehend the text well; therefore the teachers must choose the good strategy in teaching reading comprehension. And many other factors that made the teacher and students difficult in teaching and learning English especially in reading comprehension.

Several obstacles in the reading activities, some students are not interested in the learning process because they do not focus on the lesson delivered by teacher. This causes difficulties to comprehend the text. Then, the students do not understand the meaning of the question and there is no feedback from the students. This makes the students get bored and passive. Third, students do not have motivation during the lesson. Considering the problem above, it can be said that the problems may come from the students. The students are not interested in learning because they do not understand 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 become interested in learning English.

The teacher needs a good strategy to make students understand what they read and enjoy in the learning process. According to Suprijono (2010, p. 98) PQ4R is an excellent strategy, which has the good concept to teach the students reading comprehension. In each step of the 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.

In conclusion, the teacher applies an effective strategy to make students comprehend the text. The reader also must know how to improve the students' motivation in the reading activity. Actually, there are many strategies that can be used in teaching in order to make students interested to read. According to Lapp and Fisher (2009, page. 46), 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. Furthermore, Suprijono (2010, p. 112) states that "PQ4R is the acronym for preview, question, read, reflect, retice and review". The strategy stimulates students to actively engage the subject matter".

Based on the previous studies, research related to PQ4R attract many researchers to research some kinds of reading comprehension. Martina (2008, p. 20) used a PQ4R to mproved students' reading comprehension and the conclution PQ4R is an effective strategy in teaching reading. While Rahajeng, (2018, p. 86)used a PQ4R to improve teaching and learning reading narrative text. Based on their research, the use of PQ4R can improve the students' reading comprehension, and PQ4R strategy has increased students reading skill and it proves that PQ4R strategy helps the students understand the material easily. It is the main key to success in learning reading. The good strategy can also help the students' understand the reading text. Thus, the teachers need to findout an effective strategy to help students in comprehending the text easily.

Furthermore, there are much research related to the use of PQ4R, Fatuni'mah (2005) and Rodli (2019) conducted their research focusing on using PQ4R in teaching reading narrative text. Fatuni'mah (2005) he researcher suggest that PQ4R Strategy may be used as alternative strategy in teaching reading especially in teaching reading text type, in order that the students can comprehend text more easily and more interested in reading activity. Rodli (2019,) use the PQ4R strategy and its use as an alternative to improve students' reading

comprehension achievement. Both of these studies show that the score of the experimental class taught by using PQ4R was higher than the control class taught without a PQ4R.

Among those several previous studies, PQ4R also catch the attention of many researchers in some countries, such as Bibi & Arif (2011) in Punjab (Pakistan). The results indicated that PQ4R study strategy greatly improved the scholastic achievement of students. In the light of results, directions for future research has been given conducted the research related to the use of PQ4R strategy in the teaching and learning process.

In Indonesia, the use of PQ4R in senior high school level students has been done by some researchers. First, Bayu (2013), he result shows that PQ4R strategy highly improved students' reading comprehension of narrative text and the data from questionnaire and interview showed that students gave positive responses toward PQ4R strategy. Second, Setiawati & Corebima (2018) also conducted research related to the use of PQ4R, he research findings show that PQ4R-TPS learning strategy is significantly more potential in empowering students' metacognitive skills compared to the other learning. PQ4RTPS learning strategy needs to be implemented, accustomed to, and continuously trained to the students in order to improve their metacognitive skills. The last, Tyastuti (2019), It can be concluded that the student's reading comprehension after being taught using PQ4R technique is better than before being taught using the technique. As a result PQ4R is believed to be effective towards the student's reading

comprehension. Finally, PQ4R technique can be used as a technique to teach reading comprehension for the first grade of senior high school students.

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 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 reflection 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.

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Through the PQ4R strategy, the students' reading process is more focused and can overcome students' difficulties related to reading comprehension. Based on this background, the researcher will examine the improvement of reading comprehension skills by using the PQ4R strategi strategy

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 teaching 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 as stated by Sardiman (2011, p. 34) He said, "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 motivation has been viewed as a multifaceted construct with multiple constituents. Students' reading motivations for narrative and information texts were not highly associated; and self-reports and other motivation reports were not highly associated, but situated and general reading motivations were correlated. Interview-based coding of motivation predicted reading comprehension growth, but reading comprehension did not predict motivation growth. Situated motivation for information books predicted general motivation growth(Guthrie et al., 2007).

Reading motivation is one of the most important factors, receives the special focus in foreign language teaching. Reciprocal teachingstrategy consists of

four basic reading strategies: predicting, questioning, clarifying, and summarizing. Cognitive and meta-cognitive strategies are the reciprocal teaching strategies used to enhance students' reading motivation. One solution to this problem of poor reading motivation skill is the explicit teaching strategies. The findings indicated that reciprocal teaching had a significantly positive effect on the English reading motivation (Ismail et al., 2012)

Another research related to the effectiveness of the learning model on reading motivation is research (Mubarok & Sofiana, 2017). The research reveals that teaching strategies differ significantly from one another in their effect on the students' reading ability. The students with high motivation perform better in their reading ability than low-motivation students, regardless of the teaching strategy used. Nevertheless, there is no significant interaction effect of teaching strategy and reading motivation on students' reading ability. It means that the effect of teaching strategy on the students' reading ability does not depend on the students' reading motivation

Despite some studies have been conducted related to improving students' reading comprehension by using PQ4R strategy in some countries and Indonesia. Now, there is a lack of studies focusing on the effectiveness of PQ4R strategy in SMA at XI IPS students. This research mainly involved one school and concerned to see the effect of PQ4R strategy in students' reading comprehension in terms of reading motivation.

## **B. Identification of the Problem**

Based on the background of the problem above, the researcher concludes that there are several problems related to the teaching and learning process, especially in reading comprehension ability. The following is a description of the problems found.

First, because students do not understand when reading texts and The students do not understand the meaning of the question so that there is no feedback from the students. Second, conventional teaching used in the learning process is not interesting enough for students and does not make the students comprehend the text well. Learning strategy applied by the teacher in teaching reading ability is still not effective. Furthermore, the learning strategy applied used by the teacher affect students' motivation. They may have high or low motivation in it, They may have high or low motivation in it.

## **C. Limitation of the Problem**

Based on the identification of the problem above, the researcher limit the problem in this research on learning strategy applied by teacher is not effective. Furthermore, the researcher used seven indicators to score students' reading comprehension. The seven indicators of students' reading comprehension are composed of Main idea, Expression/Idioms, Grammatical Features, Details, Excluding Facts, Supporting Details and Vocabulary in the context. In addition to the problem above, students' motivation type also included in this research. It was assigned as moderating variable, consists of high and low motivation.



#### **D. Formulation of the Problem**

Related to the limitation of the problem, the researcher formulates the problem of whether PQ4R strategy and reading motivation gives effect on students reading comprehension at SMA Muhammadiyah 3 Padang.

#### **E. Research Question**

Based on the formulation of the problem above, the research questions are stated as follows:

1. Does PQ4R strategy produces higher achievement in reading comprehension on narrative text on the students' at SMA Muhammadiyah 3 Padang?
2. Does PQ4R strategy produces higher achievement on the part of the high motivation students' at SMA Muhammadiyah 3 Padang?
3. Does PQ4R strategy produces higher achievement on the part of the low motivation students' low motivation at SMA Muhammadiyah 3 Padang?
4. Is there any interaction between PQ4R strategy and reading motivation toward students' reading comprehension at SMA Muhammadiyah 3 Padang?

#### **F. Purpose of the Research**

The purposes of this research are:

1. To find out whether PQ4R strategy produces higher achievement in reading comprehension on narrative text on the students' at SMA Muhammadiyah 3 Padang.

2. To find out whether PQ4R strategy produces higher achievement on the part of the high motivation students' at SMA Muhammadiyah 3 Padang.
3. To find out whether PQ4R strategy produces higher achievement on the part of the low motivation students' low motivation at SMA Muhammadiyah 3 Padang.
4. To find out whether there is any interaction between PQ4R strategy and reading motivation toward students' reading comprehension at SMA Muhammadiyah 3 Padang.

#### **G. Significance of the Research**

The writer expects that the result of this research can be valuable for some aspects, such as for the students, the teachers and also further researchers.

1. For the students, it will give them an effective learning on reading comprehension by using PQ4R strategy and it is expected that students could increase their reading ability and motivation in the learning process.
2. For the teachers, they can use alternative strategy, such as PQ4R in teaching reading comprehension ability and give meaningful contributions to English teachers how to in the teaching and learning process.
3. Further researchers, it will give inspiration to other researchers to develop a research of PQ4R in teaching English, particularly in improving reading comprehension ability and it gives a reference to other researchers to conduct and develop the research to be better.

## **H. Definition of Key Terms**

Based on the statement in the background, the writer presents the analysis of several key terms used in this research. First, the effect means the result of using PQ4R strategy toward students teaching reading at eleven grade at SMA Muhammadiyah 6 Padang in Academic Year 2019/2020. Second, PQ4R strategy is a strategy that helps students to focus on organizing information in their mind and making it meaningful. Thirdly, the narrative text means a type of genre that deals with problematic events which lead to a crisis and in turn find the solution for better to worse and has the function to entertain the readers or the listeners. Fourth, reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Fifth, reading motivation has a significant role amidst students when they read and try to gain meaning from text or whether the student simply wants to read a particular text for a reason.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

The Effect of PQ4R (Preview, Question, Read, Reflect) Strategy and Reading Motivation on Students' Reading Comprehension XI IPS at SMA Muhammadiyah 6 Padang registered in 2019/2020 academic year at SMA Muhammadiyah 3 Padang as the samples. To conduct this research, the researcher was inspired by stated that Indonesia was ranked 60th out of 61 countries regarding reading interest. As explained in chapter one, most Indonesian learners still have problems in their English especially in reading ability. Given the importance of English as the international language, the current study was undertaken to inform one of teaching techniques that can affect students' reading ability. The study began by presenting an overview and trends of teaching technique for reading skills in relation to the field of reading comprehension. Then, the definitions of PQ4R strategy to the context of the present study were presented as well.

First, after the implementation, PQ4R strategy is beneficial for the students' reading comprehension ability. It can be inferred from students' achievement in reading activity in the classroom. Then, the statistical data also showed that students who were taught by using PQ4R strategy have better reading comprehension score than those who were taught by using conventional teaching.

Hence, PQ4R strategy is valuable to be applied during the learning process since it can affect the students' reading comprehension significantly.

Second, based on the data analysis, students with high motivation showed positive response to the PQ4R strategy during the learning process. This is because the teacher usually Thus, it stimulated students with high motivation to finish the task to avoid punishment and the feeling of guilty or embarrassment.

Third, the students with low motivation tend not to follow the learning process follow enthusiastically. This happened since the motivation does not only come from both the teacher and students, but also the factor of friends, environment, and also parents that can be the reason why some of the students were not motivated in learning. Hence, it is difficult for students who have low motivation to get a significant effect in language learning especially for reading skill even though the teacher provides them with an innovative or interesting technique.

The last, there is no interaction between teaching technique and students' motivation toward the students' reading ability. It is because motivation is not solely factor in influencing students' reading ability significantly. It might be caused due to the nature of motivation types that need a supportive condition to be optimally worked. In other words, motivation should be supported by teachers in the classroom through, for example, accentuating rewards or punishment to the students or facilitating the students in every way to be involved in the learning process so that the motivation can be significantly influenced the students' reading ability.

## **B. Implications**

The result of this research have some implications on English language teaching, especially in teaching reading. Teaching reading through PQ4R strategy affects students' reading ability significantly. It is proven that PQ4R strategy is better than conventional teaching. As a technique in teaching, PQ4R strategy is effective, especially in teaching reading. PQ4R strategy as one of the teaching techniques promoted communicative language teaching and very suitable to be applied in learning reading. The PQ4R method is one of the best reading methods for reading comprehension. The PQ4R method is an effective strategy to develop understanding of the materials, with the aim that students can understand the content. Besides 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.

Furthermore, it is important for the teachers to ensure that their students have motivation toward the topic in teaching reading. One of the ways to bring motivation in is by using a teaching technique which can provide the students with also provides reflection reading a text, because they need to memorize what they know about the text by summarizing the text. Then, teachers have to consider students' motivation type in reading activities as motivation type influence students' interest and comprehension toward reading ability. In short, motivation cannot be separated from the teaching and learning process because it is the also the fundamental element in resulting student's success in their learning.

### **C. Suggestion**

Based on the findings, conclusions, and implications of this research, the following points are suggested by the researcher for the teachers and further researchers dealing with PQ4R strategy.

1. Since PQ4R strategy is scientifically proven as one of the effective techniques in teaching reading comprehension, teachers can consider using it as an alternative technique in reading comprehension.
2. Before implementing PQ4R strategy in reading comprehension, teachers should consider its challenges including task designs, implementation procedures, and students' ability.

In this research, the implementation of PQ4R strategy in teaching reading comprehension was moderated by reading motivation types. There are still many other factors such as gender, anxiety, interest, etc. which may strongly influence students' reading ability under PQ4R strategy implementation. This can be taken into consideration by further researcher that can conduct the same research with different variables and skills to offer something different and get a new result.

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