

## THE EFFECT OF APPLICATION OF LEARNING STRATEGY ON STUDENT READING ABILITY IN THE GRADE V

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### ABSTRACT

*This study aims to determine the effect of PQ4R learning strategy implementation on reading comprehension ability of narrative text. This research uses quasi-experimental research method, using pre-test and post-test control group design. The population of this research is the students of grade V of Primary School 040448 Kabanjahewith the total number of students are 83 determined randomly by random sampling technique. Data collection techniques used interview, documentation, and test methods twice before and after the experiment (pretest and post-test). The results showed that there was a difference in reading comprehension ability of students' narrative text taught by PQ4R learning strategy (= 152 kpm) higher than reading comprehension ability taught by conventional learning strategy (= 142 kpm). The results of data analysis obtained  $T_{\text{arithmetik}} > T_{\text{table}}$  that is  $4.875 > 2.33$  and probability value or significance  $0.015 < 0.05$ . There is an average difference between the students using PQ4R learning strategy and conventional strategy of 7,632, the mean value difference is positive, it means that the value of experimental class with PQ4R learning strategy is better than control class value using conventional strategy.*

**Keywords:** *Learning Strategies, Reading Comprehension, and Reading Ability*

### I. Introduction

Reading has an important role in daily life to seek information and add insight and knowledge. Almost every aspect of life involves reading activity, to know information in writing required reading ability. The more reading, the more information will be owned because reading is a complex activity in which involved various aspects of skills that require an understanding to obtain messages and information from a text.<sup>1</sup>

Learning reading until now is still considered very important in school. Reading skills is very affecting students' success in learning. This is due to the fact that learning to read not only plays a role in improving the language skills of children, but further provides benefits for improving students' skills in other subjects. Reading activity is very important this is because the ability to read a child will determine the success of the child to master various fields of study in the next class.<sup>2</sup>

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<sup>1</sup>Basuki, I.A. 2011. Kemampuan Membaca Pemahaman Siswa Kelas IV SD Berdasarkan Tes Internasional dan Tes Lokal. *Bahasa dan Seni*. 39(2): 202-212

<sup>2</sup>Abdurrahman, M. 2003. *Pendidikan bagi Anak Berkesulitan Belajar*. Jakarta: PT Asdi Mahasatya.

One of the reading skills learned in class V is the ability to read comprehension. According to the Education Unit Level Curriculum (KTSP) issued by Kemendikbud, the Competency Standards for reading skill in Grade V SD of semester 2 is "to understand the text by reading at a glance, reading the scan, and reading children's story", and Basic Competence to be achieved is concluding children's story in a few sentences. The same thing is also listed in the Curriculum 2013 class V grade which includes basic competencies in core competence III (KI 3) Indonesian 3.5 is "digging information from historical narrative story texts about the values of the development of the Islamic empire in Indonesia with the help of teachers and friends in spoken and written Indonesian by selecting and sorting out standard vocabulary ". Indonesian integrates Natural Sciences and Social Sciences by understanding the text for information. It is clear from the existing curriculum is expected especially reading Indonesian comprehension is very attention to the implementation in school.

The results of researches on several journals that the authors read, the problems in reading comprehension of primary, junior and senior high school tend to experience the same thing. The lack of interest students in reading to make the process of understanding in the material very less so that the process of learning in the class become passive. This is because the implementation of teacher-centered learning process that can not develop the skills and knowledge of students well.<sup>3</sup>

Based on interviews with grade V students of State Primary School 040448 Kabanjahe, students' reading skill ability is still low. Because students think reading is a tedious and exhausting activity. Students stated that difficulties encountered in Indonesian subjects especially on basic competence of reading comprehension (1) students difficult to understand the contents of the story, (2) students find it difficult to find the main ideas in each paragraph of the story, (3) students have difficulty in summing up the contents of a story (4) students have difficulty in composing words into a whole sentence, (5) students can not order reading content, can not predict the end of reading, (6) answer questions related to the idea which is in the text of the reading, and (7) less precisely student in making the question related to the reading.

Indonesian lesson is particularly about reading comprehension in primary school, teachers teach by using lecturing method and teacher-centered assignment so that teachers are more active than students in teaching and learning activities. In fact, in learning to read the required activity of higher students in following the learning process. As a result, the material presented by teachers is not fully absorbed by the students. The non-varied teaching strategy of reading causes students to feel bored and less interested in Indonesian lessons, and the lack of students' knowledge of reading comprehension strategies also decreases student learning motivation.

Based on the conditions mentioned above, a series of efforts are needed to help the quality of reading comprehension in Primary School in order to achieve the goal of reading comprehension learning. One such effort is to apply various reading comprehension learning strategies. One effort to improve reading comprehension is PQ4R learning strategy (preview, question, read, reflect, recite, and review).

The PQ4R learning strategy stands for previews, questions, and 4R stands for read, reflect, recite, and review or read, reflect asks yourself, and repeats them thoroughly. PQ4R is one of the supporting methods of developing cooperative learning model.<sup>4</sup>

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<sup>3</sup>Wulansari, G, dkk. 2014. Strategi Belajar PQ4R Berpengaruh terhadap Keterampilan Membaca Pemahaman Siswa Kelas V Barat Tahun Pelajaran 2013/2014. *Mimbar PGSD Universitas Pendidikan*

<sup>4</sup>Suprijono, A. 2010. *Cooperative Learning Teori dan Aplikasi Paikem*. Yogyakarta: Pustaka Pelajar

## II. Theoretical Review

Reading is an activity or cognitive process that seeks to find the various information contained in the text.<sup>5</sup> But if observed carefully, reading certainly has more value than just voicing the graphic symbols. Reading is a complicated thing that involves many things, not just pronunciation, but also involves visual activity, and thinking.<sup>6</sup>

Reading activity can not be separated from the text as its object. From the rhetorical point of view, in general the text is classified on the form of narration, description, exposition, and argumentation. In terms of its type, the text can be classified on fiction and non-fiction types. Eskey and Dintenfass stated that the research results of experts know that the type of rhetoric influential in the process of understanding.<sup>7</sup>

Narrative text is a story-shaped text on a written object.<sup>8</sup> Narrative forms are mostly short stories, novels, and stories. Narrative is a form of discourse that seeks to describe it clearly to the reader of an event that has taken place (Keraf, 2010: 136).

Tampubolon (1990: 7) explains that the ability to read is the speed of reading and understanding the contents of the reading as a whole. This is explained by Bond and Tinker (in Aritonang, 2006: 20) explaining the definition of reading speed should be interpreted again as the speed of understanding the printed and written materials. Thus, measuring the speed of reading means measuring the speed of understanding of the material being read.

Reading comprehension is an activity of reading by constructing the knowledge that has been owned by the reader with new knowledge so that formed the understanding of the object of reading. Reading comprehension is a process of obtaining meaning from a reading, by involving the reader's knowledge and experience to be associated with the content of the reading.<sup>9</sup>

Levels of reading comprehension tests by Rofi'uddin and Zuchdi (1999: 254) use Bloom's taxonomy. This opinion is supported by Nurgiyantoro (2010: 61), which divides the thinking level into two, namely simple thinking (memory, comprehension, application) and complex thinking (analysis, synthesis, evaluation). While Arikunto (2009: 12) reveals the level of thinking that is suitable applied for primary school is the memory, understanding, and application.

Learning strategy is a general pattern of teaching and learning activities to realize an effective learning process for the achievement of learning objectives. In line with that opinion, learning strategy is an outline of teacher and student activities, in realizing teaching and learning activities to achieve the objectives outlined.<sup>10</sup>

The PQ4R learning strategy is one of the strategies used to help students remember what they read and can help in the classroom learning process especially in reading activity. The PQ4R learning method is a reading method used to help students think critically and utilize students' memories that can help students understand a learning material. Detailed information can help students remember what they read.<sup>11</sup>

## III. Research Method

The variables expressed in this study are the learning outcomes, namely the learning achievement of reading comprehension of the text of narrative of grade V primary school

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<sup>5</sup>Dalman. 2013. *Keterampilan Membaca*. Jakarta: Raja Grafindo Persada

<sup>6</sup>Rahim, F. 2008. *Pengajaran Membaca di Sekolah Dasar*. Jakarta: Bumi Aksara

<sup>7</sup>Yazidi, Akhmad. 2014. *Pertanyaan Bacaan dalam Membaca Pemahaman*. *Socioscientia*. 6(2): 199-206

<sup>8</sup>Yazidi, Akhmad. 2014. *Pertanyaan Bacaan dalam Membaca Pemahaman*. *Socioscientia*. 6(2): 199-206

<sup>9</sup>Somadayo, S. 2011. *Strategi dan Teknik Pembelajaran Membaca*. Yogyakarta: Graha Ilmu

<sup>10</sup>Trianto. 2009. *Mendesain Model Pembelajaran Inovatif-Progresif*, kencana media Group. Jakarta Kencana

<sup>11</sup>Trianto. 2009. *Mendesain Model Pembelajaran Inovatif-Progresif*, kencana media Group. Jakarta Kencana

students taught by using PQ4R and student learning outcomes taught by conventional strategy.

The research variable used in this research is independent variable that is learning strategy PQ4R. The dependent variable is the reading comprehension ability of the narrative text. Data collection techniques used in this experimental study are the test results of learning in the form of pre-test and post-test in the form of the same problem for control and experiment class.

The next data collection technique is documentation, in this research the data to be obtained by documentation method is data that is important that is the list of student name of class of VA and VB, data of learning result of Indonesian Language subject, and other data supporting research. This can provide information to researchers to determine the level of student ability so that can be taken into consideration in the implementation of further research.

Data analysis used in this research is statistical analysis technique of t-test of separate sample to process data. The analysis used in this research is to know the significant effect of the implementation of PQ4R strategy on the ability of reading comprehension of narrative text of grade V of State Primary School 040448 Kabanjahe.

#### IV. Discussion

This research is an experimental research that aims to know whether there is a positive influence of PQ4R strategy implementation on reading comprehension ability of narration text of grade V students State Primary School 040448 Kabanjahe. The application of PQ4R strategy aims at helping students to understand Indonesian Language subject materials especially reading comprehension of narrative text by finding ideas in reading, formulating questions, reading text in detail, reflecting, contemplating learned information, making summaries or formulating ideas of the material that has been read.

Based on result of data analysis, the difference of pre-test and post-test value in experiment class by using t test show significant result. The difference in pretest and post-test results from each class of both the experimental and control classes is equally calculated using t-test to see the comparison of learning outcomes between the experimental classes given treatment with the untreated control classes.

The results of calculation of variance analysis (Anova) assisted by using SPSS Statistic 20 for Windows can be seen in table 1.1 as follows:

**Table 1.1 Anova Reading Ability Understanding Students Learned Using PQ4R Strategies and Conventional Strategies**

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	4.875	.030	1.459	81	.148	7.632	5.231	-2.775	18.039
Equal variances not assumed			1.473	78.227	.145	7.632	5.181	-2.683	17.947

Based on table 1.1 obtained Fcount value of 4.875 at a significant level of 0.05 with  $df = 81$  obtained Ftable value of 2.33. Thus obtained  $T_{count} > T_{table}$  that is  $4.875 > 2.33$  and

the value of probability or significance  $0.015 < 0.05$ . This shows that  $F_{count} = 4.875$  significant  $0.015$  so the hypothesis Zero ( $H_0$ ) is rejected. Thus the research hypothesis states that overall there are differences in Indonesian learning outcomes between students taught using PQ4R learning strategies and conventional strategies are tested for truth. There is an average difference between the students using PQ4R learning strategy and conventional strategy of 7,632, the mean value difference is positive, it means that the value of experimental class with PQ4R learning strategy is better than control class value using conventional strategy.

Based on hypothesis test results obtained  $F_{count} > F_{Table}$  or  $4.875 > 2.33$  for a significance level of 5%. This shows the null hypothesis ( $H_0$ ) which states that there is no difference in the learning outcomes of reading comprehension ability of the narrative text between learners in learning using PQ4R learning strategy and conventional learning strategy in grade V students of State Primary School 040448 Kabanjahe rejected. In addition to the results of the hypothesis test the difference of reading comprehension ability of the narrative text can be seen on the average result of reading comprehension skills taught with PQ4R learning strategy of 152 kpm and the average of reading comprehension result of narrative text taught with conventional learning strategy of 142 kpm. Overall, student learning outcomes taught with PQ4R learning strategies are better than those taught by conventional learning strategies.

## V. Conclusion

Based on the results of this study it can be concluded that there is a significant positive influence on the application of PQ4R strategy to the ability of reading comprehension of text narrative grade V State Primary School 040448 Kabanjahe can be seen on the results of the calculation of the difference between pre-test and post-test value of the two classes that indicate the number. Thus obtained  $T_{count} > T_{table}$  is  $4.875 > 2.33$  and the probability or significance value is  $0.015 < 0.05$ . This shows that  $F_{count} = 4.875$  significant  $0.015$  so the hypothesis Zero ( $H_0$ ) is rejected and alternative hypothesis ( $H_a$ ) is accepted.

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