The Effectiveness of PQ4R (Preview, Question, Read, Reflect, Recite, Review) in Reading Comprehension Skill

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Abstract—**Globalization affects all aspects of life. The influence of globalization makes various challenge and problems, one of them in education. In education, language has an important role, because language exists in all aspects of life. Learning Indonesian language there are four language skills developed, such as listening, speaking, reading, and writing. One of the important language skills is reading, through reading we will make it easier for us to understand the information, indirectly will make easier to write the information, and it can also improve the reader's memories. Teacher have an important role to improving students' reading comprehension skill. Teachers as educators are expected to choose and apply the appropriate learning model to improve students' reading comprehension. One alternative to improve reading comprehension skill by using PQ4R (Preview, Question, Read, Reflect, Recite and Review) learning model. PQ4R offers learning concepts that optimize students' ability through meaningful organizing of information and involves the student's active role in learning. The purpose of this studies to describe how to implement PQ4R learning model and the importance of applying PQ4R learning model to improve reading comprehension skill. This research use literature study from some books and articles in journal to see importance reading comprehension skill and how PQ4R learning model able to construct their reading comprehension skill. The existing research shows that the PQ4R learning model can improve students' reading comprehension skills. The result of existing research has been enough reason to support PQ4R can be applied and disseminated in education.**

Keywords—pq4r learning model, reading comprehension skill, language.

I. INTRODUCTION

Every living thing needs language as a means of communication. Language is a very important thing in human life. In all aspects of human activities language has a very important role, because language is a tool to communicate, interact, and develop a nation's culture. Similarly, in the world of education, language is a communication tool that is always used in the learning process. One of them is used in every subject. In Indonesian language learning, there are four language skills developed, such as listening, speaking, reading and writing skills. Reading skills are one of the most important language skills used in all levels of education. Reading skill is one of the skills students have to possess, because through reading it can broaden their insight, thinking, and vision as more reading, eating, the more knowledge we have.

Every educator, parent, and public should be aware of the importance of reading. Indirectly from childhood every child has started learning to read, either intentionally or just by chance. Over time children will also realize that reading comprehension takes a long process. Reading comprehension is one of the important activities in the reading process. Without understanding people will not understand what he has or is reading. Not infrequently we meet people repetitious reading just to understand what is meant by the reading. Low level of understanding becomes one of the issues that need to be considered in reading comprehension activities. As we know many written media that we often encounter, in the media usually there is knowledge and information that we need to understand.

There is a need to improve students' ability to read more easily. Among them need a strategy and an effective model and reading materials that interest students learn to read. The PQ4R learning model demands student activeness in the learning process. The forefront of these models in student-cantered learning and teachers acts as facilitators. This model is more effective for reading learning because it can help students remember what they have read and help the process of reading comprehension. PQ4R learning model is a learning model in reading activities that can help students to think critically and utilize students' memories to understand a learning material.

The rest of this paper is organized as follow: Section II describes proposed research method. Section III presents the obtained results and following by discussion. Finally, Section IV concludes this work and highlight future work.

II. METHOD

The method used in this article is literature study with aim of providing knowledge about PQ4R learning model to improve the students' reading comprehension skill. The studies that contribute to this article are from the various journals related to the discussion of PQ4R learning model and reading comprehension skill.

III. RESULT AND DISCUSSION

A. PQ4R (Preview, Question, Read, Reflect, Recite, and Review) Learning Model

PQ4R learning model is a cooperative learning model developed by F.P Robinson (1972) formerly known as SQ3R. This model can help students to remember the reading they have read or learned. Slavin in [1] states that

through PQ4R steps, students will focus on organizing meaningful information and engaging them in effective activities, such as question formulation, translation, and recall of information they have received. Agus, *et al.* in [2] stated that learning using cooperative model PQ4R will give students the opportunity to discover concepts in learning through reading activities as well as systematic steps of Preview, Question, Read, Reflect, Recite, and Review.

PQ4R learning model is used to help students to remember about the reading they have read through the P activities ie Preview (quick reading at a glance), Q i.e. Question (ask questions on reading) and 4R i.e. Read, Reflect, recite (answer questions), and Review (repeat the whole reading). In line with the above statement, Ramdiah and Corebima in [3] stated that could show the process of describing the detainees of the scheme on human's brains so that learning is more meaningful" which means this is a description of the further details of the scheme on the human brain in recalling new information so that learning will be more meaningful.

In line with the above opinion, Wahyuningsih in [4] which states that comprehensive comprehension will survive relatively longer stored in our brains, rather than just remembering facts. Therefore, this model can help students in comprehending the reading comprehensively. According to Widiyanthi, *et al.* in [5] stated that PQ4R learning model is a model of learning in reading activities that can help students to think critically and utilize students' memories to understand a learning material. Hayes in [6] states that the PQ4R model can be applied in schools for activities that use substantial textual materials and can be used with individual students, small groups, and entire classes. In addition, through the PQ4R model students will gain experience directly rather than when they are self-taught.

Based on the above opinion it can be concluded that the learning model PQ4R is a learning model consisting of systematic steps and aims to help students to remember a material through understanding the concept constructed by the students themselves.

B. The syntax of PQ4R Learning Model

Slavin in [1] suggests steps PQ4R learning model that is as follows.

1) Preview: Students observe reading material quickly. This is done to determine the general organization, topics, and subtopics that exist in the outline.

2) Question: Students ask themselves questions about the reading material they have presented before reading it. Questions can be made in several ways, who, when, where, why, how.

3) Read: Students reading then are directed to find answers to questions that have been made in the previous step.

4) Reflect: Students try to understand what has been read, with things already known, to link sub-topics in the text with concepts, and to relate what is read to the facts encountered.

5) Recite: Students are trained to recall the information learned and ensure students can reiterate what they have read and understand and be able to formulate concepts,

explain the relationships between concepts and articulate important points that have been read in their own opinion.

6) Review: Students are able to formulate conclusions from readings that have been read in response to questions that have been asked.

Bernstein, Penner, Clarke - Stewart Roy [7] states "by following these procedures, and you also save yourself considerable time". This explains that by following the steps above, students will understand the concept and remember the material that has been read better and can utilize the time efficiently in reading comprehension activities.

C. The advantages and disadvantages of the PQ4R learning model

Knowing the advantages and disadvantages of this learning model is very important to support the smoothness of the learning process. The advantages of PQ4R learning model are: a) can help students with weak memory to memorize the concepts of lesson, b) easy to apply at all levels of education, c) Ability to assist students in improving the skills of the process of asking and communicating knowledge, and d) can reach the subject matter in a wide range. While the lack of PQ4R learning model, namely: a) very difficult to implement if facilities such as student books (book package) are not available in schools and b) not effectively implemented in the class with the number of students who are too big because the teacher's guidance is not optimal, especially in formulating questions [8].

To overcome the first deficiency, the reading material used can be from sources outside the textbook or from the teacher and to overcome the second deficiency, this learning model can be implemented in groups so that teachers can control all students, if implemented individually students who already understand can help his friend to formulate questions. The advantages of this learning model more so that by overcoming the existing shortcomings, the use of this model can be maximized so as to provide benefits to teachers and students.

D. Reading Comprehension Skill

Reading comprehension is a process in reading where the reader is not just "reading" but understand and be able to explain the contents of readings that have been read. The process of reading comprehension is the process of building meaning or understanding the discourse that has been read. Anderson, et al Klingner, Vaughn, & Boardman [9] states "reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and word of knowledge, and fluency".

In line with the above opinion, Swanson & Connor, [10] states "reading comprehension is directed and constrained by meaning, and therefore, neither fluency nor comprehension can be encapsulated by phonological skill". This opinion suggests that reading comprehension is a process of simultaneously searching and building meaning through the interaction and engagement of written language. Paris & Stahl in [12] adds that the essence of success in reading comprehension is the ability to identify the meaning of relationships between different parts of the text and the background of reading knowledge.

According to Weiner [10] that "reading comprehension is a complicated process that goes on in a reader." It is said that because in the process the reader uses all the mental capacity it has to gain the meaning (comprehension) of the material it reads, understanding will occur when the reader has the means of understanding such as knowing and understanding words, sentences, and able to connect the ideas contained in the reading with the knowledge it has. In line with previous opinions, Snow in [13] states "reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language".

Somadayo in [14] stated that a reader is said to be able to understand a text or reading if able 1) to know the words or sentences that exist in the reading and know its meaning, 2) to connect the meaning of the experience possessed with the meaning that is in the reading, 3) comprehend all meaning contextually, 4) make consideration of value of reading contents based on reading experience. In the process of reading comprehension, the reader also learns the author's ways of presenting his thoughts. Thus, it can be said that in reading comprehension, the reader acquires two types of knowledge, namely information and ways of presenting the author. Therefore, in addition to enriching knowledge, reading comprehension can also improve the reader's memory.

E. Reading Principles of Reading Comprehension

The following are the principles in reading comprehension according to Rahim [15] namely:

- Understanding is a social constructivist process,

- The balance of proficiency is a curriculum framework that fosters understanding,

- Teachers who read the professional (superior) affect student learning,

- Good readers play a strategic role and play an active role in the process of reading,

- Reading should occur in a meaningful context,

- Students discover the benefits of reading that come from various texts on various grade levels,

- Participation is a key factor in the process of understanding,

- Reading strategies and skills can be taught,

- A dynamic assessment informs reading comprehension learning.

F. How to Evaluate Reading Comprehension Skill?

As a teacher in addition to doing his duty to teach, but also has the task to conduct an evaluation after the learning process. Evaluation conducted is certainly used to measure the extent to which learners understand in following the learning activities. Likewise in learning to read comprehension.

The implementation of reading learning determines the success of students in understanding a reading. students' reading skills are intended to measure the level of cognitive skills of students to understand a reading. Through these opinions it is known measurement level of reading comprehension of students to measure the cognitive aspects that can be done with reading comprehension skills test on reading. The forms of tests used for comprehension reading skills can be done with multiple choice tests, matching, reading aloud, or remembering [18].

Selection of discourse used in reading skill tests needs to be considered from the type of discourse, the short length, the content of the discourse, and the degree of difficulty. In addition, the theme or topic used should be adjusted to the level of student development. This is in accordance with the opinion of Lazar in [19] that the topic must be in accordance with the learned, in accordance with the characteristics of students as well as the existence of connectedness between students and discourse. Then, Tarigan in [10] adds that in-depth understanding requires of no more than 500 words for post-reading success to deepen the logical argument, sequence of text patterns, symbolic patterns, attitude patterns and writing purposes, and the linguistic means used

There are several taxonomies that can be used in measuring reading skills. This taxonomy which put forward by Clymer in [20] is one of the most comprehensive taxonomies. The levels in this taxonomy are so detailed and profound that researchers have hope by using this taxonomy to gain understanding of learners in understanding discourse. There are five levels in the Barret taxonomy as described in Table I:

TABLE I. READING COMPREHENSION INDICATORS

No.	Reading Comprehension Indicators	Detail aspect of indicators
1.	Literal Comprehension	Recognition Recall
2.	Reorganization	Classify Outlines Summarize Synthesize
3.	Internal Comprehension	
4.	Evaluation	
5.	Apreciation	

G. The Relation PQ4R Learning Model to Improve Students' Reading Comprehension Skills

Sriadi in [16] states that "PQ4R provides a series of steps aims to help the reader understand and remember what he has already read" which means that PQ4R has steps aimed at helping the reader understand and remember what they have read. Hayes in [6] adds "Using PQ4R strategy; students actively process the text content by an approach that closely resembles study routines traditionally advocated for studying texts independently. Practicing this approach in class, students gain experience with a strategy they can apply when they study on their own ". PQ4R is essential for effective problem solving. Besides, raise questions, read for information, ponder the information, restate it in their own words, and review their thinking about the material. It may be used with individual students, small groups, and whole classes.

This opinion means that using the PQ4R strategy; students actively process content in reading through an approach that is very similar to the learning routine usually with the activity of learning the text independently.

Practicing this approach in the classroom, students gain experience with strategies they can apply when they are self-taught. In addition, students gain an understanding of the material presented, ask questions, read the information, ponder the information, rewrite it in their own words, and review their thoughts about the material. It can be used with individual students, small groups, and whole classes.

Based on the above explanation, it can be concluded that PQ4R learning model can be used in learning to overcome the lack of reading comprehension of students. This learning model can help students to understand and remember readings that have been read in learning Indonesian. The PQ4R learning model has six activities: preview, question, read, reflect, recite, and review. Through these steps will help students to construct their own knowledge and indirectly students will be actively involved in learning activities.

IV. Conclusion and Future Work

Based on preliminary study and literature study on the implementation of PQ4R learning model to improve students 'reading comprehension skills, it can be concluded that the implementation of the PQ4R learning model can improve students' reading comprehension skills. Learning by using the steps in the learning model can help the students to construct their own knowledge, understand the reading in depth, and indirectly can help the students to be actively involved in the learning process.

As for suggestion from the author is that mathematics teacher in school can use PQ4R learning model in learning process. In this learning model implementation teachers need to motivate and always assist students to be actively involved in learning activities so that learning becomes more meaningful.

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