

THE EFFECTIVENESS OF THE IMPLEMENTATION PQ4R METHOD TO STUDENTS' READING COMPREHENSION ELABORATED IN YOUTUBE

Tri Cantika Putri, Eusabinus Bunau, Urai Salam, Yohanes Gatot Sutapa Yuliana, Eni Rosnija
Universitas Tanjungpura

tricantikaputri@student.untan.ac.id, eusabinus.bunau@fkip.untan.ac.id, urai.salam@untan.ac.id,
yohanes.gatot.sutapa.y@fkip.untan.ac.id, eni.rosnija@fkip.untan.ac.id

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Abstract: The role to teach reading of recount text material for junior high school is perceived unattractive and ineffective. The purpose of this current study was to figure out the effectiveness of the implementation Preview, Question, Read, Reflect, Recite, Review (PQ4R) Method to teach students' reading comprehension on YouTube. Using simple random sampling technique, 33 students were selected from VIII C grade students of SMPN 01 Siantan in academic year 2022/2023. The data analysis method of this study was pre-experimental research with pre-test and post-test one group design model which the experiment carried out only in one group without comparison group. The result of this study revealed that before treatment was given, the students' mean score was 51.97, while in contrast, the mean score of after treatment was 80.76. In data analysis, the result of the effect size computation was 1.88 which was indicated as strong effect. It can be recommended that junior high school teachers to implement PQ4R learning method to enhance students' reading comprehension.

Keywords: students' reading comprehension; pq4r method; youtube

INTRODUCTION

Nowadays, the importance of acquiring proficiency in the English language has inspired students to excel in mastering it. Language learning is essentially a learning process that focuses on teaching students how to use language in relation to the language's function as a medium of communication (Bormann et al., 2017; Zhu & Bresnahan, 2018). Developing language skills, particularly in reading, is essential in the process of language acquisition and is actively taught. Teaching reading comprehension requires to develop students' skills and abilities, so the students can readily grasp the ideas and viewpoints in a text gain more knowledge as students read (Afflerbach, Pearson, & Paris, 2017).

Reading has crucial role in language skill mastery (Jang, Dunlop, Park, & Van Der Boom, 2015; Palacios & Kibler, 2016). Likewise, to succeed academically and in school, reading is a lifelong skills (Banditvilai, 2020). According to Brevik (2019), in order to make this activity simple to complete and to obtain the intended result, it is necessary to know and understand the proper method to read.

Based on preliminary research which was conducted by the researchers to the eighth-grade students of SMPN 01 Siantan. Then, the students had a high desire in learning English, but the students had difficulties both reading and understanding the text due to the impact of the

pandemic COVID-19, in which has made big changes into online learning on purpose to break the chain's transmission of Covid-19 (Hapsari, 2021).

Likewise, this issue implied that the students need some interesting activities that can be applied in the classroom to fulfill the learning objectives and expected the students enjoy reading activities, so the implementation of an effective reading comprehension method accompanied by an additional media in teaching and learning process. Furthermore, the researcher provided preview, question, read, recite, reflect, review (PQ4R) method as an attractive method in reading comprehension, and YouTube as the facilitation which would be contained recount text material in short videos term.

PQ4R stand for preview, question, read, recite, reflect, review which was developed by Robinson in 1972 initially. It is beneficial method in improving students' understanding of the text. Moreover, PQ4R method could be used in teaching reading, for it might achieve the main goal of reading which included understanding the text, and answering the questions correctly as well. In PQ4R steps, students should preview the content by scanning the headings and title in order to retain their prior knowledge before reading fully at the first. Next, the students ought to create prediction questions then. So that to uncover the ideas in the text and figure out the answers while reading the material in its entirety, and reciting them as well. At the end of step, the students should to ensure the whole part both questions have been answered and idea have been memorized.

Correspondingly, YouTube media was a media that belonged to the audio-visual category used in the learning process (Munjiatun, 2021). Since YouTube is an online platform application, it is available for students to access by using their own devices, such as smartphones, and computers. So, they might download it and watch it everywhere and every time freely. YouTube has benefit as online learning media which is be the one attractive medium to help students understand and receive the learning process carried out by the teacher (Yulita Sari Br Simanungkalit & Rahmawati, 2021). For its use, learning through YouTube can enhance students' desire and motivation to be more active (Farhatunnisya, 2020).

As result of some studies, PQ4R is attractive reading method with the aim to find out the effectiveness of PQ4R method itself (Dwi, As, & Yuliana, 2018; Rahmadia & Fatimah, 2021). In separately result, the platform that support students' learning process in reading comprehension, YouTube, which is an interactive learning media (Hayikaleng et al., 2016; Suwanto et al., 2021; Yulita Sari Br Simanungkalit & Rahmawati, 2021; Mulya et al., 2023). The purpose of those studies were to look into how students' EFL reading comprehension was affected by utilizing YouTube. Thus, it was concluded that the use of YouTube was able to improve students' reading comprehension

Foregoing researchers have proven the significance of PQ4R as an essential teaching method in reading comprehension and also YouTube as an awesome online media to attract students' interest in reading. The previous studies only focused on finding whether PQ4R and YouTube are effective or not to teach reading comprehension. On the other hand, the researchers intended to focus on teaching reading recount text by implementing the PQ4R method elaborated through YouTube to open the latest perspective which brought a novelty, and it could be a modern, and fun learning material.

Moreover, the reason why this study would be distinct from each other is due to the implementation PQ4R method to teach students reading comprehension elaborated in YouTube was the latest research incorporating effective method for teaching reading with a platform that was already famed among people including students. Some researchers only discussed separately the effectiveness of PQ4R, and YouTube on reading comprehension.

The aim of this study was to determine how well eighth-grade students at SMPN 1 Siantan responded to the preview, question, read, recite, reflect, and review (PQ4R) method for improving students' reading comprehension of texts elaborated with YouTube. Moreover, the result of this study was expected to add references to teach reading comprehension, and students could comprehend their reading understanding on recount text by applying the PQ4R method using YouTube.

METHOD

This research is used quantitative approach, so it calculated with the statistical formulation in analyzing the data. Numerical data are gathered in a controlled setting and through objective measurement in quantitative research, which is used to test and answer predetermined hypotheses. There are two types of study designs in the quantitative approach: experimental and non-experimental research design (Ary et al., 2014). The purpose of experimental research is to examine the results of the systematic modification of one or more variables in relation to other variables (Pidianto, 2017). Furthermore, the researchers employed a pre-experimental research design with a single group for both the pre- and post-test. There are three steps in the one group pre- and post-test design: (1) administering a pretest to measure the dependent variable; (2) applying the experimental treatment to the subject; and (3) administering a post-test (Ary et al., 2014).

A group of people with similar traits is called the population (Cresswell, 2012). All of the eighth-grade students at SMP Negeri 01 Siantan which is located at Jalan Raya Jongkat, Sungai Nipah, Jongkat, Mempawah, West Kalimantan 78351, during the academic year 2022-2023 comprised as the research population. There are six classes at the eighth-grade that consisted of 185 students overall. Because of the larger number of population, the researchers

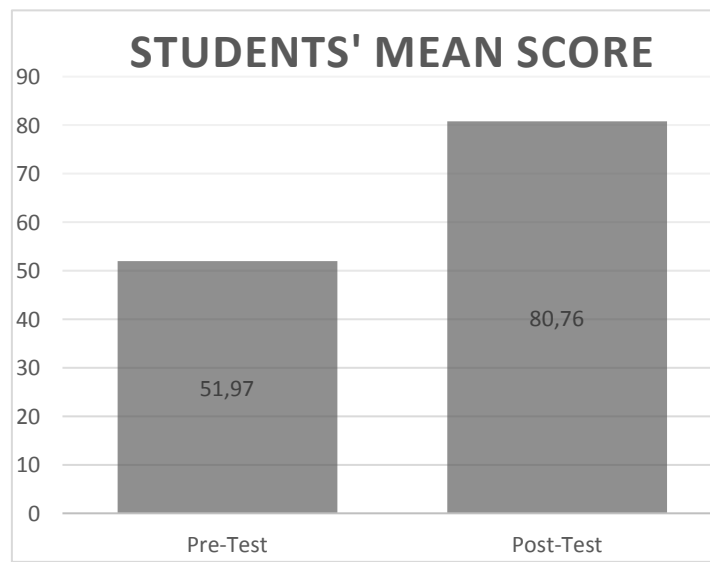
intended to take a class as sample in order to fulfill the study for certain limitation. A sample is a subset of a population selected in a manner characterized by specific, explicit, and comprehensive criteria, with the intention of being representative of the entire population (Hasan, 2012). So, the sample of this study is VIII C which embodies 33 students.

In collecting the data, the tests (pre- and post-test) were used to assess students' reading comprehension which consisted of twenty question in multiple-choice term. After the pre-test was applied to students, the researcher supervised treatment. The treatment was done twice in two meetings. The material was about recount text which was taken through a teacher's teaching book, and integrated online sources where it would be in short videos in YouTube. So, it aimed to make easier on teaching reading to students' reading comprehension. In the first treatment, the researcher taught reading comprehension using PQ4R Method with the video as the teaching learning material which is entitled "Material - Complete Text Recount (Type, Purpose, Analysis of Generic Structure Language Features)" which is 11 minutes 18 seconds long, created by a channel called VK's Project. Similarly, for the second treatment, the researcher taught reading as well with PQ4R Method, but for the material video made difference which is entitled "Recount Text "Recount Text "Holiday in A Village" (Text, Questions, and Key Answer)" which is 3 minutes 22 seconds long, created by a channel called Bunny Club Project. Both the end first and second treatment, the students ought to answer five questions as the evaluation of learning process.

FINDING AND DISCUSSION

The academic performance of students in class VIII C has been meticulously examined through the evaluation of pre-test and post-test results. Students in class VIII C scored a total of 1.715 on the pre-test and 2.665 on the post-test, judging by the results. The researchers divided the data by the total number of participants, which was thirty-three students to ascertain the average score for the students. The computation revealed a mean pre-test score of 51.97, in contrast to a post test score of 80.76.

Table 1. Students' Mean Score Between Pre-test and Post-test



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Data	Statistic	Score
Pre-test	Total Students' Score	1715
	Mean Score	51.97
	Standard Deviation	19.3
	Maximum	90
	Minimum	20
Post-test	Total Students' Score	2665
	Mean Score	80.76
	Standard Deviation	9.59
	Maximum	100
	Minimum	60

Figure1.Students' Mean Score Between Pre-test and Post-test

Table 1 provided insights into the students results in both the pre-test and post-test in the pre-test, the combined total score of all students was 1715, with an average, or mean score of 51.97. The standard deviation of 19.3 indicated the extent of variability among individual scores, ranging from a minimum of 20 to a maximum of 90 as the students' highest score. Transitioning to the post-test, the total score increased to 2665, and the mean score rose significantly to 80.76. A more uniform distribution of score is shown by the standard deviation dropping to 9.59. The highest post-test score was 100, while the lowest was 60. These findings collectively demonstrate a notable improvement in the students' academic performance from the pre-test to the post-test, highlighting positive advancements in their learning outcomes.

Examining hypothesis is used to prove if the research is accepted or even denied. Initially, the researchers used t-test formula to obtain the t-test score before going to the hypothesis test. Further of that, the result of t-test revealed that was 3.417. A hypothesis is a statement describing relationship among constructs (Ary, Jacobs, Sorensen, & Walker, 2014). It consists of two types, they are the null hypothesis (H_0) and the alternatives hypothesis (H_a) as following below:

- (H_0) The use of PQ4R Method using YouTube is not effective to teach the English lesson in recount text to the eighth-grade learners of SMP Negeri 01 Siantan.
- (H_a) The use of PQ4R Method using YouTube is effective to teach the English lesson in recount text to the eighth-grade learners of SMP Negeri 01 Siantan.

After calculating the data, the researcher discovered that $t_{test}(3.417)$ was higher than $t_{table}(1.697)$ with $\alpha = 0.05$ and degree of freedom ($df = N-1$ or $33-1 = 32$). In line with the data, the alternative hypothesis (H_a) was accepted while the null hypothesis (H_0) was rejected, because $t_{test} > t_{table}$ ($3.417 > 1.697$). By the criteria for acceptance as following below:

- a) If t-observer (t-test) is less than t-table ($t_{test} < t_{table}$), the null hypothesis (H_0) is accepted while the alternative hypothesis (H_a) is rejected.
- b) If t-observed (t-test) exceeds the corresponding t-table ($t_{test} > t_{table}$), the alternative (H_a) is accepted, and null hypothesis (H_0) is rejected.

In addition, it has been proven that the effectiveness of the PQ4R Method has a significant effect on students' reading comprehension. Moreover, the calculation t-test result is essential for determining the strength of PQ4R's effect size when teaching reading comprehension to SMPN 01 Siantan in eighth-grade students. The outcome effect size calculation showed that the treatment had strong effect on students' reading comprehension. It was found that the result of effect size was 1.88 which was categorized as a strong effect ($1.88 > 1.00$). To sum up, the effectiveness of PQ4R method to teach students' reading comprehension on YouTube videos to the eighth-grade students of SMPN 01 Siantan strongly effective to comprehend students' reading in recount text.

This finding took similarities result of foregoing studies, this study had an additional online media to facilitate students' reading comprehension, and some previous studies which was conducted by Dwi, As, & Yuliana (2018); Khusniyah (2018); Al-Qawabeh & Aljazi (2018) Rahmadia & Fatimah (2021); Al Sulami (2021). The purpose of these studies was to determine the effectiveness of the PQ4R (preview, question, read, reflect, recite and review) technique for understanding reading comprehension, particularly with regard to students' reading comprehension. Consequently, the result of these studies indicated that there was a significant effect of PQ4R on students' reading comprehension. So, it was high recommended to teach reading comprehension on secondary level, especially to understand recount text as well.

On correspondence with the implementation of PQ4R method in the classroom, the researcher found some factors and reasons why the treatment gave strong effect to the students on reading comprehension. Because of the additional media used with YouTube videos, not only made all of the students had high desire in learning process, but also it stimulated students' interest to read recount text that coming into a short video through YouTube both in channel VK's project, and bunny club project.

Previous study supported this study which discussed the effect of YouTube in detail was rendered by Hayikaleng, Nair, & Krishnasamy (2016). This study sought to ascertain how YouTube usage affected vocational students' EFL reading comprehension. The result of this study showed the positive effects of using YouTube. Moreover, it can be seen when the students were asked to make collaborative learning discussion. All of the students participated actively in answering questions and reading aloud the recount text related to reading comprehension.

In addition to the outcome of this research, the researcher found a problem during conducting the research which was about a scarce time allocation. Since the school applied two sessions in a day, so the learning time lasted only 40 minutes. To overcome this problem, the researchers permitted to the teacher who had responsibilities in teaching English lesson at the eighth-grade students in SMPN 01 Siantan to request some addition time for teaching. Therefore, the researcher was allowed to continue teaching, learning process with the given time, so the learning process ran as well.

CONCLUSION

In conclusion, the PQ5R method has demonstrated a substantial impact on students' reading comprehension of recount texts. This assertion is supported by the significant increase observed in both pre-and post-test scores. The study has positive effect on students' reading comprehension is further reinforced by the noteworthy outcomes of the t-test, surpassing the critical t-table value, indicating statistical significance. Additionally, the effect size analysis indicates a strong effect, emphasizing the method's influence on students' comprehension. Lastly, the PQ4R method, when elaborated in YouTube, effectively enhances students' understanding of recount texts.

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