

## THE IMPLEMENTATION OF PQ4R STRATEGY IN TEACHING NARRATIVE READING TEXT

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### Abstrak

Strategi PQ4R adalah strategi pembelajaran yang memiliki konsep yang baik untuk mengajar siswa dalam memahami teks bacaan. Selain itu, penelitian ini bertujuan untuk mengetahui penerapan strategi PQ4R dalam mengajar bacaan teks naratif yang dilakukan oleh guru di kelas. Penelitian ini juga mencoba untuk mengetahui pemahaman membaca siswa setelah mempraktikkan strategi PQ4R dalam kegiatan belajar mengajar. Basis penelitian ini menggunakan deskriptif kualitatif sebagai desain penelitian melalui observasi. Selanjutnya, catatan lapangan digunakan untuk mengumpulkan informasi mengenai proses belajar mengajar dengan menggunakan penerapan strategi PQ4R. Dalam satu pertemuan, guru mengimplementasikan tahapan strategi PQ4R mulai dari *preview*, *question*, *read*, *reflect*, *recite*, dan *review* secara berurutan. Implementasi tahapan tersebut dibagi menjadi tiga kegiatan membaca; pra membaca, sambil membaca, dan pasca membaca. Data dari catatan lapangan menunjukkan bahwa dalam kegiatan pra membaca, guru sebagian besar menerapkan tahap *preview* dan *question*. Dalam kegiatan pasca membaca, guru menerapkan tahap *review* untuk memastikan pemahaman siswa tentang teks dengan menyampaikan ide dan memberikan saran. Sisa dari tahapan yang dipilih *read*, *reflect*, *recite* diterapkan selama kegiatan membaca. Selain itu, tugas membaca siswa digunakan untuk mengetahui pemahaman membaca siswa setelah implementasi dan dianalisis dengan menggunakan *ESL Composition Profile* mengingat bahwa tugas itu dalam bentuk menulis ringkasan terhadap teks bacaan. Selanjutnya, penelitian ini menemukan bahwa guru menerapkan semua tahapan strategi PQ4R dan implementasinya dalam proses belajar mengajar dan dapat membantu siswa dalam memahami teks membaca naratif dengan baik.

**Kata Kunci:** *strategi PQ4R, preview, question, read, reflect, recite, review, pemahaman membaca, teks naratif.*

### Abstract

PQ4R strategy is a learning strategy which has a good concept to teach the students in comprehending a reading text. Moreover, this study is aimed to find out the implementation of PQ4R strategy in teaching narrative reading text done by the teacher in the classroom. This study is also trying to find out the students' reading comprehension after practicing the PQ4R strategy in teaching and learning activities. The base of this study is using descriptive qualitative as the research design through an observation. Furthermore, the field notes were used to collect the information regarding teaching and learning process by using the implementation of PQ4R strategy. In one meeting, the teacher implements the stages of PQ4R strategy starting from *preview*, *question*, *read*, *reflect*, *recite*, and *review* sequentially. The implementation of those stages was divided into three reading activities; pre reading, while reading, and post reading. The data from the field notes showed that in pre reading activity, the teacher mostly implemented *preview* and *question* stage. In post reading activity, the teacher applied *review* stage to ensure the students' understanding about the text by delivering ideas and providing suggestions. The rest of the selected stages *read*, *reflect*, and *recite* applied during while reading activities. Moreover, the students' reading task was used to know the students' reading comprehension after the implementation and it was analyzed by using *ESL Composition Profile* considering that the task was in the form of writing a summary towards the reading text. Furthermore, this study found that the teacher applied all of those stages of PQ4R strategy in teaching learning process and it can help the students in comprehending narrative reading text well.

**Keywords:** *PQ4R strategy, preview, question, read, reflect, recite, review, reading comprehension, narrative text.*

## **INTRODUCTION**

Reading is one of the four language skills that must be mastered by the students in learning English besides listening, speaking and writing. Most of the students are required to read various kinds of books and texts written in English. Moreover, it needs comprehension to catch the idea and information in reading the text. According to Weaver (2009), reading is a process to decide what the reader's brain and beliefs bring into reading. In other words, reading is the reader's way in interpreting the printed words. In knowing the meaning of printed words, the readers need reading comprehensively. Shancez (2010) states that reading comprehension is emphasizing both what the author has written and readers' ability to use their basic knowledge and thinking ability to understand the text. It can be said that reading comprehension is not only read the text directly, but also get something from the text.

However, reading comprehensively is still difficult to do by the students in learning English as a foreign language. There are lots of students who are still less interested in reading activity because they meet some obstacles in reading. Harmer (2007) shows that most of the students have lack of vocabularies and they have difficulties in connecting the text with their background knowledge. They are unable to find out the correct information or message of the text that they have read. In line with the statement, Brashdi in Seyabi & Tuzlukova (2015) mentions that when the students read a passage or a text, they are less able to comprehend the text well. In reading, most of the students may find some unfamiliar words, thus, the teacher needs to create activity to optimize the students' ability in understanding information in a text and also to enhance the students' vocabulary. Therefore, the main purpose of teaching reading especially for senior high school students is to teach how to read books, short stories, articles, or any kind of texts written in English. Furthermore, the goal of reading is also to find the main idea of what the students have read, to develop their critical reading skills and to write a summary towards the reading text.

Another factor of students' difficulties in reading is that the teacher leads reading activity monotonously and it affects the students' interest and motivation to read the text with the same strategy. According to Manalu (2014), there are some teachers barely implementing any special

strategy for teaching reading. In line with the problems previously explained, the teacher needs a good strategy to assist the students understand what they read and enjoy in teaching and learning process.

The teacher should apply various kinds of approaches, methods, techniques and strategies in teaching English in the classroom such as jigsaw, think pair share, gallery walk, telling story, PQ4R, etc. However, according to Harley (2001), one of the best strategies that can be implemented in teaching reading is called PQ4R strategy. PQ4R is a learning strategy which has a good concept to teach the students in comprehending the reading text. The PQ4R strategy was firstly designed by educational psychologist from France called Thomas and Robinson in early 1972 (Rathus, 2012). The PQ4R stands for Preview (P), Question (Q), Read (R), Reflect (R), Recite (R) and Review (R) in which it focuses on students' useful organization of information. Each stage of PQ4R strategy functions to optimize the students' ability in constructing the main idea of the text, gaining the information and stimulating the students to acknowledge some vocabularies. Hence, it formed an analytical reading procedure to lead the students through the study of texts systematically (Hayes, 1992).

The researcher implemented PQ4R strategy to tenth grade students using one of the texts in 2013 curriculum that is narrative text. In narrative text provided visual representation that related to the topic of the text, so the students need to observe the pictures first to give an idea about the text, to recall information, and to build the students' background knowledge.

Regarding to the fact that the researcher gets, therefore it leads the researcher to investigate the implementation of PQ4R strategy in teaching narrative reading text. This study also tried to answer the following questions:

1. How does the implementation of preview stage help students in comprehending narrative reading text?
2. How does the implementation of question stage help students in comprehending narrative reading text?
3. How does the implementation of read stage help students in comprehending narrative reading text?
4. How does the implementation of reflect stage help students in comprehending narrative reading text?

5. How does the implementation of recite stage help students in comprehending narrative reading text?
6. How does the implementation of review stage help students in comprehending narrative reading text?
7. How is the students' reading comprehension as the result of the implementation of PQ4R strategy?

## METHOD

A descriptive qualitative research was used in this study since the researcher needs to describe the result of the study in the form of words and description. The data was obtained through an observation. The researcher observed the teacher's verbal and non-verbal action, behavior, expression, and statement during the class starting from the opening until the closing. Furthermore, the field notes were used to collect the information regarding the teaching and learning process in the class while applying the stages of PQ4R strategy. In addition, to know the students' reading comprehension, the data was obtained from the students' reading task results. This study was also conducted in tenth grade classroom in one of the state senior high schools in Surabaya. After the data has been collected, the researcher analyzed the data by using the method from Ary et.al. (2010). There are three stages in analyzing the data for qualitative research: a) familiarizing and organizing, b) coding and reducing, c) interpreting and representing. Thus, the three stages were applied in order to find out the results of the research questions.

## RESULTS AND DISCUSSIONS

### The Classrooms Situations

The class was tenth graders in one of the state senior high schools in Surabaya. There were consisting of thirty-four students which were fourteen males and twenty females. The class was at the second floor and it was only one whiteboard, one fan, two windows, LCD projector, and some chairs.

### Teacher's Activities

In the first period of teaching and learning activities, the teacher started the class by greeting the students and asking the students' condition on that day (1). Moreover, after asking condition, the teacher attracted the students' background

knowledge by asking several questions about narrative text (2).

- (1) T : How are you today?  
 S : I'm fine, Mam, and you?  
 T : I'm fine too, thank you.
- (2) T : Before we start our today's material, I'm going to ask you some questions. Do any of you like to read short stories, legends, fables, and fairy tales?  
 S : Yes, Mam.  
 T : Good, what kind of legends, fairy tales, and fables is that? I mean the title.  
 S2 : *Banyak* Mam, Sangkuriang, Danau Toba, Tangkuban Perahu.  
 S8 : Timun Mas, Keong Mas, Jaka Tarub.  
 T : Nice! How about fairy tales and fables?  
 S30 : *Itu* Mam, Cinderella, Snow White, *Kancil dan Buaya* Mam.

Then, the teacher also raised the students' understanding about narrative text by asking the purpose of narrative text (3) in order to make sure that the students had enough knowledge about the material. This activity was also known as brainstorming before they further learn about the main topic.

- (3) T : Ok, good job students. Then, why do you like reading legends, fables, and fairy tales? Do you know the purpose of those texts?  
 S17 : *Menghibur pembacanya*.  
 S2 : To make fun the reader?  
 T : Ok great. As you're mentioned earlier, Sangkuriang, Danau Toba, Timun Mas, Cinderella, Kancil dan Buaya are included in the narrative text. And the purpose is to amuse or to entertain the reader. Do you get it?  
 S : Yes, Mam.

After the teacher attracted the students' background knowledge, then she opened her laptop and showed the definition and the social function of narrative text through a LCD projector. The teacher explained again those important points in order to strengthen the students' understanding about narrative text.

Moreover, from the researcher's observation it can be seen that most of the students participated in this brainstorming activity. The students were also able to answer some questions

about narrative text delivered by the teacher even though few of them still confused and used Bahasa. For example, the students could name several legends, fairy tale, and fable correctly. In addition, it can be said that the students' background knowledge in this tenth grade classroom was quite good.

### **The Teacher's Applied PQ4R Strategy in Teaching Narrative Reading Text**

In this part described about the teacher applied PQ4R strategy in teaching and learning process especially in teaching narrative reading text. It will answer the sixth research question of this study. Moreover, there were six parts: the teacher implemented preview stage, the teacher implemented question stage, the teacher implemented read stage, the teacher implemented reflect stage, the teacher implemented recite stage, and the teacher implemented review stage.

In addition, this part also focused on the student's reading comprehension after applying the stages of PQ4R strategy in teaching and learning process.

### **The Extent of Preview Stage Help Students in Comprehending Narrative Reading Text**

From the researcher's observation, the researcher found that the teacher applied preview stage in order to give the students an idea about the content and also to recall their background knowledge. The teacher used power point presentation as the teaching tools to show some pictures related to the material taught. The material was about The Legend of Malin Kundang.

First, the teacher started this stage by opening her laptop and showing three pictures that represent The Legend of Malin Kundang (4). Moreover, the teacher demanded the students to observe the pictures one by one starting from the first until the last pictures together with their classmates guided by the teacher.

- (4) T : Now look at the first picture, what picture is this?  
S : *Batu Malin Kundang, Mam.*  
T : In English, please?  
S1 : Malin Kundang stone.  
T : Yes good, what is the shape of Malin Kundang stone?  
S : *Bersujud, Mam.*

- T : That's right. *Bersujud* in English means kneel. Now let's move on to the next picture. What picture is this?  
S8 : Malin Kundang and his mother.  
T : *Ya...* What happened to them?  
S27 : Malin angry with his mother.  
S5 : *Anaknya memaki ibunya, Mam.*  
T : How do you know that Malin is angry with his mother?  
S27 : *Itu dia nunjuk ibunya lagi berlutut.*  
T : Ok... now let's move on to the next picture, what picture is this?  
S22 : *Rumah tradisional, Mam.*  
T : Yes it is traditional house, where did this traditional house come from?  
S4 : *Dari Sumatera?*  
T : Yes Sumatera, which Sumatera?  
S3 : *Hmmm, I don't know Mam hehe.*  
T : You don't know? Then, what is the name of this traditional house?  
S23 : *Rumah Gadang.*  
T : Good! This is Rumah Gadang. *Kalian tau namanya tapi tidak tau asalnya, how come?*  
S : Hehehe, I don't know, Mam.  
T : It's ok.

The teacher was in front of the class controlling and pointing the pictures through a LCD projector. Then, the teacher demanded students to explain what they saw in the pictures. During this implementation, the students actually seemed very excited and enjoyed every activity in this stage. It can be seen when the students were able to explain the pictures well which means that at this preview stage the students could get an idea about the text. Moreover, this preview stage was also able to stimulate the students' thinking ability to recall their background knowledge about Malin Kundang story. It is in line with the theory from Vacca & Vacca (1999) who said that in preview stage students preview the material to make plans for reading and develop a mental framework for ideas to be encountered in the text. After observing all of the pictures, the teacher demanded the students whether they understood or not. The atmosphere in the class became fun since the teacher made a joke with the students.

In short, during preview stage, most of the students had the ability to deliver their ideas about Malin Kundang story after observing all of the pictures.

### The Extent of Question Stage Help Students in Comprehending Narrative Reading Text

In the form of observation, the researcher found that the teacher applied question stage in order to know the level of students' understanding about the topic.

First, the teacher began this stage by asking the students to formulate questions from what has been presented in the preview (5). The teacher said that the students can ask anything based on the pictures previously. She also gave the students some time to make questions and allowed them began the questions using 5W1H, which are, what, where, who, when, why, and how. Moreover, during this implementation, there were two students who asked questions about the topic.

(5) T : Ok students, based on the pictures previously. Do you have any questions?

S6 : (*raised hands*) Mam, why did you put Rumah Gadang on the slide?

T : Ok, good question, now move to S23. What is your question?

S23 : *Mam itu, why did Malin Kundang join the ship? Kenapa kok tiba-tiba ikut kapal itu?*

The teacher got good response from the students and she said that both of their questions were good; however the teacher could not answer it first because she wanted the students find out their own answers after they have read the text thoroughly. Therefore, from this observation it can be said that the level of students' understanding about the topic is quite good considering that they could deliver questions from what has been showed on the slide. In other words, by implementing this stage, the students could also develop their critical thinking ability since the students became involved in a search for answering questions during reading. It is in line with the theory from Simon (2010) who said when students raise questions about the content of materials, they are likely to examine the extent of their own uncertainty and to find out what they do not know about the information they will acquire during reading.

In conclusion, during question stage, the students learned how to be more active in the teaching learning activities by asking questions about what they have observed. Moreover, by asking questions, the level of students' understanding about The Legend of Malin

Kundang was quite good which means that the students had already comprehended the text well.

### The Extent of Read Stage Help Students in Comprehending Narrative Reading Text

In the form of observation, the researcher found that the teacher applied read stage in order to form a connection between the materials being read and questions previously. It means that in the read stage, the students should find the answer of their previous questions. The teacher provided some papers about the story of Malin Kundang as the teaching tools.

The teacher demanded the students to read the text completely in order to find the answer of their questions. The teacher began this read stage by giving them a piece of paper about The Legend of Malin Kundang. There were two students who volunteer to help the teacher in distributing the text. After all of the students have got their text, then the teacher asked the students to read the text immediately (6). Students were also allowed to take a note to underline some important ideas. The atmosphere in the classroom became more serious since the students paid a lot of attention to the text they hold.

(6) T : Have you got the paper?

S : Yes, Mam!

T : Ok, now read your text carefully and try to find the answer of your previous questions. *Dibaca dengan teliti, kalau sudah menemukan jawabannya ditulis di kertas kecil atau digaris bawah.* Do you understand what I mean?

S : Yes, Mam.

T : Ok, I'll give you 10 minutes to read.

S : Yes, Mam.

T : Good.

From the observation, it can be seen that the atmosphere in the classroom became more serious since the students paid a lot of attention to the text they hold. The students tried to find the answer by reading the whole text. In other words, they were trying to form a connection between the materials being read and questions previously. Furthermore, it is in line with the theory comes from Vacca & Vacca (1999) who said that in reading activity students search for ideas and information that will answer their question.

In short, the students looked serious during practicing the read stage. The students were also having good response to the teacher.

### **The Extent of Reflect Stage Help Students in Comprehending Narrative Reading Text**

In the form of observation, the researcher found that the teacher applied reflect stage in order to ascertain whether the students' questions were answered in the text or not.

First, after 10 minutes the students read the text, the teacher immediately started this stage by asking the students to reflect or to think back about the text they have read (7).

- (7) T : Ok students, have you done read the text?  
S : Yes, Mam!  
T : Ok well, what did you get from the text? Are your questions answered?  
S6 : Yes, Mam. The Legend of Malin Kundang is from West Sumatera.  
T : Yes it is true, The Legend of Malin Kundang is from Padang, West Sumatera, so that is why I put Rumah Gadang on the slide. How about you, S23? Is your question answered?  
S23 : Yes, Mam. *Soalnya ada saudagar yang kapalnya diserang sama bajak laut terus ditolong Malin.*  
T : Please say it in English, ok?  
S23 : (*read the paper*) Malin Kundang saw a merchant's ship being raided by a band of pirates. Then, Malin Kundang helped the merchant defeat the pirates. To thank him, the merchant allowed Malin Kundang to sail with him.  
T : Good job, have all of your questions been answered?  
S : Yes, Mam!

Based on the observation, it can be seen that during this reflect stage, most of the students participated and they were confident enough in delivering their answer after reading the text. Moreover, it means that all of the students' questions had been answered in this stage by doing some kinds of problem solving activity. It is in line with the theory from Sudarman (2009) who said that during reading, students not only memorize but also comprehend the information of the text by connecting the information with the other

information that are known and solving simulated problems with the subjects.

In conclusion, the students felt relaxed and enjoyed during practicing the reflect stage. It can be seen from their answer and opinion after practicing. The students also have good respond. Furthermore, the teacher was successful while applying this stage.

### **The Extent of Recite Stage Help Students in Comprehending Narrative Reading Text**

In the form of observation, the researcher found that the teacher applied recite stage in order to recall information in detail which is extracted from the reading text. It can be determined by the teacher's verbal and non-verbal behavior during teaching and learning process.

The teacher began this stage by asking the students to recite or rewrite the story using their own words (8). In this activity the students were also required to write The Legend of Malin Kundang based on the generic structure and language features of narrative text. Here, the teacher gave the students 15 minutes to finish their recite task.

- (8) T : Now, the next activity is I want you to rewrite *alias menulis kembali* the story that you have read using your own words. *Pakai Bahasa Inggris.*  
S6 : How many paragraphs, Mam?  
T : it is up to you, but it must be consisted of the generic structure of narrative text. Do you know what are they?  
S : Orientation, complication, and resolution.  
T : Great! Don't forget to put the language features too. Do you get it, students?  
S : Yes, Mam.  
T : Ok, you can start now.

From the observation, the teacher guided the students well by walking around the class to make sure that the students do their work. However, there were three male students in the class who still confused about the instruction, therefore the teacher immediately approached them and she explained again in detail about the task.

The result of the students' reading task were analyzed by using ESL Composition Profile adapted from J.B.Heaton (1988) considering that the students' reading task were in the form of

writing summary towards the reading text. Moreover, the components that the researcher analyzed were content, organization, vocabulary, language use, and mechanics. Here, the researcher chose the student's reading task written by student number 34 as the representation.

#### The Legend of Malin Kundang

A long time ago, in West Sumatera, lived a woman with her son, named Malin Kundang. They had to live hard because his father had passed away, so they just live together in a small village.

One day, Malin Kundang helped the merchant who was raided by a band of pirates. The merchant thank him and allowed Malin Kundang to sail with them. Malin Kundang agreed and with a heavy heart he left his mother alone.

A few years later, Malin Kundang became a rich man; he was married with a beautiful woman. He had a huge ship and a lot of workers. Someday, when he was sailing with his workers, and his beautiful wife, they were landed on a small island which was his place came from.

The news ran so fast and his mother ran to the beach. She confessed to Malin Kundang that she is his mother. But, Malin Kundang denied it, then the old woman cursed him into a stone.

Firstly, dealing with content aspect, the student's reading task result above was included in the good category because the text meets several aspects such as knowledgeable which means she was very well-informed in understanding the story and she was also able to develop ideas about The Legend of Malin Kundang in detail. It can be seen when she explained about the beginning of Malin Kundang's life until finally Malin Kundang was cursed by his mother. Another aspect is substantive which means she tells the story clearly based on the actual story. Moreover, the student's reading task result above also matched with the topic assigned by the teacher.

Secondly, the organization of the students reading task above was quite good because the text fulfills several aspects such as the ideas clearly stated and brief. It means that she developed the story in a clear and straightforward manner. Another aspect was the story was very well-organized and she arranged the story in logical sequencing based on the generic structure of narrative text. It can be seen from the first paragraph "A long time ago, in West Sumatera, lived a woman with her son, named Malin Kundang. They had to live hard because his father

had passed away, so they just live together in a small village." as the orientation or also known as the introduction of the story. She explained the character well and also the place where the story took place. Then, in the second and the third paragraph were included as the complication of narrative text. This was the crucial part appeared on the story. Moreover, the last paragraph was the resolution which consists of problem resolved by the characters. The resolution was when Malin Kundang's mother cursed her son into a stone.

Then, the vocabulary of the students' reading task above was good because there were only occasional errors of word choice and word form but the meaning of the story is not obscured. It can be seen from the first line of the third paragraph "A few years later, Malin Kundang became a rich man; he was married with a beautiful woman." Here, she tried to show that Malin Kundang's life got better after he joined the merchant. However, the word form somewhat sounds complicated and it would be better if she wrote "A few years later, Malin Kundang became wealthy and he also married to a beautiful woman." Furthermore, she could still develop her reading task well to make it easier for the readers in catching the meaning of the story.

Then, in terms of language use aspect, the students reading task above was included in good category because there was a few errors in using coordinating conjunction, but the meaning seldom obscured. From her writing, it can be seen on the second line of the last paragraph "But, Malin Kundang denied it, then the old woman cursed him into a stone." She made an error in placing coordinating conjunction "but" it should be written without a dot in front of it so the sentence could be connected with the previous sentence.

Finally, dealing with mechanics aspect, the student's reading task result above was good because there were few errors in punctuation and it can be seen on the third line of paragraph three "Someday, when he was sailing with his workers, and his beautiful wife, they were landed on a small island which was his place came from." Here, she should not need to add a comma before "and" because the purpose of coordinating conjunction "and" is to connect the previous sentence with another sentence. Another error that she made was in the use of capitalization on the second line of the last paragraph, she made mistake in writing the word "But." it should be written "but" without

capital letters, then the dot must be deleted. Moreover, other aspects such as spelling and paragraphing were well written.

In conclusion, during this recite stage, it can be concluded that the students were able to recall information in detail from the reading text by reciting the text using their own words. It is in line with the theory from Vacca & Vacca (1999) who said that in recite, students are asked to remember the information of what they have read by stating the main point loudly or by writing a summary. The students were also reciting the text based on the generic structure and language features of narrative text. Moreover, it can be said that most of the students succeed in comprehending narrative reading text entitle The Legend of Malin Kundang.

### **The Extent of Review Stage Help Students in Comprehending Narrative Reading Text**

In the form of observation, the researcher found that the teacher applied review stage in order to ensure the students comprehension about the text.

On this stage, before the teaching and learning activities ended, both teacher and students review the material that has been taught earlier (9). There were two students who help the teacher to collect the other's work. After all the assignments had been collected, the teacher started inviting the students to discuss the difficulties that they faced during the teaching and learning activities earlier. They were allowed to provide some suggestions and ideas about the material (10).

- (9) T : Ok students, what did you get from our today's material?  
S2 : The Legend of Malin Kundang, Mam.  
S11 : Narrative text!  
T : What else?  
S30 : *Tujuan* narrative text, *struktur sama* language features.  
T : *Hayo* in English, *ya*.  
S30 : The purpose, structure and language features, Mam.  
T : Great. Then, what moral values that can you take from the story? *Apa pesan moral dari cerita tadi?*  
S25 : *Tidak boleh durhaka kepada orang tua*.  
S30 : Don't be rude to parents. *Harus berlaku baik*.  
T : Good job students! So, did you find any difficulties in our material today? *Apa ada kesulitan selama pembelajaran?*

- S19 : *Bingung pas menulis ulangnya, Mam*.  
T : Why?  
S19 : *Paham ceritanya tapi kadang bingung mencari kata kata yang tepat hehe*.  
T : So you have a difficulty in finding the right words for your text?  
S : Yes, Mam.  
S33 : Yes, Mam, we are confused.  
T : Its ok, we can learn it together. But, everything went well, right?  
S : Yes, Mam Alhamdulillah.  
T : I'm glad to hear that, any other difficulties?  
S4 : No, Mam. That's all.  
(10) T : Ok, if there are no difficulties, now you are free to give suggestions or ideas for our material today.  
S6 : *Hmm*, maybe we can try using another text.  
T : Yeah it sounds good; maybe we can try it in another meeting. Thank you for your suggestion! Are there any other suggestions and ideas?  
S : No, Mam.  
T : Are you sure?  
S : Sure, Mam.  
T : Ok, if there are no suggestions and ideas. I think that's all for today. Thank you for your nice participation and see you.  
S : See you, Mam.

During this review stage, most of the students were very enthusiastic in delivering their understanding about the learning activities even though they still used Bahasa. Based on this observation, it can be concluded that the students succeed in comprehending the material which was about narrative reading text. They were able to share their ideas correctly. Every time the students answered the teacher's question, the teacher also often appreciated them as an award so that the students feel motivated. When the teacher asked about suggestions and ideas, it seemed the students were shy to answer, so the teacher gave a few minutes until finally there were some students who want to convey their ideas and suggestions.

In sum, from the results of observation, it can be concluded that the implementation of PQ4R strategy in teaching narrative reading text ran well. Moreover, the classroom condition also supports the teaching and learning process by applying this PQ4R strategy. According to Sanacore (2000), PQ4R strategy could help the students comprehend

better, concentrate better, and retain better. Furthermore, it can be seen from the students' ability in memorizing the text through a visual representation until they finally wrote the text using their own words. In addition, PQ4R strategy made reading activity more alive, activates background knowledge among students, and stimulates students' motivation to participate.

### CONCLUSION AND SUGGESTIONS

Based on the results and discussion that have been presented in the previous chapter, it can be concluded that the implementation of PQ4R strategy to help students in comprehending narrative reading text ran well. The teacher followed the stages of PQ4R strategy sequentially. The stages were *Preview (P)*, *Question (Q)*, *Read (R)*, *Reflect (R)*, *Recite (R)*, and *Review (R)*. The teacher implemented this strategy in order to make a product in the end of teaching and learning activities and make the students as the learning center of the study. Therefore, when the teacher implemented PQ4R strategy, she let the students develop their thinking ability by observing the pictures, asking questions, reading text, doing a reflection, reciting or writing a summary towards the reading text, and reviewing the materials. Furthermore, after the teacher implemented PQ4R strategy, the students could be more active and participate in the teaching and learning process. Moreover, looking at the results of the students' reading task, the researcher can conclude that the implementation of PQ4R strategy was really meaningful. The students were able to write a summary of The Legend of Malin Kundang using their own words. It can be seen from the results of the students' reading task that had been analyzed by the researcher using ESL Composition Profile. Here, the students did not only write a summary, but they also developed ideas during writing. Therefore, it has been shown from the results of the students' reading task that PQ4R strategy can help students in understanding narrative reading text.

From the results of the study above, the researcher wants to give suggestions to the high school teacher especially English teachers and also other researchers or future researchers. For the English teachers, they can use PQ4R strategy as their way to facilitate the students to develop their thinking ability. Instead of using traditional way of teaching, the teacher can consider giving the students a chance to learn narrative reading text by

using the stages of PQ4R strategy. By implementing PQ4R strategy, the students will learn how to develop their thinking ability and how to express ideas by observing the pictures, asking questions, reading text, doing a reflection, reciting or writing a summary towards the reading text, and reviewing the materials they have learned together with the classmates. PQ4R strategy can also develop the students' thinking ability since they were asked to recite or rewrite the story using their own words. Hopefully, conducting PQ4R strategy can help the students in comprehending narrative reading text easily. In addition, for the future researchers, if they want to conduct the same topic, it is better for them to use other kinds of texts. The future researchers can use the text that is more complicated than narrative text, such as explanation text, news item, or analytical exposition text. Besides, the next researchers can also find something new in order to modify this strategy to give more positive impact in teaching and learning process.

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