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## The Effectiveness Of Preview, Question, Read, Reflect, Recite, And Review (PQ4R) Method With Seesaw Application In Teaching Reading For Vocational High School

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### Abstract

The research objective was to find out the Effectiveness Of Preview, Question, Read, Reflect, Recite, And Review (PQ4R) Method. This research was an experimental research focused on quantitative approach. Non-randomized control group pre-test posttest Design was applied. There are two variables: Independent and dependent variable. The independent variable was PQ4R method and dependent variable was the students' reading comprehension score. The subjects of this research were the first year students of SMK Muhammadiyah 1 Kota Blitar. The research has proved that the teaching reading using Preview, Question, Read, Reflect, Recite, And Review (PQ4R) Method With Seesaw Application has really significant power and give positive impact in improving the students' reading comprehension skill.

**Keywords:** effectiveness, preview, question, read, reflect, recite, and review (PQ4R) method, seesaw application

### Introduction

English is a foreign language that is currently dominating the global market, beginning with moving into the sphere of education and then onto communication. (Yilmaz & Tekir, 2010) reaffirmed this, saying that proficiency in English gives people a competitive edge and is a prerequisite for entering the global market. The Indonesian Minister of Education and Culture's Decree No. 096/1967 further states that English is the

first foreign language that has to be taught in Indonesian schools. It is clear from the several viewpoints expressed above that learning English is a requirement for many individuals as it is an international language.

Anyone who wants to learn English needs to develop and possess these four talents. Speaking, writing, listening, and reading are some of these abilities. Reading is one of the most crucial abilities for learning English out of the four.

(Harmer, 2015) has stated that reading is a crucial ability for acquiring a language. Speaking, writing, and listening abilities are all crucial for language acquisition. Every person has to be able to read comprehension. Each person will be less likely to become stuck in misconceptions if they possess reading comprehension skills. Reading comprehension skills need to be developed beginning in school age. Given this, it makes sense that reading instruction begins in childhood and continues throughout maturity.

A challenge facing Indonesian English education is the low reading proficiency of the student body. Certain pupils find it challenging to comprehend English literature, particularly when it comes to reading comprehension. Some students still struggle to locate ideas in a text, and their lack of vocabulary mastery is the root cause of their understanding deficit. Furthermore, some students like engaging in class activities only to become bored. The majority of educators are unable to offer engaging reading exercises in the classroom. The pupils are unable to meet the required minimum level of reading achievement as a result.

There are several approaches to teaching reading. An English instructor

needs to be proficient in a certain tactic. The PQ4R approach (Preview, Question, Read, Reflect, Recite, and Review) is employed by one of them. One reading method is PQ4R, which consists of the following steps: Preview (where students read a synopsis of the text they have selected), Question (where students will formulate a question based on what they have read or learned), Read (where students read the text in its entirety), Reflection (where students consider or provide feedback to the teacher in person or via written communication), Recite (where students attempt to answer the questions on their own), and Review (where students and teachers engage in collaborative discussions while repeating or reviewing the text in its entirety).

This method is suggested as a treatment to enhance the student's reading comprehension, per the notion. The PQ4R approach can facilitate the teaching and learning of English in the classroom. This approach also incorporates active discussion tactics between professors and students throughout class. Perhaps one of the newest approaches for pupils is the PQ4R method. Whereas this approach outlines the previously mentioned steps in the

English learning process. It is envisaged that by following these procedures, the process of teaching and learning will function efficiently and harmoniously.

Students will find it challenging to implement the method without any instructional materials. To utilize it effectively, the author advises combining the PQ4R approach with the Seesaw application. In the classroom, teachers and students can collaborate on lessons using the Seesaw app. Teachers can use this application's functionality to send assignments in text, voice, or learning videos. Students can also access features in the form of document, audio, and video files in addition to capabilities for teachers. In order to help pupils comprehend the stories that the Seesaw application presents, the program also offers video illustrated stories.

The author is interested in carrying out a study named "The Effectiveness of PQ4R Method using Seesaw Application in Teaching Reading for Vocational High School" in light of the background information provided above. This research was intended to find out whether students taught the PQ4R approach with seesaw application in reading attain

better reading comprehension score than those taught the conventional method.

## **Materials and Method**

### **Material**

Reading is a means of communication for both the writer and the reader to comprehend what is written. One of the most crucial elements in determining a learner's linguistic competency in English as a foreign language is reading comprehension.(Yilmaz & Tekir, 2010) defines reading as a fluent process in which readers create meaning by fusing <sup>2</sup> information from a text with their own prior knowledge. Reading, according to <sup>9</sup> (Scott & Wilkinson, n.d.) is the process of deriving meaning from written material. It is a sophisticated talent that calls for the coordination of data from several connected sources.

Furthermore, reading proficiency is more crucial than other abilities for learners who studied English and used it everywhere in everyday communication. Additionally, it is a talent that helps with self-learning exercises. To obtain information or concepts from the act of communication, a reader must, nevertheless, have strong reading comprehension. Reading comprehension, according to (Siegel, 2018) entails much more than just how readers react to the

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text. Reading comprehension is a multifaceted, intricate process that incorporates factors specific to the text (text appeal, text type understanding), as well as those that readers bring to the text (prior knowledge, usage of strategies, etc.). Reading is an activity that involves obtaining information through several phases of the thought process, such as decoding, interpreting, and comprehending written materials in order to accomplish a particular goal, according to the definition given above.

### **Purpose of Reading**

Having learned the definitions of reading, we now need to understand why people read. Reading helps us learn more about topics we were previously ignorant of. In addition, we are able to comprehend what we have read. According to (Hedge, 2003), reading is beneficial for other reasons as well. For language learners, exposure to English of any kind—as long as they comprehend it—is beneficial.

Depending on the purpose above reading classified into some types of activities, they are as follows:

### **Intensive Reading**

According to (Harmer, 2015), students engage in intensive reading

when their teachers encourage them to read for general comprehension rather than obsessing over every word's meaning. Understanding the text is the main objective of focused reading. The use of translation ensures that students comprehend, and when students perform some of the translation work, the teacher can verify that students understand.

According to (Siegel, 2018), focused reading has six features. They are listed in the following order: First, reading aloud to students fosters the growth of active vocabulary. Second, the reading primarily involves the teacher. Third, language-related things are created. Thus, the goal of this reading is to employ language actively. Reading aloud counts as intensive reading, fifth. The final speech habits related to extensive reading are accent, stress, intonation, and rhythm correction.

### **Extensive Reading**

According to (Nation, 2009), when reading extensively, students should be engaged in what they are reading and focus more on understanding the text's content than on picking up its linguistic nuances. With this explanation, readers are forced to read a longer work in its entirety, which necessitates the capacity to comprehend each individual section

and how it contributes to the larger meaning which is typically read for personal enjoyment. It is clear from the previous sentence that reading extensively is a method of learning meaning-focused input. One method of improving understanding during fast reading is by the use of scanning and skimming strategies, both scanning and skimming strategies would help pupils read quickly and effectively.

Skimming is the process of focusing just on the most important concepts in non-fiction content. You can search for specifics in addition to the main themes when you skim while reading. Since the summary or conclusion may be found in the final few paragraphs of the book, the author can start by reading just the first sentence of each paragraph to get an idea of what is written.

Another helpful method to increase reading productivity is scanning. When an author scans, they merely look for a single fact or piece of information and don't read the entire manuscript. Finding crucial information in a text can be accomplished by readers who use the scanning reading approach, which is another way of reading slowly and attentively.

## **Descriptive Text**

A descriptive text is one that provides a detailed description of a person or an item. The term "description" has the following broad definition: A description is a sensory account of the appearance, sound, and flavor of something. Although description mostly concerns with visual experience, it also touches on other types of perception.

### **Generic Structure of Descriptive Text**

It explains the general linguistic structure and features of descriptive texts. Identification (which identifies the phenomena (person, place, or thing) that will be described) and description (which explains the pieces, attributes, common movement, characteristic, etc.) comprise the generic structure of descriptive texts.

### **Language Features of Descriptive Text**

Some linguistic characteristics of descriptive writing include : 1.) Unique Participant: possesses a certain item, is uncommon, and is the only one. *Pecut Garden, My School, Prambanan Temple, Uncle Topa*, etc. are a few examples. 2.) Using the adjective to elucidate the noun, like in the case of a lovely garden, a charming man, a well-known location in... The sentence pattern uses the simple present tense to convey the fact about

the object being described. This is the third usage of the tense. 4.) Action verbs: verbs indicating movement (e.g., run, sleep, walk, cut, etc.)

### **Definition of PQ4R**

For the purpose of teaching reading comprehension, a variety of language teaching techniques might be chosen. PQ4R is a suitable technique to enhance reading comprehension. PQ4R is a cooperative learning approach designed to help students better understand and retain the subject. Hayes defines PQ4R as an analytical reading process that guides students through a methodical examination of texts. The PQ4R method is one of the most well-known study strategies for assisting pupils in comprehending and remembering what they read. Six phases make up the PQ4R method: Preview, Question, Read, Reflect, Recite, and Review.

One must have a reservoir of knowledge regarding reading skills, and the PQ4R method is one additional method for improving reading efficacy. Because an effective method may draw students' attention in reading activities, it can help them enhance their ability. In order to improve their students' reading skills, teachers should be able to construct engaging lessons for their pupils.

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The PQ4R method (preview, question, read, reflect, recite, review) is a fundamental study approach that guides readers to ask, respond to, and consider questions as they read. According to the description given above, PQ4R is a method used to support learning processes in the classroom by helping pupils comprehend and retain what they read.

### **Step In Using PQ4R Method**

The fundamental justification for teaching reading is that, in addition to helping students understand texts and other materials better, reading helps them expand their vocabulary and learn new knowledge from what they read. We can select the most appropriate way to enhance reading comprehension, and the PQ4R method is one such method. The PQ4R method of teaching reading consists of six steps: preview, question, read, reflect, repeat, and review. Slavin described the following steps of the PQ4R method for students:

#### **1. Preview**

To gain an overview of the main issues and subtopics as well as the general organization of the content, swiftly scan or survey it. Take note of the headings

and subheadings, and make note of the topics you plan to read and learn about.

## 2. Question

Before you read the information, ask yourself some questions about it. Create new questions using headings and the 5W+H terms (who, what, why, where, when, and how).

## 3. Read

Go over the content. Avoid taking long, handwritten notes. Make an effort to respond to the query you asked before starting to read.

## 4. Reflect

By connecting the information to things you already know, connecting the text's subtopics to main ideas or principles, attempting to reconcile inconsistencies within the information, and applying the knowledge to problems the material suggests, you can attempt to comprehend and give meaning to the information that is presented.

## 5. Recite

By expressing points aloud and posing and responding to questions, you can practice recalling the material. To come up with those queries, you can make use of headings, italicized terms, and notes on important concepts.

## 6. Review

When pupils are still unsure of the answers, go over the content again and actively discuss it with them in the final phase.

### Advantages and Disadvantages of PQ4R

PQ4R has several benefits, including assisting individuals in determining their learning objectives. It concentrates students' attention, piques their curiosity, connects new ideas to previously learned topics, and improves comprehension. The following organizing approaches enable students to actively interact with the material as they read. PQ4R is simple to use and applicable to a wide range of academic texts.

PQ4R has some downsides, including the need to scan books and quickly read chapter elements including introductions, conclusions, and summary lines. It also demands the capacity to scan texts, which entails a thorough search for specific facts and instances. This method may be unsuitable for younger kids because it is challenging for them.

Opinions on the benefits and drawbacks of the PQ4R technique can be summarized as <sup>13</sup> the excess being utilized to review courses that can assist students enhance reading comprehension in English text, develop skills, and increase



curiosity about these subjects. And, due to the difficulties, students' books are not available in schools, and the number of pupils learning in class is so large that teachers are unable to guide students to their full potential.

### Seesaw Application

Seesaw is a learning platform that allows each student to keep a collaborative learning diary and gives the teacher the option of sharing knowledge with other students in the class. Teachers can also directly communicate text, photographs, videos, graphics, and links with students using iPhone, iPad, and Android apps.

Seesaw is a new platform for supporting learning activities, hence it is currently in development and has several flaws. Seesaw accepts assignments in a variety of file formats, but does not enable students to upload papers in Microsoft Word or PowerPoint formats. Furthermore, disruptions frequently occur when students approach the Seesaw start page and are unable to access the class.

### Step in Using Impress Seesaw Application

The processes to enroll in the digital seesaw class are as follows:

1. Seesaw registration, enter the seesaw web: "https:// web.seesaw.me/click "sign

up free"; or a seesaw class app obtained from the Google Playstore.

2. For the role of a teacher, click "I'm a teacher";

3. To sign up, enter your email address and password.

4. Fill up the information and click "created teacher account";

5. Click "I'm a student" for the student role, then input the class code and click "student sign up".

The steps to access the Seesaw digital class are as follows:

1. Log in to the teacher's account using your email address and password. After joining up, input the class access code, which should be copied and delivered to pupils.

2. The teacher creates each class based on the number of classes that will be taught.

3. Log in as a student at app.seesaw.me and select "I'm a student";

4. attend the student access code to attend the seesaw class;

5. To enter as a parent, pick "I'm family".

### Some Related Previous Studies

The purpose of the study is to determine if the PQ4R (Preview, Question, Read, Reflect, Recite, Review) technique, enhanced students' comprehension of what they read. The entire student body of SMP Negeri 1

Karang Baru, Aceh Tamiang, comprised the population. The 32 pupils that made up class IX-A served as the sample. To choose the sample, the researcher employed basic random sampling. To gather information, she carried out pre-, treatment-, and post-tests. The average pre-test score was found to be below the *KKM*, whereas the average post-test score exceeded the *KKM*. The gain was 21.09 points. It suggested that student achievement had improved. Additionally, the  $t_{test}$  analysis revealed that, with a degree of freedom (df) of 30, the  $t_{score} > t_{table}$ , or  $9.66 > 2.042$  at the significance level of 0.05. The alternative hypothesis ( $H_a$ ) is obviously accepted. This indicates that PQ4R is a successful reading instruction method. It was discovered that once the PQ4R technique was used in the teaching and learning process, the students' reading comprehension greatly improved. In other words, incorporating the PQ4R technique into the teaching process helps students become more proficient readers (Margareth, 2017).

In order to teach reading, this study aims to determine whether the following three things are true: (1) PQ4R Method is more effective than Direct Instruction Method; (2) students with

higher intelligence have better reading skills than students with lower intelligence; and (3) there is an interaction effect between teaching methods and students' intelligence. This study employed an experimental research methodology. A total of 24 students were included in this study: 24 in the experimental group and 24 in the control group. Tests were the research tool utilized to get the data for this investigation. The Tuckey test and multifactor analysis of variance 2x2 were used to analyze the data. The data's computation reveals that: (1) PQ4R is a more successful reading instruction approach than Direct Instruction; (2) students with higher IQs are more proficient readers than students with lower IQs; and (3) there is a relationship between students' IQ and teaching strategies when it comes to reading instruction (Christ et al., 2013).

The purpose of this study was to determine the impact of teaching reading using the PQ4R Method. One method that has been suggested as being effective in helping pupils improve their reading comprehension is the PQ4R method. PQ4R is a six-step procedure that includes reading, reflecting, reciting, previewing, questioning, and reviewing.

This study uses an experimental design with a quantitative method. Two variables are present: Both independent and dependent variables PQ4R method as the independent variable and students' reading comprehension scores as the dependent variable. Second grade students at SMPN 11 Pekanbaru were chosen as research subjects. The data obtained was then analyzed using SPSS version 20. The results of the analysis showed that of the 40 students, there were 34 students (85%) who were included in the very good category and 6 students (15%) who were included in the good category. In other words, researchers can say that the Reading Comprehension of second grade students at SMPN 11 Pekanbaru is in the Very Good Category (Gustryana Nadya, 2010)

## METHOD

This study employs an experimental research design. This is quantitative study since it deals with a specific amount of variables and data. The data used in this study is interval data in the form of students' English reading test scores on descriptive texts. The study aimed to compare the effectiveness of the PQ4R method with Seesaw Application in the experiment group to the control group utilizing the Grammar Translation

Method. Meanwhile, this study is quasi-experimental, with a non-randomized control group pretest and post-test design.

This study was conducted to determine the effectiveness of two teaching methods, the PQ4R method using the Seesaw Application and the conventional way, in the teaching and learning of reading. In the experiment group, the researcher served as the teacher, administering the PQ4R using the Seesaw Application; in the control group, the researcher just administers the pretest and post-test. One class, the control group was taught conventionally, whereas the experiment group was taught utilizing the PQ4R with the Seesaw application.

Table 1. Non-Randomized Control Group Pretest And Post-Test Design

Group	Pretest	Treatment	Post-test
Experimental Group	Y1	X	Y2
Control Group	Y2	-	Y2

Description:

**Y1:** Pretest (Test is given before treatment)

**Y2:** Post-test (Test is given after treatment)

**X:** the class was taught Using PQ4R Method

<sup>35</sup> The variables in this study are independent variables (teaching strategies) and dependent variables (students' English comprehension in reading competence).

## <sup>2</sup> Variable of Research

According to (Ary, 2010) a variable is a construct or trait that can have many values or scores. In this study, just two variables were observed: independent variable and dependent variable. The independent variables are cooperative script and traditional technique, and the dependent variable is the use of PQ4R to calculate the score at the end of the therapy using those two teaching methods.

## Procedure of Research

Data is obtained using a variety of ways. First, before teaching the class, the researcher visited with the first-year teacher to inquire about the book or material, the approach she used, the challenges that existed in the class, and the student's interest in English. Second, entered the classroom and began teaching the kids. Third, she administered pre-tests to both classes. The test was administered before teaching students the new procedure. The results will be examined to determine whether there is a difference between the two methods. Fourth, the class is taught, and they are given an

explanation of the subject that will be delivered to ensure that it is clear and understandable. Finally, she administered a post-test to the students after teaching the standard approach and the PQ4R method. It is held to determine the student's ability and success in absorbing the contents presented in class. Finally, the score will be analyzed.

## <sup>9</sup> Subject of The Research

The research subjects were the first year students of *SMK Muhammadiyah 1 Kota Blitar* who received English lessons in the second semester. There were two classes chosen: <sup>37</sup> control group and experimental group. Group 1 is an experimental group of 20 students taught using the PQ4R Method to improve reading comprehension, and Group 2 is a <sup>22</sup> control group of 20 students taught using the conventional method.

## Instrument of Research

During the investigation, the variable was measured using an English reading exam. The test consists of multiple-choice questions. The test material was drawn from an English book on the subject. The test is administered before and after students are treated using the PQ4R approach using the Seesaw Application in the experiment group, while the control group is treated

with conventional method. According to (Ary, 2010), two key principles that researchers must understand when using measuring instruments are validity and reliability.

### Validity

(Ary, 2010) have defined validity as the extent to which test results allow for meaningful and suitable interpretations. Recent views on validity focus not on the instrument itself, but on the interpretation and meaning of the scores obtained from it. There are several types of validity, including content validity, face validity, concurrent validity, and predictive validity.

To determine the logical validity of the test, the researcher employed content validity. The researcher conducted the test using the handbook and a possible book used at *SMK Muhammadiyah 1 Kota Blitar*.

The researcher uses Factorial Analysis to determine the test's validity. This research shows that the scores of each number on the test are connected with the total scores. The researcher then uses Pearson Correlation to assess test validity and Cronbach Alpha to assess the reading test's reliability.

### Reliability

A measuring instrument's reliability is the degree to which it consistently measures what it is measuring. This reliability is critical in any type of measurement because it refers to the consistency of the score for the same individual (Ary, 2010). The researcher utilizes the Spearman Brown formula to calculate the test's reliability. Before computing Spearman Brown, the researcher connects the data using the split half technique and the Pearson Product Moment algorithm. After collecting the coefficient correlation of the two halves of the scores, the researcher applies the Spearman Brown formula to calculate the test reliability index.

### Method of Collecting Data

The term "method of collecting data" refers to how data about research variables is obtained. The data were collected using a test. This study used multiple choice assessments. These examinations were meant to assess the student's mastery of English. The researcher obtained the results from the students using multiple choice test items that met the validity and reliability tests.

The researcher prepared 25 items. Each of them contains four possibilities, one of which is the correct answer and

the rest are destructors. Before administering the test to the experiment and control groups, it was tested on other students who were not involved in the actual treatment to determine its validity and reliability.

Before teaching the descriptive text content, the teacher administered a pretest to both the control and experimental groups. The major goal of the pre-test was to determine the pupils' ability.

The treatment of the design technique is quasi-experimental, in which we compare two groups and give each group a distinct treatment. For this study, two groups were taught using two methodologies. The first group of students was taught using the PQ4R Method as an experimental group, while the second group was taught using conventional method as a control group.

After administering therapy to two groups, the researcher conducted a post-test. The researcher's goal in administering the post-test was to look into how both methods affected the students' reading comprehension scores. Finally, the post-test scores were analyzed.

#### **Pre-Test**

Before teaching the topic using the PQ4R approach, the researcher conducted a pretest to both groups. The major goal of this stage is to determine the prior

knowledge in reading skills of first-year students of *SMK Muhammadiyah 1 Kota Blitar*, namely in two groups that will be inspected and watched. The pretest is administered using 25 multiple-choice questions.

#### **Treatment**

The goal of the quasi-experimental study was to determine the influence of different teaching methods on the control and experimental groups. The two selected groups were instructed in distinct ways. The experimental group was taught using the PQ4R method with the Seesaw application, whereas the control group was taught using a conventional method.

#### **Post-Test**

The researcher's goal in conducting the post-test was to assess the influence of both approaches on the student's comprehension of reading skills. Finally, the post-test scores are analyzed.

#### **Techniques For Analysing Data**

Because a non-randomized pretest post-test control group design was used in this study, the researcher used the ANCOVA formula to prove the hypothesis, as suggested by (Pallant, 2010) who states that ANCOVA can be used when you have a two-group pretest/post-test design (e.g., comparing the impact of two different interventions, taking before and after group measures). Furthermore,

he claims that pretest scores are used as a covariate to account for preexisting disparities between groups.

ANCOVA is especially useful when researchers are unable to randomly assign subjects to different groups and must instead rely on existing groups. Because these groups may differ on a variety of characteristics, ANCOVA can be employed to try to mitigate some of these discrepancies. To obtain reliable and correct data, the researcher calculated it using SPSS for Windows version 20.

## Research Result and Discussion

### Research Result

Prior to performing an ANCOVA, the researcher tested two assumptions: the homogeneity of regression slopes and the linearity of the link between the pretest as a covariate and the post-test as the dependent variable.

#### Linearity Testing

The following is the outcome of the researcher's computation of the data using SPSS.20 to determine the testing of linearity:

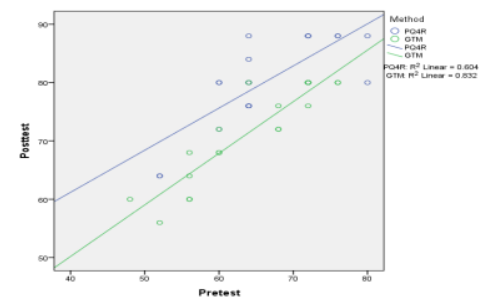


Figure 1. graphic of linearity

According to (Pallant, 2010), you might want to think twice about using this covariate if you discover a curvilinear association. It can be concluded that the assumption of linearity is not broken because the scatter plots for each group in the preceding picture demonstrate a linear (straight-line) relationship rather than a curved one.

The two lines in graphic above represent the experimental and control groups, respectively. The experimental group, represented by the blue line, is choral reading; the control group, represented by the green line, is the grammatical translation technique. Y is the measure of the dependent variable (post-test), and X is the independent variable (pre-test). Readers can determine whether there is a positive or negative association between two variables by looking at the scatter plot. Which way, upward or downhill, would a line drawn between the points point if it were drawn from left to right? A positive correlation is indicated by an upward trend, whereas a negative correlation is suggested by a downward line.

### Examining the Regression of Homogeneity

Test of Between-Subject Effects,

Table 2. Examinations of Effects Between-Subjects

Dependent Variable: Posttest						
Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	5779.3 <sub>a</sub>	3	1926.4	405.549	0	0.971
Intercept	134.05 <sub>6</sub>	1	134.05	28.221	0	0.439
Method * Pretest	10.454	1	10.454	2.201	0.147	0.058
Method	18.693	1	18.693	3.935	0.055	0.099
Pretest	5388.3 <sub>3</sub>	1	5388.3	1134.324	0	0.969
Error	171.00 <sub>9</sub>	36	4.75			
Total	184440	40				
Corrected Total	5950.4	39				

The interaction between the covariate and the factor (independent variable) in the dependent variable's prediction is assessed by testing the homogeneity of regression slopes. If the interaction is substantial, then ANCOVA should not be performed because the results are meaningless. According to (Pallant, 2010), an interaction is statistically significant and indicates a violation of the assumption if the significance level for the interaction is less than or equal to 0.05. Based on the aforementioned data from the method pretest, the significant value is 0.147, meaning

it is higher than 0.05. It has been demonstrated that the regression slope's homogeneity assumption is upheld. On the basis of this discovery, ANCOVA analysis can move forward.

Table 3. Levene's Error Variance Equality Test

Dependent Variable: Post-test			
F	df1	df2	Sig.
0.713	1	38	0.404

Levene's test is used to check whether the assumption of equality of variance is violated or not. If the significant value is greater than 0.05 then the variance is homogeneous, conversely if this value is less than 0.05 then it is proven that the variance is not homogeneous (Pallant, 2010). In this calculation the variance is very homogeneous therefore the assumption of equality of variance is approved, because the significance value is 0.404 and this is much greater than 0.05.

One-Way Analysis of Covariance

Table 4. One-Way Analysis of Covariance Test of Between-Subject Effects

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	2474.338 <sub>a</sub>	2	1237.169	69.182	0	0.789
Intercept	326.481	1	326.481	18.257	0	0.33
Method	461.172	1	461.172	25.789	0	0.411
Pretest	1699.938	1	1699.938	95.06	0	0.72



Error	661.66 2	37	17.883			
Total	234176	40				
Correct ed Total	3136	39				

The calculation results show that,  $F(1,37) = 25.789$ ,  $P 0.000 < 0.05$ . Therefore, the experimental and control groups differed significantly.

Tabel 5. The Mean Score of PQ4R and Conventional Method

Dependent Variable: Posttest				
Method.	Mean.	Std. Error.	95% Confidence Interval.	
			Lower Bound.	Upper Bound.
PQ4R.	79.433 <sup>a</sup>	0.951	77.506	81.359
Conventional.	72.567 <sup>a</sup>	0.951	70.641	74.494

The results of the analysis show that the Marginal Average Estimate is 79.433 for students taught using the PQ4R method, and 72.567 for students taught using the Conventional method. Based on these estimates, the alternative hypothesis which states that students taught using the PQ4R method are better at improving reading comprehension than those taught using the conventional method has been proven.

#### Discussion

- 1) The Effect of Using PQ4R (Preview, Question, Read, Reflect, Recite, Review) Strategy on EFL Students' Reading

Comprehension Achievement. It was discovered that once the PQ4R technique was used in the teaching and learning process, the students' reading comprehension greatly improved. In other words, incorporating the PQ4R technique into the teaching process helps students become more proficient readers (Margareth, 2017).

- 2) The Effect Of Preview, Question, Read, Reflect, Recite & Review (Pq4r) Strategy On Students' Readingcomprehension Ability On Narrative Text of Thesecond Year Students' Of Smpn 11 Pekanbaru

The results of the analysis showed that of the 40 students, there were 34 students (85%) who were included in the very good category and 6 students (15%) who were included in the good category. In other words, researchers can say that the Reading Comprehension of second grade students at SMPN 11 Pekanbaru is in the Very Good Category (Gustryana Nadya, 2010)

- 3) The Effectiveness of Using PQ4R Method on Teaching Reading Viewed From Students' Intelligent Quotient (IQ)

It was discovered that once the PQ4R technique was used in the teaching and learning process, the students' reading comprehension greatly improved. In other words, incorporating the PQ4R technique into the teaching process helps students become more proficient readers (Margareth, 2017).

The latest study entitled <sup>4</sup> **The Effectiveness of Preview, Question, Read, Reflect, Recite, And Review (PQ4R) Method With Seesaw Application In Teaching Reading For Vocational High School** has discovered that <sup>7</sup> **Preview, Question, Read, Reflect, Recite, And Review (PQ4R) Method With Seesaw Application** are better at improving reading comprehension than those taught using the conventional method. The recent study has absolutely corroborated previous Research showing <sup>38</sup> **the effectiveness of PQ4R when used in the teaching reading**

### **Conclusion**

The teaching reading using <sup>7</sup> **Preview, Question, Read, Reflect, Recite, And Review (PQ4R) Method With Seesaw Application** has really significant power and give positive impact in improving the students' reading comprehension skill.

### **Suggestion**

<sup>1</sup> **Based on the above conclusion, the**

authors **would like to offer some recommendations:**

<sup>1</sup> **First and foremost, an English teacher should be able to employ effective teaching**

**methods and media to pique students' enthusiasm in learning English, particularly in reading. In order to apply instructional tactics that are based on the delivery of the information, teachers must continue to expand their creative and innovative abilities. As in this study, the researcher looks into the use of the PQ4R method combined with Seesaw Application as the teaching media in teaching** <sup>1</sup> **reading in order to see how well it should be applied. The PORPE method combined with Kahoot helped students organize their thoughts, think in both subject and language, and capture the reader's interest, which resulted in a significant improvement in the students' scores when it was used.**

Second <sup>1</sup> **Because this study is still far from perfect, it is advised that future researchers—especially those who are interested in conducting research and have the same problem—use this study as a reference. Researchers can use the PQ4R method in conjunction with Seesaw Application to improve students'**

comprehension skill, at different school and level.

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