

ABSTRAK

EFEKTIVITAS PENERAPAN STRATEGI *PQ4R* TERHADAP KEMAMPUAN MEMBACA PEMAHAMAN TEKS BAHASA INGGRIS SISWA SEKOLAH DASAR

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Kesulitan siswa memahami teks bahasa Inggris disebabkan oleh strategi membaca yang diterapkan guru tidak efektif dan keterbatasan *vocabulary* siswa. Strategi *PQ4R* dapat menjadi solusi karena merupakan strategi elaborasi yang meliputi, peninjauan terhadap teks (*preview*), membuat pertanyaan (*question*), membaca intensif (*read*), menghubungkan dengan pengalaman (*reflect*), menyatakan butir penting (*recite*) dan membaca kembali teks bacaan (*review*), dalam suatu kesatuan kegiatan membaca pemahaman. Penelitian ini dilaksanakan untuk mendeskripsikan kemampuan membaca pemahaman siswa sebelum dan setelah menggunakan strategi *PQ4R*, serta mendeskripsikan efektivitas penerapan strategi *PQ4R* terhadap kemampuan membaca pemahaman teks bahasa Inggris siswa sekolah dasar. Penelitian ini menggunakan metode *Pre-Experimental Design*. Sampel dalam penelitian ini yaitu siswa kelas V A SDN Galunggung yang berjumlah 29 orang, terdiri dari 15 orang siswa laki-laki dan 14 orang siswa perempuan. Teknik pengumpulan data yang digunakan adalah teknik tes tertulis membaca pemahaman teks deskriptif bahasa Inggris pada *pre test* dan *post test*, serta observasi pembelajaran menggunakan strategi *PQ4R*. Instrumen penelitian berupa soal objektif sebanyak 20 nomor soal dan lembar observasi pembelajaran dengan strategi *PQ4R*. Hasil pengolahan dan analisis data, menunjukkan kategori membaca pemahaman sebelum menggunakan strategi *PQ4R* tergolong kategori tinggi dengan rata-rata skor sebesar 12,93. Kategori membaca pemahaman setelah menggunakan strategi *PQ4R* tergolong kategori sangat tinggi dengan rata-rata skor sebesar 17,72. Hasil penghitungan rata-rata normal gain skor *pre test* dan *post test*, diperoleh 0,73, tergolong kategori peningkatan cukup efektif. Hasil uji komparasi skor *pre test* dan *post test* diperoleh *sig.(2-tailed)* sebesar $0,000 < \alpha$ (0,05), artinya ada perbedaan signifikan antara skor *pre test* dan *post test*. Berdasarkan pada proses pembelajaran, penghitungan rata-rata normal gain, dan uji komparasi skor *pre test* dan *post test*, dapat ditarik kesimpulan bahwa efektivitas penerapan strategi *PQ4R* terhadap kemampuan membaca pemahaman tergolong efektif. Penerapan strategi *PQ4R* pada pembelajaran membaca pemahaman bahasa Inggris di sekolah dasar berdampak positif terhadap kemampuan membaca pemahaman siswa. Dengan demikian, strategi *PQ4R* dapat diaplikasikan dalam pembelajaran membaca pemahaman teks bahasa Inggris.

Kata Kunci : strategi *PQ4R*, membaca pemahaman, teks bahasa Inggris

ABSTRACT

THE EFFECTIVENESS OF PQ4R STRATEGY IMPLEMENTATION TOWARD ELEMENTARY SCHOOL STUDENT'S READING ENGLISH TEXT COMPREHENSION ABILITY

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Student's difficulties to understand the English text is caused by the teachers who apply reading strategies ineffective and the limitation of student's vocabulary. PQ4R strategy can be a solution because it is an elaboration strategy that includes, a review of the text (preview), making the question (question), intensive reading (read), connecting with the experience (reflect), stated an important point (Recite) and read back text reading (review), in a unity of reading comprehension. This study was conducted to describe the ability of reading comprehension of students before and after using PQ4R strategy, and to describe the effectiveness of PQ4R strategy implementation toward elementary school student's ability of reading english text comprehension. This study uses the Pre-Experimental Design. The sample in this study is the class VA's students of SDN Galunggung who totaled 29 people, consisting of 15 male students and 14 female students. Data collection techniques were used technical written test reading comprehension of English descriptive text on the pre-test and post-test, as well as observation of learning use PQ4R strategy. The research instrument were used is objective matter as much as 20 numbers and the observation sheet of learning PQ4R strategy. The results of the processing and analysis of data, indicate the category of reading comprehension strategies before using PQ4R relatively high category with an average score of 12.93. Categories of reading comprehension after using strategies belonging to the category of very high PQ4R with an average score of 17.72. The calculation results of the normal average gain score of pre-test and post-test, obtained 0.73, an increase category classified quite effective. The results of comparison test scores pre-test and post-test is obtained sig. (2-tailed) of $0.000 < \alpha (0.05)$, it means that there is a significant difference between the scores of pre test and post test. Based on the learning process, the calculation of the normal average gain, and a comparison test scores pre-test and post-test, it can be concluded that the effectiveness of PQ4R strategy implementation toward elementary school student's ability of reading english text comprehension relatively effective. The application of learning strategies in reading comprehension PQ4R English in elementary school give a positive impact on students' reading comprehension ability. Thus, PQ4R strategy can be applied in teaching reading comprehension of English texts.

Keywords: PQ4R strategy, reading comprehension, English text