


The Influence of the PQ4R Learning Model on the Ability to Identify Procedural Texts of Grade VII Students of MtsN 6 Padang

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ARTICLE INFO	ABSTRACT
<p>Keywords:</p> <p>Learning model Procedure text PQ4R</p> <hr/> <p>Article history:</p> <p>Received 2023-03-16 Revised 2023-04-18 Accepted 2023-05-29</p>	<p><i>This research is motivated by the low ability of students in identifying procedural texts. The purpose of this study was to describe the effect of the PQ4R learning model on the ability to identify procedure texts. This type of research is quantitative, with experimental methods. The instrument used is an objective test. The results of this study are as follows. First, the level of ability to identify procedure texts without using the Cooperative learning model Type PQ4R VII graders at MTsN 6 Padang obtained an average score of 71.20 with a classification of 66-75%, which is more than adequate (LdC). Second, the level of ability to identify procedure texts using the Cooperative learning model Type PQ4R VII graders at MTsN 6 Padang obtained an average score of 79.76 with a classification of 76-85%, which is good (B). Third, from the results of data analysis that has been done that the use of the PQ4R Type Cooperative learning model has a significant effect on increasing the ability to identify procedure texts, it can be seen that the alternative hypothesis (H1) is accepted at a significant level of 95% and $dk = n-2$ because $t_{count} > t_{table}$ ($5.78 > 1.66$). In other words, there is an effect of using the PQ4R Type Cooperative learning model on the ability to identify procedural texts for class VII MTsN 6 Padang students.</i></p> <p style="text-align: right;"><i>This is an open access article under the CC BY-NC-SA license.</i></p>
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INTRODUCTION

The curriculum used in the Indonesian education system is the 2013 curriculum. In the 2013 curriculum, learning Indonesian is text-based. Text is an arrangement of words written up to become several paragraphs that are used to convey information. One of the texts that must be mastered by seventh grade junior high school students in the 2013 curriculum is procedural text. Darmawati (2014:15) explains that procedural text is a type of text that shows and describes a process in making or operating something. The process of making or operating something is done through systematic or regular steps. The steps in the procedure text must be carried out so that an action can be carried out properly. In procedural text, the steps are a sequence that usually cannot be changed. The first step determines the next steps. Procedure text is a text that describes the steps for carrying out an activity or using a tool. Procedure text is used so that the reader does according to a predetermined procedure.

This procedural text learning is listed in the 2013 curriculum (K-13) in the 3rd Core Competency (KI), namely "Understanding, factual knowledge, conceptual, procedural) based on

curiosity about science, technology, art, culture related to phenomena and events eye patch. Furthermore, it is described in Basic Competency (KD) 3.5, namely "Identifying the structure of procedural texts about how to do something and how to make it (how to play regional musical instruments/dance, how to make local culinary specialties, etc.) from the various sources that are read and heard". Identifying is the process of looking for, finding and studying something you want. Through identifying, being able to identify and distinguish components or structures. The function of identifying is to measure one's understanding of what one wants. Identifying is very closely related to reading skills, where to be able to identify the structure and language of a text one must first read carefully to identify the structure and language of the text. Reading is a process that is carried out and used by the reader to get the message the writer wants to convey through the medium of words or written language. By reading so that you can get some information.

Based on the results of interviews with the Indonesian teacher, Agug, S.Pd, on 22 February 2022 at MTsN 6 Padang, information was obtained that in learning to identify procedure texts several problems were found, namely the following. First, students do not understand procedural text learning because students lack focus/concentration when the teacher is explaining the material. Second, the low interest of students in paying attention to the teacher explaining the subject matter, so that when given assignments students tend to copy friends' assignments, because they forget the material that has been explained. Third, the average student's ability to accept the material taught by the teacher still cannot meet the assessment criteria. There are still many students who do not understand and are less skilled in identifying procedure text. In addition to interviews with teachers, interviews were also conducted with thirty class VII students of MTsN 6 Padang. Some information was obtained, namely first, students had difficulty determining the linguistic structure of procedural texts, because students did not understand the procedural text material. Second, students have difficulty identifying procedural texts, because for students learning to identify is more difficult because they tend to make mistakes in determining the structure and language of procedural texts. Third, students prefer writing rather than identifying activities. Fourth, students do not understand the structure and language of procedural texts.

Based on the information found during interviews with subject teachers and students, related to learning to identify the structure and language of procedural texts at MTsN 6 Padang, the teacher needs to design and implement an appropriate learning model to use and apply in learning to identify procedural texts so that learning objectives can be achieved. One of the learning models that can be applied in learning to identify the structure and language of procedural texts is the application of the Preview, Question, Read, Reflect, Recite and Review learning model, which is then abbreviated as PQ4R because this PQ4R learning model teaches students to know their ability to understand something. learning material that has been taught. Agus (2013:107-108) states that the PQ4R method is a method created by Thomas & Robinson, which stands for Preview, Questions, Read, Reflect, Recite, Review. The PQ4R technique, according to Anderson, is essentially a question-and-answer generator that can stretch.

METHODS

This type of research is quantitative research using experimental methods. According to Sugiyono (2016: 6) the experimental method can be interpreted as a research method used to look for the effect of certain treatments on others under controlled conditions. The research design is a posttest only control design. The sampling technique in this study was purposive sampling. Sugiyono (2016: 85) purposive sampling is a sampling technique with a consideration. The instrument used in this

study is an objective test. In connection with the opinion of Nurgiyantoro (2001:75) objective tests are called short answer tests. An objective test with five answer choices (A, B, C, and D) was used to collect data on the ability to identify procedural texts for class VII MTsN 6 Padang. The objective test given to the students is structured based on predetermined indicators, namely identifying structures, and identifying language rules. The following is a grid of testing the ability to identify procedural text.

Table 1. Test Problem Grid Identifying Procedure Text

NO	Indicator	Items (objective)	Number of Questions
1	Title	5, 10, 15, 21, 31, 35, 40, 48	8
2	Goals	1, 7, 19, 27, 36, 41, 44, 47, 50	9
3	Materials or tools	3, 9, 18, 20, 34, 38, 42, 46	8
4	Stages or procedures	4, 6, 11, 13, 24, 26, 29	7
5	Numbering sequence of activities	14, 25, 33, 43, 45, 49	6
6	command words (Imperative)	2, 8, 16, 22, 30, 27, 32, 37, 39	9
7	Words Explain Conditions	12, 17, 23	3
Total			50

Furthermore, to determine the ability of the instrument to identify the procedure text, the following will explain the validity of the items and the reliability of the test instrument trials. First, to find out whether the test is valid or not, item validity is used. Second, to determine the level of confidence, accuracy or reliability of the objective test used test reliability. After the data has been collected, data analysis is carried out. The steps in identifying this research data are as follows. First, checking the results of the test identifies the structure and language of the procedural text that students have worked on according to the aspects being assessed and student answers are checked against the answer keys provided. Second, determine the value of each sample. Third, the raw score is recorded. Scoring is absolute, a score of 0 for an incorrect answer and a score of 1 for a correct answer. To process scores into values, the following formula is used. Information: $N = SM$ satisfaction level = score obtained $SI =$ score to be achieved in a test S Max = score used Fourth, grouping the ability to identify the structure and language of procedural texts for class VII MTsN 6 Padang students without and with using the PQ4R learning model based on the standard used, namely the following 10 scale.

Table 2 Benchmark Calculations with Scale Percentage Calculations 10

No	Mastery Level Change	Value Score 10	Qualifications
1	96-100%	10	Perfect
2	86-95%	9	Very Good
3	76-85%	8	Good
4	66-75%	7	Enough
5	56-65%	6	Moderate
6	46-55%	5	Very Moderate
7	36-45%	4	Less
8	26-35%	3	Very Less
9	16-25%	2	Bad
10	0-15%	1	Very Bad

(Nurgiantoro, 2001:181)

Fifth, determine the average value of calculating the ability to identify the structure and language of class VII students of MtsN 6 Padang without and by using the PQ4R learning model based on arithmetic averages. According to Abdurahman and Ellya Ratna (2003: 276) a formula can be used to find the average - the calculated average is as follows:

$$M = \frac{\sum FX}{N}$$

Information:

M = mean

F = frequency

X = score

N = number of samples

Sixth, make a histogram of the ability to identify the structure and language of procedural text for class VII students of MTsN 6 Padang VII, carry out normality tests and homogeneity tests. Ninth, discussing data analysis and concluding research results. The value of $t_{count} > t_{table}$, and a significance of 0.05. On the other hand, if the t_{count} is $< t_{table}$ and the significance is 0.05, the hypothesis in this study can be declared rejected.

FINDINGS AND DISCUSSION

Results

1. Ability to Identify Procedure Text without Using the PQ4R Type Cooperative Learning Model in Class VII MTsN 6 Padang in General

The scores obtained from the ability to identify indicator procedural text ranged from 60.6 to 84.84. In full, there are 2 students who get a score of 60.6, and 3 students who get a score of 63.63. Students who got a score of 66.67 were 6 students, students who got a score of 69.69 were 5 students, students who got a score of 72.72 were 7 people, students who got a score of 75.75 were 4 people, students who got a score 78.78 as many as 3 people, students who scored 84.84 as many as 2 students. In accordance with the data analysis technique, the next step is to determine the average arithmetic ability to identify the procedural text of class VII MTsN 6 Padang without using the PQ4R Type Cooperative learning model. The determination of the arithmetic average can be seen in the following table.

Table 3 Frequency Distribution of the Ability to Identify Procedure Text without Using the PQ4R Type Cooperative Learning Model for Class VII MTsN 6 Padang

No	X	F	FXI
1	60,6	2	121,2
2	63,63	3	190,89
3	66,67	6	400,02
4	69,69	5	348,45
5	72,72	7	509,04
6	75,75	4	303
7	78,78	3	236,34
8	84,84	2	169,68
		32	∑x 2278,62

After that, the average value of students is calculated using the following formula.

$$M = \frac{\sum fx}{n} = \frac{2278,62}{32} = 71.20$$

Based on the data above, the average count (M) is 71.20. So it was concluded that the level of mastery of the ability to identify procedural texts without using the PQ4R Type Cooperative learning model for class VII students of MTsN 6 Padang as a whole is at the mastery level of 66–75% with more than sufficient qualifications (LdC).

Table 7 Grouping the Ability to Identify Procedure Text without Using the PQ4R Type Cooperative Learning Model for Class VII MTsN 6 Padang

No	Level of Mastery	Qualification	Frequency	Percentage (100)
1	96-100%	Perfect	0	0
2	86-95%	Very Good	0	0
3	76-85%	Good	5	15,62
4	66-75%	More than Enough	22	68,75
5	56-65%	Enough	5	15,63
6	46-55%	Almost Enough	0	0
7	36-45%	Less	0	0
8	26-35%	Very Less	0	0
9	16-25%	Bad	0	0
10	0-15%	Very Bad	0	0
Total			32	100

The next step is to make a qualifying diagram for the ability to identify procedural text without using the PQ4R Type Cooperative learning model as a whole can be seen in the following diagram.

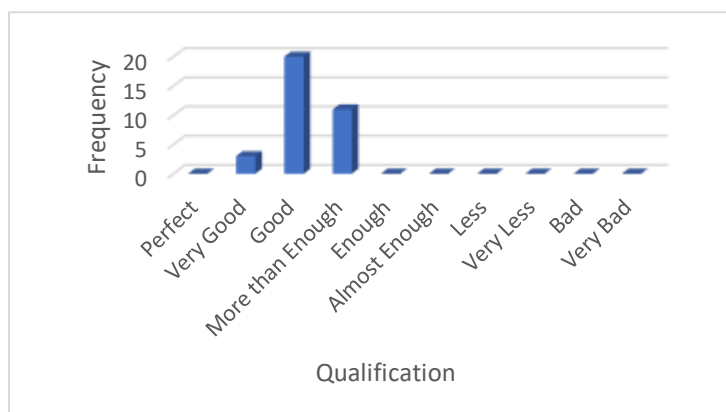


Figure 1 Ability to identify procedure text without using the PQ4R Type Cooperative learning model for class VII MTsN 6 Padang

2. Ability to Identify Procedure Text after Using the PQ4R Type Cooperative Learning Model in Class VII MTsN 6 Padang in General

The scores obtained for the ability to identify indicator procedural text ranged from 66.67 to 93.93. In full, students who got a score of 66.67 were 2 students, students who got a score of 69.69 were 2 students, students who got a score of 72.72 were 2 people, students who got a score of 75.75 were 5 people, students There were 8 students who obtained a score of 78.78, 5 students who obtained a score of 81.81, 7 students who obtained a score of 84.84, and 3 students who obtained a score of 93.93. In accordance with the data analysis technique, the next step is to determine the average arithmetic ability to identify the procedural text of class VII MTsN 6 Padang using the PQ4R Type Cooperative learning model. The determination of the arithmetic average can be seen in the following table.

Table 8 Frequency Distribution of the Ability to Identify Procedure Text After Using the PQ4R Type Cooperative Learning Model for Class VII MTsN 6 Padang in General

No	X	F	FXI
1	66,67	2	133,34
2	69,69	2	139,38
3	72,72	2	145,44
4	75,75	5	378,75
5	78,78	8	630,24
6	81,81	5	409,05
7	84,84	7	593,88
8	93,93	3	281,79
		34	∑x 2711,87

After that, the average value of students is calculated using the following formula. = 79.76 Based on the data above, the average count (M) is

$$M = \frac{\sum fx}{n} = \frac{2711,87}{34} = 79.76.$$

So it was concluded that the level of mastery of the ability to identify procedural text Using the PQ4R Type Cooperative learning model, class VII students of MTsN 6 Padang as a whole are at a mastery level of 76–85% with good qualifications (B). The next stage is qualifying the ability to identify procedural text based on a scale of 10 which can be seen in the following table.

Table 9 Grouping Ability to Identify Procedure Text Using Cooperative Learning Model Type PQ4R

Class VII MTsN 6 Padang Level

No	Mastery	Qualification	Frequency	Percentage (100)
1	96-100%	Perfect	0	0
2	86-95%	Very Good	3	8,83
3	76-85%	Good	20	58,82
4	66-75%	More than Enough	11	32,35
5	56-65%	Enough	0	0
6	46-55%	Almost Enough	0	0
7	36-45%	Less	0	0
8	26-35%	Very Less	0	0

9	16-25%	Bad	0	0
10	0-15%	Very Bad	0	0
Total			34	100

The next step is to make a qualifying diagram for the ability to identify procedural text using the PQ4R Type Cooperative learning model as a whole can be seen in the following diagram.

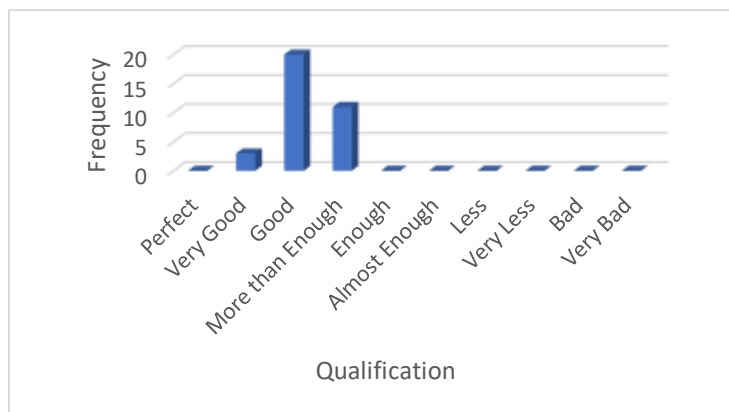


Figure 2. Ability to identify procedure texts using the PQ4R Type Cooperative learning model for class VII MTsN 6 Padang in general

DISCUSSION

Based on the results of the research data analysis conducted, it is known that there is a significant effect of using the PQ4R Type Cooperative learning model on the ability to identify the structure and language of procedural texts. This is evidenced by the results of the study which showed that the value of $t_{count} (5.78) > t_{table} (1.66)$, so that the alternative hypothesis is accepted. Based on the value of the ability to identify procedure text class VII MTsN 6 Padang using the PQ4R Cooperative learning model in learning better than without using the model

PQ4R Type Cooperative learning in identifying procedure text. This is evident from the average value of calculating the ability to identify procedure text without using the PQ4R Type Cooperative learning model which is more than adequately qualified with the acquisition of an average score of 71.20. It can be concluded that class VII students of MTsN 6 Padang without using the PQ4R Type Cooperative learning model still do not understand the material well. Meanwhile, the average score of the ability to identify the structure and language of procedure text using the PQ4R Cooperative learning model qualifies in the good category with an average score of 79.76.

So it can be seen that the use of the PQ4R Type Cooperative learning model can improve students' identifying abilities. Shoimin (2014: 129) states that the PBL learning model trains and develops the ability to solve problems that are oriented to authentic problems from students' actual lives, to stimulate higher-order thinking skills. Conditions that must be maintained are conducive, open, negotiation and democratic atmosphere. So that by using the PQ4R Type Cooperative learning model students can master the procedural text well and produce maximum results.

CONCLUSION

Based on the results of data analysis and discussion in Chapter IV, the following three conclusions can be drawn. First, the level of ability to identify procedure text without using the PQ4R Type Cooperative learning model for class VII students of MTsN 6 Padang obtained an

average score of 71.20 with a classification of 66-75%, which is more than enough (LdC). Second, the level of ability to identify procedure text using the PQ4R Type Cooperative learning model for class VII MTsN 6 Padang obtained an average score of 79.76 with a classification of 76-85%, namely good (B). Third, from the results of the data analysis that has been carried out that the use of the PQ4R Type Cooperative learning model has a significant effect on being used in increasing the ability to identify procedural texts, it can be seen that the alternative hypothesis (H1) is accepted at a significant level of 95% and $dk = n-2$ because $t_{count} > t_{table}$ ($5.78 > 1.66$). In other words, there is an effect of using the PQ4R Cooperative learning model on the ability to identify procedural texts for class VII MTsN 6 Padang.

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