

The Effect of the PQ4R Learning Model toward Students Reading Comprehension Ability: A Meta-Analysis



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Abstract

This research aims to describe the influence of the PQ4R learning model on students' reading comprehension abilities. This research includes quantitative research, research with a meta-analysis approach, namely calculating the average with effect size. First, formulate the research problem, then proceed to explore relevant research. The research sample is 10 publications. The data analysis technique uses publication bias analysis with trim and fill methods with analysis procedures for calculating effect sizes, heterogeneity tests, forest plot analysis and publication bias analysis. The research results with rank correlation were 0.2046 with p-value (0.417) > (0.05), while the regression method was -0.4942 with p-value (0.621) > (0.05), meaning no publication bias was found. .

Keywords: *PQ4R Learning Model; Reading Comprehension; Meta Analysis*

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INTRODUCTION

Education is basically a process of developing humans in developing their potential so that they are able to face every change that occurs. Education also has an important role for human survival. Education can make people intelligent, creative, responsible and productive. Teachers are the main key in improving the quality and quality of education, they are at the main point in every educational change effort that is directed at qualitative change. Teachers have the responsibility to organize, direct and create an atmosphere that encourages students to carry out various activities in the learning process in class.

The learning method used by the teacher will have a lot of influence on the way students learn, where each student has a different way of learning. Learning methods greatly determine the success of students in studying. Method is a method or path that must be followed to achieve a certain goal. Mastery of substance is not enough if the method used is not appropriate. This is one effort that should not be abandoned by teaching staff, namely how to understand the position of methods as one of the components that take part in the success of learning activities.

According to Slameto (2010:65) a teaching method is a method or path that must be followed in teaching. Teaching methods are used to motivate students to be able to use their knowledge to solve a problem they face or answer a question with the aim of making students able to think and express their own opinions in dealing with all kinds of problems. A teacher's teaching methods that are not good will also affect students' poor interest in learning. Poor teaching methods can occur, for example, because the teacher lacks preparation and mastery of the teaching material so that the teacher presents it unclearly or the teacher's attitude towards students and/or the subject itself is not good, as well as the use of methods that are less interesting, so that students are less happy. towards the lesson or the teacher. As a result, students are lazy to study. For this reason, the use of methods in learning is very important so that students do not get bored when taking lessons or when the teaching and learning process takes place. One of the subjects in elementary school is Indonesian.

Language lessons in educational units cannot be avoided from learning the skills that need to be learned in linguistics which is the basic foundation for every individual. The four basic skills, namely: reading, writing, listening and speaking, must be mastered by students in order to understand and use language appropriately because remembering that a person's language ability is often a measure of a person's intelligence. These four skills are related to each other, such as speaking skills which can be obtained through listening and reading activities, then reading skills which can be obtained through writing and likewise other skills which influence each other. Reading skills are skills that have an essential position for humans in carrying out their daily activities, such as: reading food or drink packages, looking at newspapers, reading announcements and reading various information on social media.

The purpose of reading is that students understand and know the essence of the subject of the reading, but in reality only some students are able to achieve this goal. Students are able to read a reading text fluently but are not yet able to comprehend and grasp the essence of the main point of the reading text. This is also in line with what happened at the elementary education level for class IV students at State Elementary Schools in Sawan District, Buleleng Regency. From the question and answer activities that had been carried out by the researcher with teachers in class IV, he said that there were still students having difficulty understanding the main points based on the reading texts they had been asked to read. This is indicated by the students' low scores on the material responding to problems based on the available text. Students' low reading comprehension is known through the following symptoms: 1) Students still find it difficult to ascertain the main idea of each paragraph in the text; 2) Students have difficulty finding important sentences in a reading; 3) Students are not yet able to determine and explain the views and messages contained in a discourse; 4) Students have difficulty when asked to retell and summarize the main points of their reading.

In general, these problems can occur due to several reasons that originate from within or outside. The reasons for this come from within, namely the student's own feelings of reluctance and laziness which make him or her not really read seriously and make the student not focus on reading. Of the external factors that are the cause, one of them is the teacher's way of teaching which tends to be monotonous. Monotonous means that there are still deficiencies in varying learning starting from the choice of models and media which are considered to lack variety, resulting in students becoming easily bored in learning. Apart from that, other external factors such as the classroom situation are not conducive because there is often interference from classmates, which makes the reading process unfocused. In order to realize effective and quality reading comprehension skills learning, this can be done by determining a learning method that is in line with the characteristics of the learning activity. Reading comprehension learning activities require appropriate learning methods so that the learning process can make it easier for students and teachers.

METHOD

The type of research used is quantitative research, namely a process of collecting and analyzing numerical information by combining and evaluating it statistically (Çoğaltay & Karadağ, 2015), namely the Influence of the PQ4R Learning Model in Improving Students' Reading Comprehension Ability which provides the same study results as standards and evaluated based on the same criteria (Schwarzer et al., 2015). The results obtained are coded based on certain criteria through the process of extracting data from each individual to obtain data which is analyzed through the coding process (Insukindro, 2014). Next, interpret the findings (Cleophas & Zwinderman, 2017).

The data collected in this research is secondary data obtained through journal searches on Google Scholar with the keyword "The Influence of the PQ4R Learning Model in Improving Students' Reading Comprehension Ability". The data taken is organized data regarding the relationship between the PQ4R Learning Model and Students' Reading Comprehension Ability at school. Research studies are carried out by taking the mean value and standard deviation as a measure of influence.

In administering research results that will be aggregated in a meta-analysis, coding needs to be done. Things that need to be considered are considering the research questions, considering specific aspects of certain research (Retnawati et al., 2018). The things considered in coding this research were the characteristics of research designs published from 2018-2023 in 77 published journals. Of the 77 published journals, the journals included sample information (year of study, subject, mean and standard deviation), so that 10 journals were obtained according to the coding criteria. This stage is carried out before the statistical analysis process.

In determining the strength and direction of the relationship, this meta-analysis uses a standard measure called effect size (Cleophas & Zwinderman, 2017; Çoğaltay & Karadağ, 2015; Insukindro, 2014; Mark W. Lipsey, 2001; Sánchez-Meca & Marín-Martínez, 2010). So the data analysis technique used in this research uses descriptive statistical analysis to calculate the effect of effect size and summary effect with a fixed effects model. Next, publication bias analysis was carried out, using the JASP 0.8.4.0 program.

RESULTS AND DISCUSSION

The secondary data collection process is a journal published on Google Scholar. The subjects of the journals are very diverse, including education. 77 published journals were obtained, journals that included sample information (year of study, subject, mean and standard deviation), so that 10 journals were obtained according to the coding criteria. Then after that it is analyzed with JASP to get the effect size. An effect size of 0.31 was obtained. In this way, the effect size can be displayed with a Forest plot like Figure 1 below.

Fixed and Random Effects

	Q	df	p
Omnibus test of Model Coefficients	29.91	1	< .001
Test of Residual Heterogeneity	97.04	9	< .001

Note. *p*-values are approximate.

Coefficients

	Estimate	Standard Error	z	p	Lower Bound	Upper Bound
intrcpt	0.3141	0.0574	5.4690	< .001	0.2015	0.4267

Note. Wald test.

Residual Heterogeneity Estimates

	Estimate	Lower Bound	Upper Bound
τ^2	0.0282	0.0109	0.0982
τ	0.1678	0.1045	0.3134
I^2 (%)	89.3397	76.4783	96.6920
H^2	9.3806	4.2514	30.2299

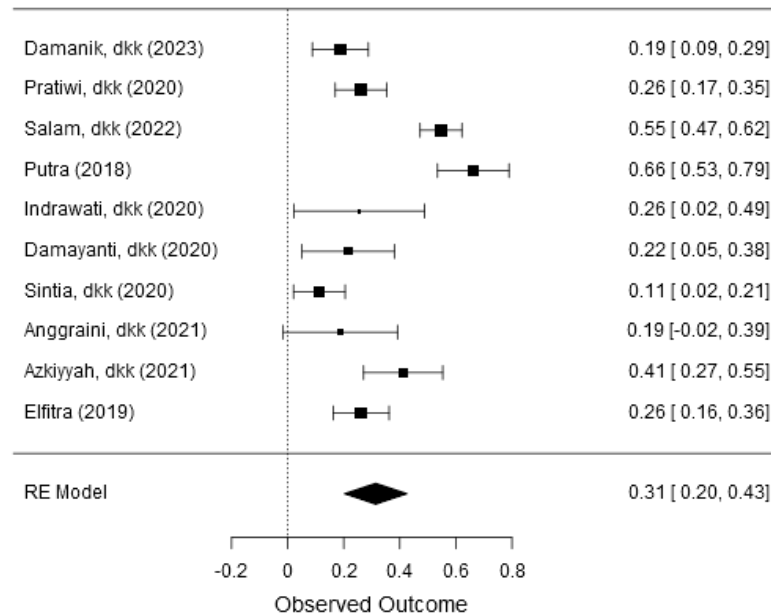


Figure 1. Forest Plot of the Size Effect

From the forest plot it can be observed that the effect sizes of the studies analyzed varied in magnitude between 0.11 to 0.66. The next step is to calculate the P-value and z-value to see the acceptance and rejection of the null hypothesis. The results of analysis using the Random Effect model show that there is a significant positive correlation between the PQ4R learning model and students' reading comprehension abilities ($z = 5.469$; $p < 0.001$). The influence of the PQ4R learning model on students' reading comprehension skills is included in the high category ($r_{RE} = 31.41$), meaning the hypothesis is accepted at a significance level of 95%. Thus, the PQ4R learning model can correlate significantly with students' reading comprehension abilities. In an effort to obtain research information and evaluate conclusions, a process of detecting publication bias was carried out in 10 studies. Detection of publication research bias using JASP software with the following results:

Rank correlation test for Funnel plot asymmetry

	Kendall's τ	p
Rank test	0.2046	0.417

Regression test for Funnel plot asymmetry ("Egger's test")

	z	p
sei	-0.4942	0.621

The test results for funnel plot asymmetry are used to see research that includes publication bias and not publication bias based on Kendall's value. Decision making is based on the criteria, if the p-value < (0.05) the research includes publication bias, while the p-value (0.05) does not include publication bias. After process analysis, the value of the rank correlation method was obtained at 0.2046 with p-value (0.417) > (0.05), while the regression method was -0.4942 with p-value (0.621) > (0.05), meaning no publication bias was found. Furthermore, the missing research information can be seen in the following Trim-fill Analysis diagram output.

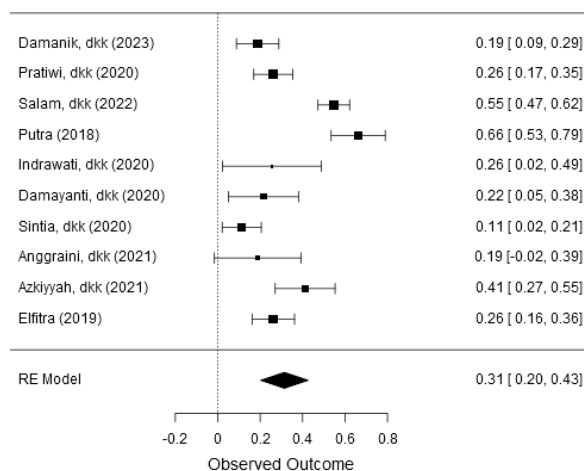
Trim-Fill Analysis

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Table 1. Bias Detection in Publication Research

Correlation Method Results			Regression Method Results		
	Kendall's τ	p		z	p
Rank test	0.2046	0.417	sei	-0.4942	0.621

The test results for funnel plot asymmetry are used to see research that includes publication bias and not publication bias based on Kendall's values. Decision making is based on criteria, if the p-value < (0.05) the research includes publication bias, while the p-value (0.05) does not include publication bias. After process analysis, the value of the rank correlation method was obtained at 0.2046 with p-value (0.417) > (0.05), while the regression method was -0.4942 with p-value (0.621) > (0.05), meaning no publication bias was found. Furthermore, the missing research information can be seen in the following Trim-fill Analysis diagram output:



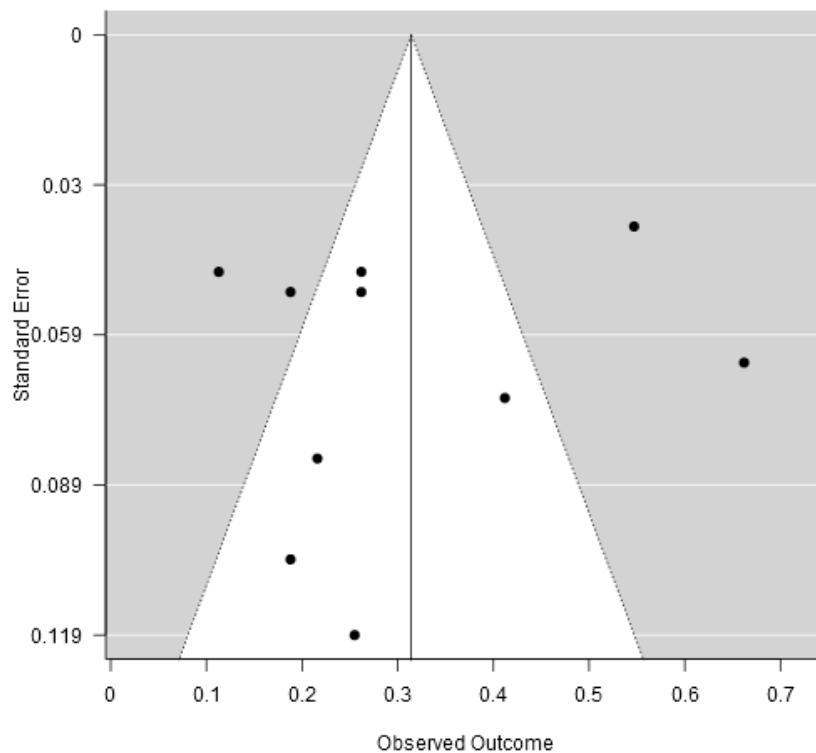


Figure 2. Trim fill analysis diagram output

Based on the forest plot and funnel plot above, there are no visible circles in the funnel plot image from the fixed effects model, so no missing research was found, meaning that the PQ4R learning model has an influence on students' reading comprehension abilities without any publication bias. This explanation is reinforced by the results of the forest plot display, that the results of the fixed effects model do not shift before and after using the Trim and Fill method. This means that the fixed effect model of the influence of the PQ4R learning model on students' reading comprehension skills is valid.

Discussion

The PQ4R learning model has an influence on students' reading comprehension abilities with a value of $z = 5.469$ and estimate = 31.41; $p < 0.001$. Thus, based on these results, it shows that learning will be more meaningful. This is very in line with the implementation of the independent curriculum that is currently being implemented. In learning using the PQ4R model, the aim is to improve reading comprehension skills in accordance with the profile of Pancasila students. In the independent curriculum, schools are given the freedom and independence to provide learning that is relevant and close to the school environment. So that students are challenged to carry out activities, focusing on collecting and using evidence, not just conveying information directly and emphasizing memorization (Condliffe, et al., 2017). Based on further calculations, the effect size value is 0.31 with a confidence interval of 0.11 to 0.66. The results of this research indicate that the PQ4R learning model has a positive influence on students' reading comprehension abilities.

From the results of a meta-analysis of 10 published journals, it was found that the PQ4R learning model improves students' reading comprehension skills. From the forest plot results, it can be seen that in the funnel plot diagram there is no publication bias. This can be shown by the absence of open circles in the funnel plot image in the fixed effects model. To strengthen

the statement that there is no publication bias, it can be seen by analyzing before and after using Trim. This method shows that the effect size in the fixed effects model has the same results. Thus, there is a relationship between the influence of the PQ4R learning model and students' reading comprehension abilities. Calculating publication bias of research results with funnel plots has limitations. To complement these limitations by looking at the correlation and regression rankings. (Retnawati, et al., 2018) The result is that in this study the p-value of rank correlation and regression is greater than (0.05), which means that the funnel plot is symmetrical and there is no evidence of publication bias in the research conclusions regarding the influence of the PQ4R learning model on reading comprehension ability.

CONCLUSION

Based on the research results above, the influence of the PQ4R learning model on students' reading comprehension skills is significant where at the 95% confidence level the p-value is <0.05. So it can be concluded that the PQ4R learning model has a great influence on students' reading comprehension abilities with a confidence interval of 0.11 to 0.66 with an estimate of 0.31. These results were obtained by examining the effect of the PQ4R learning model on students' reading comprehension abilities in 10 journals. Success in a learning process is determined by the learning methods used by teachers to increase children's learning motivation. This is in line with the theory of behaviorism and constructivism stated by Thorndike and Skinner that stimulus can come from teachers, parents or caregivers in the form of thoughts, feelings or movements.

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