APPLICATION OF THE PQ4R METHOD TO IMPROVE READING COMPREHENSION ABILITY OF GRADE IV STUDENTS AT WANAJAYA 02 ELEMENTARY SCHOOL

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Abstract

Researchers implemented the PQ4R method to improve reading comprehension skills in fourth-grade students. This study used the Classroom Action Research (CAR) method, which was conducted in two cycles. In its implementation, researchers inserted innovations in the form of the use of image media as a supporting tool for learning activities. This was done because researchers found that students tended to be less enthusiastic in reading texts that only consisted of writing without images. In addition, students quickly became bored with individual learning methods without any interesting variations. The application of the PQ4R method (Preview, Question, Read, Reflect, Recite, Review) with the support of image media aimed to motivate students to be more active in learning and understanding the material presented. The results of the study showed a significant increase in students' reading comprehension skills. In cycle 1, only about 60% of students showed good understanding, while in cycle 2, this figure increased to 94%. This increase indicates that the use of image media in learning can help students understand the material better and increase their interest in reading. Therefore, the application of the PQ4R method accompanied by image media has proven effective in improving the reading comprehension skills of fourth-grade students. Thus, this research can be concluded as successful, and can be used as a reference for similar learning methods in other classes.
Keywords: Reading Ability, Reading Comprehension, PQ4R

Abstrak

Peneliti melakukan penerapan metode PQ4R untuk meningkatkan kemampuan membaca pemahaman pada siswa kelas IV. Penelitian ini menggunakan metode penelitian PTK (Penelitian Tindakan Kelas) yanag dilakukan dalam dua siklus. Dalam penerapannya, peneliti menyisipkan kebaharuan berupa penggunaan media gambar sebagai sarana pendukung kegiatan pembelajaran. Hal ini dilakukan karena peneliti menemukan bahwa siswa cenderung kurang antusias dalam membaca teks yang hanya terdiri dari tulisan tanpa adanya gambar. Selain itu, siswa cepat merasa bosan dengan metode pembelajaran yang dilakukan secara individu tanpa ada variasi yang menarik. Penerapan metode PQ4R (Preview, Question, Read, Reflect, Recite, Review) dengan dukungan media gambar bertujuan untuk memotivasi siswa agar lebih aktif dalam belajar dan memahami materi yang disampaikan. Hasil penelitian menunjukkan adanya peningkatan yang signifikan dalam kemampuan membaca pemahaman siswa. Pada siklus 1, hanya sekitar 60% siswa yang menunjukkan pemahaman yang baik, sedangkan pada siklus 2, angka ini meningkat menjadi 94%. Peningkatan ini menunjukkan bahwa penggunaan media gambar dalam pembelajaran dapat membantu siswa memahami materi dengan lebih baik dan meningkatkan minat mereka dalam membaca. Oleh karena itu, penerapan metode PQ4R yang disertai dengan media gambar terbukti efektif dalam meningkatkan kemampuan membaca pemahaman siswa kelas IV. Dengan demikian, penelitian ini dapat disimpulkan berhasil, dan dapat dijadikan referensi untuk metode pembelajaran serupa di kelas lain.
Keywords: Kemampuan Membaca, Membaca Pemahaman, PQ4R

INTRODUCTION

Language is an essential and necessary part of life. Because language is an alternative way to express what we want to convey, such as thoughts, feelings, or ideas. Furthermore, through language, we can acquire information and knowledge. Because of this importance, language is essential in the world of education.

Regarding Indonesian language learning in elementary schools, language skills are crucial for students to express feelings, express thoughts, and discuss various issues based on facts. According to Akhyar, language skills consist of four skills: listening, speaking, reading, and writing.[1] These four things are closely related. When children are young, they constantly listen to their parents or those around them speak. Then, the child imitates what they hear or speaks. However, without understanding the meaning of the sentences, only after they learn to imitate what they hear do they learn to read and write.

In elementary schools, reading is one of the most important aspects of the learning process. In Indonesia, students' reading ability is measured by their ability to understand the meaning of texts.[2] According to Feriana, reading is not just about reciting, but also about understanding its meaning and significance. Therefore, reading is very important in educational circles.[3] According to Biman, reading is an influential and necessary skill, but in real life, it's not easy to implement. Reading isn't just about speaking words. It also involves analyzing and understanding the content. Therefore, it can be concluded that someone can read to obtain information.

Based on the results of observations in class IV of SDN WANAJAYA 02, Wanajaya Village, Cibitung District, Bekasi Regency, problems related to reading comprehension skills were found. This can be seen from observation activities where students are not very proficient in reading. After finishing reading the reading contained in the book, and the teacher asks about the theme or title of the reading, students are also not able to answer correctly, then when the teacher asks students to ask questions and make conclusions from the reading, students still ask questions and ask the teacher for help to answer. Then students are also less able to understand the meaning in the reading text. This can be seen when students are given questions after being asked by the teacher to understand the reading text, students are not able to answer the questions. Based on the description above, the researcher chose an effective and suitable learning method to improve students' reading comprehension skills by using the PQ4R method.

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[1] Akhyar, F. (2019). Pembelajaran Keterampilan Berbahasa Dalam Kurikulum 2013. *Prosiding Seminar Nasional STKIP PGRI Bandar Lampung*, *1*(1), 77–90.

[2] Tutin Suhartini, & Samsudin, A. (2023). Penggunaan Metode Pq4R Untuk Meningkatkan Kemampuan Membaca Pemahaman Siswa Kelas V Sdn Harapan Mulya. *Didaktik : Jurnal Ilmiah PGSD STKIP Subang*

[3] Damayanti, N. (2020). Pengaruh Metode PQ4R Terhadap Kemampuan Membaca (Studi Literatur). *DE_JOURNAL (Dharmas Education Journal)*, *1*(2), 186–192.

When reading, a reader must be able to comprehend the text or reading material they are reading. This can be achieved through reading comprehension. According to Dihan et al., reading comprehension is an activity aimed at obtaining additional information and understanding the material read.[4] For students, the ability to read comprehension is very important because it allows them to get reasonable reasons, find the main idea in the reading, and convey the content of the reading. Meanwhile, the writing of Muliawanti et al. Reading comprehension involves obtaining meaning that is closely related to the reader's existing knowledge and experience related to the subject matter of the text.[5] According to Zan, reading comprehension is the skill to understand and explore the essence of reading by combining the reader's knowledge and experience, which aims to involve readers and improve their understanding of the reading.[6]

Based on the quotes above, it can be said that reading comprehension is a complex process that involves knowledge, experience and requires the reader's activeness to obtain detailed information, meaning and main points of the reading. According to Nutall, a person can be said to have comprehension skills if someone is able to: a) determine the main idea, b) create questions based on the text, c) find answers to questions based on the text, d) determine the points of the reading, e) create a summary.[7] In line with the explanation above, Ahmad Wahyudi & Nanang Abdul Jamal in their research stated that the indicators of reading comprehension are as follows: 1) Understanding and pronouncing vocabulary in the text. 2) Mentioning characters. 3) Creating questions and answers appropriately. 4) Summarizing the contents of the reading accurately. 5) Retelling the contents of the reading.[8] In simple terms, a person can be said to have the ability to read comprehension, including 1) Understanding the content of the reading (plot, setting, message), 2) Mentioning the main idea of the paragraph, 3) Mentioning important things in the story (title, characters), 4) Summarizing or summarizing the reading with everyday language. The purpose of reading comprehension according to Nutall is that the reader can understand and explore the meaning in a reading, the understanding that can be explored is in the form of information, knowledge and emotions of the author.[9] This is in line with the opinion of Irpan and Sururuddin

[4] Dihan, W., Hidayat, M., & Nugraha, U. (2022). Penerapan Metode Pq4R Untuk Meningkatkan Keterampilan Membaca Pemahaman Pada Pembelajaran Bahasa Indonesia Siswa Kelas Vi Sd.

[5] Muliawanti, S. F., Amalian, A. R., Nurasiah, I., Hayati, E., & Taslim, T. (2022). Analisis Kemampuan Membaca Pemahaman Siswa Kelas Iii Sekolah Dasar.

[6] Zan, A. (2019). Penerapan Strategi Sq4R Dalam Meningkatkan Keterampilan Membaca Pemahaman.

[7] Ginanjar, D. R., Uswatun, D. A., & Amalia, A. R. (2019). Penerapan Metode PQ4R Untuk Meningkatkan Keterampilan Membaca Pemahaman Siswa Sekolah Dasar Kelas Tinggi.

[8] Ahmad Wahyudi, & Nanang abdul jamal. (2022). Upaya Meningkatkan Kemampuan Membaca Pemahaman Siswa Melalui Metode Pq4Rterhadap Pelajaran Bahasa Indonesia Kelas Iv Sd Negeri 01 Bandar Dalam Kecamatan Negeri Agung.

[9] Ginanjar, D. R., Uswatun, D. A., & Amalia, A. R. (2019). Penerapan Metode PQ4R Untuk Meningkatkan Keterampilan Membaca Pemahaman Siswa Sekolah Dasar Kelas Tinggi.

that the purpose of reading comprehension is to gather information that involves the reader's previous knowledge and experience, which allows them to connect it with the material and understand it effectively.[10]

Based on the explanation above, it can be concluded that the goal of reading comprehension is to achieve the ability to understand and analyze the content of the reading to find information consisting of main ideas, messages, emotions well and be able to convey the content of the reading and explain the text in one's own words. This ability to read with comprehension is very important to have, because the more often students read, the more information they obtain. Therefore, the ability to read with comprehension has enormous benefits for students.

Based on the problem descriptions found during the observation, the researcher chose an effective and suitable learning method to improve students' reading comprehension skills using the PQ4R method. According to Trinto, PQ4R is a method used to facilitate students' recall of reading material and can also assist classroom learning activities. This method is very effective in improving students' reading skills and comprehension.[11] Meanwhile, according to Iskandar Wassid and Dadang S, PQ4R is a learning activity method that adds details so that new knowledge learned is more meaningful. In addition, PQ4R also makes the learning process more enjoyable and students can learn more actively because of the question and answer activities.[12]

According to Rahayu et al., some of the advantages of the PQ4R method include: a) Helping students improve their focus by implementing the stages of the PQ4R method, b) Supporting students' memory in memorizing the essence of learning materials, c) Can be applied at various levels of education, d) Improving students' questioning and communication skills, e) Effective for understanding broad learning materials.[13]

In the PQ4R method, there are steps that must be implemented. The steps in implementing the PQ4R method are as follows: Preview (skimming). Question (asking questions to yourself). Read (reading carefully). Reflect (the teacher provides sample questions). Recite (remembering the information obtained). Review (revisiting the main points of the reading).

Research that is relevant to the problem above is, Zan has conducted research with the title "Efforts to Improve Students' Reading Comprehension Skills Through the PQ4R Method for

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[10] Sunny, V., Siti Sundari, F., & Kurniasih, M. (2023). Penerapan Model Project Based Learning Dengan Media Konkret Untuk Meningkatkan Hasil Belajar Matematika Kelas V E Di Sdn Polisi 1 Kota Bogor.

[11] Ahmad Wahyudi, & Nanang abdul jamal. (2022). Upaya Meningkatkan Kemampuan Membaca Pemahaman Siswa Melalui Metode Pq4Rterhadap Pelajaran Bahasa Indonesia Kelas Iv Sd Negeri 01 Bandar Dalam Kecamatan Negeri Agung.

[12] Zan, A. (2019). Penerapan Strategi Sq4R Dalam Meningkatkan Keterampilan Membaca Pemahaman.

[13] Damayanti, N. (2020). Pengaruh Metode PQ4R Terhadap Kemampuan Membaca (Studi Literatur).

Indonesian Language Lessons for Grade IV of SD Negeri 01 Bandar Dalam, Negeri Agung District" which concluded that the application of the PQ4R method can improve students' reading comprehension skills in Indonesian Language subjects.[14] The research results showed that in cycle I, the learning completion rate was 65.62%. Then, in cycle II, there was an increase to 93.25%.

RESEARCH METHODS

The research method used in this activity is Classroom Action Research (CAR). The method used is Kemmis Taggart's Spiral method, with a cycle of planning, action, observation, and reflection. According to Priharton and Hidayati, this CAR can be used by researchers and other educators to find solutions to problems in learning activities and to solve learning problems more comprehensively.[15]
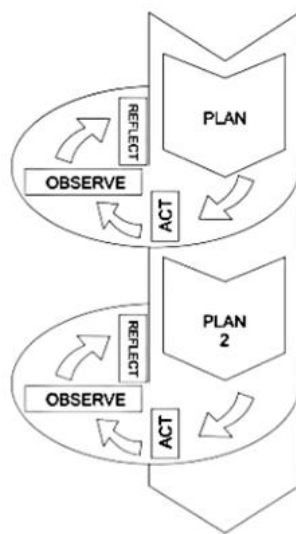

Figure 1. Kemmis and Taggart Spiral Model according to Wiriaatmadja

Before carrying out the cycle 1 activities, the researcher conducted observation activities in class IV of SDN Wanajaya 02. In class IV, it consists of 15 boys and 20 girls. This research was conducted with 2 cycles, where when cycle 1 was carried out with the initial step of the researcher doing planning, in this step the researcher made a lesson plan for the implementation of the PQ4R method to be able to carry out learning with the aim of improving students' reading comprehension skills. In the RPP steps, it was adjusted to the needs of students obtained through the results of observations that had been carried out previously. Next, the researcher carried out action steps,

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[14] Zan, A. (2019). Penerapan Strategi Sq4R Dalam Meningkatkan Keterampilan Membaca Pemahaman.

[15] Sunny, V., Siti Sundari, F., & Kurniasih, M. (2023). Penerapan Model Project Based Learning Dengan Media Konkret Untuk Meningkatkan Hasil Belajar Matematika Kelas V E Di Sdn Polisi 1 Kota Bogor.

where in this step the researcher implemented the steps in accordance with the RPP that had been made previously in accordance with the planned method, namely PQ4R and the researcher carried out cycle 1 activities for 2 meetings. Next is the observation stage, at this stage the researcher observed the condition of the class when learning using the method that had been carried out. When carrying out learning, students followed the activities well but there were some students who were still busy and not orderly, besides that students felt interested but less enthusiastic when doing story reading activities because the reading only contained text. Furthermore, in the reflection stage, students easily get bored reading because it is only in the form of writing, then because it is still individual, students still have difficulty answering. Because of this, the researcher added pictures in the reading as a novelty and also changed the learning method using groups. After the rest of the group, the researcher also invited students to mark the reading in the form of a line or circle the text that contains the main idea of the paragraph. This cycle 1 activity was successful in increasing students' interest in reading and asking questions to the teacher, but there are still things that need to be considered, such as students who still have difficulty answering questions. To respond to this, the researcher carried out cycle 2 activities to reflect on cycle 1 activities by using a new lesson plan that was created and with the same method, namely PQ4R but containing new steps that are appropriate to what students need in class.

In the implementation of cycle 2 activities to undergo reflection of cycle 1 activities, the researcher provided readings in the form of text and images to be able to make students interested and enthusiastic in reading and easier to understand the reading. The researcher also changed the learning method to groups. In addition, the researcher invited students to mark by underlining or circling the reading that contains the main idea of the paragraph to make it easier for students to answer questions. The steps of this cycle 2 are the first planning by creating the same lesson plan as before but added activities to form groups and the activity of marking the reading. Then the next stage is action, at this stage the researcher carried out the action once in one meeting and conducted one test. After conducting the test, the researcher found very good results and different from the previous test in cycle 1. With group activities, marking the reading and reading containing images can help students meet all assessment indicators. The next stage is observation, at this stage based on what the researcher observed. Students can follow the lesson well and enthusiastically read with the group. If there is something that is not understood, their group members are also ready to help. The learning activity is conducive and runs smoothly. Next is the reflection stage, at this stage the reflection for teachers or researchers is to be able to form groups in a short time.

In this research activity, to obtain students' scores in improving their reading comprehension skills, a descriptive test was used. This descriptive test was conducted by giving students paper containing text and images.

Table 1. Reading Comprehension Ability Instrument

Variables	Indicator	Question Format
Reading Comprehension Skills with the PQ4R Method	Capturing the contents of the reading	Essay Test
	Can find the main idea of a paragraph	
	Mentioning important things in the story (story title and characters)	
	Summarize the contents of the reading	

RESULTS AND DISCUSSION

Before carrying out the cycle 1 activities, the researcher conducted observation activities in class IV of SDN Wanajaya 02. In class IV, this class consists of 15 boys and 20 girls. This research was conducted with 2 cycles, where when cycle 1 was carried out with the initial step of the researcher doing planning, in this step the researcher made a lesson plan for the implementation of the PQ4R method to be able to carry out learning with the aim of improving students' reading comprehension skills. In the steps of the lesson plan, it was adjusted to the needs of students obtained through the results of observations that had been carried out previously. Next, the researcher carried out action steps, where in this step the researcher implemented the steps in accordance with the lesson plan that had been made previously in accordance with the planned method, namely PQ4R and the researcher carried out cycle 1 activities for 2 meetings. Next is the observation stage, at this stage the researcher observed the condition of the class when learning using the method that had been carried out. When carrying out learning, students followed the learning activities well but there were some students who were still busy and not orderly, besides that students felt interested but less enthusiastic when doing story reading activities because the reading only contained text. Furthermore, in the reflection stage, students easily get bored because it is only in writing, then because it is still individual, students still have difficulty answering. Because of this, the researcher added pictures in the reading as a novelty and also changed the learning method using groups. After students are in groups, the researcher also invites students to mark the reading in the form of lines or circle the text that contains the main idea of the paragraph. This cycle 1 activity was successful in increasing students' interest in reading and asking questions to the teacher, but there are still things that need to be considered, such as students who still have difficulty answering questions. To respond to this, the researcher carried out cycle 2 activities to

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After carrying out activities in cycle 1 and cycle 2, there is a comparison of student learning scores or results, the following is the comparison:

Diagram 1. Comparison of cycle 1 and cycle 2

In the first cycle, the average student score reached 71.94. Meanwhile, in the second cycle, there was a significant improvement, with the average student score rising to 89.63. This improvement indicates progress in students' reading comprehension after being given more effective treatment or learning methods.

In this study, students' reading comprehension skills were assessed using a descriptive test. This test was designed by providing students with a worksheet containing a reading text and supporting images. Through this descriptive test, students were tested on their ability to comprehend the reading material in depth.

To evaluate the students' test results, researchers used several indicators of reading comprehension. These indicators included students' ability to grasp the main content of the reading, such as understanding the message conveyed, recognizing the story's setting, and identifying the setting. Students were also assessed based on their ability to identify the main idea of each paragraph, identify important elements of the story, such as the title and characters, and summarize the overall content of the reading.

Based on the results obtained after two learning cycles, it can be concluded that there has been a significant improvement in students' reading comprehension skills. This is evident in the increase in average scores between the first and second cycles.
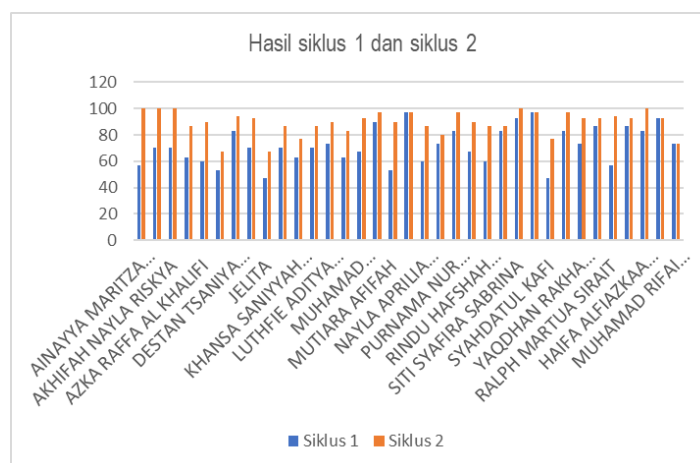

Diagram 2. Results of cycle 1 and cycle 2

This research was conducted in two cycles with a total of four meetings. In this series of activities, one meeting focused on observation to understand students' initial reading comprehension skills, while the other three meetings were used to administer essay tests to measure their progress. After completing these two cycles, the researchers found a significant difference in the final results obtained by students compared to the scores obtained in the first cycle. Based on these results, the researchers decided to stop the cycle in the second cycle because the improvements achieved had met the expected target.

Referring to the research results diagram, in the first cycle only 20 out of 35 students managed to achieve a score above the Minimum Completion Criteria (KKM), with a classical completion percentage of 60%. However, after the implementation of the second cycle, there was a significant increase, where the number of students who obtained a score above the KKM increased

to 33 out of 35 students, so that the classical completion reached 94%. In addition, in this second cycle, there were five students who managed to obtain a perfect score, namely 100. These students succeeded in fulfilling all the reading comprehension assessment indicators, which include: (1) the ability to grasp the content of the reading, including understanding the message, setting, and setting of the story; (2) the ability to find the main idea of each paragraph; (3) the ability to identify important elements in the story, such as the title and main characters; and (4) the ability to summarize the overall content of the reading. Meanwhile, 28 other students also showed significant improvement by obtaining scores above the average set in the KKM.

The success of improving students' reading comprehension is inseparable from the use of the PQ4R method. Research results show that this method is effective in helping students better understand the material. This aligns with Suprijono's (2009:103-104) opinion in Arifa (2021), which states that the PQ4R method can improve students' understanding of subject matter and train their thinking skills.

After going through two cycles with four meetings conducted in stages, the final results showed that almost all students were able to achieve scores above the Minimum Competency (KKM). The students had also mastered four main indicators in reading comprehension, namely capturing the content of the reading by understanding the message, setting, and setting of the story, finding the main idea of the paragraph, identifying important elements in the story such as the title and characters, and summarizing the content of the reading well. Thus, it can be concluded that the application of the PQ4R method has proven effective in significantly improving students' reading comprehension skills.

During the first cycle, several obstacles remained that hindered the effectiveness of learning. Some students tended to lack focus, were preoccupied with their own activities, and showed little discipline in participating in the learning process. Despite their interest in reading, students' enthusiasm remained low, and they easily became bored because the reading material consisted of only text without supporting illustrations. Furthermore, because assignments were still completed individually, some students experienced difficulty answering the questions. Therefore, strategy improvements were needed in the second cycle to increase motivation, build enthusiasm for learning, reduce boredom while reading, and help students more easily understand and answer questions related to the reading.

As an improvement measure in the second cycle, researchers adjusted the learning method by providing more engaging reading materials, namely texts supplemented with images. This approach aimed to increase students' interest and enthusiasm in reading and facilitate their comprehension. Furthermore, the previously individual learning system was transformed into group work, allowing students to discuss and help each other understand the material.

To make it easier for students to answer questions, researchers also implemented active reading techniques by having students mark the text, such as underlining or circling the main ideas of paragraphs. This way, students could focus more on capturing important information and better understand the structure of the text.

The results of the second cycle of improvements showed a significant increase in students' reading comprehension skills. The average score reached 89, with most students exceeding the Minimum Competency (KKM) score. Furthermore, all students met the established reading comprehension indicators, indicating that the learning methods implemented in the second cycle successfully improved the overall effectiveness of learning.

After conducting this, the results obtained showed that the application of the PQ4R method was able to improve the reading skills of fourth-grade elementary school students with reading comprehension material in Indonesian language subjects. Most students felt enthusiastic and eager to read and were also able to participate well in class, resulting in them being able to achieve better grades than before. This method also made students more active and able to interact with friends and teachers. Students were able to find important things in the reading, were able to find the main idea of the paragraph, were able to grasp the content of the reading, and were able to summarize the content of the reading.

Therefore, the application of the PQ4R method in this learning is expected to facilitate students' comprehension of the reading material. By using this method, it is also hoped that students will become more active in classroom learning activities and will not be reluctant to read long texts. This method also provides opportunities for students to discuss and express their thoughts and views on the content of the reading material they have read. The use of images can also encourage students to think and imagine images in their minds. This can have a positive impact on learning activities because it can improve students' reading comprehension.

This research was conducted on 35 fourth-grade students at SDN Wanajaya 02. Ultimately, all students were interested and enthusiastic in participating in classroom learning activities, especially on reading comprehension. Therefore, this study aims to improve students' reading comprehension skills when reading texts with added images.

The primary focus of this study is students' reading comprehension skills. The assessment indicators are designed to align with the fourth-grade students' comprehension levels, ensuring effective, coherent classroom learning and measurable abilities. This study emphasizes students' reading comprehension, their ability to identify main ideas, identify key points in a text, and summarize the text.

It is recommended that future researchers use the PQ4R method with a smaller number of students. The PQ4R learning method can be used not only for small numbers of students but also

for large numbers of students. However, if there are too many students, teachers or researchers must be able to coordinate students to maintain order and prevent chaos in the classroom. Furthermore, future researchers are expected to implement the PQ4R learning method by having plenty of time to implement all the PQ4R steps. Furthermore, this method is also an option for a fun method and can encourage students to actively communicate.

CONCLUSION

Based on the research conducted over two learning cycles, it can be concluded that there has been a significant improvement in students' reading comprehension. In the first cycle, various obstacles remained, such as a lack of focus and discipline, low enthusiasm for reading, and difficulty answering questions due to individual learning. Furthermore, the use of text without illustrations made students easily bored and less interested in reading comprehension.

To address these challenges, improvements were made in the second cycle by providing more engaging reading materials, namely texts supplemented with images. Furthermore, the learning system was changed from individual to group learning to facilitate student discussion and better understanding. Researchers also implemented active reading techniques, such as underlining or circling the main ideas of paragraphs, so students could focus more on capturing important information.

The results of these improvements showed a significant increase in students' average scores, rising from 71.94 in the first cycle to 89.63 in the second cycle. The number of students achieving scores above the Minimum Competency (KKM) also increased dramatically, from 60% in the first cycle to 94% in the second cycle. Five students even achieved perfect scores for meeting all reading comprehension indicators, such as grasping the content of the reading, finding the main idea, identifying important elements in the story, and summarizing the content well.

Based on these results, it can be concluded that the methods implemented in the second cycle, particularly the use of text with images, group learning, and active reading techniques, proved effective in improving students' reading comprehension. This improvement indicates that more interactive and engaging strategies can help students better comprehend reading, increase enthusiasm, and reduce boredom during the learning process. Therefore, this method can be used as a reference in efforts to improve reading comprehension skills in the future.

After the research was completed at SDN Wanajaya 02, the results showed that the implementation of the PQ4R learning method was effective in improving students' reading comprehension. This research was conducted in two cycles with a total of four meetings, with the first meeting focused on observation, while the subsequent meetings were used for research implementation.

Students have been able to fulfill the reading comprehension indicators, which include: understanding the content of the reading, finding the main idea of the paragraph, identifying important elements in the story, and summarizing the content of the reading well.

The implementation of the PQ4R method not only improves students' reading comprehension but also makes them more active in the classroom learning process. Students become more motivated to read long texts without feeling overwhelmed. This method also provides opportunities for them to discuss, express their thoughts, and share their views on the content of the reading material. Furthermore, the use of images in reading materials helps students visualize and develop their imagination, thus deepening their understanding of the text.

Overall, the results of this study show that the PQ4R method has a positive impact on learning, especially in improving students' reading comprehension skills.

Thank-You Note

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