Application of PQ4R Learning Model Using Picture Word Cards to Improve Beginning Reading Skills

Nining Wahyuningsih[1], Iis Nurasiah[2], Irna Khaleda Nurmeta[3.]
[123]Program Studi Pendidikan Guru Sekolah Dasar. Universitas Muhammadiyah Sukabumi.
Email : niningw181@gmail.com

Abstract
This research aims to describe the application of the PQ4R learning model using picture word cards to improve beginning reading skills. This research took place at SDN Kandang Roda, located at Nanggewer Mekar RT 001 RW 002, Cibinong District, Bogor Regency, West Java. Participants in the research were 30 students. The research method used was classroom action research (PTK) Kemmis and Mc Taggart model research design which was carried out in two cycles. Each cycle consists of planning, implementation, action and observation, and reflection. Data collection techniques use initial reading practice tests, and non-tests in the form of observation, field notes and documentation. The data analysis technique used is qualitative. The improvement in initial reading skills after implementing the PQ4R learning model using picture word cards can be seen from the results of the pre-cycle completion percentage, namely 34%, cycle I was 69% and cycle II was 81%. In the pre-cycle to cycle I there was an increase of 35% and in cycle I to cycle II there was an increase of 12%, thus providing action through these two cycles can improve students' initial reading ability and each indicator has been achieved. And it has been proven that the application of the PQ4R learning model using picture word cards can improve the reading skills of beginning elementary school students in phase A (first grade).

Keywords: PQ4R Learning Model, Picture Word Card Media, Beginning Reading, Elementary School

INTRODUCTION

Reading skills are one of the priority skills that must be mastered by students. Through reading skills students can achieve mastery of knowledge from other learning materials. Reading skills are a person's ability to process, understand, and interpret information conveyed through written text This includes the process of recognizing letters and words, understanding the meaning of sentences and paragraphs, and drawing conclusions from the entire reading (Damayanti, 2020: 24).

Reading is a complex and complicated process. Complex means that in the reading process various internal and external reading factors are involved. According to the opinion of (Istiqomah & Juansah, 2025: 179) Internal factors can be in the form of intelligence (IQ), interest, attitude, talent, motivation, reading goals and so on. External factors can be in the form of reading facilities, reading texts (simple, heavy, easy, difficult), environmental factors or socio-economic background factors, reading habits and traditions. Reading is a complex activity, because reading involves various factors, both from the reader himself and external factors. Reading also involves physical and mental activities. Physical activities related to reading are visual acuity or perfect vision. While mental activities include memory and comprehension. To facilitate the reading process, a reader must have capital.

Beginning reading is the initial stage in the process of learning to read, where someone usually children begin to recognize letters, sounds, and basic words. At this stage, beginning readers are taught basic skills such as recognizing letter shapes, connecting letters with sounds, and stringing letters into simple words and sentences. The main goal of beginning reading is to build a strong foundation so that beginning readers are able to identify words automatically and understand the basic meaning of simple texts. In the process, children learn to read through repetition, the use of pictures, and practice reading short words and simple sentences (Nurchasanah & Madiun, 2024:35).

Beginning reading skills become the initial basis of learning this is related to the transition from PAUD (Early Childhood Education) to SD (Elementary School) is an important stage where children begin to learn the basic skills of beginning reading more intensively. As explained by (Ministry of Education, 2022: 21) In PAUD, children are introduced to letters, sounds, and reading

concepts in a fun and playful atmosphere. As they enter primary school, this learning evolves with a more structured approach to help children start reading simple sentences and texts. Practicing early reading skills has many benefits for children, as it builds a strong foundation for their literacy skills and cognitive development to open up global horizons of knowledge to be learned. Learning in phase A especially grade 1 should not overload students with material.

Beginning reading can be challenging for children as it requires the development of various basic skills simultaneously. Some common difficulties often encountered in the beginning reading stage are that many children have difficulty recognizing letters and connecting them to the correct sounds. After recognizing letter sounds, children need to learn to put them together to form words. While children can spell or pronounce words, understanding the meaning of words in the context of a sentence can be a challenge. Children who do not yet have sufficient vocabulary may not be able to understand even simple texts (Jamaludin et al., 2023:73).

Therefore, a learning model that can accommodate the challenges of beginning reading is needed, namely by using the PQ4R learning model, which is a model designed to help students understand and remember information more effectively, especially in reading and studying long or complex material. PQ4R stands for six steps: Preview, Question, Read, Reflect, Recite, and Review. Each step in this model has a specific purpose to strengthen students' understanding and memory of the material (Putrasiwi, 2017: 3).

Based on observations made at SDN Kandang Roda, Bogor Regency, West Java, including the ability to read beginners is still low, this can be seen from the fact that there are still many students who have difficulty reading beginners, the problems experienced by students vary, such as students who do not recognize and distinguish letters that sound almost the same, such as the letters b and d, the letters p and q, the letters f and v, the letters m and w, and when reading what students say is not in accordance with the series of letters they

read, when spelling there are students who omit letters and when reading still stammering. from some of the shortcomings in reading beginners, students cannot read beginners properly and correctly.

Based on the problems that have been described, the authors are interested in conducting class action research (PTK) by applying the PQ4R learning model and collaborating with picture card media. The advantage of the PQ4R learning model is that it involves repetition (recite) and review (review), which strengthens students' memory. Repeating material in various stages helps information to be stored more easily in long-term memory. In addition, PQ4R requires students to play an active role in learning, from asking questions, reading, to reflecting. This encourages them to engage more deeply, increasing interest and motivation to learn.

From the background of the above description, the author designed the research title "Application of the PQ4R learning model using picture word cards to improve beginning reading skills". The novelty of this research is to integrate the PQ4R learning model using picture word cards by applying the media students are expected to think creatively and cooperate in groups so as to produce good and correct reading. The advantage of the PQ4R model collaborated with picture card media is that it makes it easier for students to read at the beginning because in the card there is a QR that contains a reading exercise video and a quiz that can increase interest in beginning reading skills, especially in phase A of elementary school. In addition, other advantages make the transition from PAUD (Early Childhood Education) to SD (Elementary School) an important phase in child development, where they move from a more playful and exploratory learning environment to a more structured and academic learning atmosphere.

METHOD

The research conducted was Classroom Action Research (PTK) which was conducted collaboratively. In collaborative research, the one who takes action is the teacher himself, while the one who is asked to observe the

action process is the researcher (Purwati et al., 2019: 6).

The participants of this writing are first grade students in phase A of SDN Kandang Roda, Bogor Regency, West Java. with a total of 32 students consisting of 16 male students and 16 female students.

This class action research was carried out in several cycles, and each cycle consisted of four stages of activity, namely the planning stage, the implementation stageThe research conducted was Classroom Action Research (PTK) which was conducted collaboratively. In collaborative research, the one who takes action is the teacher himself, while the one who is asked to observe the action process is the researcher (Purwati et al., 2019: 6).

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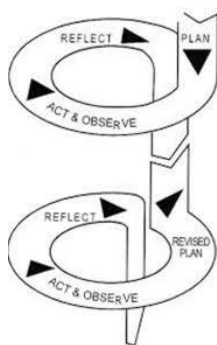
Gambar 1. Model Spiral Kemmis Mc.Taggart
Sumber : (Septiningtiyas, 2020:84)

(The four stages in the research are elements that form a cycle, which is a round of successive activities that return to the original step.

The technique used for data collection in this research is the observation method, in the form of teacher observation sheets, students and beginning reading practice tests. This research is said to be successful if the improvement of students' beginning reading skills reaches ≥80 in classical completeness
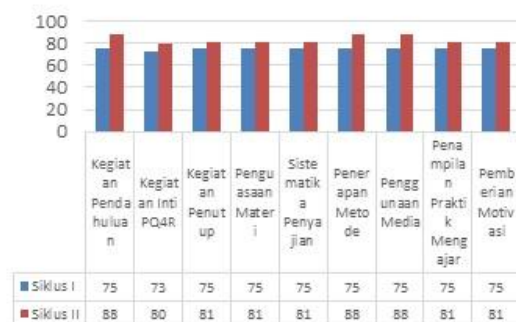
RESULTS AND DISCUSSION
Findings

The implementation of the research action was observed by a team of teachers who observed the activities of the learners, as well as doing dolkumelntation during the learning process. Research planning for the application of the PQ4R (Preview, Question, Read, Reflect, Recite, Review) learning model using picture word cards to improve beginning reading skills in elementary school needs to be designed systematically. Among them are 1) Problem Identification and Background, 2) Reviewing the curriculum used in schools, 3) literature review, 4) choosing learning methods, 5) compiling learning tools and media, 6) compiling research instruments and 7) analyzing reflections for improvement in the next cycle.

The implementation of cycle I actions was carried out for 2 meetings on Tuesdays 12 and 18 November 2024. And the implementation of cycle II was carried out for 2 meetings on Tuesdays 02 and 05 December 2024. The implementation of the action was observed by observers consisting of 4 peers observing teacher activities, student activities, and conducting documentation during the learning process.

The results of observations of teacher activity in cycle I of the application of the PQ4R (Preview, Question, Read, Reflect, Recite, Review) model using picture word cards to improve beginning reading skills are presented in the diagram as follows:

Diagram2. Diagram of Teacher Activity in Each Cycle

	Kegiat an Penda hulua n	Kegiat an Inti PQ4R	Kegiat an Penut up	Pengu asaan Mater i	Siste matik a Penya jian	Pener apan Meto de	Pengg un aan Media	Pena mpila n Prakti k Meng ajar	Pemb erian Motiv asi
■ Siklus I	75	73	75	75	75	75	75	75	75
■ Siklus II	88	80	81	81	81	88	88	81	81

The results of observations of student activity using the PQ4R model are presented in the table as follows:

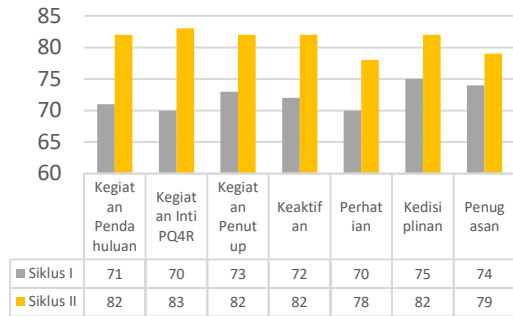|	Kegiatan Pendahuluan	Kegiatan Inti PQ4R	Kegiatan Penutup	Keaktifan	Perhatian	Kedisiplinan	Penugasan
Siklus I	71	70	73	72	70	75	74
Siklus II	82	83	82	82	78	82	79

Diagram 3. Diagram of Student Activity in Each CycleDiagram of Student Activity in Each Cycle

From the diagram of the completeness of teachers and students after applying the PQ4R model assisted by the word encryption media, they experienced significant active learning activities and produced a fairly optimal learning quality.
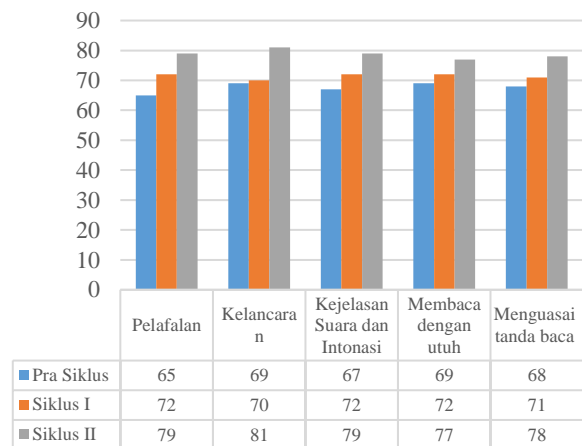
The results of improving students' beginning reading can be measured through tests for each cycle, namely the assessment used to measure student learning outcomes in the form of performance tests or beginning reading practice tests. The learning completeness of each cycle can be presented in the table as follows:

Table 1. Learning Completeness of Each Cycle

| No	Description	Pra Cycle	Cycle I	Cycle II
1	Maximum Value	100	100	100
2	Lowest Value	38	40	56
3	Highest Value	77	83	87
4	Class Average	63	72	74
5	Students Meeting KKM (70)	11	22	26
6	Students Not Meeting KKM (70)	21	10	6

Based on the table above, the completeness of each cycle has increased significantly towards improving beginning reading. Judging from the pre-cycle that has not applied the PQ4R method assisted by word card media and began to apply the method and media in cycles I and II. The diagram of completeness per indicator is presented in the table as follows:

Figure 4. Diagram of Completion of Early Reading Indicators

	Pelafalan	Kelancaran	Kejelasan Suara dan Intonasi	Membaca dengan utuh	Menguasai tanda baca
Pra Siklus	65	69	67	69	68
Siklus I	72	70	72	72	71
Siklus II	79	81	79	77	78

The implementation of research in each cycle of students' beginning reading skills in Indonesian content has increased significantly. The following percentage increase in each cycle can be presented in the figure as follows:

Figure 5. Percentage Chart of Improvement of Each Cycle

	Pra Siklus	Siklus I	Siklus II
Tidak Tuntas	66%	31%	19%
Tuntas	34%	69%	81%
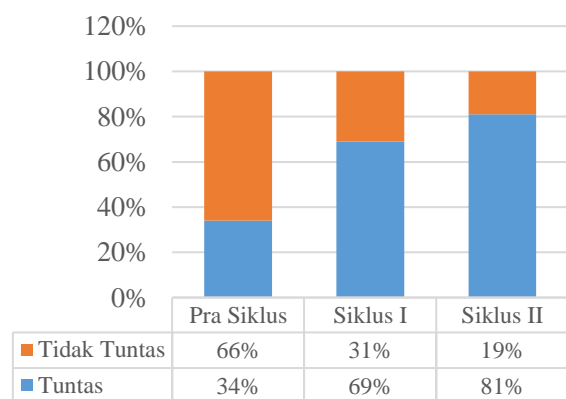
The results of this graph show that there is an increase in students' beginning reading comprehension skills. this can be

seen in each cycle. The increase is evidenced by the results of pre-cycle completeness of 34%, cycle I of 69% and cycle II of 81%. In the pre-cycle to cycle I there was an increase of 35.5% and in cycle I to cycle II there was an increase of 12%, thus providing action through these two cycles can improve students' beginning reading comprehension skills and each indicator has been achieved. Based on the indicators of research achievement that have been determined, this research was stopped in cycle II.

DISCUSSION

The improvement of students' beginning reading after applying the PQ4R learning model using picture word cards in Indonesian language learning is obtained by using performance tests or beginning reading practice tests based on the specified indicators. Then given a score by referring to the scoring guidelines that are in accordance with the indicators of beginning reading. The description of the beginning reading indicators is as follows:

1. Pronunciation

   Some students are able to distinguish similar sounds, such as /b/ and /p/, /d/ and /t/, or /s/ and /z/. In pronunciation, students are first taught the correct pronunciation per letter or alphabet. However, there are still students who have not been able to distinguish sounds with letters that are almost the same. First grade students' pronunciation barriers in beginning reading are normal because they are just starting to learn to recognize and string letters into words. This obstacle can be caused by various factors, both from within the student or internal) and from outside or external (Hasanudin, 2015: 15).

2. Fluency

   Students do not yet have the ability to hear and manipulate sounds in words properly (phonemic understanding). Phonemic understanding that develops is the ability to hear and manipulate sounds in words. In line with the opinion of (Aulia et

al., 2019: 19) At this stage, students begin to recognize letters, sounds, and simple words. They may still read with a stammer and make many mistakes.

3. Voice Clarity and Intonation

   Students have not optimally read with clear voice articulation because they do not yet have confidence and fluency in reading. As explained by (Rahmandani et al., 2022: 22) Voice clarity and intonation barriers in beginning reading are an important part of the reading difficulties experienced by students, especially in the early grades of elementary school. These two aspects, although different, are interrelated and both contribute to reading comprehension and expression.

4. Whole Reading

   Students do not yet have good phonological awareness; the child will have difficulty connecting letters with their corresponding sounds. In addition, they are not yet fluent in reading and still read at the letter-by-letter level. In line with (Hasanah & Lena, 2021: 19) Reading with the whole for elementary school children refers to reading skills that are not just about pronouncing letters or syllables, but also understanding the meaning of words, sentences, to the whole text. This is an advanced stage of beginning reading and is very important for the development of children's literacy skills.

5. Mastering

   Punctuation First grade students are still in the early cognitive development stage, so their ability to understand symbols, including punctuation, is still limited. In line with the opinion of (Rahma & Dafit, 2021: 20) First grade elementary students are still in the early cognitive development stage (concrete operational stage according to Piaget), so their understanding of symbols, including punctuation marks, is still limited. Therefore, introducing punctuation to them needs to be done gradually and with concrete and fun methods.

CONCLUSION

Based on the findings and discussion obtained after conducting Classroom Action Research (PTK) by applying the PQ4R learning model using picture word cards to improve beginning reading skills, the conclusion obtained is that the implementation of learning is carried out in accordance with the stages contained in the PQ4R model and adds aspects of the learning process from both teachers and students.

Teacher activity steps include 1) Introductory Activities, 2) Core Activities (PQ4R model syntax), 3) Closing Activities, 4) Mastery of Material, 5) Systematic Presentation, 6) Application of Methods. 7) Use of Media. 8) Appearance of Teaching Practices, and 9) Providing Motivation. The average teacher activity score obtained a cycle I score of 75 in the moderate category and cycle II obtained a score of 83 in the good category.

The student activities consist of 1) Preliminary activities, 2) Core Activities (PQ4R Model), 3) Closing Activities, 4) Activeness, 5) Attention, 6) Discipline, 7) Assignment. The average value of student activity obtained in cycle I was 72 in the moderate category and cycle II obtained 81 in the good category.The improvement of beginning reading skills after applying the PQ4R learning model using picture word cards seen from the results of classical completeness shows that the average class of cycle I obtained a score of 72 in the moderate category. The highest score was 83 (1 student) and the lowest score was 40 (1 student). The number of students who reached the KKM reached 69% or 22 students out of 32 students, while students who scored below the KKM (70) reached 31% or 10 students.

The average class of cycle II obtained a score of 74 in the moderate category. The highest score was 87 (1 student) and the lowest score was 56 (1 student). The number of students who reached the KKM reached 81% or 26 students out of 32 students, while students who scored below the KKM (70) reached 19% or 6 students.

The improvement of beginning reading skills after applying the PQ4R learning model using picture word cards is seen from the results of the pre-cycle completeness percentage of 34% cycle I of 69% and cycle II of 81%. In the pre-cycle to cycle I experienced an increase of 35.5% and in cycle I to cycle II experienced an increase of 12%, thus providing action through these two cycles can improve students' beginning reading skills and each indicator has been achieved. And it is proven that by applying the PQ4R learning model using picture word cards can improve the beginning reading ability of elementary school students in phase A (first grade).

SUGGESTIONS

Based on the results of the Classroom Action Research (PTK) that has been carried out, the author proposes recommendations that can be used as material for improvement to improve the skills of beginning reading by applying the PQ4R learning model using word cards in future research:

1. In the learning process, teachers need to provide rules and assertiveness so that students can follow learning in an orderly manner.
2. When delivering material, use language that is easy for students to understand, besides that, in providing material, connect it with daily events experienced by students so that students can better understand it.
3. Develop picture word card media according to the characteristics of students based on class.
4. Before conducting cycle I research, make groups or categorize students based on reading ability levels.
5. Beginning reading lessons for students in Phase A (grade one) should prioritize the principles of transition from pre-school to elementary school so that students do not feel burdened by reading activities.
6. Since the concentration of students in Phase A (grade one) does not last long, make the class conditioning based on the stages of the PQ4R model by inserting ice breaking activities or educational games.

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