

**PENGARUH PENERAPAN STRATEGI BELAJAR *PREVIEW*,  
*QUESTION, READ, REFLECT, RECITE, DAN REVIEW (PQ4R)* PADA  
PEMBELAJARAN KIMIA TERHADAP HASIL BELAJAR SISWA**

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**ABSTRACT**

The learning process can not be separated from the activities of students' reading . Lack of student interest in reading can lead to low student learning outcomes . Increased student interest in reading can be done with specific strategies to produce high student learning outcomes. Learning strategies Preview, Question, Read, Reflect, Recite, and Review (PQ4R) is useful for improving memory and comprehension of students through reading activities. The study aims to determine the effect of applying Preview, Question, Read, Reflect, Recite, and Review (PQ4R) the results of class X student at the material oxidation-reduction reaction. This study was conducted in January-June 2016 SMA N 54 Jakarta. The method used is a true experimental design with posttest only control design. The research sample was taken by using simple random sampling technique to obtain two classes of experimental class PQ4R strategy while implementing control class lectures, discussions, demonstrations and question and answer. Learning strategies PQ4R consists of six stages, namely preview (glimpse), question (make a list of questions), read (read), reflect (reflecting the reading), Recite (making digest) and the last review (read back worksheet PQ4R). The research instrument is a test to measure learning outcomes and supporting instruments such as observation sheets and questionnaires the students. The results showed that the average learning outcomes in the experimental class (mean = 78.52) is greater than the control class (mean = 63.61). Based on the calculation, the value of t-count = 3.55 and t-table = 1.67 with df = 68. T test results obtained t-count > t-table, so Ho rejected at the 5% significance level. Based on the research and the t test results can be concluded that the application of learning strategies Preview, Question, Read, Reflect, Recite, and Review (PQ4R) give positive effect on student learning outcomes in the material oxidation-reduction reaction.

**Keywords** Preview, Question, Read, Reflect, Recite, and Review (PQ4R), learning outcomes, oxidation-reduction reaction

## ABSTRAK

Proses pembelajaran tidak lepas dari kegiatan membaca siswa. Kurangnya minat baca siswa dapat menyebabkan rendahnya hasil belajar siswa. Peningkatan minat baca siswa dapat dilakukan dengan strategi-strategi khusus sehingga menghasilkan hasil belajar siswa yang tinggi. Strategi belajar *Preview, Question, Read, Reflect, Recite, dan Review* (PQ4R) berguna untuk meningkatkan ingatan dan pemahaman siswa melalui kegiatan membaca. Penelitian bertujuan untuk mengetahui pengaruh penerapan *Preview, Question, Read, Reflect, Recite, dan Review* (PQ4R) terhadap hasil belajar siswa kelas X pada materi reaksi oksidasi-reduksi. Penelitian ini dilakukan pada bulan Januari-Juni 2016 di SMA N 54 Jakarta. Metode penelitian yang digunakan adalah *true experimental* dengan desain *posttest only control design*. Sampel penelitian ini diambil dengan menggunakan teknik *simple random sampling* sehingga didapatkan dua kelas yaitu kelas eksperimen dengan menerapkan strategi PQ4R sedangkan kelas kontrol menerapkan metode ceramah, diskusi, demonstrasi dan tanya jawab. Strategi belajar PQ4R terdiri dari enam tahap, yaitu *preview* (melihat sekilas), *question* (membuat daftar pertanyaan), *read* (membaca), *reflect* (merefleksikan bacaan), *recite* (membuat intisari) dan yang terakhir *review* (membaca kembali lembar kerja PQ4R). Instrumen penelitian berupa tes untuk mengukur hasil belajar dan instrumen pendukung berupa lembar observasi serta kuisioner siswa. Hasil penelitian menunjukkan bahwa rata-rata hasil belajar pada kelas eksperimen (rata-rata = 78,52) lebih besar daripada kelas kontrol (rata-rata = 63,61). Berdasarkan perhitungan diperoleh nilai  $t_{hitung} = 3,55$  dan  $t_{tabel} = 1,67$  dengan  $dk = 68$ . Hasil uji t diperoleh nilai  $t_{hitung} > t_{tabel}$ , sehingga  $H_0$  ditolak pada taraf signifikansi 5%. Berdasarkan hasil penelitian dan hasil uji t dapat disimpulkan bahwa penerapan strategi belajar *Preview, Question, Read, Reflect, Recite, dan Review* (PQ4R) berpengaruh positif terhadap hasil belajar siswa pada materi reaksi oksidasi-reduksi.

**Kata kunci** *Preview, Question, Read, Reflect, Recite, dan Review*(PQ4R), hasil belajar, reaksi oksidasi-reduksi.