

# PQ4R & Vocabulary Acquisition towards Bilingual Fiction Storybook For EFL Elementary Students in Reading Comprehension

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## Abstract:

PQ4R is students' reading time in the bilingual fiction storybook to make faster through prepared questions. This research used qualitative research design to describe the real context of students' reading using bilingual fiction storybook. The instruments were checklist to find the implementation of PQ4R in reading comprehension, and some questions to know the students' vocabulary mastery. Then, the data analyzed to draw a conclusion. As the result, bilingual fiction storybook can enhance students' ability on reading comprehension especially on students' vocabulary enrichments, and makes students think critically through the content inside, because it contains picture inside to make students imagine the contents and it has two languages to make students easily to comprehend the text.

**Keywords:** PQ4R, Vocabulary, and Reading

## Introduction

Bilingual Fiction storybook is one of the learning media in teaching and learning English. Bilingual books are used by parents or teachers to read stories for children and to introducing the world of Indonesian and English as well, even is used by students itself to enhance students' reading skill (Niswatin et al., 2019). As well the storybook has two languages, they are Indonesian-English. Storybook is book that contain picture and text inside. Frequently, children are interesting in something that have picture to expand their imagination and knowledge.

Nadila & Luardini (2022) showed that picture bilingual storybook can be a material to enhance reading skill in teaching English for young learners (TEYL). In this case, the researcher find that students require interesting and useful media for them and teacher's needs. The learning media attracts students' interest and makes student be easier in learning English, especially for lower grade students. Students enhance their vocabulary acquisition

through the media and expand their imagination using pictured bilingual storybook.

Storybooks can expand imagination and help young learners learn about the value or advice contained in a storybook. There are two types of storybooks, they are fiction and non-fiction. But in this research, the researcher uses and discusses about fiction storybook only. Because fiction storybook has more effect in students' ability to grow well.

Fiction storybook is book that contains all of students need in reading. Fiction storybook is book which has picture and conversation text about a story that is imaginary, engineered or created by humans. In addition, fiction can be interpreted as a work that tells something that does not exist and does not need to be searched for the truth. For instance, novels, saga, fables, comics, fairy tales, folktales, short stories, and legends.

The kind of storybook which uses by the researcher here is fable theme, entitled "*The Lion and The Mouse*" and "*The Ants and The Grasshopper*". The reason why the researcher chose the two titles because the storybook contains content about morality, how to help each other, teamwork and do not be arrogant for something you had.

As result from Bagus et al. (2018) that folktales book could expand students' reading skill, enhanced their vocabularies and at the same time the culture is required. Moreover, English novel can enhance students' English skills in grammar, vocabulary, pronunciation and social culture (Raissa Palupi et al., 2021). It means that bilingual fiction storybook has many impacts for students and teacher, especially in elementary school.

Students in elementary school need a tool or learning media to attract their interest in learning English. Even students need learning media to understand the material than just being explained by teachers (Utomo, 2021). The bilingual fiction storybook is one of media that has positive impact for student in elementary school, both in rural and urban areas. Sayukti (2018) showed that the elementary students from urban and rural areas have positive perceptions on the integration of character values into the bilingual children storybook.

The same case happens at MI Thoriqul Muhtadin. Teacher in the school uses bilingual fiction storybook to enhance students' reading skill and reading comprehension. The teacher uses fable as the kind of storybook which given for students. Therefore, teacher from MI Thoriqul Muhtadin has a strategy to teach their students in learning English using the media.

The teacher gives around 30-60 minutes to read Bilingual Fiction Storybook and give a question to enhance students' ability in reading

comprehension and asking some words to know the students' vocabulary acquisition from the text. Additionally, the strategy can enhance students' reading skills and vocabulary acquisition. Students could enhance vocabulary acquisition using Bilingual books (Chaloupková, 2018).

It means, by the reading bilingual fiction storybook student can enhance their pronunciation, reading abilities, and their understanding of the information from the text that they read. Moreover, the ultimate goals of reading are to derive meaning from reading. EFL students have to learn English from spelling, phonics, morphology, vocabulary, comprehension and fluency to read the text well and comprehend the text. Those are types of reading skills.

In this case, students at MI Thoriqul Muhtadin learn English as a Foreign Language, not as a Second Language. And the curriculum at the school uses curriculum 2013. Based on the curriculum 2013, the aims of teaching English for elementary school are to make the students be able to comprehend the words, phrases, and sentences. The problem found in this research is the students' difficulty to comprehend the meaning of the other material, especially in reading skill and reading comprehension, also the material that gave from the teacher before make student interest in learning English, but the teacher did not give the learning media to their students for a half year ago. The teacher said that she does not have more time to teach them the material.

Besides, the universal purpose of English learning is to expand the four skills; listening, speaking, reading and writing, and the language components; grammar, pronunciation, and vocabulary (KTSP, 2006 as cited Arifin). Listening and speaking are two skills that teach every day before children comes to school world. They expand the skills step by step and get better in school. Besides, reading and writing are two skills which have more time to learn in school than at home.

Therefore, the teacher uses bilingual fiction storybook as a media because picture can make the students interested and easier to get the message and understand what the author believes in text and encourages the student to explore picture in the storybook.

Because the storybook has many benefits and provide the student's need in learning English as Foreign Language, the student there often asked to the teacher when they would go to the library to read the storybook again. That are the reasons why students at MI Thoriqul Muhtadin interested in reading the bilingual fiction storybook. As well as, the media can help students to enhance their understanding about the material they learnt. It can be an

importance of this research. The result of this research can be consideration for the teacher to teach their student using the learning media anymore. Because there is a lot of benefits can get by doing the material.

Since the most important in reading skills is reading comprehension, it is important to analyze the use of bilingual fiction storybook for EFL elementary students in reading comprehension. It consists of how to enhance students' vocabulary and the reading technique they use to comprehend the text that they read by using the bilingual fiction storybook. For the reasons, the researcher is interested to analyzing case studies which appears at MI Thoriqul Muhtadin under the title "PQ4R & Vocabulary Acquisition towards Bilingual Fiction Storybook for EFL Elementary Students in Reading Comprehension".

## **Review of Literature**

### **Reading Comprehension**

Sipahutar (2021) defined that reading comprehension is understanding what has or have been read. It means, that students have to be master in reading skill to comprehend the text. Because when the student cannot read about the text, they also cannot comprehend about the text. So, it forces student to be master in reading skill to comprehend the text.

Besides, student also needs to enhance another skill to understand the text in many ways. For example, student can comprehend the material book which gives from teacher by listening the explanation, or read the book and even write the point on their books. Ardhan et al. (2020) added that reading comprehension is an understanding of the meaning or it can be called as purpose in a reading through writes the point of the text. This is why, students must be had four components of language skills in learning anything.

As the mentioned from Lestari (2018) & Sipahutar (2021) that reading is the one of four components of language skills that must be have by students. The four components of language skills are listening, speaking, reading and writing (Oakhill et al., 2016; Tarigan, 2008).

First one is listening. Listening is the skill that learn and enhance every day in daily life even before we born, and it makes our listening skills well. The second skill is speaking. Speaking is the skill that we learn from baby and help with other people just like parents, brother, sister and all of our family. They always try to speak with us from we were baby until right now. This is why we learn about the speaking skill every day in life. As MS &

Rachmadtullah (2018) said that listening and speaking skills are learned before students entering the school level.

The last skill is reading and writing. Reading and writing are the two skills that can learn in somewhere. Students can enhance their abilities at home, but more at school. If students at home, their parents, brother, sister, family or even their private teacher teach them to enhance their reading and writing ability. And it makes students enhance their reading and writing ability well.

In other side, teacher in their school always teach them about four skills, they are listening, speaking, reading, and writing. Teacher teaches reading and writing every day to their students uses many ways. There is teacher who enhance their students reading ability using book, or by read handwriting on the board and asking the students to copy and write the material on students' book. It can apply for students in all grades.

Those are two ways which can enhance students' reading ability. As the explanation from MS & Rachmadtullah (2018) said that reading has an important utilization which can expand students' knowledge. However, the crucial things in reading skill are to comprehend the text they read. That is the center point in reading.

As said from Nadila & Luardini (2022) stated that the purpose in reading skill is to gather information from the text, understand the meaning, and be master many sides of knowledge. It was same with statement that came from Mariam's (1991) who said that reading comprehension is the key in learning. Comprehend means student can answer the question which give from the teacher, friend or other people.

In addition, Proctor et al. (2020) said that the element that must be present in reading activity is to understanding the text. Even when student can retell about the text, or story that they have read, it can be call that the students comprehend the text. That is why reading comprehension being a crucial thing in reading skill. The method is similar in learning English as foreign language for young learners.

As the result from Nadila & Luardini (2022), when students learning English as foreign language, students are taught to be independent, critical, and be creative. Because students think what is the meaning about the word, phrase, and sentence they read. Their mind work to think about it, or students can ask the teacher about the content.

## **Elements of Reading Comprehension**

Reading has two different views which can be explain the theoretical divergences. The views are the Simple Reading View (SRV) and they lead to the completion of the task or goal in the short or long term (Yahya, 2019). Its explain that based on SRV, there are two elements of reading comprehension. They are decoding and linguistic comprehension (Kate Nation, 2019).

Decoding can refer to overt ‘sounding-out’ of a word. Sometimes, the word term phonological decoding or alphabetic decoding. It means that decoding is ability to read text, based on relation between letter and sound of the text. When students learn about decoding, they will hear some common phrases that learn inside like phonics, phonemic awareness, phonemes, segmenting and blending. However, the definition does not work for students at the outset of learning to read as their word recognition system is not yet in place and reading is far from fluent and expert. The things that need to be captured by the term “decoding” is dependent on the reading level of the individual.

The second element based on SRV is linguistic comprehension. As defined from Kate Nation (2019) stated that linguistic comprehension is the ability to take lexical information and derive sentence and discourse interpretations. It refers to the ability to understand oral language, often assessed by tests of vocabulary or listening comprehension (Bornstein, Nahn, Putnick, Suwalsky, 2014).

In addition, Htjeland et al (2019) formed the different approach that taps linguistic comprehension in a broad sense, drawing on multiple indicators are measures of vocabulary, grammar, listening comprehension and verbal working memory. However, some studies have argued about factors that affecting in reading comprehension.

In the other hand, Bezkorovaina & Kolibek (2020) found that the components of reading comprehension are skills, habits, knowledge, and communicative ability. It means that students’ ability is influence to enhance students reading comprehension. Besides, Tikaningsih, (2020) explained that the factors affecting in reading comprehension are lack of vocabulary and knowledge. Good readers are reader who gain a lot of information and be master in vocabulary. The knowledge and vocabulary are tools to comprehend the meaning of the text. By having the tools, students can be easier to read the text, understand the meaning of the content, and answer the question or explaining the text to other people.

Additionally, Torgerson et al. (2019) showed the aspects of reading comprehension contain (1) understanding of simple, lexical, grammatical, and rhetorical meanings, (2) understanding significance or meaning from all the author's intentions of relevance / cultural circumstances, and reader reaction, (3) evaluation or assessment (based on content, and form), and (4) reading speed is flexible, which is easily adjust to the situation.

Based on the definition above, can be conclude that there are two elements of reading comprehension, those are decoding and linguistic comprehension. Decoding includes phonics, phonemic awareness, phonemes, segmenting and blending. Then, linguistic comprehension is about the ability to take lexical information and derive sentence, and discourse interpretations which contains about vocabulary, grammar, listening comprehension and verbal working memory.

In addition, the factor affecting in reading comprehension is the lack of vocabulary which can be a problem of students' difficulties to comprehend the text and content, also be short of knowledge can be one of several reasons that student cannot imagine the meaning of the content.

### **Techniques Used by Students in Reading Comprehension**

Bezkorovaina & Kolibek (2020) discussed the students reading strategies is four main types. They are scanning, skimming, intensive reading, and extensive reading. By the techniques, students will be easier to understand, comprehend, and memorize the importance things about the text. However, those techniques mostly used by students in reading on secondary or high level of education.

In the other hand, Maggio (2010:1) stated that there 3 techniques which are supporting techniques in reading, those are reading aloud, silent reading, and speed reading. In addition, Lalit et al. (2020) explained that based on the result of their study, there are two techniques which are important to understand the influence of loud reading in elementary level education, and silent reading in secondary level of education. Although there is no much parent knows about the power of two supporting techniques in reading comprehension to their children.

Besides, Ardhian et al. (2020) compared that student learning reading comprehension by two techniques of reading, they are PQ4R and DRTA. PQ4R is an acronym of Preview, Question, Read, Reflect, Recite, and Review. And DRTA is an acronym of Directed Reading Thinking Activity. However, the result of the research from Ardhian et al. (2020) showed that students more used Directed Reading Thinking Activity than using the techniques

Preview, Question, Read, Reflect, Recite, and Review. While Wahyuningsih & Kiswaga (2019) found that students learning reading comprehension skill by Cooperative Integrated Reading Composition (CIRC) and PQ4R have been effective. Based on those researches, the researcher found that PQ4R technique is the most technique used by students in Elementary School.

Therefore, in this research, the researcher wants to know the implementation of PQ4R technique which usually applies by students in Elementary school. Then, the researcher will analyze the PQ4R technique based on students' ability.

### ***PQ4R Technique***

Preview, Question, Read, Reflect, Recite, and Review are a technique that usually uses by students in elementary school in reading (Ardhian et al., 2020). Dwi Setianingsih (2019) added that PQ4R strategy is being one of the most successful strategies in remembering textbook material. According to Slavin (2008: 256) defined that PQ4R technique is a strategy which is asking student to preview the text, making any questions about the text, read the text, reflecting what have read, recite and review the content of the text.

Therefore, Wahyuningsih & Kiswaga (2019) mentioned that student need to follow the steps in PQ4R to comprehend the text. First, preview. Students need to performing brief reading in order to identify the main topics/the learning objectives that should be achieved. The second is question. Question here means formulate question based on the main topics/the learning objectives by using the question words such as what, who, and how.

The third one is read. To know the answer of the question above, students need to read the text well. The fourth is reflect. The step means the student ability to stimulating or connecting information based on their knowledge and the text they read.

The fifth is recite. According to Kiewra (2002) in (Dwi Setianingsih, 2019; Shoaib et al., 2016), recite means repetition of the information. It means students practice to remembering, summarize about the topic, or asking and answering the question about it. And the last step is review. It means students need to reading the abstract that has been recite and re-reading the text if they do not pretty sure with the abstract.



## **Bilingual Fiction Storybook**

### **Content based of Bilingual**

Bilingualism is not a new phenomenon; however, the strategy often implements by teacher and student mostly. Bilingual education is the method mostly uses in all level of education in learning language. It does not only work in learning English language, but also another language which is should meet the needs of a variety of children and circumstances (Bialystok, 2018). Bilingual education helps students to be easier understand and comprehending the meaning of the text or the speaker explanation.

Bilingual here, means Indonesian-English languages. Because of in Indonesia, English is not students' first language, or second language. English is a foreign language that have to learn by students from early age. This is why, bilingual education in learning language is importance to implement by teacher and student. In addition, Nadila & Luardini (2022) said that students' character and social development can build by learning a foreign language, especially English. Students can enhance their ability in reading, understanding, comprehending, listening, speaking and writing in learning English, also make their critical thinking be active and works well.

### **Students' Bilingual Fiction Storybook in Reading Comprehension**

Bilingual Fiction storybook is one of the learning media in teaching and learning English. Bilingual books uses by parents or teachers to read stories for children and to introduce the world of Indonesian and English as well, even used by students itself to enhance reading skill (Niswatin et al., 2019). As well the storybook has two languages that are Indonesian-English.

Based on Oxford dictionary, storybook is a book contains a story or collection of stories intended for children. It makes student expand faster and easier isolating component. In addition, Jeni (2020) stated that short story is an exciting strategy to enhance students' reading comprehension and catch the meaning of the text. It means, that short story can apply as a media in teaching reading skill, especially reading comprehension to attract students' interest in learning process.

Short story also defined as fictional work of prose, which is shorter in length than a novel (Pransiska, 2018). The use of short story in teaching English is the short story needs to apply what is needed to attract students' interest in learning English. Storybook which is written in two languages can help student in vocabulary acquisition, imagine the meaning of the content and enhance students' ability to comprehend the text.

In this research, students' first language is Indonesian and foreign language is English, thereby the storybook must be written in Indonesian and English languages. So, students can read mixed, Indonesian first, or English first, to make it easier in understand and comprehend the storybook.

The advantages of storybook are the storybook can expand imagination and helps young learners learn about the value or advice contained in a storybook. As a Nadila & Luardini (2022) stated that pictured storybook is one of several media which can support students' reading ability, especially for young learners who learn English as foreign language.

Frequently, children interested in something that have picture to expand their imagination. When students try to expand their imagination, at the same time their critical thinking work inside. Raissa Palupi et al. (2021) stated that students' critical thinking started when they can relate the social condition with their perspective and experience.

Critical thinking also defines as an ability of their mind in thinking independently and act responsibly to decision that they have made. It means that students' critical thinking can be active work when students try to imagine something that they have read. Therefore, by critical thinking, students learn about social culture which sometime available in the storybook and student also can make any question about the text, when they do not know the meaning about the text. At the same time, students get new vocabulary by asking several questions to their teacher or friends, even their families if they read the storybook at home.

In addition, Tobin (2018) also added that bilingual storybook help students in vocabulary acquisition, understand the book easily, support code switching in two languages, and helps student to deal with other issues that happens in other countries. Thus, the process in reading requires students in vocabulary mastery. Students can comprehend the text when they can read the text well.

Chaloupková (2018) mentioned that successful of communication and comprehend the text are need a wide range of vocabularies and proof how much is enough to comprehend the text. Harmer (1991:159) stated in thesis from (Ali & Razali, 2019) Azyza Malik (2020) that there are two types of vocabulary, they are active vocabulary and passive vocabulary. Active vocabulary is word that know and learn by students, which usually uses in daily life. While, passive vocabulary is word that knows but rarely uses.

It means that active vocabulary is word which often uses by student in learning and practicing four skills, they are listening, speaking, reading, and writing. Conversely, passive vocabulary is word that know the meaning of

word but rarely uses. Hieberth H. E. & Kamil (2005) added that active vocabulary and passive vocabulary also known as receptive and productive vocabulary. Productive vocabulary is a set of word which can be uses when writing and speaking, also the vocabulary looks well-known, familiar, and use frequently. Besides that, receptive vocabulary or recognition vocabulary is a set of word which can be assign meaning when listening and reading. It means that hearer and reader can recognize and understand the meaning of vocabulary which appears on the text or when speaker saying.

There are two kinds of storybook, they are fiction and non-fiction. But in this case, researcher is only analyzing about fiction storybook in reading comprehension for young learners. Fiction storybook is book that has all of students need in reading. Fiction storybook is book which has picture and conversation text about a story that is imaginary, engineered or created by humans. In addition, fiction can be interpreted as a work that tells something that does not exist and does not need to be searched for the truth. For instance, novels, saga, fables, comics, fairy tales, folktales, short stories, and legends.

As result from Bagus et al. (2018), folktales storybook can expand students' reading skill, enhance their vocabulary and at the same time, culture is required. Students learn about the culture inside, and get more vocabulary to enhance their ability in English, and also their reading skill improve well by read the storybook. Moreover, English novel could enhance students' English skills in grammar, vocabulary, pronunciation and social culture (Raissa Palupi et al., 2021).

Based on the explanation above, it means bilingual fiction storybook has many impacts for students in reading skill, especially in reading comprehension and vocabulary mastery. In addition, the bilingual fiction storybook can minimize the obstacle in reading comprehension for students in elementary school.

Students also can get more new vocabulary, enhance their reading ability through the media, because they are not only learning English based on the book text, but there is picture inside which can attract students' interest to read the storybook. Therefore, the bilingual fiction storybook implements by teacher in school, because the student can learn about the text using the reading techniques they want, and student also get vocabulary mastery at the same time. The vocabulary can get such as active vocabulary and passive vocabulary.

The new vocabulary can get by student when they read the bilingual fiction storybook and make a question or asking to the teacher what they do

not know about the vocabulary to reading the text. This is why, the bilingual fiction storybook enhances students' vocabulary and encourage their critical thinking to work and expand their knowledge.

## **Method**

### **Research Design**

In this study, the researcher used qualitative research as the method to analyzed the case study which happens in one of Elementary school in Bangkalan. This research talked about bilingual fiction storybook on reading comprehension for EFL students in elementary school. Qualitative information is an information without numbers but uses words, documents, and pictures. The main objective of qualitative research is to explore and discover the setting as it is. The product of qualitative research is generally a narrative report and very detailed and clear description. This is why the researcher decided to use descriptive analysis as the design of this research. Because the aim of descriptive analysis is at describing a situation or phenomena as they are, not manipulate or provide certain treatments to the object of research.

### **Research Setting and Subject**

The subject of this study were 14 students in 4<sup>th</sup> grades of MI Thoriquul Muhtadin, which conducted 8 female, and 6 males. The researcher chose the class because the learning media implemented on the class only. The school located at Raya Kramat street, Ujung Piring, Bangkalan. This case happened on first semester in 2022/2023, and it implemented by teacher on 4<sup>th</sup> grade to enhance students' vocabulary and reading comprehension. Meanwhile, the researcher chose only five students as the sample to be interviewed which presented the class 4<sup>th</sup>. The students were chosen based on their English language ability, their hobbies in reading, and active during the learning process. Also, the main reason is they wants and can be invited to the interview. Those aspects became the essential reason to gain an original data.

### **Instrument of the Research**

The researcher used three instruments in this research, those are field note observation, in-depth interview, and documentation. *Field Note Observation*, this first instrument is field note observation included to observe the place, actor, and activity. It involved students' performance and the media

which used by teacher in teaching English language. *Interview*, the second instrument is interview. The researcher used semi-structure interview as one of in-dept interview category, which was unrestricted in implementation than use structured interview. *Documentation*, the last instrument is documentation. The instrument is not only picture which taken by the researcher, but the document such as lesson plan and students' attendance list would be available inside.

### **Data Collection Technique**

The researcher used three techniques in collecting data, those are field note observation, in-depth interview, and documentation. Through triangulation techniques, the data could build on the strengths of each type of data collection while minimizing the weakness in any single approach.

This first technique is field note observation. The researcher made a field note observation as an instrument of data collection technique before doing the observation. The result of this observation was presented in the form of field notes. Observations were made on the object of research as a source of data in its original state or as a daily situation.

The second technique is interview. The researcher used semi-structure interview because the purpose of this interview is to uncover a problem widely and the student would ask by researcher to gain information and students argue. The researcher would ask students about the research question that must be uncover here. The question is about students' vocabulary acquisition and the technique that used by students to understand, and comprehend the bilingual fiction storybook which given by their teacher. To completely the interview, researcher made an instrument of interview as an instrument of the data collecting technique. The question inside would ask to five students on 4<sup>th</sup> grade in the school as a sample, because based on the research questions on Chapter I and the objective of this study were mentioned to analyze students' ability in reading comprehension.

The last technique is documentation. The technique could be as proof that the researcher has done with the technique which mentioned before. The documentation just like picture about observation and interview process, or when the researcher doing her techniques, also lesson plan and students' attendance list would be included inside. The media would use in documentation process is smartphone or camera.

### **Data Analysis Technique**

The qualitative data analysis used process data reduction, data display,

and conclusion drawing or verification.

*Data Reduction*, data reduction is the process of summarizing, selecting the main points and simplifying, abstracting and transforming the raw data arising from written field records. So that, the data provided a clearer picture of the result of observations, interviews, and documentations. The analysis would produce a description of the words. In reducing data, the researcher will gain all of the data which contains observation data, interview data, and documentation data. Then, the data will select adjust with researcher's need. The data will only take based on the topic of this research, that is reading comprehension. It focused on the student activities, student performs, student's perceptions and learning conditions in the classroom. Another data which is not contain topic about reading comprehension will be archived.

*Data Display*, data display or presentation of data is an activity when a set of information is structured so as to give the possibility of drawing conclusions and taking action. In qualitative research, data presentation is carried out in the form of brief descriptions. By presenting the data, the data is organized so that it would be easier to understand what was going on, and to plan further work. In this research, the data used descriptive and contained several theories related to the media. The data interview result will precede and transcribe through a coding sheet. It will develop based on the criteria from the previous study by Nadila & Luardini (2022), from several scholars; they are Sayukti (2018) Jeni (2020) and Ardhian et al. (2020).

*Conclusion Drawing/Verification*, the researcher drew conclusion continuously while in the field from data collection. The researcher will make a conclusion based on the data that has been processed through data reduction and data display. The conclusion put forward are temporary and will change if there is no strong supporting evidence found at the next data collection stage. However, if the conclusion put forward in the early stages are supported by valid and consistent evidence when the research returns to the field by collecting data, the conclusions presented are reliable conclusion.

## **Results and Discussions**

The data required from three sources that consists of observation, interview and documentation. Those data were displayed by coding sheet to understand and to discuss easily. The data was elaborated below:

## **The implementation of PQ4R technique in Reading Comprehension at MI Thoriqul Muhtadin**

From the first observation, the researcher found that almost all of students focus on the teacher explanation in the classroom. The students sit and pay attention to the something which is discussed by the teacher. The first discussion is about remind and review previous lesson which given by the teacher. On the previous lesson, the teacher taught about possessive pronoun. Several students forgot about the material and they need around 30-60 seconds to get back the memories while open their book.

After that, the teacher showed two Bilingual Fiction Storybooks, they are "*The Lion and The Mouse*" and "*The Ants and The Grasshopper*". The teacher asked them which one of the storybooks that wants to read at the time by raise up their hand when the storybook displayed. The storybook on her right hand is "*The Lion and The Mouse*" and "*The Ants and The Grasshopper*" on the left hand. The result of the votes showed that there are eight students chose "*The Lion and The Mouse*" which is on the right hand, and six students chose "*The Ants and The Grasshopper*" on the left hand. Based on the result, the teacher decided them to read one of the storybooks, it is storybook about "*The Lion and The Mouse*". The teacher shared one storybook for two students, because the storybook is limited. Then, the teacher gave 10-15 minutes for students to read the storybook.

Furthermore, some students read loudly and some more read silently because the teacher did not mention the reading technique should be used by students. During the reading time, the student asked to another desk for something which connected with the storybook such as vocabulary, he asked to his friend what is the meaning of word 'move'? and his friend answered that 'move' is activity when you take something from one place and put to another place. He also asked to his friend, how to pronounce 'move'? and his friend said that word 'mov' is pronounced 'u', just like 'muw'. In the last minute, he asked to his friend anymore, what is the of the sentence that they do not understand, the sentence is "Thanks, Mouse. You can go anywhere before I change my mind to kill you" His friend responses as know as he can, he said that "the Lion let the Mouse to go" and the reading time was over because the teacher stands up from the sit and comes in front of class.

Then, the teacher asked them using two languages, they are Indonesian-English. Because several students do not know the meaning of the question which is given by the teacher for sure when the question in English. She asked them, what is title of the storybook, and the students said that the title

of the story is "*The Lion and The Mouse*", and she asked again, who is the character inside, and they said that there are two characters inside, they are Lion and Mouse, and she asked again, what is the morality of the story, one of the students raise up her hand and said that the morality of the story is we need to help each other. Then, the teacher added that human is perfectly need someone else in life, do not be arrogant, although you are stronger than them now, but we do not even know how future will come to us. And the statement from the teacher is being the closing statement in the meeting.

Basically, the student mostly answers the question in Indonesian than English because students' ability in English at the class is minimum. It showed when the teacher gave the question about the story in English, the students laugh, silently and asked to the teacher what is the meaning of the question about. When the teacher gave them the previous questions in Indonesian, almost all of the students could answer the questions quickly and correctly although their abilities in English is less.

In first observation, the teacher only gave one book and taught them about the morality which contains in the storybook. Besides, the teacher did not ask much about the vocabulary that got by students after read the storybook. The teacher only asked the meaning of basic vocabulary for their student such as walk, run, help, move, I, you, they, we, he, she, come, lion, and mouse. After the class was over, the researcher suggests her to ask more vocabulary in another observation, to know the vocabulary acquisition from the Bilingual Fiction Storybook.

In the second observation, the teacher took less more 5 minutes for remind the previous lesson. After that, she gave another storybook for the students without giving option anymore. The storybook entitled "*The Ants and The Grasshopper*" She shared one storybook for two students and gave 10-15 minutes to read the storybook just like in the previous meeting. While, on the second observation the teacher also read the storybook once to comprehend the text and to ask the students after that.

Some students have read early than the first observation. Then, the teacher asked them after all of the students have read the storybook. The teacher asked the same questions with the previous meeting, and she added to ask the vocabulary acquisition which got by students from the storybook. The teacher asked them, what is the meaning of 'I see', 'where do you wants to go?', and 'I need some water' from the storybook. Around five students could answer the question correctly, but it took a little bit more time when the question in English. They said that 'I see' means I know, 'where do you wants



to go?’ means asking to other people where they are wants to go, and ‘I need some water’ means that the Grasshopper needs water to drink.

Meanwhile, when the vocabulary question in Indonesian, the students could answer quickly, but the pronunciation mostly get wrong, just like word ‘take’, the students pronounced ‘*tak*’, and the teacher said that the correct pronunciation is ‘*teik*’. It happened because the teacher mostly teaches about vocabulary and simple sentence like simple present tense, simple past tense and simple future. Besides the pronunciation rarely make it correction by the teacher. The teacher correcting the pronunciation when student ask her.

In the third observation, the researcher only took 15 minutes for observation and 45 minutes for did interview. At the meeting, the teacher only focused on remind and review the previous lesson. The material is about to know students’ vocabulary acquisition, which one of the two storybooks is being their favorite story, and the students’ feel after they read the storybook. Almost all of the students are happy to read the storybooks, and they like both of the storybooks. Several students asked their teacher to read the storybook anymore, but the storybook which contains two languages and fiction theme in the school is limited. It can be a reason why the teacher was not giving the storybook anymore at the time.

The result of observations which captured by the researcher during the activities teaching and learning process using Bilingual Fiction Storybook at the school research is written in the field notes observation.

Based on the result of interviews with five students on 4<sup>th</sup> grade at MI Thoriquil Muhtadin, the students have a good respond during the interview about the topic, and they were excited to read the storybook anymore. It showed when the students ask to the teacher and researcher when they can read the storybook anymore. Besides, the storybook also could expand students’ knowledge and imagination, because the theme of the storybooks is fiction storybook which contains picture of the characters inside. By the picture and character, students can imagine the story. It also helped students to comprehend the topic of the text quickly.

In addition, when the researcher is doing the interview, she found the line that connected with the Preview, Question, Read, Reflect, Recite, and Review (PQ4R) technique. From the interview with several students, there are two students connected with the technique.

First student said,

“... I have ever watched the story before, and I try to remind the story...” (*Translated interview with student 3, February 28, 2023*)

and the second student said,

“... the story is similar with a movie on television, that is why I can make a prediction what is the topic about.”

*(Translated interview with student 4, February 28, 2023)*

It means that the both students used Preview, Question, Read, Reflect, Recite, and Review (PQ4R) technique in reading comprehension to understand and comprehend the storybook. That is why the researcher takes the bilingual fiction storybook as the media for this research, because there are many advantages of the storybook that can get by students in learning English such as vocabulary acquisition, expand students' imagination and knowledge.

However, from the interviews, students actually comprehended quickly more than expect as three students said that they ever watched the story on television and one student said that she has ever read the storybook before at home. Although the most language used by student in daily life is Madurese, they can understand and remember other language word by word clearly.

Additionally, one of the samples said that learning English using the storybook more attractive than using textbook only because on the bilingual fiction storybook, she could see the picture of the characters, two languages, and learned about the morality which contains inside such as we should help each other on the storybook ‘*The Lion and the Mouse*’ and we need to prepare for the future on the storybook ‘*The Ants and The Grasshopper*’.

Three of the samples said,

“... I have ever watched the story on TV at home.”

*(Translated interview with student 3-5, February 28, 2023)*

Although the both of storybooks are about animals as the character of the story, but it could attract students' interest and has some things that can learned by students after read the storybook, one of them is about morality. The students also can enrich their vocabulary acquisition by compare the both languages on the storybook.

Besides, in the interview from several students, all of them said that,

“... the storybook is interesting...”

*(Translated interview with five students, February 28, 2023)*

and once said,

“I can get new vocabulary from the storybook”

*(Translated interview with a female student, February 28, 2023)*

It showed that bilingual fiction storybook is useful and works for students in elementary school to understand the text quickly and get more vocabulary by reading the storybook.

When doing the interview, four of five students said,

“I try to search in dictionary when found the difficult word”

*(Translated interview with three students, February 28, 2023)*

It means that each student has a solution by themselves and know how to do when found the difficult word while reading the storybook. One of the solutions is searching in dictionary.

One of them also said,

“... I like to read the storybook while learning English, although I do not like the lesson, but it makes me exciting to read the storybook”

*(Translated interview with a female student, February 28, 2023).*

There is one of the samples told the researcher that usually their teacher gives the material using text book only. The method is used by teacher was monotonous. Basically, the teacher writes the material on the whiteboard, and explains to their student then such as the lesson is about simple present tense and simple past tense. After that, the student has to remember the lesson at home, and sometimes the teacher gives an exercise for remind the students' ability.

The student said that it was bored to learn English which is hard language for them by using text book only. The students also told researcher that they have ever read the storybook on the last semester for around one month or three meetings. But the teacher never given the storybook anymore, because there were many lessons have not done because of that. However, the students need something that can attract their interest and make it easy to learn English such as storybook or media which can help them to understand the material. It seems when the researcher came to the class and talk to the teacher to give the bilingual fiction storybook, they were happy and said to the teacher that they want to read the storybook at the time. Therefore, the teacher allowed the researcher to do her research at the class.

## **Discussion**

The objectives of this research are to uncover about the implementation of the technique is used by students to comprehend the text in bilingual fiction storybook and to find the students' vocabulary acquisition after they read the bilingual fiction storybook.

### **The Implementation of PQ4R Technique Used by Students in Reading Comprehension**

The results of the analysis on first and second observations, researcher found that there are four students used Preview, Question, Read, Reflect, Recite, Review (PQ4R) technique when reading the bilingual fiction storybook. Preview is reading a long-short story of the text to catch the main point of the story. The students read the synopsis on the behind of storybooks *'The Lion and The Mouse'* and *'The Ants and The Grasshopper'*. The synopsis is a long-short story which can make students comprehend the text easily (Dwi Setianingsih, 2019).

Question means question which occurred after students did the preview, or read the synopsis of the storybooks. Students make a question and ask their classmate about the question. The questions are about what is the title of the storybook, who is the character inside, and others. They asked the question to their friend beside them just for fun, and do not make it boring while reading the storybook. The present research result is relevant with Ardhan et al. (2020), who mentioned that Preview, Question, Read, Reflect, Recite, Review (PQ4R) are a technique that usually uses by students in elementary school in reading. The relevant is that question means sentence which occurred suddenly after students read storybook. The technique also can be used while play guess what the answer with other friends. Then, the student read the storybook to find the answer of the questions. Read is the third step of PQ4R technique.

Read is activity when students read the whole of storybooks. The students read the storybooks in around 10-15 minutes to understand and to answer the question which are made by own self, teacher or other friends. It is in line with Wahyuningsih & Kiswaga (2019), who mentioned that to know answer of the questions, students need to read the whole text well. It showed that read means students activity in reading whole part of storybooks to find the answer of the questions. When the students find the answer, they make a sure to themselves. After that, students can continue to the next step, it is reflecting.

Reflect means when the students connect the information which they get by read the text with their prior knowledge. There are four students said to the teacher that they have read the storybooks before at home and two students have watched the story on television. The result is connected with Wahyuningsih & Kiswaga (2019), who said that reflect means the students' ability to stimulate information based on their knowledge and the text of the storybooks they have read. It concluded that reflect is activity when students connecting the information which students had with the text they have read.

The next step is reciting. Recite means repeating the information. Students do the step by take a note on their book. The note is including title of the storybooks, the character inside and the morality which contains of the story. The statement is similar with the theory by Kiewra (2002) in (Dwi Setianingsih, 2019; Shoaib et al., 2016), who stated that recite means students practice to remembering, summarizing about the topic, or asking and answering the question about that. It is explained that recite is step which students do while repeating the information by take a note of the storybook they have read. Then, the students can do the last step, that is reviewing.

Review means to look back the synopsis when they do not pretty sure with the note that they written on their book. Students review the synopsis on the behind of storybooks and compare with the summarizing that they wrote on their book. It is line with the theory by Kiewra (2002) in (Dwi Setianingsih, 2019; Shoaib et al., 2016), who mentioned that students need to read the abstract that have been recite and re-read if they do not pretty sure with the note. It showed that review is students' activity to make a sure that the note which they written on their book is correct and match with the storybook they have read.

It means that the students used Preview, Question, Read, Reflect, Recite, and Review (PQ4R) technique in reading comprehension to understand and comprehend the storybook. Dwi Setianingsih (2019) also added that Preview, Question, Read, Reflect, Recite, and Review (PQ4R) strategy is being one of the most successful strategies in remembering textbook material. From the technique, students mostly stimulate the topic on the textbook with their prior knowledge. It makes their critical thinking work and expand their knowledge.

Based on the results above, researcher found that the implementation of Preview, Question, Read, Reflect, Recite, Review (PQ4R) technique in reading comprehension at the school especially on 4<sup>th</sup> grade of MI Thoriqul Muhtadin is working well. The students comprehend the both of storybooks

quickly by doing the technique. It can be answered the first research question in this research clearly.

### **Students' Vocabulary Mastery**

Based on the observation and interview which is done by the researcher at the school with five students, the result showed that bilingual fiction storybook is useful for student in vocabulary acquisition. It seems when the teacher gave some questions after the students read the bilingual fiction storybook. Several students could answer the questions quickly while they are reading the storybook. It is in line with Nadila & Luardini (2022) who argues that students could enhance their vocabulary acquisition through the media and expand their imagination using pictured bilingual storybook.

Additionally, the students comprehend the meaning of the text by compare the two languages which consists inside. Nadila & Luardini (2022) also said that the storybook has two languages, they are Indonesian-English, and the storybook is book contain picture and text inside. Sometimes, the student got difficult word in reading the storybook, but it cannot be a weakness of them. Because they asked their teacher or their friend and they looking for on the dictionary when found difficult word in the storybook. However, their teacher would explain the meaning of the text when they do not know or understand about the text.

It was proven that storybook is an exciting strategy to enhance students' reading comprehension and catch the meaning of the text (Jeni, 2020). The media could attract students' interest in learning English as Foreign Language. The bilingual fiction storybook is not only useful in reading comprehension, but also in vocabulary acquisition. It is proven by the result of observation and interview on three meetings at the school.

### **Conclusion**

The implementation of PQ4R technique in reading comprehension by Bilingual Fiction Storybook is doing well and students get more vocabulary after using the media. It can be seen from the students' ability to answer questions which are given by the teacher at all meetings. Then, students' reading time when read the bilingual fiction storybook is faster than researchers' expectation. It showed that bilingual fiction storybook can enrich students' ability on reading comprehension especially when they were using PQ4R technique.

Besides that, the bilingual fiction storybook increase students' interest in learning English because content of the storybook is about cute animal character and the material of storybook is small. Finally, bilingual fiction storybook also makes students think critically through the content inside. The media which is bilingual fiction storybook is useful media for Elementary students because it can attract students' interest in English by the picture which contains inside and enrich students' vocabulary by compare the both two languages on the storybook.

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