

## CHAPTER II

### THEORETICAL FRAMEWORK

#### A. PQ4R Learning Strategy

##### 1. Definition of PQ4R Learning Strategy

PQ4R is an abbreviation from Preview, Question, and 4R stands for Read, Reflect, Recite and Review. PQ4R strategy is an elaboration learning strategies that have proven effective in helping the students to know the reading information.<sup>1</sup>

PQ4R learning strategies is one of the elaboration strategies. Elaboration strategy is the process of adding assessment, so that the new information will become more meaningful. This strategy is used to help students remember what is read with the aim to study the textbook chapter completely.<sup>2</sup>

According to Rathus PQ4R method can stimulate students to active in getting information of a subject. Students are encouraged to become proactive rather than reactive. It means that this method, students have important role to be active in teaching and learning process.<sup>3</sup>

From the definition of strategy, learning and PQ4R described above, it can be concluded that the PQ4R learning strategy is a way that used to help students remember what they

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<sup>1</sup>Iskandarwassid dan Dadan Sunendar, *Strategi Pembelajaran Bahasa*, (Bandung: Remaja Rosdakarya, 2008) cet ke-8, h 11-12

<sup>2</sup>Hamzah B. Uno dan Nurdin Mohamad, *Belajar dengan Pendekatan PAILKEM*, (Jakarta: Bumi Aksara, 2011) cet ke-1, h 113

<sup>3</sup>Spencer A Rathus, , *Chilhoodand Adolescence*. (Canada : ThomsonWadsworth, 2006.) p. 34

read and can help the learning process in the classroom that carried out by reading activities. Reading activities aimed to studied thoroughly the chapter by chapter of a textbook. Therefore, the first basic skills that must be developed and mastered by the students are reading textbooks and other supplementary reading. With those reading skills every student will be able to enter the charm of the science world, and develop other skills are very useful in the future to achieve success in life. There are some characteristics of this strategy, which are described as follow :<sup>4</sup>

1. Refers to the behavior and thinking processes, including memory and metacognitive processes, which are directly involved in completing the learning task.
2. Students teach to learn on their own, thus forming students as independent learners through the learning activities diagnose particular, choosing learning strategies to complete the study at hand, monitor the effectiveness of used strategies so that students are motivated to engage in a learning situation until the problem is resolved. The steps that must be performed in a reading strategy PQ4R, namely preview, question, read, reflect, recite, and review.

A PQ4R technique, according to Anderson essentially is to appear a question that can encourage readers to process the material more deeply and widely. Furthermore, in accordance with the method PQ4R it stands for the six-steps support learning

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<sup>4</sup>Ibid, h 113-114

in a textbook chapter material / textbooks recommended by Anderson below.

## **2. Steps of PQ4R Learning Strategies**

There are some steps that must be performed in a PQ4R reading strategy:

- a. *Preview*. Chapters that will be studied should be before to find out the general topics. Then the existing section in the chapter should be identified as the units that will be read.
- b. *Questions*. The questions that are relevant to the section should be prepared for example by changing the title of the relevant section in the form of sentences to ask.
- c. *Read*. Contents section should be read carefully as he tries to find answers to the questions that had been developed earlier.
- d. *Reflect*. During the reading, the contents of the section should be remembered in depth while trying to understand the content and capture examples and relate it to knowledge already possessed before.
- e. *Recite* Once a section is complete in reading, the information contained in it shall be remembered.
- f. *Review*, After completing the chapter, Instill the material chapter into memory, remembering the main point. Then, once again answer all questions related to the sections of the chapter.<sup>5</sup>

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<sup>5</sup>Muhibbin Syah, *Psikologi Belajar*, (Jakarta: LOGOS, 1999) h 129-130

## **B. Description of Learning Interest**

### **1. Definitions of Learning**

According to Lyle E. Bourne, learning is a change in behavior caused by the relatively fixed and workout experience. Learning can also be interpreted as an activity of mental / psychic that takes place in an active interaction with the environment which deliver a changes in knowledge to understanding, skills and values till attitude.

Learning can also be interpreted as a process attempts to obtain a person's behavior changes as a result of new overall his own experience in the interaction with the environment.

Learning is the act of acquiring new, or modifying and reinforcing, existing knowledge, behaviors, skills, values, or preferences and may involve synthesizing different types of information.<sup>6</sup> The ability to learn is possessed by humans, animals and some machines. Progress over time tends to follow learning curves. Learning is not compulsory; it is contextual. It does not happen all at once, but builds upon and is shaped by previous knowledge. To that end, learning may be viewed as a process, rather than a collection of factual and procedural knowledge. Learning produces changes in the organism and the changes produced are relatively permanent. The following are the five main categories

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<sup>6</sup>Daniel L. Schacter, Daniel T. Gilbert, Daniel M. Wegner, *Psychology*, 2nd edition. (Worth Publishers: (2009, 2011) p. 264.

1. Learning as a quantitative increase in knowledge. Learning is acquiring information or 'knowing a lot'.
2. Learning as memorising. Learning is storing information that can be reproduced.
3. Learning as acquiring facts, skills, and methods that can be retained and used as necessary.
4. Learning as making sense or abstracting meaning. Learning involves relating parts of the subject matter to each other and to the real world.
5. Learning as interpreting and understanding reality in a different way. Learning involves comprehending the world by reinterpreting knowledge.

From the definition above it can be concluded that learning is the process or the work done for each individual to obtain a change in behavior in the form of knowledge, skills and attitudes and values as a positive experience to get some impression of the material they have learned either from schools, homes and from places such as museums, laboratories or other places.

According to Campbell in found that business can be done to foster the child's interest to become more productive and effective among other things as follows:

1. Enriching the idea or ideas.
2. Giving a gift.
3. Make friends with people who are creative
4. Train positive attitude

It was explained that the interest is the desire of the soul of an object in order to achieve something that is aspired. This illustrates that a person will not achieve the goals aspired inside the person if there is no interest or desire to achieve the objectives it wanted it.

Interest relationship with learning activities, interests become the driving force to achieve the desired goal. Without interest, learning objectives will not be achieved. To achieve the intended learning objectives, it is necessary for the driving factor or interest in any learning. Thus the students' interest in learning, they can concentrate on field studies. If the interest of the students raised, then all attention can be focused on the field of study he learned in general and the field of study of Islamic religious education in particular, the class can be calm because the students do not have the opportunity to do things that violate the order class. Thus, the learning process as expected.

## **2. Interest**

### **a. Definitions of Interest**

Merriam-Webster defines interest as “a feeling that accompanies or causes special attention to an object or class of objects.” Various researchers including Andreas Krapp, Suzanne Hidi and K. Ann Renninger define interest as “a unique motivational variable, as well as a psychological state that occurs during interactions between persons and their objects of interest,

and is characterized by increased attention, concentration and affect (i.e. feeling).<sup>7</sup>

Interest is a fixed tendency to pay attention and remember some activities. The activities interested by a person, constantly attention and accompanied by a sense of fun, and the interest is always followed by feelings of pleasure and satisfaction derived from it.<sup>8</sup>

Interest means inclination and a high enthusiasm or excitement to something great.<sup>9</sup> According to Reber, interest does not include a term popular in psychology because the dependence that much on internal factors such as: concentration of attention, curiosity, motivation and needs.<sup>10</sup>

Learning interest of the students is one of the factors that can affect their learning results. If someone has a high interest in something, it will keep trying to do so that he can achieved what he wants. Reading activities will be carried out by an individual or it is not determined by the interests of individuals against such activity. Here it appears that the interest is a powerful motivator to do an activity. Generally, interest can be interpreted as a tendency that causes a person trying to look for or try the activities in a particular field. Interest can also be interpreted as a positive attitude towards environmental aspects.

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<sup>7</sup>Ainley M., Hillman K., Hidi, S, *Gender and interest processes in response to literary texts: situational and individual interest, Learning and Instruction*, (2002) P. 411- 428.

<sup>8</sup>Slameto, *Belajar Dan Faktor-Faktor Yang Mempengaruhinya*, ( Jakarta: Rineka Cipta, 2010) h. 57

<sup>9</sup>Alex Sobur, *Psikologi Umum*, ( Bandung: Pustaka Setia, 2003) h. 246

<sup>10</sup>Muhibbin Syah, *Op.cit.*, h 136

Word of interest has been found in the Indonesian dictionary defined that interest is to establish an attitude that causes people to do active in an activity so that it can be said that the interest is a cause to perform an activity. Interest obtained from the results of learning activities is obtained similarly to the way students in learning various skills, science and other habits. While according to Winkel, the interest is a persistent tendency in the subject to feel interested in field or certain things and feel happy working in that field.<sup>11</sup>

Interest has a large influence on learning or activity. Subjects that interest the students more easily learned and remember because the interest increases the learning activity. To increase a student's interest in receiving the lesson, students are expected to develop their interest.

Learning with interest will encourage student to learning better than learning without interest. Interest would arise if students are interested in something because according to his needs or feeling that something to be studied felt meaningful to him. Nevertheless, interest without a good effort is also difficult to succeed.<sup>12</sup>

Because interest is something abstract, it is very closely linked to the point of view and way of classification. For example, by the emergence of interest, based on the direction of interest, and by way of gain or disclose such interest. It is different with

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<sup>11</sup>Hamdani, *Strategi Belajar Mengajar*, (Bandung: Pustaka Setia, 2011) p. 141

<sup>12</sup>Oemar Hamalik, *Proses Belajar Mengajar*, (Jakarta: Bumi Aksara, 2001) p. 33

motivation means powersuppliers to behavedirectional. <sup>13</sup>while according to Baron motivation is also defined as a process of encouragement, direction,and persistence of behavior. That is, the behavior is motivated behaviorthat directs the behavior to achieve the goal stateinternal drives, directs, and maintains behavior.

This description will begin withof its generation interests.The emergence of interest can be distinguished:Primitive interests, namely the emergence of interest because biological needs,for example theneed for eating, feeling good, comfortable, freedomactivities, channeling the sexualinstinct and others.Cultural interest, is of interest that arise because of the environment.

From the various definitions of interests and learning above, it can be concluded the interest is central pattern in leaning activities, interest has its own branch, the first is situatioal interest if the situational interest has been grown by the environment it is probably the individual interest will follow and, if the interest has been appeared of someone's personal the students more easily learned and remember because the interest increases the learning acitivity..

#### **b. Phase of Interest Development**

Hidi and Renninger proposed the four-phase model of interest development: The model describes 4 phases in the development and deepening of learner interest are<sup>14</sup>:

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<sup>13</sup>Muhibbin Syah, Psikologi pendidikan dengan pendekatan baru, (Bandung: PT. Remaja Rosdakarya,2005). P. 136

<sup>14</sup>Hidi, Suzanne and Renninger, K. Ann, *The Fourphasemodel ofinterest development*, (Educational Psychologist, 2006), P. 111-127.

### **1. Triggered Situational Interest**

Triggered situational interest can be described as short-term changes in affective (i.e. emotional) and cognitive processing sparked by content (e.g. information, tasking) that incongruous, intense, relevant, surprising, varied and so forth. This phase is generally, but not always, externally supported by the environment. For instance, group work, puzzles, computers and technology have been found to trigger situational interest.

### **2. Maintained Situation Interest**

Maintained situational interest is a psychological state subsequent to triggered situational interest that involves focused attention and persistence over an extended period of time for content/tasks that an individual considers meaningful or relevant. Like the first phase, the second phase is generally but not in all cases externally supported and can be fostered by understanding conducive Environments such as project-based learning, cooperative group work, and one-on-one tutoring.

### **3. Emerging Individual Interest**

Emerging individual interest marks the beginning of a relatively enduring predisposition for an individual to seek repeated engagement with particular content or tasks over time. This phase is characterized by positive feelings, stored knowledge

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and stored value as the individual values to opportunity to reengage tasks related to their emerging interest and will opt to do these if give a choice.

#### **4. Well-Developed Individual Interest**

The final-phase, called well developed Individual interest, is basically an amplification of the previous third phase. It involves an enduring predilection to reengage with particular content or tasks over time and is characterized by positive feelings, more stored knowledge and more stored value for the content. An individual with a well developed individual interest for particular content will autonomously favor that content over other activity accompanied by lesser phases of interest, and the individual is likely to be much less dependent on external factors such as the environment to sustain their interest.

### **3. Factors Affecting Interest in Learning**

Successful or not someone in the study due to several factors that influence the achievement of learning outcomes. Factors that affect many species, but are classified into two categories, namely internal factors which consists of biological and psychological factors, and external factors consist of school factors, family, and community.

#### **a. Internal factors**

W. Nugroho internal factor is an impulse that is in the child's own. It is this factor which encourages learners to achieve something when in her no encouragement or motivation then the child must have achieved something. Giving encouragement and

motivation should always be given by people who were around students as parents and teachers, so that learners can pose a spirit of continuous learning.

b. Biological factors

1) Health Factors

Arianto Sam (2009: 34) physical and spiritual health are very big influence on learning kemampuan, if someone ill health interrupted eg colds, fever, headache, cough and so on. Can lead to rapid fatigue, listlessness, and not eager to learn. Similarly, if the spiritual health (mental) someone less good example experiencing feelings of disappointment or other reasons, this can interfere with or diminish the spirit of learning. Therefore tui, health care is very important for everyone, both physically and mentally, so that the body remains strong, the mind is always fresh and enthusiastic in carrying out learning activities.

2) Disabled

Disability is one that causes less good or less perfectly on the body. Disability such as blindness, deafness, a broken leg, paralyzed and so could affect student learning. Actually, if this is the case should the child or student is in special education instituted in order to avoid or reduce disability.

3) Psychological Factors

There are many psychological factors, but here the author took a few are of no relevance to the discussion of this paper, these factors are

a) Attention

To achieve good learning outcomes, the student must have studied attention to the material, if the material or subject matter is not a concern of students, the learning interest was low, if so there will be boredom, listlessness students learn, and can thus no longer students difficult to learn.

b) Lonely

Readiness by James Drever cited by Arianto Sam (January 3, 2009) is preparedness to respond or react. Readiness is the willingness to respond or react willingness arise within oneself and also relates to maturity, since maturity means readiness to implement prowess. Readiness is necessary to note in the learning process, just as if we teach philosophy to children who had sat at the high school, the child will not be able to understand or accept. This is due to the growth of immature mentally to accept the lesson. So advocating something that successful if the level of personal growth has been enabled, competency-physical and spiritual potentials have matured to accept because if students or children studying the existing readiness, the study results will be better than in children who have no readiness.

4) Talent or intelligence

Talent is the ability to learn. The new capability will be realized into real skills after learning, for example those talented singing, voice, tone sounded more melodic

song compared with those who are not gifted to sing. Talent can affect learning, if the material that students are studying in accordance with the talent, the students will be interested in these subjects, as well as intelligence, people who have the intelligence (IQ) high, are generally easy to learn and the results tend to be good, sebelumnya if someone who " IQ "is low will experience difficulty in learning. So the two aspects of this once great psychological influence on learning and learning success. When someone has an intelligence and talent in the field are studied, then the process will be smooth and successful beljarnya compared people who have the "IQ" low and talented, both aspects should be balanced, in order to achieve the objectives to be achieved.

c. External Factors

Arianto Sam said there are several external factors that affect student interest is a factor family, school and community factors factors. The following description will discuss these three factors.

1) Factor Family

Student interest may be affected by such family sunny educate parents, the house and the family economic situation. Will be described as follows:

a) The way parents educate

The way parents educate a great effect on children's learning. The family is the institution which first and foremost. If parents do not pay attention to

their children's education (indifferent to learn his son) as not to set the time to learn, do not complete learning tool and not pay attention to whether their children study or not, all of this affects the learning spirit child, the child could be lazy and do not get excited learn. The result was not satisfactory even get it might fail in his studies. Educating children is not good if too spoiled and too bad if it educates too hard. To that end, the need for guidance and counseling which must involve parents, a very important role in the success of such guidance.

b) Home atmosphere

Home atmosphere is meant is the situation or events that often occur in families, where children can learn well. Home atmosphere noisy, crowded and chaotic does not give peace to their children who are studying. This usually happens in large families and too many occupants, the atmosphere is tense, seized, often bickering, can cause the child to be bored at home, and it was hard to concentrate on learning. And as a result children are not excited and tired of learning, because distracted by these things. To give a deep motivation in children is necessary to create the atmosphere of a quiet home, peacefully and lovingly so that the child can feel at home and concentrate on learning.

c) Family economic circumstances

In the course of learning, a child sometimes require infrastructure or facilities in learning such as books, stationery and so on. This facility can only be fulfilled if the family had enough money, if the facility can not be reached by the family. This can be a limiting factor in learning but children should be given a sense about it. So that children can understand and not to interfere with learning. But if it allows for adequate facilities, then fill the facility, so that children excited and happy to learn.

2) Factors school

School factor affecting student interest include teaching methods, curriculum and homework.

a) Teaching methods

Method of teaching is a way to be followed in teaching, this teaching method affects student interest. If the teacher's teaching methods are less well in terms of teachers' lack of control materials less preparation, the teacher does not use the variation in delivering lessons alias watching, all this could affect not good for the spirit of student learning. Students can learn lazy, bored, sleepy and as a result students do not succeed in mastering the subject matter. Therefore, fatherly increase student interest teachers should use teaching methods appropriate, efficient and effective in doing it keteramilan ie with variations in presenting the material.

### b) Curriculum

The curriculum is defined as the amount of activity that is given to students that most of the activity is to present the lesson material. The lesson materials that should serve it in accordance with the needs and aspirations talents of students and locals. So it could be considered good curriculum is overcrowded curriculum, on the ability of students, not according to their talents, interests and concerns of students. According to Arianto Sam, to keep in mind that the instructional system now requires learning process that emphasizes the needs of students and members of student learning spirit. Their conformity with the requirements of the curriculum students will improve morale and interest in student learning, so that students get a satisfactory learning outcomes.

### c) Homework

The homework is too much charged by the teacher to the students to do at home. Is a scourge inhibitor in learning activities, because it makes the student is learning quickly bored students do not have the opportunity to send in pursuit of other activities. To avoid the boredom of too many teachers do not give homework (PR), give students the opportunity fatherly perform other activities, so that students do not get bored and tired of learning.

### 3) Factors Society

Community also affects the students' interest, such as, among others:

#### a) activities in the community

In addition to the study, children also have other activities outside of school, such as dancing, sports, dancing and so on. When the activity of these activities done to excess, can menurungkan spirit of student learning, because the child was already happy in the organization or activity in society, and need to be reminded that not all community activities good for children. Therefore, parents need to pay attention to activities of their children, so as not to drift in activities that do not support the child's learning. So parents should limit children's activities in the community so as not to interfere with learning

#### b) Friends hanging out

Influences of friends hanging out students more quickly into the soul of the child if bergaulnya good friend, the better for the students, and vice versa. If friends bergaulnya ugly definitely bad influence on the properties of the student. Parents should pay attention to socially children, do not let her make friends with children who have behavior that is not expected, try to have the child get along good friend who can provide a good learning spirit.

The duty of parents to control only of the back and do not be too wise too liberated alone, so that children are not disrupted and hampered learning. According to Mahfouz Saladin in his introductory educational psychology cited by Atianto sam there are four aspects that can menummbuhkan interest, namely:

c) Function / their needs

Interest may appear or move, if there is a need for such interest in the economy, interest arises because of the need for clothing, food and shelter. Needs can be classified into four, namely: Needs such as hunger and thirst, need for love and affection in a group, such as at school and at home, security requirements such as security, need to realize the ideals or talent development.