



**IMPROVING STUDENTS' READING COMPREHENSION BY USING PQRS  
(PREVIEW, QUESTION, READ, SUMMARIZE, TEST) STRATEGY AT GRADE  
VIII SMP NEGERI 2  
BATANG ANGKOLA**

**A THESIS**

*Submitted to State Institute for Islamic Studies (IAIN) Padangsidimpuan as a  
Partial Fulfillment of the Requirement for the Degree of  
Education Scholar (S.Pd) in English*

**Written By:**

**RATIH INDAH SARI  
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TARBIYAH AND TEACHER TRAINING FACULTY  
STATE INSTITUTE FOR ISLAMIC STUDIES  
PADANGSIDIMPUAN  
2019**



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2019**

LETTER OF AGREEMENT

Padangsidempuan, Januari 2020  
To  
Dean Tarbiyah and  
Teacher Training Faculty  
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Term : Munasosyah  
a n Ratih Indah Sari  
Item : 7 (seven) exemplar

Assalamu'alaikum Wr.Wb

After reading, studying and giving advice for necessary revises on thesis belongs to **Ratih Indah Sari**, entitled "Improving Students' Reading Comprehension by Using PQRS (Preview, Question, Read, Summarize Test) Strategy in Grade VII SMP Negeri 2 Batang Angkola", we approved that the thesis has been acceptable to complete the requirement to fulfill for the degree of Graduated of Educationa (S.Pd) in English.

Therefore, we hope that the thesis will soon be examined in front of the thesis Examiner Team of English Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidempuan. Thank you

Assalamu'alaikum Wr.Wb

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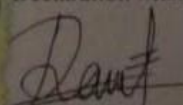
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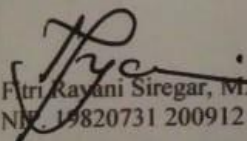


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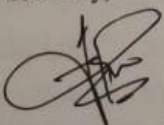
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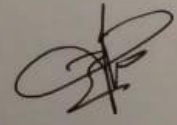
  
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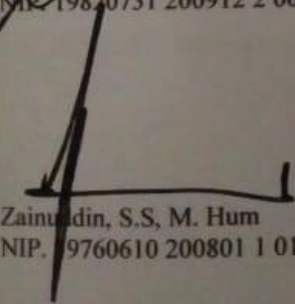
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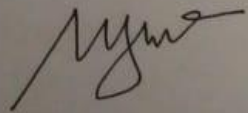
  
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**LEGALIZATION**

**Thesis : IMPROVING STUDENTS' READING  
COMPREHENSION BY USING PQRS (PREVIEW,  
QUESTION, READ, SUMMARIZE, TEST)  
STRATEGY AT GRADE VIII SMP N2 BATANG  
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Padangsidimpuan, November2019

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### **ABSTRACT**

This research was talked about improving students' reading comprehension by using PQRST strategy at grade VIII SMP N2 Batang Angkola. The students' problem were the students' comprehend about the meaning of a text was still lacking, lack of vocabulary, and they don't know how to find specific information and determine of conclusion from the text, the teacher did not use various resources in the teaching and learning process and only used the book given from the school as the main resource, and teaching strategy in the teaching and learning process of reading was monotonous.

This research was categorized into action research that consisted of two cycles. This research used model proposed by Kemmis and Mc Taggart designed were consisted four steps, there were; plan, action, observe, and reflect. The participants of this research were consisted 25 students in grade VIII students of SMP N2 Batang Angkola. The instruments of collecting the data were observation, test and interview. To analyze the data, the researcher used quantitative and qualitative analysis.

Based on the research result showed the improvement of students' reading comprehension through PQRST (Preview, Question, Read, Summarize, Test) strategy. The students mean score in cycle 1 was 69.4 (48%) and the students mean score in cycle 2 was 77.6 (80%). It could be concluded that the mean score in the cycle 2 was higher than previous cycle. Based on observation sheet stated that the students got improvement and the students were more active and interested in learning reading or process. Related to the interview result, it could be known that students' reading comprehension had improved. It asserted that PQRST (Preview, Question, Read, Summarize, Test) strategy improved the students' reading comprehension at grade VIII SMP N2 Batang Angkola.

**Keywords:** *Improving, Reading Comprehension, and PQRST (Preview, Question, Read, Summarize, Test) Strategy*

## ABSTRAK

Penelitian ini membahas tentang meningkatkan pemahaman membaca siswa melalui strategi PQRST (Preview, Question, Read, Summarize, Test) siswa kelas VIII di SMP N2 Batang Angkola. Masalah-masalah siswa diantaranya pemahaman siswa tentang makna sebuah teks yang masih kurang, kurangnya kosa kata, dan mereka tidak tau bagaimana mengidentifikasi spesifik informasi dan menentukan kesimpulan dari teks, guru tidak menggunakan variasi sumber dalam proses belajar mengajar dan hanya menggunakan buku yang diberikan dari sekolah sebagai sumber utama, dan strategy mengajar dalam proses belajar mengajar membaca membosankan.

Penelitian ini dikategorikan kedalam penelitian tindakan yang terdiri dari dua siklus. Penelitian ini menggunakan model Kemmis and Mc Taggart yang terdiri empat langkah, diantaranya rencana, tindakan, observasi, dan refleksi. Peserta dalam penelitian ini terdiri dari 25 siswa kelas VIII SMP N2 Batang Angkola. Instrument pengumpulan data, peneliti menggunakan analisis kuantitatif dan kualitatif.

Berdasarkan hasil penelitian menunjukkan peningkatan pemahaman membaca siswa melalui strategi PQRST (Preview, Question, Read, Summarize, Test) rata-rata skor di siklus 1 adalah 69.4 (48%) dan rata-rata skor di siklus 2 adalah 77.6 (80%). Hal ini dapat disimpulkan bahwa rata-rata skor di siklus 2 lebih tinggi dari siklus 1. Berdasarkan lembar observasi menunjukkan bahwa siswa memperoleh peningkatan, siswa lebih aktif dan merasa tertarik dalam proses pembelajaran membaca. Berdasarkan hasil wawancara dapat diketahui bahwa pemahaman membaca siswa meningkat. Ini menegaskan bahwa strategy PQRST (Preview, Question, Read, Summarize, Test) meningkatkan pemahaman membaca siswa kelas VIII SMP N2 Batang Angkola.

**Kata Kunci:** *Peningkatan, Pemahaman membaca, dan Strategy (PQRST (Preview, Question, Read, Summarize, Test)).*

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## CHAPTER I

### INTRODUCTION

#### A. Background of the Problem

Reading is one way to get the information from something that was written. In students' life, reading has importance to be used such as: enriching knowledge; developing capacity of thinking; and improving self-confidence. The following illustrations will provide the utility of reading in students' life.

The first is reading has an important role to enrich knowledge, especially for the students. It is the process of finding and adding much information through the read of book, articles, magazines, journals, and newspaper. Students can add much information that are provided in written form available on various topics, such as education, society, religion, and culture. By reading, students are able to know what kinds of situation in the world.

The second is reading as one basic activity to develop capacity of thinking. It is commonly said that reading can increase cognitive abilities. It occurs when students accommodate the words or scheme in the students' brain. Additionally, Barnett indicates reading is a communication as a mental process, and making the reader's active participant in the creation of meaning.<sup>1</sup> Students can use information already acquired to filter, interpret, organize, reflect upon and establish relationship with the new incoming information on the page.

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<sup>1</sup>Alice Omaggio Hadley, *Teaching Language in Context* (Urbana-Champaign: University of Illinois, 2000) p.177.

The last in reading can improve students' self-confidence. Student who has a lot of knowledge or information from what they have read. Automatically, student has ability to speak well and of course more capable than others. Then, they do not doubt to express idea, thought, opinions, and perceptions to other because they believe that what they have just said have reference. So that, reading makes them confident.

Many problem in reading skill, one of the problem is they often have difficulties to find the main idea and to comprehend the material. When their teachers ask them to read and to finding main idea from the text, they are just read a text but not finding topic quickly. They spend times for find out the topic. In addition, they only scratch a paper without find a topic. The students can not write something spontaneously.

Mrs. Masliani said students in reading comprehension in narrative texts is low, because of students do not have enough many vocabularies so when students read the text, students don't know what students read and what is the meanings.<sup>2</sup> Students also do not have enough facilities, such as they do not have text book in reading, because facilities are very important to increase knowledge of students, the students are so lazy and have low motivation in reading text book. When teacher explain about the lesson student not focus to the explanation

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<sup>2</sup>Masliani as English Teacher at Grade VIII of SMP N 2 Batang Angkola, Private Interview at Marc 12<sup>th</sup> 2018

and talk with their friends. That makes the students not focus in learning in class, so the students are so low motivation when they study about reading.

Many students of senior high school get several problems in reading comprehension when they have to understand reading text. It is influenced by several factors. Firstly, students who lack of vocabularies are difficult to understand the meaning of English word in a text and when the teacher ask to us about the meaning, the students just keep quiet and do not answer anything. Secondly, students have difficulty to find the conclusion, when the teacher ask to students for determine conclusion from the text the students don't know how to determine the conclusion from the text. Thirdly, teachers do not have an interesting method to teach their students in reading class.

For the solve the problems above, it can be seen that the English teacher should develop their ability, especially in reading comprehension. The teacher can use some strategies like; Reciprocal teaching strategy, PQ4R (Preview, Question, Read, Reflect, Recite, Review) strategy PQRST (Preview, Question, Read, Summarize, Test) strategy. Reciprocal teaching strategy is a strategy that used to effect the students' reading comprehension by using four strategies; as predicting, questioning, summarizing and clarifying, but this strategy has some disadvantages as follow; first, reciprocal teaching strategy need a lot of times; second, it will be difficult for the teacher to monitor all of the communication between the students because they are clustered in a big group that can make some students are passive.

While PQ4R (Preview, Question, Read, Reflect, Recite and Review) strategy that individuals can use to help them better comprehends written material. It is a strategy that helps individuals focus on organizing information in their minds and making it meaningful. Therefore, PQ4R strategy is that individuals can use to help them better comprehends written material.

The last is PQRST (Preview, Question, Read, Summarize, Test) strategy was found by Thomas F. Stanton this method is used to improve reading competency.<sup>3</sup> The strategy is intended to improve the student's ability and remember materials presented in the textbook using interesting method, the teacher hopes that it will be easier to students in understand of reading comprehension. The researcher chooses this method in doing the research. Further, the students easily understand reading comprehension.

PQRST (Preview, Question, Read, Summarize, Test), using interesting method, the teacher hopes that it will be easier to students in understand of reading comprehension. The researcher chooses this method in doing the research. Further, the students easily understand reading comprehension. So PQRST (Preview, Question, Read, Summarize, Test) strategy can improve the students in reading comprehension and to make the students easy to understand in reading comprehension.

---

<sup>3</sup> Thomas F. Stanton, *How to Study, 7th Edition* (Nashville: Illinois University Press, 1982), p.134.

## **B. Focus of the Problem**

From the identification above, many problems are found. This research focuses on improving students' reading comprehension by using PQRST (Preview, Question, Read, Summarize, Test) strategy in reading narrative text and uses Classroom Action Research as the kind of research at grade VIII SMP N2 Batang Angkola.

## **C. Formulations of the Problem**

In reference with the problems, there are three formulation of the problem in this research, they are:

1. How can PQRST (Preview, Question, Read, Summarize, and Test) strategy improve students' reading comprehension at grade VIII SMP N2 Batang Angkola?
2. What are the factors which influence students' reading comprehension by using PQRST (Preview, Question, Read, Summarize, and Test) at grade VIII SMP N2 Batang Angkola?

## **D. Purpose of the Research**

Based on the formulation of the problem above, the purposes of this research are:

1. To describe the students' achievement in reading comprehension by using PQRST (preview, question, read, summarize, Test) at grade VIII SMP N2 Batang Angkola

2. To identify the factors which influence students' reading comprehension by using PQRST (Preview, Question, Read, Summarize, Test) at grade VIII SMP N2 Batang Angkola

#### **E. Significances of the Research**

The significance of this research are:

1. Theoretically

This research is needed for the next researcher to study the other subjects especially in English language teaching.

2. Practically

- a. For students, this research can improve their ability in reading comprehension
- b. For the English teacher, the result of this research can be useful to help teacher getting information and source in teaching in SMP N2 Batang Angkola, especially in teaching and learning comprehension by using PQRST strategy
- c. For the headmaster, this research is expected to improve the school program by making this research as source improve students' reading comprehension for better learning.

#### **F. Definition of the Key Terms**

There were some terms that used in this research, they were



1. Improving

Improving is something that makes it more than before, and makes various efforts to improve something from before to make it better. Therefore, improving is going through better work to achieve something. So, improving is makes it more than before.

2. Students

Student is someone who is doing the learning process to get knowledge, and student is who is studying at school stating from elementary school until university. So, student is a person who is studying at school stating from elementary school until university

3. Reading Comprehension

Reading comprehension is a person's ability to understand what is read or an interaction that connects the reader to what is read to make a good conclusion and interaction between thought and language and bases evaluation of success in comprehension on the extent to which the reader's reconstructed message agrees with the writer's intended message. So reading comprehension is a constructive process of the visual information and corrects it with information in the text.

4. PQRST (Preview, Question, Read, Summarize, Test) Strategy

PQRST (Preview, Question, Read, Summarize, Test) method is one method of reading which is similar or event same as the SQ3R method. This method is used to improve reading competency. PQRST (Preview, Question,

Read, Summarize, and Test) is a method used to increase the attractiveness of students in learning to read, it makes the students more active and motivated. So, PQRST (Preview, Question, Read, Summarize, and Test) method is a method that is able to increase the attractiveness of students in reading.

#### **G. Outline of Thesis**

The formation of this research is divided into five chapters. Each chapter consists of sub chapters. The detail will be described in the following sentences:

Chapter 1 introductions, consists of background of the problem, focus of the problem, formulation of the problem, purposes of the problem, significances of the research. Chapter 2 review of related literature, theoretical description about definition of reading comprehension, description of PQRST strategy, description of narrative text, review of the related finding. Chapter III research methodology, research design, participants, instrument of collecting data, procedure of the classroom action research, and technique of analyzing data. Chapter IV, the research finding and discussion, data description, discussion and threats of the research, and chapter V conclusion and suggestion.

## CHAPTER II

### THE REVIEW OF RELATED LITERATURE

#### A. Theoretical Description.

Learning needs theory for explaining the concepts that will support the learning. The theories that will be explained, they are: the description of reading comprehension and PQRS (Preview, Question, Read, Summarize, Test) strategy.

##### 1. Description of Reading Comprehension

###### a. Definition of Reading Comprehension

Reading is a way to get information from something that is written. Reading involves the introduction of symbols that make up a language. Read and hear is the second most common way to get information. Brown say, reading is a process of negotiating meaning; the reader brings to the text a set of schemata for understanding it, and it take is the product of that interaction.<sup>1</sup> While, David Nunan states reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning.<sup>2</sup> So, reading is an activity reader must be focused to attend and from printed or written message and process obtaining meaning from written text.

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<sup>1</sup>H. Douglas Brown, *Language Assesment*, second edition(California: Pearson Education, 2001).P.89

<sup>2</sup>David Nunan, *Practical English Language Teaching* (New York: McGraw-Hill Companies, 2003),p.68.

Reading is important for getting information. The reason why reading is important can be divided into two categories, instrumental and pleasurable aspects. The instrumental aspect will help the reader to achieve some clear aim and it covers getting information from the written source and understanding the instruction what the readers need to do. Meanwhile, the pleasurable aspect deals with the reading for pleasure. It can be in the form of reading the magazine or interpreting the illustration of a picture. However, the main point its essence is that learners will get some information from the reading activity and gradually they will be able to communicate with others.

From the statement above, it can be concluded that reading is an interactive process between the reader and the text in order to gain an understanding of a written text. In order to get the intended meaning from the text, a reader has to comprehend what they have read. During this process a reader combines his language skills and background knowledge of the world to grasp the meaning.

According to Richard and Renandya state comprehension is the primary purpose for reading to raise students' awareness of main ideas in a text and exploring the organization of a text is essential for good comprehension.<sup>3</sup> In addition, comprehension is a process in which the

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<sup>3</sup>Jack C.Richard and Willy A. Renandya, *Methodology In Language Teaching* (Newyork: Cambridge University Press, 2002).p.177

reader may construct meaning by interacting with the text,<sup>4</sup> and according to Mikulecky comprehension is what students' read is more than just recognizing and understanding words. True comprehension means making sense of what the student read and connecting the ideas in the text to what the students already know.<sup>5</sup> Without comprehension, there would be no purpose to reading words. Also comprehension is the ability to understand, reflect on, and learn from text. Comprehension can not be learned through not instruction, but requires a series of strategies that influence understanding of the text

So, comprehension is a process that makes the reader able to improve and understand the meaning in text and combine the meanings of a number of words in his working memory until the reader can think about their collective meaning. It means the reader try to find the meaning from what they read in order can answer the question

According to Harris and Graham reading comprehension involves much more than readers' responses to the text. Reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to

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<sup>4</sup>Ali Abdullah Yusuf, *English for Young Learner* (Jakarta: Bumi Aksara, 2008)P.27.

<sup>5</sup>Mickulecky, *Advanced Reading Power* (USA: Longman Pearson, 2004), P.32.

the itself (interest in text, understanding of text types).<sup>6</sup> When there is a meeting in minds between the writer and the readers, comprehension is occurred

Furthermore, Eka said that reading comprehension is a mental process in which the readers try to understand the meaning in text by interpreting what have been read in order to find the idea given by writers.<sup>7</sup> So, Reading comprehension is important because with reading comprehension we can get any information from text that we read.

From the statement above, it can be concluded that reading comprehension text is involves much more than readers' responses to the text and active process in which readers try to construct meanings by using any information from a text, evaluate the information, and then compare the information with their background knowledge.

#### **b. Factors Affecting Reading**

In addition, there were two factors that affect reading comprehension. They were internal factors and external factors.

##### 1) Internal Factors

Internal factors consisted of linguistic and non-linguistic factors. The linguistic factors included semantic abilities and

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<sup>6</sup>Harris and Graham, *Teaching Reading Comprehension to Students With Learning Difficulties* (New York: The Guilford Publication, 2007). p.123.

<sup>7</sup>Eka Sustri Harida, "Students' Ability and Difficulties in Understanding English Text (A Study at English Program IAIN Padangsidimpun)," 21, (2014): p. 184. <http://journal.tarbiyahainib.ac.id/index.php/attalim/articel/download/102/104>.

syntactic abilities. Semantic abilities related to the knowledge of word meaning. Syntactic abilities related to the knowledge of the sentence structure. Meanwhile, the non-linguistic factors include intellectual, educational background, prior experiences with the literacy, reader's motivation, and schemata (their knowledge of and beliefs of situation, and actions based on their experiences).<sup>8</sup> So, reading comprehension problems could be caused by a variety of different factors included linguistic and non-linguistic factors as in internal.

## 2) External Factors

External factors influencing reading comprehension could be found at home, classroom, and the community that motivate students to read.<sup>9</sup> The external factors are opportunities to practice reading for various purpose, a lot of the texts to many different kinds of reading materials, features of the texts being read, the suitability of topic to individual reader's interest, and socio-cultural context which reading take place.

From the theories above, it can be concluded that there were two factors that affect reading comprehension. They were internal factors included linguistic and non-linguistic factors and external

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<sup>8</sup>Marianne Celce-Murcia, *Teaching English as a Second or Foreign Language 8<sup>th</sup> Edition*, (Buston: Heinle and Heinle Thomson Learning, 2001),p.154,<http://gen.lib.rus.ec/book/index>.

<sup>9</sup>Marriane, *Teaching English as a second or Foreign Language 8<sup>th</sup> Edition*,p.155.

factors could be found at home, classroom, and the community that motivate students to read.

## 2. Description of PQRST (Preview-Question-Read-Summarize, Test)

### a. Definition of PQRST Strategy

According Petterson one of the best known methods or strategies is PQRST.<sup>10</sup> This strategy used in improving memory from reading, especially reading comprehension. PQRST was found by Thomas F. Stanton this method is used to improve reading competency.<sup>11</sup> The strategy is intended to improve the student's ability and remember materials presented in the textbook. It strengthened by Turkington who has states that PQRST is a good strategy to help students retrieve information got from their memory after reading.<sup>12</sup> In addition, PQRST (Preview, Question, Read, State, Test) strategy is alternative strategy to make teaching and learning process interesting. The technique is intended to improve students' abilities to study and remember material presented in the text books.<sup>13</sup> The step in PQRST

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<sup>10</sup> Petterson Rune, *Information Design and Introduction* (Singapore: McGraw-Hill Companies, 2003).P.167.

<sup>11</sup> Thomas F.Staton, *How to Study, 7th Edition* (Nashville: Illinois University Press, 1982).p.134.

<sup>12</sup> Turkington, *Memory: A Self-Teaching Guide* (New Jersey: University Press, 2003).p.78.

<sup>13</sup>Dewi Syafitri, "PQRST Technique Toward Reading Comprehension of Second Grade Students at SMAN 1 Kota Jambi," *journal of Linguistics, English Education and Art (LEEA)* 1, no 1 (2017)  
ejournal.uigm.ac.id/index.php/GE/article/view/346.



(Preview, Question, Read, Summarize, Test) are also beneficial for aiding the students in comprehending a text.

Based on explanation above, PQRST (Preview, Question, Read, Summarize, Test) strategy is appropriate done by individual not in group, because in this strategy every students demand that they can build the information from the text with connecting their background knowledge or their past experience. It makes them actively.

**b. Steps of PQRST (Preview, Question, Read, Summarize, Test) Strategy**

Basically, PQRST (Preview, Question, Read, Summarize, and Test) stands for Preview, Question, Read, Summarize, and Test. Thus, there are five steps process of PQRST (Preview, Question, Read, Summarize, and Test) strategy, as follow:

1) Preview

Preview is used to make the students skim quickly section for cues to content and organization before the students been to read.<sup>14</sup> preview is In this step, the student determine what the entire text is about by skimming through it all so they know they are going to be covering. One way to do this to read the title, and then notice the graphs, pictures, diagrams in the text. In preview, the teacher will

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<sup>14</sup>Muskingum College, *Center for Advancement of Learning Strategies Database* (Ohio: Muskingum College, 2011). p.71-74.

lead the students to identify main parts of the text.<sup>15</sup> Next read the introduction and summary or the first paragraph, also notice the organizational structure text. The point is to get an idea of the main topics and sections of the text.

## 2) Question

Question is asking what already know about the subject and what you need to find out, then turn into questions and predict the answer.<sup>16</sup> In this second step, students are demanded to be creative by making question while reading. They also, can read the question at the end of the text but they do not answer it directly. They can find the answers while they have their activity later. The students can create questions from headings or an important idea when they are reading the materials.

## 3) Read

Read is asking and answering the question you develop in the review and question stage, and relating the text information to what you already know as you are reading, the students read the text and while looking for answer to the questions they have previously made, in this step, you are think and link new

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<sup>15</sup>Wormeli, *Techniques to Improve Students Learning* (Cambridge: Cambridge University Press, 2011),P.34.

<sup>16</sup>Jeremy Harmer, *The Practice of English Language Teaching*, Fourth edition (England: Pearson education limited, 2007), p.201.

information to you exiting knowledge or experience. This is help new information transfer into you long term memory.<sup>17</sup> At this stage students are asked to read the entire text to answer the question they have made in the previous stage. So, read is asking and answering the question you develop in the review and question stage.

#### 4) Summarize

this activity is a comprehensive steps to make sure that the new information will settle as a new knowledge in a long time, this activity is also a step to summarize the information that is needed by the readers or not. The step make a short summary and take note for every parts' write down the important points, make a mind map if it is needed.<sup>18</sup> So, by doing summarize will make the readers easy to understand the text because they write the text in their own language.

#### 5) Test

The last step is test. Test is variety of methods to test your-self on the new material.<sup>19</sup> At the end of the reading activity, the students check their knowledge by testing themselves to know far

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<sup>17</sup>Fellage, *Collage Reading 2* (New York: Houghton Mifflin Company, 2004),p.234.

<sup>18</sup>Ricky Woreli, *Summaryzation in Any Subject* (Virgina USA: Association for Supervision and Curriculum Development, 2005),p.131.

<sup>19</sup>Cheril Benz, *Collage 1 English for Academic Success* (Newyork: Houghton Mifflin Company, 2001), p.1.

their understanding of the text they read is. It can be done by reviewing all the material and storing it into their long-term memory. So, PQRSST strategy is can make the students easy in reading comprehension.

**c. Purpose of PQRSST (Preview, Question, Read, Summarize, and Test) Strategy**

PQRSST (Preview, Question, Read, Summarize, and Test) strategy is the reading strategy that helps students to answer many types of question. There are six purpose of using PQRSST (Preview, Question, Read, Summarize, and Test) strategy;

- 1) Help the students to unearth misconception and check for factual knowledge of the text
- 2) To discover how the students use exiting knowledge to formulate new understanding
- 3) To extend the length and complexity of the students respond
- 4) To gain further details about the text
- 5) To determine the learners' ability to problem solve
- 6) To stimulate imaginative thought. So, the purpose of PQRSST strategy can help the students to unearth misconception and check for factual knowledge of the text and determine the learners' ability to problem solve. It can make easy to students in reading.

**d. Procedure of Teaching PQRS (Preview, Question, Read, Summarize, Test) Strategy in Reading Narrative Text**

In this research, the researcher use this follow steps in teaching learning of reading comprehension activity in the classroom, there are: Preview, question, read, summarize, and test.

1) Preview (Step 1)

Before reading a chapter, you should preview it. When previewing, you want to get unfamiliar destination, you most likely won't get in your car and drive, before leaving, you most likely make a plan; you look at a map, determine your destination, and figure out what you are going to see along the way. Previewing a text book is a similar process: you want to get a sense of what you will be learning about in the chapter before you start to read. In this step, you have to: (a) read the title and the chapter objective. Ask yourself a few questions, such as: 1) what do I already know about this topic? 1) What key concept is the chapter going to discuss? 3) What has the instructor said that about these concepts? (b) Skim the introduction, looking for hits about key concepts. (c) Read and think about the headings and subheadings. They outline the major topics and subtopics within the chapter. So, in this step the students just read the title about the text and chapter.

## 2) Question (Step 2)

Question is asking what you already know about the subject and what you need to find out, and then turn into questions and you predict the answer to your question. After getting an overview of the chapter through previewing, it is time to start asking questions. In this step of the process, you generate question to help focus your reading and find the key points in each section. Follow these steps: 1) read the heading. 2) Predict questions based on that heading. Include questions based on who, what, when, where, why, and how. For tips on generating good questions, check out the critical thinking and questioning section. 3) jot your questions down in the margin of your text for easy reference

## 3) Read (Step 3)

Read mean asking and answering the question develop in the preview and question stage, and relating the text information to what you already know as you are reading. After generating a few questions, you finally get to read, but you are not going to read the whole chapter at one! at this stage, only read the section of text that applies to the heading with which you working. As a general rule, usually one key idea is introduced in each paragraph. In fact, about the time the key idea is found in the first sentence of the textbook paragraph. (Hint: about half the time it is found in the first

sentence). While you are reading the section, do the following: 1) look for the answer to your questions. 2) Notice the bolded and underlined words or phrase. 3) Reread sections that are difficult. If necessary, break larger sections down into smaller section or even paragraph

#### 4) Summarize (Step 4)

Summarize means make notes. After you finish reading a section of text, summarize your learning by recalling the important ideas from the section you just read and record them in your notes. When summarizing, you might do the following: 1) locate and underline the key ideas. These ideas should answer many of the questions you generated. 2) Summarize and record important concepts in the margins of your text. 3) Take notes on paper or on your book. Write the key ideas in point form and in your own words, so you understand the information better. The Cornell note taking strategy works well here because you can include the questions you have generated alongside your notes, such as: 1) Draw diagrams, if appropriate. 2) Relate the new information you have learned to something you already know, and consider recording any helpful ideas in your notes.

### 5) Test (Step 5)

Test is used to measure the understanding of the readers by giving test. Now that you have finished step 2 through 4 for the entire chapter. You can move on to the test, or review, stage. Keep the following strategies in mind: 1) read the questions you wrote and try to answer them aloud or in writing. 2) Create a mind map of different concepts from the chapter. 3) Make mnemonic devices to help you memorize facts. 4) Create charts to summarize large chunks of information.

## 3. Narrative Text

### a. Definition of Narrative Text

Narrative is the form of writing used to related the story of acts or events. Narrations, places occurrences in time and tells what happened according to natural time sequence. A narration text is an imaginative story to entertain people.<sup>20</sup> It can be used in abbreviated form to introduce or illustrate a complete subject that writers often related narration to lead into body of their writing or intended from provide a detailed, personal account of what happened. Narrative writing places occurrences what happened according to natural time sequence. It means that narrative is a story or event that happened

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<sup>20</sup>Mark Anderson and Kathy Anderson, *TextTypes in English 2* (South Yarra: Mchmillan, 2003). p.18.



usually describe a process of action and it is told make a point or to explain an idea which is happening chronologically.

Also, narrative is one of many ways to communicating with others. A good written story lets you to responses some event in your life as it were your own. The statement above supported by Petter Knapp and Megan Watkins states that narrative is also powerful medium for changing social opinion and attitudes.<sup>21</sup> They do not only understand the event, but they can almost feel it. The action, details, and dialogue put readers in these seem and make it happen for them.

From some definition above can be concludes narration is the form of writing used to relate the story of act events. From all explanation above, narrative is a description of event, especially in novel or story, the act or process of feeling a story and narrative text have purpose to entertain or amuse the reader. So, narrative text is an imaginative story to entertain people.

#### **b. Social Function**

O'Malley the purpose of narrative may be to reflect, entertain, inform, explain, or persuade. There is fives way the narrative can get some purpose:

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<sup>21</sup> Peter & Megan Watkins, *Genre Text, Grammar: Technologies for Teaching and Assessing Writing, E-Book* (A UNSW: Press book: Sydney, 2005).p.220.

1) Tell an existing story

The purpose is to entertain or to interest the audience such as danger and suspense.

2) Illustrate a point about human nature

Fairy tales and fables are fascinating speak about eternal truths that make a comment on human nature interests readers

3) Make people laugh

Real humor is probably the rarest talent

4) Show an experience dramatically changed someone's life

Experience can fascinate others

5) Get to the heart of a common, everyday occurrence

Put the reader in your place, describing your own feeling exactly.

The researcher inserted to choose this text, because the researcher think many students have done camping, so they easy to understand this text.

**c. Generic Structure of Narrative text**

The generic structures of narrative text are orientation, complication, sequences of events, resolution, and coda. A more detailed generic structure of narrative text has been proposed by Anderson and Anderson who argue that a narrative text includes:

- 1) Orientation that sets the scene (when and where) and introduces participants/character (who)
- 2) Complication where a crisis arises and something happened unexpectedly
- 3) Resolution when the crisis is resolved in which the characters finally sort out the complication
- 4) A coda s provides a comment or moral based on what has been learned from the story. So, in generic structure of narrative explains about orientation, complication/crisis, resolution, and coda.

**d. Example of Narrative Text**

Example to give more understanding about narrative text as follow:

Title	A woman and a wolves
Orientation	A long time ago, very few people lived in the New Territories. There were only a few villages. If the people wanted to go from one village to another, they often had to pass through wild and unsafe forest.
Complication	One day, a farmer's young wife went to the next village to visit her own mother and brother. She brought along her baby son. When it was time for her to leave, her brother said " it is getting dark. Let my son, Ah Tim go with you though the forest." So Ah Tim led the way and the young woman followed behind, carrying her baby. When they were in the forest, suddenly they saw a group of wolves.

Resolution	They began to run to avoid the danger, but Ah Tim kicked against a stone and fell down. At once the wolves caught him. The young woman cried to the wolves, “please eat my own son instead.” Then, she put her baby son on the ground in front of the wolves and took her nephew away.
Coda	Everyone understood that this was because the woman was very good and kind. She had offered her own son’s life to save her nephew. They ran back to the house and called for help. All men in the village fetched thick sticks and went back with her into the forest. When they got there, they saw something very strange. Instead of eating the woman’s baby the wolves were playing with him.

## B. Review of the Related Findings

There are some related findings in this research. The first, Nikmatul Khoiriah,<sup>22</sup> she also said the research showed that there was an increase of students’ reading comprehension ability after the implementation of PQRST (Preview, Question, Read, Summarize, Test) strategy. From the explanation above, it can be seen that using PQRST (Preview, Question, Read, Summarize, Test) strategy can improve students’ reading comprehension

The second, Alfi Hidayatu Miqawati,<sup>23</sup> she also said of this research showed that the PQRST strategy statistically impacted students’ reading

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<sup>22</sup>Nikmatul Khoiriah, “Improving Students’ Reading Comprehension Ability Though PQRST Strategy at SMKI Assya’Roniyyah” (retrieved from [www.blogspot.com/2012/10/using-pqrst-in-reading-comprehension.html](http://www.blogspot.com/2012/10/using-pqrst-in-reading-comprehension.html), at juli 12, 2019).

<sup>23</sup>Alfi Hidayatu Miqawati, “The PQRST (Preview, Question, Read, Summarize, Test) Strategy Reading Comprehension and Learning Style,” (retrieved from [Alfi Hidayatu Miqawati.blogspot.com/2014/07/skripsi-bahasa-inggris-increasing.html](http://Alfi Hidayatu Miqawati.blogspot.com/2014/07/skripsi-bahasa-inggris-increasing.html), at juli 12, 2019).

comprehension compared to the one taught using the translation and reading aloud. But it was revealed that there was no difference in the reading comprehension of students with different learning style taught under the PQRST strategy and translation and reading aloud and there was no interaction between teaching strategies and students' learning style. From the explanation above, Alfi Hidayatu Miqawati stated there was no difference in the reading comprehension of students with different learning style taught under the PQRST strategy and translation and reading aloud and there was no interaction between teaching strategies and students' learning style. It's different from the result of my teaching in class, my result prove that there is change learning style taught under the PQRST strategy and translation and reading aloud and there was no interaction between teaching strategies and students' learning style. It could be seen the students' interest in learning is more visible after the researcher use learning style.

The third, Nurul Latifa,<sup>24</sup> she also said the result of t-score between two groups is 4.425 with the significant difference score is 0.000 which is lower than  $\alpha = 0.05$ . Therefore, it could be concluded that the PQRST (Preview, Question, Read, Summarize, Test) technique effectively improved the students' achievement in reading skill such as main idea, inference, reference, vocabulary and stated detail as well as gave many advantages to

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<sup>24</sup>Nurul Latifah, "Teaching Narrative Text By Using Preview, Question, Read, State, and Test (PQRST) Technique" (retrieved from [Nurul-Latifah.blogspot.com/2018/04/skripsi-bahasa-inggris-increasing.html](http://Nurul-Latifah.blogspot.com/2018/04/skripsi-bahasa-inggris-increasing.html), at July 12, 2019).

the students. From the explanation above, it can be concluded that PQRST (Preview, Question, Read, Summarize, Test) strategy was affectively improved the students' reading comprehension. This research contributes as the reference of theory and methodology for the researcher.

The fourth, Muhammad Romli, he also said that PQRST strategy is good that has been applied in the classroom. Based on the data, the category of summarizing an English text in teaching reading comprehension through PQRST strategy to the second grade of MTs Tarbiyatul Falah Bogor is good category. It can be ported by the mean score result of the test. That is 82.57%.<sup>25</sup> From the explanation above, it can be concluded that PQRST strategy can improve students' reading comprehension, it could be seen from the score is 82.57%. It's included in the very good category, and I have also proven it by using PQRST strategy in reading comprehension and my result is category good (77.6 with percentage 80%).

The last, Eka Sustris Harida,<sup>26</sup> her study was dealing with the ability and difficulties in undestanding text. The result of her result showed that the students' ability in understanding text was still low. Students had many problems in understanding english text which one of them is the used of the

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<sup>25</sup>Muhammad Romli, "Improving The Students' Reading Comprehension by Using PQRST Strategy of Narrative Text" (2014), Retrieved From Muhammad Romli.blogspot.com/2014/11/skripsi-bahasa-Inggris-Increasinghtml, p.25.

<sup>26</sup>Eka Sustris Harida, "Students' Ability and Difficulties in Understanding English Text (A Study at English Program IAIN Padangsidempuan)," 2014, 183–188, <http://journal.tarbiyahainib.ac.id/index.php/attalim/article/view/102/104>.

reading strategies. The students did not apply appropriate reading strategies while reading. As the result, their comprehension was lack. Meanwhile, this research showed that the students reading comprehension increased through the use of appropriate strategy. The PQRSST strategy helped the students to maintain and record their knowledge.

In summary, this strategy could improve the students' reading comprehension. Thus, the researcher thought that PQRSST strategy can improve students' reading comprehension. Then, this research will do by researcher to add the kind of researches before. The researcher wants to solve students' reading problem in order to improve students' reading comprehension at grade VIII SMP N2 Batang Angkola.

#### **A. Conceptual Framework**

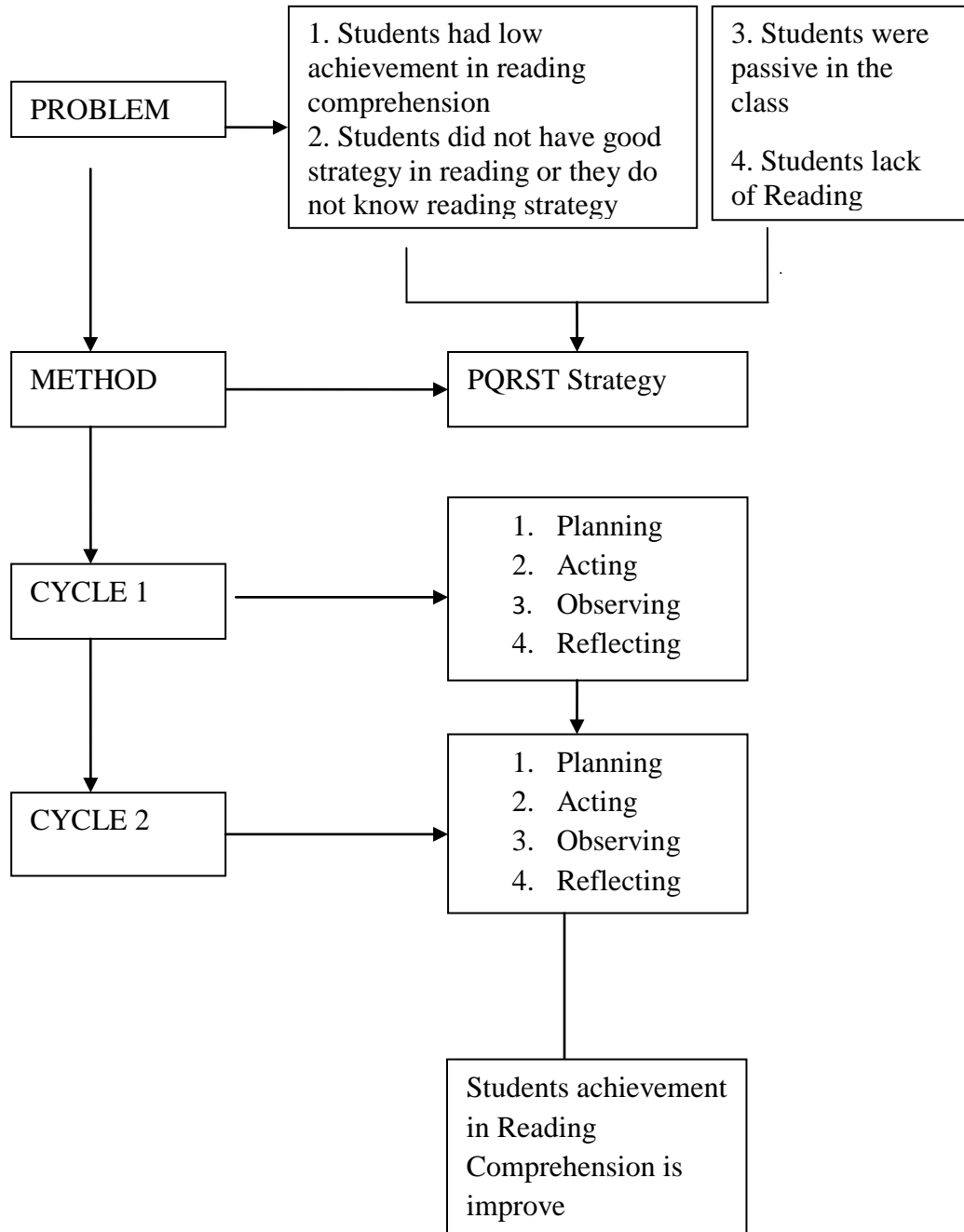
Conceptual framework is necessary use to show a certain assumption about research topic in order to arrange or organize the research problems, resolution and its evidence criteria. The research problems are most students do not have many vocabularies, students are lack of ideas, students do not understand about structure in sentence and low score.

To solve the problem, the writer action research, research by PQRSST strategy. The writer applied two cycle in this research, each cycle consisted of two meeting. After conducting strategy, writer would do reflection to analyze in the classroom whether PQRSST strategy improves does not. The

result of this research hopefully would be a source guidance to conduct the more effective reading class to improve students' reading comprehension.



**Figure 1**  
**Conceptual framework**



**B. Hypothesis of the Action**

The hypothesis of this research is stated that, using PQRST (Preview, Question, Read, Summarize, Test) Strategy can Improve Students' Reading Comprehension in Narrative Text at Grade VIII SMPN 2 Batang Angkola.

## CHAPTER III

### RESEARCH METHODOLOGY

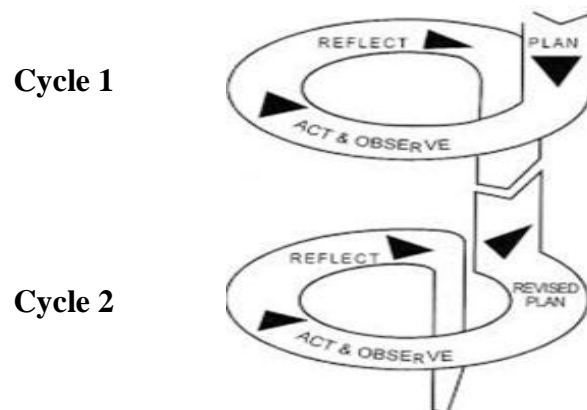
#### A. Place and Time of the Research

This research is conducted at SMP N 2 Batang Angkola. This school is located at jln. Mandailing KM 75. This research was started from March 26<sup>th</sup> 2019 until 19<sup>th</sup> December 2019.

#### B. Research Design

This research is categorized as Classroom Action Research (CAR). This research is aimed to show the process of the improvement of the students' reading comprehension. In this study, the researcher collaborated with the English teacher to conduct the research.

In this schema, the researcher and collaborators found a problem, planned a possible solution, implemented and observed the actions, and reflected on the outcome of the actions. It formed the action research cycles as can be seen in the illustration below



**Figure 2: Action Research Spiral by Kemmis**

The limitation of each cycle will be done when students reach score 75 as the standard quality of school (KKM) or upper of the standard quality of school (KKM). The cycles will recur until the action of researcher has achieved a satisfactory outcome and it is time to stop.

### **C. Participants**

The participants are the students at grade VIII -2consist 25 students. Based on interview with the English teacher the researcher finds the problems of reading comprehension in this class. Many students get difficulties to comprehend reading. The problems are caused by certain lack of vocabularies, lazy, and motivation. Another participant is an English teacher of SMPN 2 Batang Angkola. The researchers observe the activities in the class while the teacher is doing an action in this class. Then, teachers also help the researcher analyze the data from the observation and make plans for each cycle.

### **D. Instrument of Collecting Data**

There are three kinds of instruments used to get the data in this research. They are test form, observation sheet, and interview guidelines observation sheet and interview are used to get qualitative data and to obtain quantitative data, test form are used.

To make it clearer, here are some explanations about each instrument.

## 1. Test

Test is use by the researcher to find out any problem weakness regarding the students reading comprehension on narrative text. Researcher takes the reading evaluation criteria rubric as reference in the process of learning to get students' score.

The test in this research is reading comprehension on narrative text by using PQRST strategy. The students would be testing based on the topic.

**Table 1**  
**Indicator in Reading Test in Narrative text cycle 1)**  
**By Using PQRST (Preview, Question, Read, Summarize, Test) Strategy**

No	Indicators	Items	Number of Items	Score	Total Score
1.	Identifying the Topic Sentence	4	1, 9, 12, 17	4 items X 5 Scores	20
2.	Identifying the Main Idea	4	2, 7, 13, 18		20
3.	Identifying Specific Information	4	4, 5, 11, 14		20
4.	Identifying Vocabulary	4	6, 10, 15, 19		20
5.	Identifying Conclusion <sup>1</sup>	4	3, 8, 16, 20		20
Total		20			100

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<sup>1</sup>H.Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy Edition* (California: Longman, 2000),p.306-310.

**Table 2**  
**Indicator in Reading Test in Narrative text cycle 2)**  
**By Using PQRST (Preview, Question, Read, Summarize, Test) Strategy**

No	Indicators	Items	Number of items	Score	Total Score
1.	Identifying the topic sentence	4	1, 8, 12, 19	4 items X 5 Scores	20
2.	Identifying the Main Idea	4	5, 9, 13, 17		20
3.	Identifying Specific Information	4	3, 4, 14, 18		20
4.	Identifying Vocabulary	4	6, 7, 10, 16		20
5.	Identifying Conclusion	4	2, 11, 15, 20		20
Total		20			100

## 2. Observation

The researcher uses observation type field notes. Observation is doing the research directly to the location of the research to see the location. Observation uses for looking the students, teacher and teaching reading in English. The observation is doing when the data collecting is done or when cycle 1 and cycle 2 apply.

**Table 3**  
**The Aspect of Students' Observation**

No	Object Observation	Indicators
1	Students pay attention	Listening qualification, showing, evidence
2	Students respond teacher's	Answering, agree, refusing, saying, submitted
3	Students ask question	Clarifying, examine, clear, concluding
4	Students comprehend the material	Mention, explaining, identifying, marking out, example, concluding
5	Students do the task	production, doing, arranging, processing, adapting
6	Students interest the lesson	Listening, answering, saying, asking

**Table 4**  
**The Aspect of Teacher's Observation**

No	Object observation	Indicators
1	Teacher explain the material	Explaining, making examples, saying, concluding, clarifying, distinguish, detailed, comparing
2	Interaction teacher with students	Answering, agreement, refusing, saying, submitted
3	Teacher uses technique	Assign, forming the habit, training, implementing, adapting, applying
4	Teacher ask question	Clarifying, examine, clear, concluding, supporting
5	Teacher responds students question	Mention, explaining, identifying, making out, example, concluding, supporting
6	Teacher manage the class	Changing, classification, defending, combining, building

### **3. Interview**

Interview is verbal communication between researcher and the teacher to get more information. Besides, with the teacher to get more information. Interview is a conversation the art of asking question and listening. In this research the interview will be conducted to collect information and data from teacher, students in SMP Negeri 2 Batang Angkola at eight grade in academic year 2019-2020.

The interview will be done with students of VIII and the English teacher in SMP Negeri 2 Batang Angkola. The interview will be got information directly about the process teaching reading in narrative and the students' difficulties in learning reading skill. The researcher, as interviewer, makes some interviews with her teacher. The name is Mrs. Masliani S.Pd. before having the interview, the researcher prepare a list of question in order to avoid the interview of being too large and out of context. These question also help the researcher to make a systematic interview so what interview will be better, the question for the teacher about what the process teaching reading in the class. The teacher does before getting in the main materials how the teacher will be introduce a certain reading to the students, etc.



### **E. The Procedures of the Classroom Action Research**

This action research follows the model that is developed by Kemmis. It was a famous representation of the action research “spiral” that consist of four stages; planning, acting, observing, reflecting. These stages are the fundamental steps in a spiraling process through which participants in an action research group undertake to:

1. Develop a plan of critically informed action to improve what is already happening
2. Act to implement the plan
3. Observe the effects of the critically informed action in the context in which it occurs
4. Reflect on these effects as the basis for the further planning, subsequent critically informed action and so on, through a succession of stages.

The action research used the action research model based on Kemmis. In this research, the researcher applied two cycles. Every cycle consisted of two meeting, and the time allocation is 2x40 minutes/80 minutes.

In this classroom action research, in the cycle 1, the researcher’s procedures are:

## 1. Cycle 1

### a. Planning

- 1) Arranging the lesson plan
- 2) Making learning planning approach that using PQRST (Preview, Question, Read, Summarize, Test) strategy to be done in teaching-learning activity
- 3) Discussing how PQRST (Preview, Question, Read, Summarize, Test) strategy to be done in teaching-learning activity
- 4) Preparing all material that will be needed in teaching-learning process, such as lesson plan and value criteria.

### b. Action

- 1) Explain the aim of the research to the students
- 2) Inform students the PQRST (Preview, Question, Read, Summarize, Test) strategy to the students
- 3) Giving learning material to the students, everything about narrative text
- 4) Using PQRST (Preview, Question, Read, Summarize, Test) strategy to the students in teaching learning process
- 5) Monitoring every step that has been planning
- 6) Preparing the solution if have problem when the action is done
- 7) Collecting the students discussion result

### c. Observation

- 1) Discussion with the English teacher to observe planning

- 2) Monitoring PQRST (Preview, Question, Read, Summarize, Test) strategy is done
  - 3) Making note activity and different when PQRST (Preview, Question, Read, Summarize, Test) strategy using in teaching-learning is done
  - 4) Discussion with the English teacher about the weakness or finding activity during observation is done
- d. Reflection
- 1) Analyzing the finding during the observation is done
  - 2) Analyzing the weakness and the teacher progress that using PQRST (Preview, Question, Read, Summarize, Test) strategy to determine the follow up of activity
  - 3) Reflecting PQRST (Preview, Question, Read, Summarize, Test) strategy is used
  - 4) Reflecting the teacher learning activity
  - 5) Reflecting the students learning activity
  - 6) Evaluation or interpreted the data gotten from the class and make any decisions for the next meeting.

## 2. Cycle II

In the second cycle, the researcher evaluated all the activities in the first cycle and repairing solution of the problem. The researcher also conduct two meetings and every meeting do for 90 minutes.

### a. Planning

#### 1) Analyzing the reflection result in the first cycle

Preparing all materials that will be needed in the teaching-learning process, as lesson plan and value criteria

#### 2) Encoding the problem and progress in the learning process

#### 3) Giving motivation to the students

### b. Action

#### 1) Dividing the students in some groups

#### 2) Organizing the students to each groups based on new arrangement

#### 3) Using dictionary to try the meaning of text

#### 4) Using PQRST (Preview, Question, Read, Summarize, Test) strategy to students in learning process

#### 5) Monitoring time allocation with the all activity is done

#### 6) Collecting the students result

### c. Observation

#### 1) Monitoring the teaching-learning by using PQRST (Preview, Question, Read, Summarize, Test) strategy in teaching-learning process, especially in teaching reading comprehension

- 2) Discussing the problem in process learning and giving the solution
  - 3) Monitoring PQRST (Preview, Question, Read, Summarize, Test) strategy is done
  - 4) Making note activity and different when PQRST (Preview, Question, Read, Summarize, Test) strategy using in teaching learning is done
- d. Reflection
- a) Analyzing the weakness and progress when PQRST (Preview, Question, Read, Summarize, Test) strategy is done to determine the next activity planning
  - b) Reflecting of PQRST (Preview, Question, Read, Summarize, Test) strategy that using in learning process
  - c) Reflecting of teaching activity and students learning result that using PQRST (Preview, Question, Read, Summarize, Test) strategy
  - d) Evaluating or interpret the data that getting from the class and make any decisions for the next meeting.

## **F. Technique of Analyzing Data**

Researcher used quantitative and qualitative data in technique of analyzing the data. The quantitative data is collected and analyzed by

computing the mean score of students' reading comprehension which was found by test. The researcher applied the following formula.<sup>2</sup>

$$M = \frac{\sum fxN}{N} \times 100 \%$$

Explanation:

M : The mean of the students

$\sum fx$  : The total score

N : The number of the students

The percentage of students' improvement in reading comprehension was analyzed by the following formula:<sup>3</sup>

$$P = \frac{RT}{T} \times 100\%$$

Explanation:

P : The percentage of students who get the score 75

R : The number of students who get the score up 75

T : Total numbers of students do test

After calculating and scoring the students answer the sheet then. Their scores are consulted the classification quality on the table. There are the categories of standard of value, as follow below:

**Table 5**  
**Categories of Standard Value**

Criteria	Score
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<sup>2</sup>Hartono, *Statistik: Untuk Penelitian* (Yogyakarta: Pustaka Pelajar Offset, 2008). p.30.

<sup>3</sup>Al ZainalAqib, *PTK Untuk Guru SD, SLB, TK* (Bandung: CV. YramaWidya, 2008). p.40.

Excellent	100
Very Good	90
Good	80
Average	75
Poor	≤75

After calculating and scoring students' answer sheet then, their score are classified on the table below, the aim of this scoring is after test taking by students in reading comprehension through PQRST (Preview, Question, Read, Summarize, Test) strategy.

**Table 6**  
**The Classification Quality of Students Score**

No	Percentage	Criteria
1	0% - 20%	Very low
2	21% - 40%	Low
3	41% - 60%	Enough
4	61% - 80%	Good
5	81% - 100%	Very Good

The other technique as qualitative data is used to describe the situation during the teaching process in analyzing qualitative data, the researcher follows the technique that developed by Gay and Airasian which consist of five steps as follows:<sup>4</sup>

1) Data managing

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<sup>4</sup>L.R. Gay & Peter Airaisan, *Educational Research for Analysis and Application* (America: Prentice Hall, 2001), P.240-249.

This step involves creating and organizing the data collected during the research in a form that facilitate analysis. The purpose of data managing is to organize the data and check for completeness and to start analyzing the data.

## 2) Reading

This step is concerns with reading in data recorded in the field notes, transcription of the interview data and observation sheets is order to get explanation of the data.

## 3) Description

This step is devoted to address the issue on what happen in the field based on the collected data.

## 4) Classifying

This step concerns with grouping very small pieces of data into larger categories in order to make explanation or meaning and to find the connection among the data.

## 5) Interpreting

This step, data is interpreted based on the connections, common aspect, and relationship among the data pieces, categories and pattern.



## CHAPTER IV

### THE RESEARCH FINDINGS AND DISCUSSION

#### A. Data Description

This chapter presents finding and discussion based on analysis and result of data collected from implementation PQRST (Preview, Question, Read, Summarize, Test) Strategy in the classroom. In this chapter would be described about the data description involved; learning process and students' reading comprehension score on cycle 1 and 2, comparison of learning process, influencing factors, and students' reading comprehension score on cycle 1 and 2, discussion, and threats of the research.

##### 1. Students' Achievement

Researcher divided this action research into two cycles. The data could be found from learning process in every cycle. It was based on the instrument: test, interview and observation. Researcher would describe learning process of cycle 1 and cycle 2 and students' score in cycle 1 and cycle 2.

##### a. Cycle 1

The first cycle was done 18<sup>th</sup> and 20<sup>th</sup> November 2019. In this case, the cycle was conducted for two meeting. Every meeting was done for 2 x 40 minutes. The researcher described the result as follow:

### 1) Students' Learning Process in the First Meeting

Teaching activity had some stages from opening learning until closing the class. Every activity in each meeting of teaching learning runs chronologically. Researcher would describe learning process and activities of teacher in cycle 1. There were criteria of teaching learning process in every cycle. They were teacher physical appearance, teacher written, teacher sound and classroom management, teacher opening, teaching procedure, teacher reinforcement, teacher classroom interaction and teacher closing.

*Teacher physical appearance* when the first time came to the class. First, teacher dressed black, brown veil, brown skirt, and dressed cleanly and neatly. Second, teacher used shoes and socks when teaching in class. Third, teacher always gave her smile for students, smart, friendly, good manners, and neat in the classroom. Last teacher taught the learning energetically.

*Teacher whiteboard written* when writing something on the white board. First, teacher stood and wrote sideway. Second, teacher divided whiteboard in two part if is needed. Third, the teacher wrote the definition and the categories of PQIRST (Preview, Question, Read, Summarize, Test) strategy. When the teacher wrote it, her writing was too small and unreadable. Third, teacher did not write and explanation the material integratedly.

When the teacher wrote on the whiteboard, her explanation was too fast. Last, teacher faced to the students when writing on the whiteboard.

*Teacher sound* when explained the material. First, teacher's sound was audible. Teacher's voice is loud and can be heard all over the room. Second, teacher talked intelligibly so that the students could understand the teacher's explanation. Third, teachers talk fluently. It meant every word sounded clearly.

*Classroom management* was the strategies used by teacher in organizing the classroom, learning and students. First, for seating arrangement, teacher asked them to be consistent on their seating (do not move wherever or whenever they want) while teaching-learning process was going on. Their seating lined up in columns that were perpendicular to the front wall of the room. Second, teacher walked around the class for checking learning and providing support as necessary. Researcher always checks the formation of class before starting the lesson, but researcher could not control noise of class.

*Teacher opening* while started learning process. The teacher greeted to students and students responded, motivated students by saying the information about the benefits of learning English, activated students' background knowledge by asking some

question before using this strategy and explained the purpose of learning by introducing PQRST (Preview, Question, Read, Summarize, Test) strategy to students and how to use the strategy in answering questions.

*Teaching procedures* were the proper way of doing or applying the PQRST (Preview, Question, Read, Summarize, Test) strategy by the teacher to the students. First, teacher introduced PQRST (Preview, Question, Read, Summarize, Test) strategy. The researcher explained and showed the function of PQRST (Preview, Question, Read, Summarize, Test) by writing it on the whiteboard. Second, in preview the researcher asked the students to read title of narrative text and the first paragraph and asking student to made idea what they were read. In Question, the researcher gave them some question from the text using question word of what, who and how; and the students made the answer based on the text and connecting with their own answer. In read, the researcher asked the students to read the next paragraph until the last paragraph and asked student to the answer their question again. In summarize, the researcher asked the students to recite the main idea of the text generally and the main idea of each paragraph and recall the important ideas from the section they got from the text and summarize it by their own words. The last, the researcher checked

the students' knowledge by test and the students answered the question. After the students read and made summarize the researcher correlated they summarize about the text with the indicators of narrative text (topic, main idea, specific information, vocabulary, and conclusion).

After introducing and practicing the PQRST (Preview, Question, Read, Summarize, Test) strategy, the researcher distributed a narrative text to the students. After that, the researcher was going to the material. The researcher gave example of narrative text to students in the paper and then researcher explained what was narrative text, generic structure of narrative text and what kind tenses used in narrative text in the blackboard complete with the indicators of narrative text.

After that, the researcher was going to the material. The researcher gave example of narrative text to students in the paper and then researcher explained what was narrative text, generic structure of narrative text and what kind tenses used in narrative text in the blackboard complete with the indicators of narrative text.

Teacher reinforcement while teaching in the classroom. The actions of the researcher were making the students be motivated and enthusiastic in teaching-learning process. Teacher did

individual performance reward. It mean, when students gave responses to the teacher's questions in learning process, the researcher gave reward to them by saying "excellent", "good job", and gave applause for the students who answered the teachers' question correctly. In other ways, for the students who got wrong in answering the questions, teacher said "it could be" or "almost" and asked the other students to help or revise the students' wrong in answering the question.

*Teacher classroom interactions* in the classroom. First, teacher stimulated students' responses by giving some questions to the students about the material and also about their knowledge or experience during learning process. Second, teacher stimulated students' question by asking them to give their questions related to their comprehension to the learning material. Third, the teacher responded students' questions by answering students' question when the teaching learning process was run.

*Teacher closing* in the classroom, first, the teacher made the conclusion about the learning material that had been learned. Second, teacher asked the students about their difficulties in understanding PQRST (Preview, Question, Read, Summarize, Test) strategy during the teaching learning process was run.

After the class was over, some students were interviewed informally by asking about their feeling of activity they already had. The interview activities were done after the class was over.

## 2) Students' Reading Comprehension Score of Cycle 1

After analyzed the result of first test, the students' reading comprehension at grade VIII SMP Negeri 2 Batang Angkola could be seen that there were only 12 students who passed the minimum mastery criterion (KKM) and 13 students who did not pass the minimum mastery criterion (KKM). Based on the calculation, the mean score of students in first cycle was.

**Table 7. Students' Reading Comprehension Scores in Cycle 1**

No	Students' Initial	Indicators					Total Score	Test Score
		Topic	Main Idea	Specific Information	Vocabulary	Conclusion		
1	AP	3	3	2	2	3	$(3+3+3+2+3) \times 5$	65
2	AK	4	4	2	3	2	$(4+4+2+3+2) \times 5$	75
3	AP	3	3	2	2	2	$(3+3+2+2+2) \times 5$	60
4	BJ	4	3	3	2	2	$(4+3+3+2+2) \times 5$	75
5	DH	3	3	3	2	2	$(3+3+3+2+2) \times 5$	65
6	HS	4	3	2	3	3	$(4+3+$	75

							$(2+3+3) \times 5$	
7	IWS	3	4	3	3	2	$(3+4+3+3+2) \times 5$	75
8	IP	4	3	2	2	4	$(4+3+2+2+4) \times 5$	75
9	IPM	3	2	3	2	2	$(3+2+3+2+2) \times 5$	60
10	KS	3	3	3	3	3	$(3+3+3+3+3) \times 5$	75
11	LS	4	4	3	3	3	$(4+4+3+3+3) \times 5$	85
12	MSR	3	2	2	2	3	$(3+2+2+2+3) \times 5$	60
13	MK	3	3	3	3	3	$(3+3+3+3+3) \times 5$	75
14	MR	4	3	3	3	3	$(4+3+3+3+3) \times 5$	80
15	MS	4	4	2	3	2	$(4+4+2+3+2) \times 5$	75
16	RS	3	3	2	3	2	$(3+3+2+3+2) \times 5$	65
17	RP	4	3	2	2	3	$(4+3+2+2+3) \times 5$	70
18	RA	3	3	2	2	3	$(3+3+2+2+3) \times 5$	65
19	RP	3	2	3	2	3	$(3+2+3+2+3) \times 5$	65
20	RT	3	3	2	2	2	$(3+3+$	60



							$(2+2+2) \times 5$	
21	SR	3	3	2	2	2	$(3+3+2+2+2) \times 5$	60
22	SB	4	3	3	3	2	$(4+3+3+3+2) \times 5$	75
23	UH	3	4	2	2	2	$(3+4+2+2+2) \times 5$	65
24	US	4	4	2	2	3	$(4+4+2+2+3) \times 5$	75
25	AA	3	2	2	2	3	$(3+2+2+2+3) \times 5$	60
Total		61	77	61	60	64		
<b>TOTAL SCORE</b>								1735
<b>MEAN SCORE</b>								69,4
<b>PERCENTAGE</b>								48%

Based on the table above, it could be concluded that there were 6 students got score 60, 6 students got score 65, 1 students got score 70, 10 students got score 75, 1 students got score 80, and 1 students got score 85.

There were 1 students categorized into very good category (the scores 81-100), 18 students were categorized into good category (the scores 65-80) and 6 students were categorized into enough (the scores 45-60). That's why students' achievement in cycle 1 was categorized still need to be improved. The

classification of students' scores would describe as the following table.

**Table 8. The Classification of Students' Score in Cycle 1**

No	Classification	Predicate	Total of Student	Percentage
1	0% - 20%	Very low	-	-
2	21% - 40%	Low	-	-
3	41% - 60%	Enough	6 students	24%
4	61% - 80%	Good	18 students	72%
5	81% - 100%	Very good	1 students	3,33%
<b>Total</b>				<b>100%</b>

There were five indicators in reading comprehension that focused of this research. They were identifying topic, main idea, specific information, vocabulary, and conclusion. These indicators became problem in students' score. It could be seen through the following table and chart below:

**Table 9. Students' Scores Based on Indicator Test in Cycle 1**

No	Indicator	Total the Correct Answer	Percentage	Maximal Score Percentage
1	Topic	61	12.20%	20%
2	Main idea	77	15.40%	20%
3	Specific information	61	12.20%	20%
4	Vocabulary	60	12%	20%
5	Conclusion	64	12.80%	20%
<b>Total</b>		<b>323</b>	<b>64.6%</b>	

Based on the table above, there were 20 questions in cycle 1 in 1; 4 items for topic with total score 20, and 4 items for main

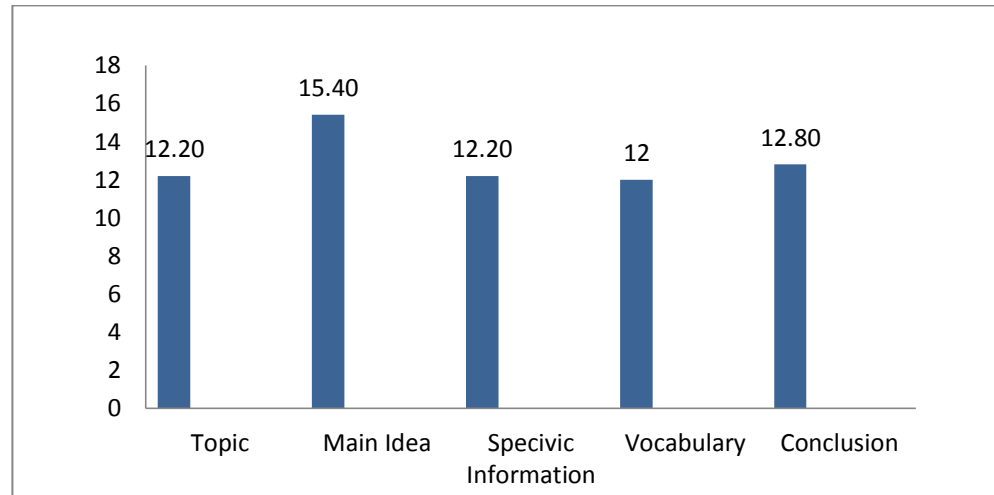
idea with total score 20, 4 items for specific information with total scores 20, 4 items for vocabulary with total score 20, and 4 items for conclusion with score 20. The result of students' achievement based on indicator of reading comprehension in cycle 1 could be seen in chart bellow:

**Table 10. Students' Achievement for Indicators in Cycle 1**

No	Indicator	Description
1	Topic	The students were mostly could not identify the topic of the text
2	Main idea	The students could not determine which one main idea of the text after reading it
3	Specific information	The students did not know to find the specific information in the text, caused by their lack of specific reading technique for locating certain information rapidly
5	Vocabulary	The students did not know what the meaning about the text caused the students lack of vocabulary
5	Conclusion	The students were difficult to determine conclusion caused the students did not know how to make conclusion about the text

From the chart above, the students were mostly difficult to identify all of indicators as shown by the score of each indicator. The result of indicator reading comprehension in cycle 1 could be seen in chart bellow:

**Chart 1. The Test Result Based on Indicator Test in cycle 1**



From the chart above could be seen the students' ability for each indicator of reading comprehension. The higher indicator that the students had achievement was identifying main idea. The percentage score was 15.40% from maximal score was 20%. Meanwhile, the lower indicator that the students had achievement was identifying vocabulary of the text. The percentage score was 13% from maximal score was 20%. Therefore the researcher had to continue it to learning process in cycle 2.

## **b. Cycle 2**

The second cycle was done 29<sup>th</sup> and 03<sup>th</sup> November 2019. In this case, the cycle was conducted for two meetings. Every meeting was done for 2 x 40 minutes.

### **1) Learning process of cycle 2**

Learning process describe the students series to do something that would be expected in this research. In sum up this section describe the learning process and teacher activity in cycle 2. Same as the first cycle, the criteria for it were teacher physical appearance, teacher written, teacher sound and classroom management, teacher opening, teaching procedure, teacher reinforcement, teacher classroom interaction and teacher closing.

*Teacher physical appearance* was ways of teacher performing based on for her physical for doing teaching learning process. Similarity with cycle 1, the first teacher wear black dress and dressed cleanly and neatly, second, teacher used shoes and socks when teaching in class. Third, teacher always gave her smile for students, smart, friendly, good manners, and neat in the classroom. Last, teacher taught the learning energetically. Different with cycle 1, in cycle 2 the teacher dressed red, black veil and she did some action for adding and improving student reading comprehension from cycle 1. The teacher explained material more enthusiastically to make students more active in learning activity. Then, teacher used facial and hand gestures to enhance meaning of words and sentences that might otherwise be unclear during learning activities.

*Teacher whiteboard written* when write something or word in whiteboard. Similarity with cycle 1, the first, teacher stood and wrote sideway. Second, teacher divided whiteboard in two part if is needed. Last, the teacher faced to the students when she wrote on the whiteboard. Different with cycle 1, in cycle 2 teacher's writing was nice and readable. It made teacher's writing could be read clearly by students from all side. Then, teacher wrote and explained the material integratedly. When the teacher wrote on the blackboard, her explanation was in harmony with the written. After that, teacher wrote the numbering and bullet or another symbol in every section to make students understood easily and the teacher also underlined the words or sentence that need the explanation more.

*Teacher sound* when explain the material. Similarity with cycle 1, the first, teacher was audible. The Teacher's voice is loud and can be heard all over room. Second, teacher talked intelligently so the students could understand the teacher explanation. Third, teachers talk fluently. It means every word sounded clearly. Different with cycle 1, in cycle 2 teacher showed the important part from the material clearly.

*Classroom management* was the strategy used by teacher in organizing the classroom, learning and students. Similarity with

cycle 1, the first, for seating arrangement, teacher asked them to be consistent on their seating (do not move wherever or whenever they want) while teaching-learning process was going on. Their seating lined up in columns that were perpendicular to the front wall of the room. Second, teacher walked around the class for checking learning and providing support as necessary. Teacher always checked the formation of class before starting the lesson. Different with cycle 1, in cycle 2 teacher could control noise of class during reading activities because the teacher gave punishment to the students who made noise in the classroom and teacher answered students' questions clearly (explained the material twice). It helped students not to ask their friends made the class more conducive than before.

*Teacher opening* while start learning process. Similarity with cycle 1, the first teacher greeted to students and students respond. Different with cycle 1, in cycle 2 teacher asked students how far they understood about PQRSST strategy that had been learned.

*Teaching procedures* were the proper way of doing applying the PQRSST strategy by the teacher to the students. Similarity with cycle 1, the first, teacher reviewed the explanation about the function of PQRSST (Preview, Question, Read, Summarize, Test) by writing it at the whiteboard. She explained both of categories of

PQRST (Preview, Question, Read, Summarize, Test) briefly and clearly.

The procedures of the second meeting was the same as the first meeting, but, in the second meeting, the researcher just reviewed the previous. Material to engage students' knowledge, then, the researcher gave test to students. So, the researcher explained more about the important thing of this research. The researcher told the students that the researcher would note everything that was done by the students. The researcher told the students to be natural when they were reading, and that would be a reward for the students active and sportive in the class.

*Teacher reinforcement* while teaching in the classroom with students was the actions by the researcher to make the students felt enthusiast in teaching-learning process. Similarity with cycle 1, teacher did individual performance reward. It mean when students gave response to the teacher's questions in learning process, the researcher gave reward them.

*Teacher classroom interaction* in the classroom, similar with cycle 1, the first, teacher simulated students' responses by giving some questions to the students about the material and also about their knowledge or experience during learning process. Second, teacher stimulated students' question by asking them to give their



questions related to their comprehension to the learning material. Third, the teacher responded students' questions by answering students' question when the teaching learning process was run.

*Teacher closing* in the classroom. Similar with cycle 1, the first, the teacher made the conclusion about the learning material that had been learned. Second, teacher asked the students about their difficulties in understanding PQRST (Preview, Question, Read, Summarize, Test) strategy during the teaching learning process was run. Different with cycle 1, in cycle 2 teacher motivated them to learn more about the PQRST (Preview, Question, Read, Summarize, Test) strategy at their home and practiced PQRST (Preview, Question, Read, Summarize, Test) strategy. When answering questions in English text at another times.

## **2) Students' Reading Comprehension Score of Cycle 2**

After analyzed the result of first test, the students' reading comprehension at grade VIII SMP Negeri 2 Batang Angkola could be seen that there were only 5 students who did not pass the minimum mastery criterion (KKM) 75 and there were 20 passed the minimum mastery criteria (KKM) 75 from 25 students. Below the students' reading comprehension score in the second cycle.

**Table 11. Students' Reading Comprehension Scores in Cycle 2**

No	Students' Initial	Indicators					Total Score	Test Score
		Topic	Main Idea	Specific Information	Vocabulary	Conclusion		
1	AP	3	3	3	3	3	(3+3+3+3+3) x5	75
2	AK	4	4	2	3	2	(4+4+2+3+2) x5	75
3	AP	3	3	2	2	2	(3+3+2+2+2) x5	60
4	BJ	3	4	3	3	3	(3+4+3+3+3) x5	80
5	DH	4	4	3	3	3	(4+4+3+3+3) x5	85
6	HS	4	3	3	2	3	(4+3+3+2+3) x5	75
7	IWS	3	4	3	3	3	(3+4+3+3+3) x5	80
8	IP	4	4	3	3	3	(4+4+3+3+3) x5	85
9	IPM	4	5	3	3	4	(4+5+3+3+4) x5	95
10	KS	5	4	2	3	4	(3+4+3+3+2) x5	75
11	LS	3	4	3	3	2	(5+4+2+3+4) x5	90
12	MSR	3	4	3	3	3	(3+4+3+3+3) x5	80

							) x5	
13	MK	4	3	3	3	3	(4+3+3+3+3) x5	80
14	MR	4	3	4	3	3	(4+3+4+3+3) x5	85
15	MS	3	4	3	3	2	(3+4+3+3+2) x5	75
16	RS	3	4	4	2	3	(3+4+4+2+3) x5	80
17	RP	4	3	3	2	3	(4+3+3+2+3) x5	75
18	RA	4	3	3	2	3	(4+3+3+2+3) x5	75
19	RP	2	3	2	2	2	(2+3+2+2+2) x5	55
20	RT	3	4	3	3	3	(3+4+3+3+3) x5	80
21	SR	4	3	3	3	4	(4+3+3+3+4) x5	85
22	SB	3	4	3	4	3	(3+3+3+4+3) x5	85
23	UH	3	3	2	4	3	(3+3+2+4+3) x5	70
24	US	4	3	3	3	2	(4+3+3+3+2) x5	75
25	AA	4	3	2	2	3	(4+3+2+2+3) x5	85
Total		88	88	70	69	71		
<b>TOTAL SCORE</b>								1940

<b>MEAN SCORE</b>	77,6
<b>PERCENTAGE</b>	80%

Based on the data in the table, the researcher could explain that the mean score of students were 84. There was one students got score 55, 2 students got score 60, and 1 student got score 65, 1 student got score 70, 8 students got score 75, 5 students got score 80, 5 students got 85, 1 student got score 90, 1 student got score 95.

From the scores of students, it could be concluded that the students' achievement in cycle 2 was increased. The mean score of students in cycle 2 was 80% and the percentage of students' score was about 80% students' achievement in reading comprehension was categories good. The students' score in cycle 2 got improvement from the cycle 1. It shown that cycle 1 was 48% and cycle 2 was 80%.

There were 7 students were categorized into very good category (the scores 81-100), 15 students were categorized into good category (the scores 61-80) and 4 students were categorized into enough (the scores 41-60). The classification of students' scores would describe as the following table:

**Table 12. The Classification of Students' Scores in Cycle 2**

No	Classification	Predicate	Totalof Student	Percentage
1	0% - 20%	Very low	-	-
2	21% - 40%	Low	-	-

3	41% - 60%	Enough	4 students	16%
4	61% - 80%	Good	15 students	60%
5	81% - 100%	Very good	7 students	28%
<b>Total</b>				<b>100%</b>

Most of the students showed the improvement in the indicator of reading test; topic, main idea, specific information, vocabulary, conclusion. The students' improvement in indicator of reading comprehension test could be seen through the following figure:

**Table 13. Students' Scores Based on Indicator Test in Cycle 2**

No	Indicator	Total the Correct Answer	Percentage	Maximal Score Percentage
1	Topic	88	17.60%	20%
2	Main idea	88	17.60%	20%
3	Specific information	70	14%	20%
4	Vocabulary	69	13.80%	20%
5	Conclusion	71	14.20%	20%
<b>Total</b>		<b>386</b>	<b>77.2%</b>	<b>100%</b>

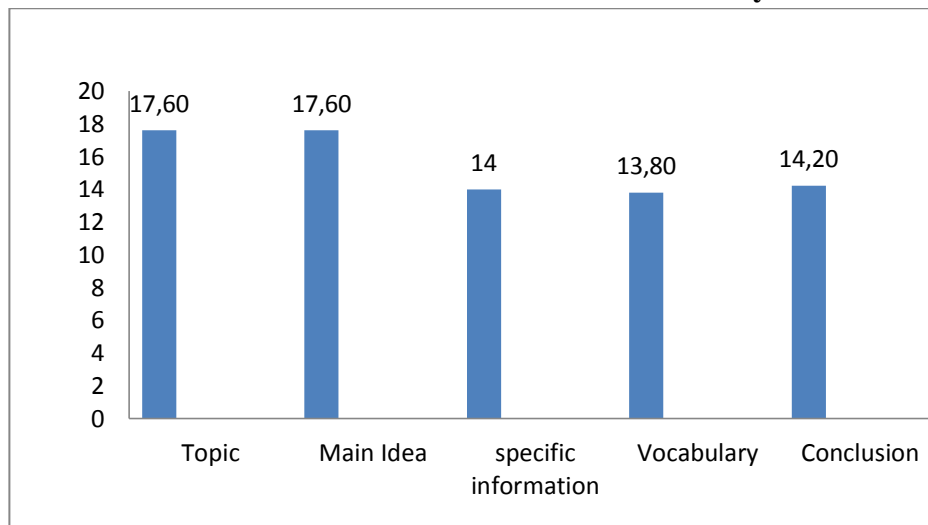
Based on the table above, there were 20 questions in cycle 2, 4 items for topic with total score 20, 4 items for main idea with total score 20, 4 items for specific information with total score 20, 4 items for vocabulary with total score 20, and 4 items for conclusion with total score 20. The result of students' achievement based on indicator of reading comprehension in cycle 1 could be seen in chart below:

**Table 14. Students' Achievement for Indicators in Cycle 2**

No	Indicator	Description
1	Topic	The students were mostly could identify the topic of the text
2	Main idea	The students could determine which one main idea of the text after reading it
3	Specific Information	The students easily find the specific information in the text by using the strategy
4	Vocabulary	The students were easily know about vocabulary in the text after using the strategy
5	Conclusion	The students were easily for determine of conclusion in the text

From the chart above, the students were mostly difficult to identify all of indicators as shown by the score of each indicator. Most of the students showed the good improvement in reading comprehension indicators were; topic, main idea, specific information, vocabulary, and conclusion of the text (word/sentence). It could be seen from chart below:

**Chart 2. The Test Result Based on Indicator Test in Cycle 2**



From the chart above can be seen the students' ability for each indicator of reading comprehension. After getting students' reading comprehension score in the second cycle, the researcher found the students' achievement in all indicators. It meant that the students who had some problems in reading comprehension in the first cycle were improved and the problems in first cycle were solved.

## 2. The comparative result in cycle 1 and cycle 2

The researcher used some steps to compare the learning process and students' achievement between first cycle and second cycle. The steps were calculating the students mean score, calculating the percentage students' improvement score from first and second cycle and calculating the improvement indicator of reading test score from first and second cycle. Based on the first and second test, it could be concluded that students' reading comprehension had improved by PQRST (Preview, Question, Read, Summarize, Test) strategy.

The result of the test in first cycle was 6 students got score 60.5 students got score 65, 1 students got score 70, 10 students got score 75, 1 student got score 80 and 1 students got score 85. It could be concluded that from 25 students at second grade VIII, there were 12 students passed the minimum mastery criteria (KKM) 75 score. Meanwhile, there were 13 students did not pass the minimum mastery criteria (KKM) 75 score. In analyzing the data of first test, first step was calculating the mean score of the class. It was calculated as following:

$$x = \frac{\sum xN}{N} \times 100\%$$

$$x = \frac{1735}{25} \times 100\%$$

$$X = 69.4$$



Based on the calculation, the mean score of class in first test was 69.4. It showed that the students' reading comprehension was categorized into enough categories. The second step to know the percentage of students' score who passed the minimum mastery criteria (KKM) 75. It was calculated as following:

$$p = \frac{R}{T} \times 100\%$$

$$x = \frac{12}{25} \times 100\%$$

$$X = 48$$

After that, in the second test for second cycle, the researcher calculated the result of second test to know the students' score improvement from the first test result. There was 1 student got score 55, 2 student got score 60, 1 student got score 65, 1 student got score 70, 8 students got score 75, 5 students got score 80, 5 students got score 85, 1 student got score 90, 1 student got score 95.

It could be concluded from 25 students at grade VIII, there were 20 students passed the Minimum Mastery Criteria (KKM) 75 score. Meanwhile, there was 5 students did not pass the Minimum Mastery Criteria (KKM) 75 score. In analyzing the data of second test, first step was calculating the mean score of the class. It was calculated as following;

$$x = \frac{\sum x}{N} \times 100\%$$

$$x = \frac{1940}{25} \times 100\%$$

$$X = 77.6$$

Based on the calculation, the mean score of class in first test was 77.6. It showed that the students' reading comprehension was categorized into enough categories. The second step to know the percentage of students' score who passed the minimum mastery criteria (KKM) 75. It was calculated as following:

$$p = \frac{R}{T} \times 100\%$$

$$x = \frac{20}{25} \times 100\%$$

$$X = 80$$

After that, in the second test for second cycle, the researcher calculated the result of second test to know the students' score improvement from the first test result. There was 1 student got score 55, 2 students got score 60, 1 student got score 65, 1 students got score 70, 8 students got score 75, 5 student got score 80, 5 students got score 85, 1 student got score 90, 1 student got score 95.

Based on explanation above, it could be concluded that mean score and the percentage of the second test had improved the first test. In the first test, the mean score was 69.4 and the percentage was 48. It included into enough category. Meanwhile, mean score in second tests was 77.6

and percentage was 80%. It included into good category. So, the mean score improved about 80 and the percentage improved about 77.6 and percentage improved about 80%.

The improvement of students' reading comprehension from first cycle to second cycle could be seen in the table below:

**Table 15**  
**Comparison of Students' Achievement in Reading Comprehension**  
**In Cycle 1 and Cycle 2**

No	Students' initial	Cycle 1	Cycle 2	State
1	AP	65	75	Improved
2	AK	75	75	Improved
<b>3</b>	AP	<b>60</b>	<b>60</b>	<b>Declined</b>
4	BJ	75	80	Improved
5	DH	65	85	Improved
6	HS	75	75	Improved
7	IWS	75	80	Improved
8	IP	75	85	Improved
9	IPM	60	95	Improved
10	KS	75	75	Improved
11	LS	85	90	Improved
12	MSR	60	80	Improved
13	MK	75	80	Improved
14	MR	80	85	Improved
15	MS	75	75	Improved
16	RS	65	80	Improved
17	RP	70	75	Improved
18	RA	65	75	Improved
<b>19</b>	RP	<b>65</b>	<b>55</b>	<b>Declined</b>
<b>20</b>	RT	<b>60</b>	<b>60</b>	<b>Declined</b>
21	SR	60	85	Improved
22	SB	75	85	Improved
<b>23</b>	UH	<b>65</b>	<b>70</b>	<b>Declined</b>
24	US	75	75	Improved
<b>25</b>	AA	<b>60</b>	<b>65</b>	<b>Declined</b>
		1735	1940	Improved
		48	77,6	Improved

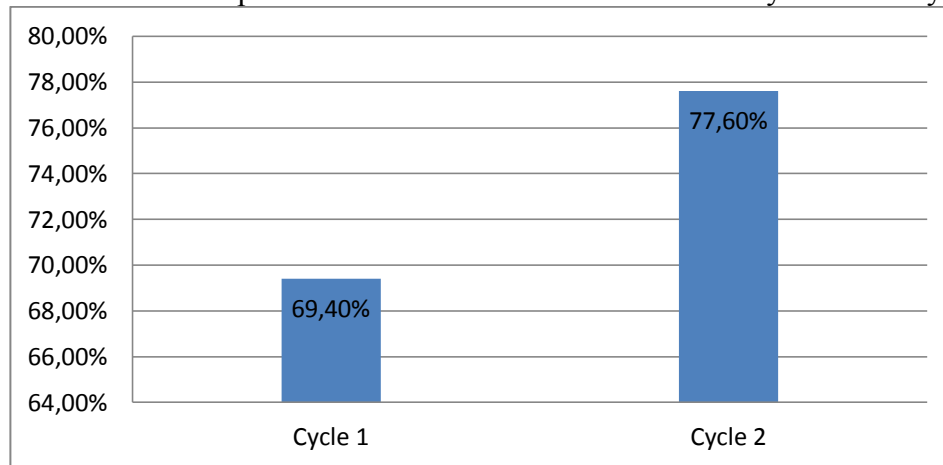
	69,4	80	Improved
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-the students who passed the KKM (75) in cycle 1 and cycle 2

-bold name that did not pass the KKM (75) and declined from cycle 1 to cycle 2

Based on the table, 20 students got improvement and 5 students got declined on their score. In summary, the comparison of students' mean score could be seen in the following chart:

Chart 3. The Comparison Students' Mean Score between Cycle 1 and Cycle 2

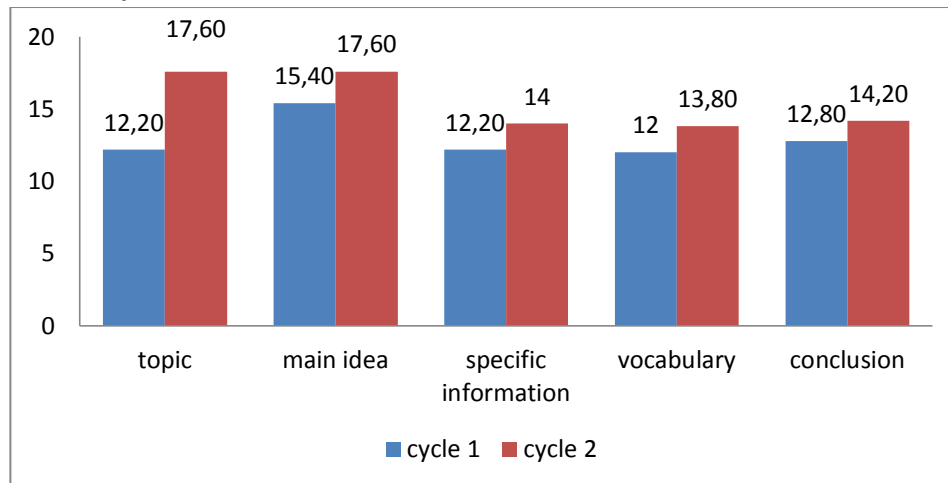


In the second cycle of the research, the students showed better understanding of the material. Those who had difficulty in the previous meeting in identifying topic, main idea, specific information, vocabulary, and conclusion of the text had shown improvement. They were able to give correct responses to the reading comprehension questions. It meant that students' reading comprehension were improved and better than previous cycle. It could be looked from the chart below:

**Table 16. The Comparison of Students' Achievement for Indicators**

No	Indicator	Description	
		Cycle 1	Cycle 2
1	Topic	a. The students were mostly could not identify the topic of the text	a. The students were mostly could identify the topic of the text
2	Main idea	b. the students could not determine which one main idea of the text after reading it	b. The students could determine which one main idea of the text after reading it
3	Specific information	c. The students did not know to find the specific information in the text, caused by their lack of specific reading technique for locating certain information rapidly	c. The students easily find the specific information in the text by using the strategy
4	Vocabulary	d. The students did not know the meaning of word because lack of vocabulary	d. The students were easily know about vocabulary in the text after using the strategy
5	Conclusion	e. The students did know to determine of conclusion of the text	e. The students were easily for determine of conclusion in the text

**Chart 4. The comparative of indicator scores between first cycle and second cycle**



The highest improvement of indicator was topic and main idea 17.60%, in cycle 1 topic was 12.20% and in cycle 2 became 17.60%, and main idea in cycle 1 was 15.40% and cycle 2 became 17.60%. the lowest improvement of indicator were vocabulary from 12% became 13.80% and specific information from 12.20% in cycle 1 became 14%, and conclusion from 12.80% in cycle 1 became 14.20% in cycle 2.

As the result of test in cycle 1 and cycle 2, the observation sheet showed the improvement students in reading comprehension while learning process. Students' problem while teaching learning process has been solved. The explanation above could be explained briefly in table below:

**Table 17.1 Students' Observation Comparison in Cycle 1 and Cycle 2**

Cycle 1	Cycle 2
A few of students were active during teaching learning process. they did not want to ask the teacher when they had difficulty	Mostly the students were more active during teaching learning process. They were not ashamed and afraid again to ask to the teacher if they had difficulty. even, students' confidences also improve when they were asked to answer the questions
Some of students seemed do the useless activity during the reading lesson, such as making the noise, cheating their friends, and moving to another chair	Most of students paid attention while learning process. The students were less of talking when teaching and learning had begun. therefore the processed of teaching and learning became more effective because almost all the students were focus following the lesson
Some of students asked permission during the teaching learning process. after getting permit from the teacher, they were very long to return to the classroom	No students asked permission to the teacher during teaching learning process

From the table above, it could be seen the students' activities has improvement through PQRST strategy. The students were more active in the text meeting and there were less of students who cheated, made a noisy, moved to another chair, and asked permission.

Based on the list of teacher indicators in teaching learning process, the teacher still had weakness in cycle 1. After getting the suggestions from the observed, the researcher gained a better understanding about the teaching process. It could be seen in the following table:

**Table 18. Teacher's Observation Comparison in Cycle 1 and Cycle 2**

Cycle 1	Cycle 2
The researcher performance in teaching reading comprehension by using PQRST strategy still had weakness. The researcher did not write face to students when writing the material in whiteboard. Also, researcher's writing was not nice readable. That's why the researcher's writing could not be read clearly by students from all side. Then, researcher did not write and explain the material integrated, the researcher could not control the noise in the classroom. last, researcher did not do celebration	The researcher performances in teaching reading comprehension by using PQRST strategy was done well. all of the activities were improved by the researcher

From the observation, the researcher performance in teaching reading comprehension by using PQRST (Preview, Question, Read, Summarize, Test) strategy was done well in cycle. All of indicators were improve by the researcher.

### **3. Influencing Factors**

From the description of students' achievement in the first cycle, it could be concluded that the students, problem in learning process had been resolved and it had improved in the second cycle. There were two factor could influenced students' reading comprehension, they were internal factors and external factors. It would be explained below.

#### **a. Internal Factors**

Internal factors in this research referred to semantic and syntactic abilities. Semantic abilities related to the knowledge of word



meaning. Syntactic abilities related to knowledge of the sentence structures as topic, main idea, specific information, vocabulary and conclusion.

#### 1) Topic

There were 4 items in reading comprehension test in cycle 1. There were 25 students in the classroom, 15 students answered 3 items correctly, 10 students answered 4 items correctly. The percentage students' score of this indicator was 12.20% from maximals 20%.

Based on interview had done in the class, AP and SR said that they were difficult to identify the topic in the text, caused by their lack of knowledge about parts of text. There were some actions conducted by the researcher in cycle 2 to solve the concerning problems. They were; the researcher motivated them to read text clearly and explain more about how to find the topic of the text

As a result, students' achievement in this indicator was improved. There were five items detail information in reading comprehension test of cycle 2. From 25 students in the classroom, 1 student answered 2 correctly, 11 students answered 3 correctly. 12 students answered 4 items correctly, and 1 student

answered 5 items correctly. The percentage students' score of this indicator was 17.60% from maximal 20%.

## 2) Main Idea

There were 4 items topic in reading comprehension test in cycle 1. There were 25 students in the classroom, 4 students answered 2 items correctly, 15 students answered 3 items correctly, and 6 students answered 4 items correctly. The percentage students' score of this indicator was 15.40% from maximal percentage 20%.

The researcher and co-teacher had found students who had difficulty in dealing with the questions of identifying main idea in English text. Based on the interview had done in the class, MSR, RP and AA admitted that they confused in identifying main idea because they could not determine which one main idea of the text after reading it. They thought main idea just their opinion about the text. in conclusion, students who had difficulty in dealing with the questions of identifying main idea in English text caused due to their lack of understanding the concept of a paragraph or texts' main idea. So, they were misunderstanding to identify main idea in English text.

There were some actions conducted by the researcher in cycle 2 to solve the concerning problems. they were; the

researcher gave example to the students how to identify main idea, the main idea of a paragraph is commonly found in the first sentence and also could be found in the last sentence of paragraph or text. Students must analyze important idea that the author develops throughout paragraph or text.

As a result, students' achievement in this indicator was improved. There were also four items main idea in reading comprehension test of cycle 2. The percentage students' score of this indicator was 17.60%.

### 3) Specific Information

There were 4 items specific information in reading comprehension test in cycle 1. From 25 students in the classroom, 15 students answered 2 items correctly, 10 students answered 3 items correctly. They percentage students' score of this indicator was 12.20% from maximal percentage 20%.

Based interview had done in the class, US, AK, RA, AP, and UH said that they did not know how to find the needed information in certain information rapidly. There were some actions conducted by the researcher in cycle 2 to solve the concerning problems. They were; the researcher advised the students to find the needed information develops the topic sentence by giving definition and examples.

As a result, students' achievement in this indicator was improved. There were also ten items needed information in reading comprehension test of cycle 2. From 25 students in the classroom, 15 students answered 2 items correctly, 10 students answered 3 items correctly. The percentage students' score of this indicator was 12.20% from maximal percentage 20%.

#### 4) Vocabulary

There were four items to get vocabulary of the text. From 25 students in the classroom, 15 students answered 2 items correctly and 10 students answered 3 items correctly. The percentage students' score of this indicator was 12% from maximal percentage 20%.

Based on interview had done in the class, MSR, IP, SB, MS, IPM said that they were difficult to identify the vocabulary in the text, caused by their lack of vocabulary, that is make they were did know the meaning in the text.

As a result, student achievement in this indicator was improved. There were four items detail in reading comprehension test of cycle 2. From 25 students in the classroom, 7 students answered 2 items correctly, 16 students answered 3 items correctly and 2 students answered 4 items

correctly. The percentage students' score of this indicator was 13.80% from maximal 20%.

#### 5) Conclusion

There were four items to get conclusion of the text in reading comprehension cycle 1. From 25 students in the classroom, 12 students answered 2 items correctly and 12 students answered 3 items correctly, and 1 student answered 4 items correctly. The percentage students' score of this indicator was 12.80% from maximal percentage 20%.

Based on interview had done in the class, RT, BJ, DH, and IWS said that they were difficult to identify the conclusion in the text, caused they did not know how to identify or determine of conclusion.

As a result, student achievement in this indicator was improved. There were four items detail in reading comprehension test of cycle 2. From 25 students in the classroom, 6 students answered 2 items correctly, 16 students answered 3 items correctly and 3 students answered 4 items correctly. The percentage students' score of this indicator was 14.20% from maximal 20%.

**b. External Factors**

By the observation notes, the researcher and teacher as observer had a duty to monitor all activities through PQRST strategy in the classroom. It was about class situation, students' activities and teacher's activities in teaching learning process in the classroom. There were some external factors that influenced students' reading comprehension beside internal factors. In short, there were other factors that influenced students' problem that happened in the classroom.

**1) Students' Interest**

Students' interest was the one of external factors in the first cycle. there were just 10 students be active in asking and answer about learning material during teaching learning process in cycle 1 or it could be said 15 students un-active during teaching learning process. They were not interest to share and report their ideas when the researcher gave them chance to share their ideas about learning material, especially in asking and answering questions for whole of class. It made them were low attention to the material, and still confused about PQRST procedures. So, some of students cheated the answer from their when teacher gave some task to them.

By these problem, in the second cycle the researcher explained the PQRSST strategy twice to make them more understand; motivated, them to be active in reading comprehension activity because they need it for long time whether in reading English book or others, answered and explained the question slowly to make them understand easily, in summary, in the second cycle there were most of them more active during teaching learning process and there were only three students who cheated their friends answer.

## 2) Disturbance

In the first cycle there were 4 students (RT, DB, MS and RA) who were noisy in the class where they sometimes could not be forbidden to chat with their friends about a topic that did not relate with learning material. It means, they did not pay attention to teacher's explanation. There were also 2 students who moved to another chairs, they were UH and MS. He always moves from his chair to another chair. Both of these conditions made other students disturbed and lost their focus on learning.

By these problems, in the second cycle the researcher gave punishment to students who made noise and who moved to another chair that did not allow to follows teaching learning activities. As the result, the situation in the classroom during

teaching learning process more conductive and most of them became focused to follow the teaching learning activities and made them easy to understand the material

### 3) Asking Permission

For asking permission, in the first cycle there were two students (US and MR) asked permission to toilet that made them missed the material taught by the researcher. The researcher solved these problems by limiting them to ask permission whether to the toiled or the outdoor only one time. They could accept the role of the researcher. The researcher also gave the reward to students who never asking permission to the toilet. The reward would be given after the class was finished. Finally there were not students who asked permission in the second cycle.

Finally, the problem solving for all indicators could be seen as the following table;

**Table 19. Problem and Solution of Internal Factors**

No	Internal Factors	Problems	Solution
1	Topic	a. The students could not identify the topic of the text b. The students did not know how to extract the text to get the topic	a. The researcher gave more explanation about how to identify the topic b. The researcher gave some examples how to take the topic from another text
2	Main Idea	a. The students could not determine which	a. The researcher gave example to the students how to identify



		<p>one main idea of the text after reading it</p> <p>b. The students thought main idea just their opinion about the text</p>	<p>main idea commonly found in the first sentence and also could be found in the last sentence of paragraph or text</p> <p>b. The researcher ordered students must analyze important idea that the author develops throughout paragraph or text</p>
3	Specific Information	<p>a. The students did not know to find the specific information in the text, caused by their lack of specific reading strategy for locating certain information rapidly</p>	<p>a. The researcher advised to identify that specific information develops the topic sentence by giving definition and examples</p>
4	Vocabulary	<p>a. The students did know to identify vocabulary, caused the students lack vocabulary and don't know the meaning of the text</p>	<p>a. The researcher explanation how to identify vocabulary, and the researcher ordered the students for write in note book the word unfamiliar or the students don't know</p>
5	Conclusion	<p>a. The students were difficult to determine of conclusion in the text</p>	<p>b. The researcher explanation how to identify conclusion or determine to conclusion the ext and give the example</p>

From the table above, there are five internal factors in reading, there were topic, main idea, specific information, vocabulary, and conclusion. The students lack in reading because the students did not know how to find the text, and solution in the problem, the researcher have technique to improve the students reading comprehension. That is PQRST

strategy, using PQRST in reading that is make the students easy to understand how to find the material. So, the PQRST strategy can improve the students in reading comprehension.

**Table 17. Problem and Solution of External Factors**

No	External Factors	Problems	Solution
1	Students' Interest	a. The students did not active in asking and answering about learning material during teaching learning process because were not interest to share and report their ideas about learning material, especially in asking and answering questions b. The students who cheated the answer from their friends when the researcher gave them task	a. The researcher explained the PQRST (Preview, Question, read, summarize, test)strategy twice to make them more understand, motivated them to be active in reading comprehension activity b. The researcher answered and explained the question slowly to make them understand easily
2	Disturbance	a. The students who were noisy in the class where they sometimes could not be forbidden to chat with their friends about a topic that did not relate with learning material. it meant, they did not pay attention to teacher's explanation b. The students who moved to another chairs that made other students disturbed and lost their focus on learning	a. The researcher gave punishment to students who made noisy and who moved to another chair that did not allow to follows teaching learning activities
3	Asking Permission	a. The students who asked permission to toilet that made them missed the material taught by the	a. The researcher limited their time to toiled or the outdoor only one time b. The researcher also gave

		<p>researcher attention to teacher's explanation</p> <p>b. The students who moved to another chairs that made other students disturbed and lost their focus on learning, the students who asked permission to toilet that made them missed the material taught by the researcher</p>	<p>the reward to students who never asking permission to the toilet the reward would be given after the class was finished</p>
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From the table above, there are 3 external factors in reading, there were students' interest, disturbance, and asking permission. The students did not active in asking and answering about learning, the students who were noisy in the class and the students who asked permission to toilet that made them missed the material taught by the researcher. The researcher have solution to make the students did not permission to toilet, did not active in the class, the researcher gave punishment to students if students make noisy in the class.

## **B. Discussion**

The researcher discussed the result of this research with five related findings because four of them also delivered the description about the applying PQNST (Preview, Question, Read, Summarize, Test) strategy to

teach reading comprehending in the classroom and another delivered students reading comprehension.

The researcher discussed the result of this research with four related findings because four of them also delivered the description about the applying PQRST (Preview, Question, Read, Summarize, Test) strategy to teach reading comprehension in the classroom.

The first, Nikmatul Khoiriah,<sup>1</sup> she also said the research showed that there was an increase of students' reading comprehension ability after the implementation of PQRST (Preview, Question, Read, Summarize, Test) strategy. This research agreed with Nikmatul Khoiriah's research this research also found that the PQRST strategy improved the students' reading comprehension. It is shown by the improvement of each indicators: identifying topic, identifying main idea, identifying specific information, identifying vocabulary and conclusion.

The second, Alfi Hidayatu Miqawati,<sup>2</sup> she also said of this research showed that the PQRST strategy statistically impacted students' reading comprehension compared to the one taught using the translation and reading aloud. But it was revealed that there was no difference in the reading comprehension of students with different learning style taught under the

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<sup>1</sup>Nikmatul Khoiriah, "Improving Students' Reading Comprehension Ability Though PQRST Strategy at SMKI Assya'Roniyyah" (retrieved from [www.blogspot.com/2012/10/using-pqrst-in-reading-comprehension.html](http://www.blogspot.com/2012/10/using-pqrst-in-reading-comprehension.html), at juli 12, 2019).

<sup>2</sup>Alfi Hidayatu Miqawati, "The PQRST (Preview, Question, Read, Summarize, Test) Strategy Reading Comprehension and Learning Style," (retrieved from [Alfi Hidayatu Miqawati.blogspot.com/2014/07/skripsi-bahasa-inggris-increasing.html](http://Alfi Hidayatu Miqawati.blogspot.com/2014/07/skripsi-bahasa-inggris-increasing.html), at juli 12, 2019).

PQRST strategy and translation and reading aloud and there was no interaction between teaching strategies and students' learning style.

The third, Nurul Latifa,<sup>3</sup> she also said the result of t-score between two groups is 4.425 with the significant difference score is 0.000 which is lower than  $\alpha = 0.05$ . Therefore, it could be concluded that the PQRST (Preview, Question, Read, Summarize, Test) technique effectively improved the students' achievement in reading skill such as main idea, inference, reference, vocabulary and stated detail as well as gave many advantages to the students. This research agreed with Nurul Latifa's research, that the PQRST (Preview, Question, Read, Summarize, Test) technique effectively improved the students' achievement in reading skill, because my research also shows that there is an increase in students reading comprehension after using PQRST strategy.

The fourth, Muhammad Romli, he also said that PQRST strategy is good that has been applied in the classroom. Based on the data, the category of summarizing an English text in teaching reading comprehension through PQRST strategy to the second grade of MTs Tarbiyatul Falah Bogor is good category. It can be ported by the mean score result of the test. That is

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<sup>3</sup>Nurul Latifah, "Teaching Narrative Text By Using Preview, Question, Read, State, and Test (PQRST) Technique" (retrieved from [Nurul-Latifah.blogspot.com/2018/04/skripsi-bahasa-inggris-increasing.html](http://Nurul-Latifah.blogspot.com/2018/04/skripsi-bahasa-inggris-increasing.html), at July 12, 2019).

82.57%.<sup>4</sup> Meanwhile, this research, the researcher found that there was the improvement of students' reading comprehension where the students mean score is very good.

The last, Eka Sustri Harida,<sup>5</sup> her study was dealing with the ability and difficulties in understanding text. The result of her result showed that the students' ability in understanding text was still low. Students had many problems in understanding english text which one of them is the used of the reading strategies. The students did not apply appropriate reading strategies while reading. As the result, their comprehension was lack. Meanwhile, this research showed that the students reading comprehension increased through the use of appropriate strategy. The PQRST strategy helped the students to maintain and record their knowledge.

Based on related findings above, the using PQRST strategy has been proven could achieve a good result in teaching English for the students' reading comprehension. It has become one of strategy that can be used by the English teacher in teaching reading.

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<sup>4</sup>Muhammad Romli, "Improving The Students' Reading Comprehension by UUsing PQRST Strategy" (2014), Retrieved From Muhammad Romli.blogspot.com/2014/11/skripsi-bahasa-Inggris-Increasinghtml, p.25.

<sup>5</sup>Eka Sustri Harida, "Students' Ability and Difficulties in Understanding English Text (A Study at English Program IAIN Padangsidempuan)," 2014, 183–188, <http://journal.tarbiyahainib.ac.id/index.php/attalim/article/view/102/104>.

**c. Threats of the research**

The researcher had some threats in the research. They were

1. This research focused on the students' reading comprehension through PQRSST strategy. the teacher let the students to use reading aloud while reading the text and did not directed the students to do skimming or scanning technique to make easier the students got the information in the text.
2. The implementation the strategy in this research was implemented well. Meanwhile, there was still a weakness on the way implement the PQRSST strategy. The material was not really appropriate to the level of English of the students and the vocabulary was not familiar to the students. Besides that, the teacher was not maximal using teaching media to support the success of the using of PQRSST strategy.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the result of the classroom action research had done, it could be concluded that:

1. PQRST (Preview, Question, Read, Summarize, Test) strategy can improve the students reading comprehension at grade VIII SMP N. 2 Batang Angkola. It could be seen from the students' score from cycle 1 to cycle 2. The main score of students' reading comprehension in cycle 1 is 69.4 with the percentage is 48% and the main score of students' reading comprehension in cycle 2 is 77.6 with percentage 80%, the students' improvement is categorized as good. Based on the result, it meant that there was improvement between students' reading comprehension process result in the first cycle and second cycle.
2. The factor that influence the improvement of students' reading comprehension is first, factors internal consisted of identifying topic, main idea, specific information, identifying vocabulary and identifying conclusion. Second, factors external consisted of students' interest, teacher's appearance, disturbance and asking permission.



## **B. Suggestion**

After conducting an action research and based on the research findings, the researcher want to propose some suggestion for the English teacher, the students, and other researcher. These suggestions were:

1. English teacher can apply PQRST strategy in teaching reading comprehension by looking at the students' problem in reading comprehension, give solutions to the students' problem, and looking at the teacher's ways in teaching. English teachers are expected be creative in designing teaching learning process, in explaining learning material, in motivating students, and in controlling the classroom so that students' reading comprehension can be improved as very high improvement.
2. Students can use PQRST strategy to figure out how to answer questions based on a given text and helps students consider both information from the text and information from their own background knowledge.
3. The other research can improve students' reading comprehension by using PQRST strategy until 100%. the other researcher can use the other creative solutions in solving students' reading comprehension and can do research in two or three cycles so that the improvement can be achieved until 100%.

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## APPENDIX I

### Cycle 1 (siklus 1) RPP (Rencana Pelaksanaan Pembelajaran)

<b>Nama Sekolah</b>	: SMAN 2 Batang Angkola
<b>Mata Pelajaran</b>	: Bahasa Inggris
<b>Kelas / Semester</b>	: VIII
<b>Materi Pokok</b>	: Text Narrative
<b>Skill</b>	: Reading
<b>Alokasi waktu</b>	: 4 x 45 menit

#### **Kompetensi Inti:**

K.I: Memahami makna teks fungsional pendek dan esei berbentuk *narrative* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan

#### **Kompetensi Dasar:**

1. Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk *narrative*

#### **Indikator:**

1. Mengidentifikasi topik dan ide pokok dalam teks *narrative*
2. Mengidentifikasi makna kata dalam teks *narrative*
3. Mengidentifikasi informasi tertentu dalam teks *narrative*
4. Mengidentifikasi tujuan teks *narrative*
5. Mengidentifikasi informasi detail dalam teks *narrative*

#### **Tujuan Pembelajaran:**

Di akhir pembelajaran, siswa diharapkan dapat:

1. siswa mampu mengidentifikasi topic dalam teks *narrative*
2. siswa mampu mengidentifikasi gagasan utama dalam teks *narrative*
3. siswa mampu mengidentifikasi informasi utama dalam teks *narrative*
4. siswa mampu memahami makna kalimat atau kata dalam teks *narrative*

#### **Materi Pembelajaran:**

Narrative text, cheer up the reader

#### **Strategy Pembelajaran:**

PQRST (Preview, Question, Read, Summarize, Test) strategy

## Pertemuan 1

Aktivitas Guru	Aktivitas Siswa	Alokasi Waktu
<p><b>1. Kegiatan Awal</b></p> <ol style="list-style-type: none"><li>Guru membuka kelas dengan mengucapkan salam dan mempersiapkan siswa untuk membaca doa belajar sesuai dengan agamanya masing-masing</li><li>Guru mengapsen siswa</li><li>Guru bertanya kepada siswa tentang materi yang berkaitan dengan strategy yang akan digunakan</li><li>Guru menjelaskan tujuan pembelajaran yang akan dicapai.</li></ol>	<ol style="list-style-type: none"><li>Siswa menjawab salam dan berdoa sesuai dengan agama dan kepercayaan masing-masing</li><li>Mengatakan kehadiran kepada guru dengan mengatakan “present”</li><li>Siswa mendengarkan dan menjawab pertanyaan yang diberikan guru tentang materi yang bersangkutan</li></ol>	<b>10 menit</b>
<p><b>2. Kegiatan inti</b></p> <ol style="list-style-type: none"><li>Guru memperkenalkan teknik PQRST strategy dengan menunjukkan hubungan antara pertanyaan dan jawaban. memperluas penerapannya bisa diterapkan di dalam kelas dimana siswa bisa menerapkannya.</li><li>Guru menjelaskan bagaimana langkah-langkah dalam penggunaan PQRST strategy<ol style="list-style-type: none"><li>Preview (langkah 1)<ol style="list-style-type: none"><li>read the title and the chapter objective</li><li>Skim the introduction, looking for hits about key concepts.</li><li>Read and think about the headings and subheadings</li></ol></li><li>Question (Step 2)<ol style="list-style-type: none"><li>Read the heading.</li><li>Predict questions based on that heading. Include questions based on who, what, when, where, why, and how. For tips on generating good questions, check out the critical thinking and questioning section.</li><li>jot your questions down in the margin of your text for easy reference</li></ol></li><li>Read (Step 3)<ol style="list-style-type: none"><li>look for the answer to your questions.</li><li>Notice the bolded and underlined words or phrase.</li><li>Reread sections that are difficult. If necessary, break lager sections down into smaller section or even paragraph</li></ol></li></ol></li></ol>	<ol style="list-style-type: none"><li>Siswa mendengarkan penjelasan dan tujuan yang diberikan guru dengan baik</li><li>Siswa menyimak penjelasan guru tentang PQRST strategy</li><li>Siswa mendengarkan dan mengatakan apa yang ingin siswa ketahui dari pembelajaran tersebut dan menentukan topic, ide utama dari teks, dan mampu membuat catatan penting dari teks yang telah dibaca</li><li>Siswa menjawab pertanyaan yang diberikan guru dengan menggunakan PQRST strategy yang telah diajarkan</li></ol>	

- 3) Summarize (Step 4)
  - a) locate and underline the key ideas. These ideas should answer many of the questions you generated
  - b) Summarize and record important concepts in the margins of your text.
- 4) Test (Step 5)
  - a) read the questions you wrote and try to answer them aloud or in writing.
  - b) Create a mind map of different concepts from the chapter.
  - c) Make mnemonic devices to help you memorize facts.
  - d) Create charts to summarize large chunks of information.
- c. Guru memberikan beberapa pertanyaan terkait PQIRST strategy dari bagian teks singkat
- d. guru membuat beberapa teks narrative dan menjelaskan tentang bagaimana mengidentifikasi topic, main idea, specific information, vocabulary dan conclusion

### **3. Kegiatan penutup**

- a. Guru dan siswa bersama-sama menyimpulkan pertemuan hari ini
- b. Guru menanyakan kesulitan kepada siswa tentang pelajaran hari ini
- c. Guru memberi motivasi yang berkaitan dengan pembelajaran kepada siswa
- d. Siswa dan guru bersama-sama membaca doa penutup pembelajaran, dan siswa mengucapkan salam

**10 menit**

## Pertemuan 2

Aktivitas Guru	Aktivitas Siswa	Alokasi Waktu
<p><b>1. Kegiatan Awal</b></p> <ol style="list-style-type: none"><li>Guru membuka kelas dengan mengucapkan salam dan mempersiapkan siswa untuk membaca doa belajar sesuai dengan agamanya masing-masing</li><li>Guru mengapsen siswa</li><li>Guru bertanya kepada siswa tentang materi yang berkaitan dengan strategy yang akan digunakan</li><li>Guru menjelaskan tujuan pembelajaran yang akan dicapai.</li></ol>	<ol style="list-style-type: none"><li>Siswa menjawab salam dan berdoa sesuai dengan agama dan kepercayaan masing-masing</li><li>Mengatakan kehadiran kepada guru dengan mengatakan “present”</li><li>Siswa mendengarkan dan menjawab pertanyaan yang diberikan guru tentang materi yang bersangkutan</li></ol>	<b>10 menit</b>
<p><b>2. Kegiatan inti</b></p> <ol style="list-style-type: none"><li>Guru memperkenalkan teknik PQRST strategy dengan menunjukkan hubungan antara pertanyaan dan jawaban. memperluas penerapannya bisa diterapkan di dalam kelas dimana siswa bisa menerapkannya.</li><li>Guru menjelaskan bagaimana langkah-langkah dalam penggunaan PQRST strategy<ol style="list-style-type: none"><li>Preview (langkah 1)<ol style="list-style-type: none"><li>read the title and the chapter objective</li><li>Skim the introduction, looking for hits about key concepts.</li><li>Read and think about the headings and subheadings</li></ol></li><li>Question (Step 2)<ol style="list-style-type: none"><li>Read the heading.</li><li>Predict questions based on that heading.</li><li>jot your questions down in the margin</li></ol></li><li>Read (Step 3)<ol style="list-style-type: none"><li>look for the answer to your questions.</li><li>Notice the bolded and underlined words or phrase.</li><li>Reread sections that are difficult. If necessary, break lager sections down into smaller section or even paragraph</li></ol></li><li>Summarize (Step 4)<ol style="list-style-type: none"><li>locate and underline the key ideas. These ideas should answer many of the questions you generated</li><li>Summarize and record important concepts in</li></ol></li></ol></li></ol>	<ol style="list-style-type: none"><li>Siswa mendengarkan penjelasan dan tujuan yang diberikan guru dengan baik</li><li>Siswa menyimak penjelasan guru tentang PQRST strategy</li><li>Siswa mendengarkan dan mengatakan apa yang ingin siswa ketahui dari pembelajaran tersebut dan menentukan topic, ide utama dari teks, dan mampu membuat catatan penting dari teks yang telah dibaca</li><li>Siswa menjawab pertanyaan yang diberikan guru dengan menggunakan PQRST strategy yang telah diajarkan</li></ol>	



the margins of your text.

- 5) Test (Step 5)
  - a) read the questions you wrote and try to answer them aloud or in writing.
  - b) Create a mind map of different concepts from the chapter.
  - c) Make mnemonic devices to help you memorize facts.
  - d) Create charts to summarize large chunks of information.

- c. Guru memberikan beberapa teks narrative
- d. Memberi beberapa waktu untuk siswa menjawab pertanyaan dengan menggunakan strategy yang telah diajarkan

## 2. Kegiatan penutup

- a. Guru dan siswa bersama-sama menyimpulkan pertemuan hari ini
- b. Guru menanyakan kesulitan kepada siswa tentang pelajaran hari ini
- c. Guru memberi motivasi yang berkaitan dengan pembelajaran kepada siswa
- d. Siswa dan guru bersama-sama membaca doa penutup pembelajaran, dan siswa mengucapkan salam

**10 menit**

## Sumber belajar

1. Internet
2. Handbook
3. Kamus bahasa Inggris

## Media pembelajaran

1. Laptop
2. Whiteboard
3. Printed media
4. Spidol

## Penilaian

**Indicator pencapaian kompetensi**

**Teknik  
penilaian**

**Bentuk  
instrumen**

**Instrument soal**

- a. Mengidentifikasi topic dalam teks fungsional
- b. Mengidentifikasi main idea dalam teks
- c. Mengidentifikasi tempat kejadian
- d. Mengidentifikasi masalah yang terdapat dalam teks
- e. Mengidentifikasi nilai moral atau kesimpulan dari text

Tes tulis

Pilihan ganda

Choose the best answer based on the text ( a, b, c, or d)

- a. Pedoman penilain
  - 1) Jumlah skor maksimal keseluruhan adalah 100
  - 2) Setiap jawaban benar deberi skor 5. Skor keseluruhan  $5 \times 20 = 100$
  - 3) Nilai maksimal= jumlah jawaban yang benar

Jumlah soal

- b. Instrument: menjawab pertanyaan berdasarkan kepada teks
- c. Rubrik penilain

Uraian	Skor
Jawaban benar	5
Jawaban salah	0

Padangsidimpuan,

2019

**Validator**

**Teacher**

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## **APPENDIX II**

### **Test for Cycle 1**

**Name** :

**Class/sem** :

**Introduction choose the correct answer by crossing (X) a, b, c, d**

**Question 1-6: read this text below is for question number 1 up to 6. Answer based on text.**

### **The Princess and the Pea**

There was a prince who wanted to marry a princess, but she would have to be a real princess. He travelled all over the world to find one, but nowhere could he get what he wanted. There were princess enough, but it was difficult to find out whether they were real ones. There was always something about them that was not as it should be. She came home again and was sad, for he would have liked very much to have a real princess.

One evening a terrible storm came on; there was thunder and lighting, and the rain poured down in torrents. Suddenly and knocking was heard at the city gate, and the old king went to open it. It was a princess standing out there in front of the gate. But, good gracious! What a sight the rain and the wind had made her look. The water ran down from her hair and clothes; it ran down into the toes of her shoes and out again at the heels. And yet she said that she was a real princess.

“Well”, we’ll soon find that out,” thought the old queen. But she said nothing, went into the bed-room, took all the bedding off the bedstead, and laid a pea on the bottom; then she took twenty mattresses and laid them on the pea, and then twenty eider-down beds on the top of the mattresses. On this princess had to lie all night, in the morning she was asked how she had slept. “oh, very badly!” said she. “I have scarcely closed my eyes all night. Heaven only knows what was in the bed, but I was lying on something hard, so that I am black and blue all over my body. It’s horrible!

Now they knew that she was a real princess she had felt the pea right through the twenty mattresses and the twenty mattresses and the twenty eider-down beds. Nobody but a real princess could be as sensitive as that

No one but a true princess could be so sensitive. So, the princess married her, for now he knew that at last he had got hold of a true princess. And the pea was put into the royal museum, where it is still to be seen if no one has stolen it.

1. What the text about?
  - A. The princess and the pea
  - B. The princess
  - C. Cinderella
  - D. Beautiful princess
2. What is the main idea from the first paragraph?
  - A. The prince who want to marry a princess
  - B. He travelled all over the world
  - C. There was always something about them that was not as it should be
  - D. She come again and was sad
3. What is the conclusion from the text
  - A. Now they knew that she was a real princess she had felt the pea right through the twenty mattresses
  - B. So, the princess married her, for now he knew that at last he had got hold of a true princess
  - C. Nobody but a real princess could be as sensitive as that
  - D. She said that she was a real princess.
4. What kind of princess the prince wants to marry?
  - A. A princess who can sing
  - B. Rich princess
  - C. A perfect princess without flaws
  - D. Shy princess
5. Why the prince is sure to marry with the princess?
  - A. Because the princess beautiful
  - B. Because the perfect princess is a princess who can feel a pea under twenty layers of the mattress
  - C. Because the princess good
  - D. Because the princess bad
6. "He travelled all over the world to find one"  
What is the meaning of travelled from the text?
  - A. Liburan
  - B. Berkeliling
  - C. Santai
  - D. Berwisata

Question 7-11: read this text below is for question number 7 up to 11. Answer based on text.

### **Malin Kundang**

A long time ago, in a small village near the beach in west Sumatera, a woman and her son lived. They were Malinkundang and her mother. Her mother was a single parent because malinkundang's father had passed away when he was a baby. Malinkundang had to live with his mother

Malinkundang was a healthy, diligent, and strong boy. He usually went to sea to catch fish. After getting fish, he would bring it to his mother, or sold the caught fish in the town. One day, when Malinkundang was sailing, he saw merchant's ship which was being raided by a small band of pirates. He helped the merchant. With his brave and power, Malinkundang defeated the pirates. The merchant was so happy and thanked to him.

In return the merchant asked Malinkundang to sail with him to get a better life, Malinkundang agreed. He left his mother alone. Many years later, Malinkundang became wealthy. He had a huge ship and was helped by many ship crews loading trading goods. Perfectly he had a beautiful wife too.

When he was sailing his trading journey, his ship landed on a beach near a small village. The villagers recognized him. The news ran fast in the town; "Malinkundang has become rich and now he is here". An old woman ran to the beach to meet the new merchant. She was Malinkundang's mother. She wanted hug him, released her sadness of being lonely after so long time.

Unfortunately, when the mother came, Malin kundang who was in front of his well-dressed wife and his ship crews denied meeting that old lonely women. For three times her mother begged Malinkundang and for three times he yelled at her. At last Malin kundang said to her, "enough, old women..! I have never had mother like you, a dirty and ugly women..!" after that, he ordered his crews to set sail. He would leave the old mother again in that time she was full of both sadness and angriness.

Finally enraged, she cursed Malinkundang that would turn into a stone if he did not apologize. Malinkundang just laught and really in the quiet sea, suddenly a thunderstorm came. His huge ship was wrecked and it was late for Malinkundang to apologize. He was thrown by the wave out of his ship. He fell on an island. It was really too late for him to avoid his curse. Suddenly he turned into a stone.

7. What is the main idea from text?
  - A. Her mother
  - B. A long time ago, in a small village near the beach in west Sumatera, a woman and her son lived.
  - C. Malin kundang
  - D. Malin kundang's family
8. What is the conclusion of the text?
  - A. He fell on an island. It was really too late for him to avoid his curse. Suddenly he turned into a stone.
  - B. I have never had mother like you
  - C. He would leave the old mother again in that time she was full of both sadness and angriness.
  - D. Malinkundang was a healthy, diligent, and strong boy
9. What is the topic?
  - A. Her mother
  - B. Her wife
  - C. Stone
  - D. Malin kundang
10. she cursed Malinkundang that would turn into a..... if he did not apologize
  - A. Stone

- B. Island
  - C. Sea
  - D. Lake
11. Why didn't Malin kundang admit the old woman as his mother?
- A. Because she is beautiful
  - B. Because she is rich
  - C. Because she is dirty and ugly
  - D. Because she is sweet

Question 12-16: read this text below is for question number 12 up to 16. Answer based on text

### **A Woman and the Wolves**

A long time ago, very few people lived in the New Territories. There were only a few villages. If the people wanted to go from one village to another, they often had to pass through wild and unsafe forest.

One day, a farmer's young wife went to the next village to visit her own mother and brother. She brought along her baby son. When it was time for her to leave, her brother said " it is getting dark. Let my son, Ah Tim go with you though the forest."

So Ah Tim led the way and the young woman followed behind, carrying her baby. When they were in the forest, suddenly they saw a group of wolves. They began to run to avoid the danger, but Ah Tim kicked against a stone and fell down. At once the wolves caught him. The young woman cried to the wolves, " please eat my own son instead." Then, she put her baby son on the ground in front of the wolves and took her nephew away.

Everyone understood that this was because the woman was very good and kind. She had offered her own son's life to save her nephew. They ran back to the house and called for help. All men in the village fetched thick sticks and went back with her into the forest. When they got there, they saw something very strange. Instead of eating the woman's baby the wolves were playing with him.

12. What is the topic sentence?
- A. A man
  - B. A Woman and the Wolves
  - C. Crocodile
  - D. Wolves
13. What is the main idea from the text?
- A. very few people lived in the New Territories
  - B. Ah Tim led the way and the young woman followed behind
  - C. Let my son, Ah Tim go with you though the forest
  - D. They ran back to the house and called for help

14. Why woman gave her baby to the wolves??
- because the woman was very good and kind
  - because the woman scare
  - because the woman hate her baby
  - because the woman tired
15. "They began to run to avoid the danger"
- What the meaning of run?
- Terjatuh
  - Melompat
  - Lari
  - Terbang
16. What is the conclusion of the text?
- Everyone understood that this was because the woman was very good and kind
  - They ran back to the house and called for help
  - They began to run to avoid the danger, but Ah Tim kicked against a stone and fell down
  - When they got there, they saw something very strange. Instead of eating the woman's baby the wolves were playing with him.

Question 17-20: read this text below is for question number 17 up to 20. Answer based on text

### **Mouse Deer and Mr. Crocodile**

One day, a mouse deer was walking by the river. He was very starving because he hadn't eaten since morning. It was midday. But he found nothing in the land but dying trees, huh... I hate this branches, I don't like it!"

Across the river, there was green grassland, with young leaves. 'Hmm it seems delicious' imagined the mouse deer, 'but how can I get there? I can't swim, the current is very rapid?'. The mouse deer was figuring out the way how to reach there. Suddenly, he jumped to the air, he then walked to the edge of the river. He didn't see the reflection because the water flowed very fast. He dipped one of his fore legs into the water. A few moment later, appeared Mr. Crocodile showing his sharp teeth. He then laugh, "Ha... ha... ha, you can't run away from me. You'll be my tasty lunch! Sais the crocodile "Of course I can't. You are very strong, Mr. Crocodile," replied the mouse deer frightenedly.

Then, the other crocodiles approached moving slowly they approached the edge of the river. "But, before you all have a party, I wonder how many your members are there in the river. If I know your number exactly, I can distribute my meat evenly, "said the mouse deer. Oh great, good idea! But we are a large group, I can't count it precisely," Mr. Crocodile moaned. "Leave it to me, and I can make it for you!" Now, can you ask the others to line up, from one edge to the other edge of the river? The mouse deer requested. Then the crocodiles arranged themselves in line from one edge to the other edge of the river. The mouse deer jumped to the body of one crocodile to the others while he was counting, 'one, two, three; and so forth up to ten. Then at last he arrived at grassland, and he thanked to the dumb crocodiles.

17. What is the text about?
- Mouse

- B. Mouse Deer and Mr. Crocodile
  - C. The hours
  - D. Mr. Crocodile
18. What is the main idea of the text?
- A. A mouse deer was walking by the river
  - B. The mouse deer was figuring out the way how to reach there
  - C. Crocodiles arranged themselves in line from one edge to the other edge of the river
  - D. The mouse deer jumped to the body of one crocodile to the others while he was counting, 'one, two, three; and so forth up to ten
19. He jumped to the air, he then..... to the edge of the river
- A. Walked
  - B. Jumped
  - C. Run
  - D. Sleep
20. What is the conclusion from the text?
- A. Across the river, there was green grassland, with young leaves
  - B. If I know your number exactly, I can distribute my meat evenly
  - C. The mouse deer jumped to the body of one crocodile to the others while he was counting, 'one, two, three; and so forth up to ten. Then at last he arrived at grassland, and he thanked to the dumb crocodiles.
  - D. A few moment later, appeared Mr. Crocodile showing his sharp teeth. He then laugh

Padangsidimpuan, 2019

Mengetahui

Validator

**Zainuddin, S.S., M.Hum**  
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## APPENDIX I

### Cycle 1 (siklus 1) RPP (Rencana Pelaksanaan Pembelajaran)

<b>Nama Sekolah</b>	: SMAN 2 Batang Angkola
<b>Mata Pelajaran</b>	: Bahasa Inggris
<b>Kelas / Semester</b>	: VIII
<b>Materi Pokok</b>	: Text Narrative
<b>Skill</b>	: Reading
<b>Alokasi waktu</b>	: 4 x 45 menit

#### **Kompetensi Inti:**

K.I: Memahami makna teks fungsional pendek dan esei berbentuk *narrative* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan

#### **Kompetensi Dasar:**

2. Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk *narrative*

#### **Indikator:**

6. Mengidentifikasi topik dan ide pokok dalam teks narrative
7. Mengidentifikasi makna kata dalam teks narrative
8. Mengidentifikasi informasi tertentu dalam teks narrative
9. Mengidentifikasi tujuan teks narrative
10. Mengidentifikasi informasi detail dalam teks *narrative*

#### **Tujuan Pembelajaran:**

Di akhir pembelajaran, siswa diharapkan dapat:

5. siswa mampu mengidentifikasi topic dalam teks narrative

6. siswa mampu mengidentifikasi gagasan utama dalam teks narrative
7. siswa mampu mengidentifikasi informasi utama dalam teks narrative
8. siswa mampu memahami makna kalimat atau kata dalam teks narrative

**Materi Pembelajaran:**

Narrative text, cheer up the reader

**Strategy Pembelajaran:**

PQRST (Preview, Question, Read, Summarize, Test) strategy

## Pertemuan 1

Aktivitas Guru	Aktivitas Siswa	Alokasi Waktu	
<b>4. Kegiatan Awal</b>	e. Siswa menjawab salam dan berdoa sesuai dengan agama dan kepercayaan masing-masing	<b>10 menit</b>	
e. Guru membuka kelas dengan mengucapkan salam dan mempersiapkan siswa untuk membaca doa belajar sesuai dengan agamanya masing-masing	f. Mengatakan kehadiran kepada guru dengan mengatakan “present”		
f. Guru mengapsen siswa	g. Siswa mendengarkan dan menjawab pertanyaan yang diberikan guru tentang materi yang bersangkutan		
g. Guru bertanya kepada siswa tentang materi yang berkaitan dengan strategy yang akan digunakan	h. Siswa mendengarkan penjelasan dan tujuan yang diberikan guru dengan baik		
<b>5. Kegiatan inti</b>	d. Siswa menyimak penjelasan guru tentang PQRST strategy	<b>60 menit</b>	
e. Guru memperkenalkan teknik PQRST strategy dengan menunjukkan hubungan antara pertanyaan dan jawaban. memperluas penerapannya bisa diterapkan di dalam kelas dimana siswa bisa menerapkannya.	e. Siswa mendengarkan dan mengatakan apa yang ingin siswa ketahui dari pembelajaran tersebut dan menentukan topic, ide utama dari teks, dan mampu membuat catatan penting dari teks yang telah dibaca		
f. Guru menjelaskan bagaimana langkah-langkah dalam penggunaan PQRST strategy	f. Siswa menjawab pertanyaan yang diberikan guru dengan menggunakan PQRST strategy yang telah diajarkan		
1) Preview (langkah 1)			
d) read the title and the chapter objective			
e) Skim the introduction, looking for hits about key concepts.			
f) Read and think about the headings and subheadings			
2) Question (Step 2)			
d) Read the heading.			
e) Predict questions based on that heading. Include questions based on who, what, when, where, why, and how. For tips on generating good questions, check out the critical thinking and questioning section.			
f) jot your questions down in the margin of your text for easy reference			
3) Read (Step 3)			
d) look for the answer to your questions.			
e) Notice the bolded and underlined words or phrase.			
f) Reread sections that are difficult. If necessary, break lager sections down into smaller section or even paragraph			

- 3) Summarize (Step 4)
    - c) locate and underline the key ideas. These ideas should answer many of the questions you generated
    - d) Summarize and record important concepts in the margins of your text.
  - 4) Test (Step 5)
    - a) read the questions you wrote and try to answer them aloud or in writing.
    - b) Create a mind map of different concepts from the chapter.
    - c) Make mnemonic devices to help you memorize facts.
    - d) Create charts to summarize large chunks of information.
  - g. Guru memberikan beberapa pertanyaan terkait PQIRST strategy dari bagian teks singkat
  - h. guru membuat beberapa teks narrative dan menjelaskan tentang bagaimana mengidentifikasi topic, main idea, specific information, vocabulary dan conclusion
- 6. Kegiatan penutup**
- e. Guru dan siswa bersama-sama menyimpulkan pertemuan hari ini
  - f. Guru menanyakan kesulitan kepada siswa tentang pelajaran hari ini
  - g. Guru memberi motivasi yang berkaitan dengan pembelajaran kepada siswa
  - h. Siswa dan guru bersama-sama membaca doa penutup pembelajaran, dan siswa mengucapkan salam

**10 menit**

## Pertemuan 2

Aktivitas Guru	Aktivitas Siswa	Alokasi Waktu
<p><b>1. Kegiatan Awal</b></p> <ul style="list-style-type: none"><li>a. Guru membuka kelas dengan mengucapkan salam dan mempersiapkan siswa untuk membaca doa belajar sesuai dengan agamanya masing-masing</li><li>b. Guru mengapsen siswa</li><li>c. Guru bertanya kepada siswa tentang materi yang berkaitan dengan strategy yang akan digunakan</li><li>d. Guru menjelaskan tujuan pembelajaran yang akan dicapai.</li></ul>	<ul style="list-style-type: none"><li>a. Siswa menjawab salam dan berdoa sesuai dengan agama dan kepercayaan masing-masing</li><li>b. Mengatakan kehadiran kepada guru dengan mengatakan “present”</li><li>c. Siswa mendengarkan dan menjawab pertanyaan yang diberikan guru tentang materi yang bersangkutan</li></ul>	<b>10 menit</b>
<p><b>2. Kegiatan inti</b></p> <ul style="list-style-type: none"><li>a. Guru memperkenalkan teknik PQRST strategy dengan menunjukkan hubungan antara pertanyaan dan jawaban. memperluas penerapannya bisa diterapkan di dalam kelas dimana siswa bisa menerapkannya.</li><li>b. Guru menjelaskan bagaimana langkah-langkah dalam penggunaan PQRST strategy<ul style="list-style-type: none"><li>1) Preview (langkah 1)<ul style="list-style-type: none"><li>a. read the title and the chapter objective</li><li>b. Skim the introduction, looking for hits about key concepts.</li><li>c. Read and think about the headings and subheadings</li></ul></li><li>2) Question (Step 2)<ul style="list-style-type: none"><li>a) Read the heading.</li><li>b) Predict questions based on that heading. Include questions based on who, what, when, where, why, and how. For tips on generating good questions, check out the critical thinking and questioning section.</li><li>c) jot your questions down in the margin of your text for easy reference</li></ul></li><li>3) Read (Step 3)<ul style="list-style-type: none"><li>a) look for the answer to your questions.</li><li>b) Notice the bolded and underlined words or phrase.</li><li>c) Reread sections that are difficult. If necessary, break lager sections down into smaller section or even paragraph</li></ul></li></ul></li></ul>	<ul style="list-style-type: none"><li>d. Siswa mendengarkan penjelasan dan tujuan yang diberikan guru dengan baik</li><li>a. Siswa menyimak penjelasan guru tentang PQRST strategy</li><li>b. Siswa mendengarkan dan mengatakan apa yang ingin siswa ketahui dari pembelajaran tersebut dan menentukan topic, ide utama dari teks, dan mampu membuat catatan penting dari teks yang telah dibaca</li><li>g. Siswa menjawab pertanyaan yang diberikan guru dengan menggunakan PQRST strategy yang telah diajarkan</li></ul>	

- 4) Summarize (Step 4)
  - a) locate and underline the key ideas. These ideas should answer many of the questions you generated
  - b) Summarize and record important concepts in the margins of your text.
- i. Test (Step 5)
  - a) read the questions you wrote and try to answer them aloud or in writing.
  - b) Create a mind map of different concepts from the chapter.
  - c) Make mnemonic devices to help you memorize facts.
  - d) Create charts to summarize large chunks of information.
- c. Guru memberikan beberapa teks narrative
- d. Memberi beberapa waktu untuk siswa menjawab pertanyaan dengan menggunakan strategy yang telah diajarkan

### 3. Kegiatan penutup

- a. Guru dan siswa bersama-sama menyimpulkan pertemuan hari ini
- b. Guru menanyakan kesulitan kepada siswa tentang pelajaran hari ini
- c. Guru memberi motivasi yang berkaitan dengan pembelajaran kepada siswa
- d. Siswa dan guru bersama-sama membaca doa penutup pembelajaran, dan siswa mengucapkan salam

**10 menit**

### Sumber belajar

4. Internet
5. Handbook
6. Kamus bahasa Inggris

### Media pembelajaran

5. Laptop
6. Whiteboard
7. Printed media
8. Spidol

### Penilaian

**Indicator pencapaian kompetensi**

**Teknik  
penilaian**

**Bentuk  
instrumen**

**Instrument soal**

- f. Mengidentifikasi topic dalam teks fungsional
- g. Mengidentifikasi main idea dalam teks
- h. Mengidentifikasi tempat kejadian
- i. Mengidentifikasi masalah yang terdapat dalam teks
- j. Mengidentifikasi nilai moral atau kesimpulan dari text

Tes tulis

Pilihan ganda

Choose the best answer based on the text ( a, b, c, or d)

d. Pedoman penilain

- 4) Jumlah skor maksimal keseluruhan adalah 100
- 5) Setiap jawaban benar deberi skor 5. Skor keseluruhan  $5 \times 20 = 100$
- 6) Nilai maksimal= jumlah jawaban yang benar

Jumlah soal

- e. Instrument: menjawab pertanyaan berdasarkan kepada teks
- f. Rubrik penilain

Uraian	Skor
Jawaban benar	5
Jawaban salah	0

Padangsidimpuan,

2019

**Validator**

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## **APPENDIX I**

### **Cycle 1 (siklus 1)** **RPP (Rencana Pelaksanaan Pembelajaran)**

**Nama Sekolah** : SMAN 2 Batang Angkola  
**Mata Pelajaran** : Bahasa Inggris  
**Kelas / Semester** : VIII  
**Materi Pokok** : Text Narrative  
**Skill** : Reading  
**Alokasi waktu** : 4 x 45 menit

#### **Kompetensi Inti:**

K.I : Memahami makna teks fungsional pendek dan esei berbentuk *narrative* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan

#### **Kompetensi Dasar:**

3. Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk *narrative*

#### **Indikator:**

11. Mengidentifikasi topik dan ide pokok dalam teks narrative
12. Mengidentifikasi makna kata dalam teks narrative
13. Mengidentifikasi informasi tertentu dalam teks narrative
14. Mengidentifikasi tujuan teks narrative
15. Mengidentifikasi informasi detail dalam teks *narrative*

#### **Tujuan Pembelajaran:**

Di akhir pembelajaran, siswa diharapkan dapat:

9. siswa mampu mengidentifikasi topic dalam teks narrative
10. siswa mampu mengidentifikasi gagasan utama dalam teks narrative
11. siswa mampu mengidentifikasi informasi utama dalam teks narrative



12. siswa mampu memahami makna kalimat atau kata dalam teks narrative

**Materi Pembelajaran:**

Narrative text, cheer up the reader

**Strategy Pembelajaran:**

PQRST (Preview, Question, Read, Summarize, Test) strategy

## Pertemuan 1

Aktivitas Guru	Aktivitas Siswa	Alokasi Waktu	
<b>7. Kegiatan Awal</b>	i. Siswa menjawab salam dan berdoa sesuai dengan agama dan kepercayaan masing-masing	<b>10 menit</b>	
i. Guru membuka kelas dengan mengucapkan salam dan mempersiapkan siswa untuk membaca doa belajar sesuai dengan agamanya masing-masing	j. Mengatakan kehadiran kepada guru dengan mengatakan “present”		
j. Guru mengapsen siswa	k. Siswa mendengarkan dan menjawab pertanyaan yang diberikan guru tentang materi yang bersangkutan		
k. Guru bertanya kepada siswa tentang materi yang berkaitan dengan strategy yang akan digunakan	l. Siswa mendengarkan penjelasan dan tujuan yang diberikan guru dengan baik	<b>60 menit</b>	
l. Guru menjelaskan tujuan pembelajaran yang akan dicapai.	h. Siswa menyimak penjelasan guru tentang PQRST strategy		
<b>8. Kegiatan inti</b>	i. Siswa mendengarkan dan mengatakan apa yang ingin siswa ketahui dari pembelajaran tersebut dan menentukan topic, ide utama dari teks, dan mampu membuat catatan penting dari teks yang telah dibaca		
i. Guru memperkenalkan teknik PQRST strategy dengan menunjukkan hubungan antara pertanyaan dan jawaban. memperluas penerapannya bisa diterapkan di dalam kelas dimana siswa bisa menerapkannya.	j. Siswa menjawab pertanyaan yang diberikan guru dengan menggunakan PQRST strategy yang telah diajarkan		
j. Guru menjelaskan bagaimana langkah-langkah dalam penggunaan PQRST strategy			
1) Preview (langkah 1)			
g) read the title and the chapter objective			
h) Skim the introduction, looking for hits about key concepts.			
i) Read and think about the headings and subheadings			
2) Question (Step 2)			
g) Read the heading.			
h) Predict questions based on that heading. Include questions based on who, what, when, where, why, and how. For tips on generating good questions, check out the critical thinking and questioning section.			
i) jot your questions down in the margin of your text for easy reference			
3) Read (Step 3)			
g) look for the answer to your questions.			
h) Notice the bolded and underlined words or phrase.			
i) Reread sections that are difficult. If necessary, break lager sections down into smaller section or even paragraph			

- 3) Summarize (Step 4)
  - e) locate and underline the key ideas. These ideas should answer many of the questions you generated
  - f) Summarize and record important concepts in the margins of your text.
- 4) Test (Step 5)
  - a) read the questions you wrote and try to answer them aloud or in writing.
  - b) Create a mind map of different concepts from the chapter.
  - c) Make mnemonic devices to help you memorize facts.
  - d) Create charts to summarize large chunks of information.
- k. Guru memberikan beberapa pertanyaan terkait PQRSST strategy dari bagian teks singkat
- l. guru membuat beberapa teks narrative dan menjelaskan tentang bagaimana mengidentifikasi topic, main idea, specific information, vocabulary dan conclusion

**9. Kegiatan penutup**

- i. Guru dan siswa bersama-sama menyimpulkan pertemuan hari ini
- j. Guru menanyakan kesulitan kepada siswa tentang pelajaran hari ini
- k. Guru memberi motivasi yang berkaitan dengan pembelajaran kepada siswa
- l. Siswa dan guru bersama-sama membaca doa penutup pembelajaran, dan siswa mengucapkan salam

**10 menit**

## Pertemuan 2

Aktivitas Guru	Aktivitas Siswa	Alokasi Waktu	
<b>1. Kegiatan Awal</b>	e. Siswa menjawab salam dan berdoa sesuai dengan agama dan kepercayaan masing-masing	<b>10 menit</b>	
e. Guru membuka kelas dengan mengucapkan salam dan mempersiapkan siswa untuk membaca doa belajar sesuai dengan agamanya masing-masing	f. Mengatakan kehadiran kepada guru dengan mengatakan “present”		
f. Guru mengapsen siswa	g. Siswa mendengarkan dan menjawab pertanyaan yang diberikan guru tentang materi yang bersangkutan		
g. Guru bertanya kepada siswa tentang materi yang berkaitan dengan strategy yang akan digunakan	h. Siswa mendengarkan penjelasan dan tujuan yang diberikan guru dengan baik		
<b>2. Kegiatan inti</b>	c. Siswa menyimak penjelasan guru tentang PQRST strategy	<b>60 menit</b>	
e. Guru memperkenalkan teknik PQRST strategy dengan menunjukkan hubungan antara pertanyaan dan jawaban. memperluas penerapannya bisa diterapkan di dalam kelas dimana siswa bisa menerapkannya.	d. Siswa mendengarkan dan mengatakan apa yang ingin siswa ketahui dari pembelajaran tersebut dan menentukan topic, ide utama dari teks, dan mampu membuat catatan penting dari teks yang telah dibaca		
f. Guru menjelaskan bagaimana langkah-langkah dalam penggunaan PQRST strategy	k. Siswa menjawab pertanyaan yang diberikan guru dengan menggunakan PQRST strategy yang telah diajarkan		
1) Preview (langkah 1)			
a. read the title and the chapter objective			
b. Skim the introduction, looking for hits about key concepts.			
c. Read and think about the headings and subheadings			
2) Question (Step 2)			
d) Read the heading.			
e) Predict questions based on that heading. Include questions based on who, what, when, where, why, and how. For tips on generating good questions, check out the critical thinking and questioning section.			
f) jot your questions down in the margin of your text for easy reference			
3) Read (Step 3)			
d) look for the answer to your questions.			
e) Notice the bolded and underlined words or phrase.			
f) Reread sections that are difficult. If necessary, break lager sections down into smaller section or even paragraph			

- 4) Summarize (Step 4)
  - c) locate and underline the key ideas. These ideas should answer many of the questions you generated
  - d) Summarize and record important concepts in the margins of your text.
- i. Test (Step 5)
  - e) read the questions you wrote and try to answer them aloud or in writing.
  - f) Create a mind map of different concepts from the chapter.
  - g) Make mnemonic devices to help you memorize facts.
  - h) Create charts to summarize large chunks of information.
- g. Guru memberikan beberapa teks narrative
- h. Memberi beberapa waktu untuk siswa menjawab pertanyaan dengan menggunakan strategy yang telah diajarkan

### 3. Kegiatan penutup

- e. Guru dan siswa bersama-sama menyimpulkan pertemuan hari ini
- f. Guru menanyakan kesulitan kepada siswa tentang pelajaran hari ini
- g. Guru memberi motivasi yang berkaitan dengan pembelajaran kepada siswa
- h. Siswa dan guru bersama-sama membaca doa penutup pembelajaran, dan siswa mengucapkan salam

**10 menit**

### Sumber belajar

- 7. Internet
- 8. Handbook
- 9. Kamus bahasa Inggris

### Media pembelajaran

- 9. Laptop
- 10. Whiteboard
- 11. Printed media
- 12. Spidol

### Penilaian

**Indicator pencapaian kompetensi**

**Teknik penilain**

**Bentuk instrumen**

**Instrument soal**

- k. Mengidentifikasi topic dalam teks fungsional
- l. Mengidentifikasi main idea dalam teks
- m. Mengidentifikasi tempat kejadian
- n. Mengidentifikasi masalah yang terdapat dalam teks
- o. Mengidentifikasi nilai moral atau kesimpulan dari text

Tes tulis

Pilihan ganda

Choose the best answer based on the text ( a, b, c, or d)

- g. Pedoman penilain
  - 7) Jumlah skor maksimal keseluruhan adalah 100
  - 8) Setiap jawaban benar deberi skor 5. Skor keseluruhan  $5 \times 20 = 100$
  - 9) Nilai maksimal= jumlah jawaban yang benar

Jumlah soal

- h. Instrument: menjawab pertanyaan berdasarkan kepada teks
- i. Rubrik penilain

Uraian	Skor
Jawaban benar	5
Jawaban salah	0

Padangsidimpuan, 2019

**Validator**

**Teacher**

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**Mrs. Masliani S.Pd**  
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## Researcher

**Ratih Indah Sari**  
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### APPENDIX IV

#### Test for Cycle 1

Name :

Class/sem :

**Introduction choose the correct answer by crossing (X) a, b, c, d**

**Question 1-6: read this text below is for question number 1 up to 6. Answer based on text.**

#### The Witch

One day, a young wanderer who get lost in the wood. Suddenly, he saw a light form an old hut. He knocked on the door, and an old woman opened it. She was crying, she said that the devil had stolen her magic candle. The candle could grant anything she asked. The wanderer asked her where the devil lived. "In a castle not far from here," said the old woman.

The wanderer went to the castle. There, hers found the devil, but he was old and weak. Therefore when the wanderer grabbed the magic candle from the devil's table and ran away, he couldn't chase him.

But the wanderer not was a kind man. He didn't return the candle to the old woman, but kept it for him self. He lit the candle and made a wish. "I want to go far away from here," suddenly the genies appeared and took him to a beautiful palace. The wanderer wanted to make some money. So he lit the candle again and wished for some jewelry. He sold the jewelry to the guest and was soon making a lot of money. Then the princess came to buy the jewelry, but there was nothing left. The wanderer fell in love with her and asked her to marry him. The kind princess said yes, and they got married the next day.

In his happiness, the wanderer told the princess about his adventure and the magic candle. Hearing that, the princess got very angry. At night she lit the candle and wished that the wanderer disappear and in the morning, the wanderer awoke and found himself back in his ugly house in the village.

1. What is the topic above?
  - A. The Witch
  - B. The princess
  - C. The wanderer

- D. The prince
2. What is the conclusion from the text?
    - A. But the wanderer not was a kind man
    - B. The wanderer went to the castle
    - C. At night she lit the candle and wished that the wanderer disappear and in the morning, the wanderer awoke and found himself back in his ugly house in the village.
    - D. He didn't return the candle to the old woman, but kept it for him self
  3. What is the type of the text above?
    - A. Anecdote
    - B. Explanation
    - C. Descriptive
    - D. Narrative
  4. What kind of tenses is the mostly used in the text above?
    - A. Past tense
    - B. Future tense
    - C. Present tense
    - D. Present continuous tense
  5. What is the main idea from the text?
    - A. a young wanderer who get lost in the wood
    - B. The wanderer not was a kind man
    - C. The wanderer wanted to make some money
    - D. The wanderer fell in love with her and asked her to marry him
  6. What the meaning of "wanderer"?
    - A. Pelacak
    - B. Pengembara
    - C. Pengemis
    - D. Pemabuk

Question 7-11" read this text below is for question number 7 up to 11. Answer based on the text.

### **Putri Kemuning**

Putri Kemuning and her mother lived in a jungle. They were poor, Putri Kemuning help her mother collect woods in the jungle and sell them to the market. In the jungle, Putri Kemuning had animal friends. One day, Putri Kemuning's mother was very ill. Putri Kemuning was very sad because she did not have enough money to buy medicine. She then collected many woods and plans to sell them. She wanted to spend the money to buy medicine.

While she was collecting the woods, Putri Kemuning met her animal friend, the rabbit. He was worried because Putri Kemuning looked very sad. Putri Kemuning told the problem to the rabbit. "I can help you. Take this ring and then sell it," says the rabbit. "Is this your ring?" asked Putri Kemuning. "no, this is the King Ngarancang Kencono's ring. It fell when he was hunting here." Putri Kemuning hesitated. She really needed the money, but it was not her ring. Finally she said, "no, I have to return this ring to the king."

Putri Kemuning then went to see the king at his palace. "what is your name and what is your purpose here?" said the king. "My name is Putri Kemuning. I want to return your ring," said Putri Kemuning. "Thank you very much. Now I want to give you something. What do you



want?” “I don’t want anything. I just want to go home. My mother is very ill,” replied Putri Kemuning. “you are a very kind girl. Now take this gift,” said the king.

Putri Kemuning went home. When she arrived, Putri Kemuning told her mother about the king’s ring. Her mother was very proud of her. When they opened the gift, they found a bag full of gold coins. So, they were very happy because they can buy medicine.

7. “Putri Kemuning and her mother lived in a jungle”  
What is the meaning of jungle?
  - A. Kota
  - B. Desa
  - C. Hutan
  - D. Lautan
8. What is the topic sentence from the texts?
  - A. Putri kemuning
  - B. The wanderer
  - C. King Ngarancang Kencono
  - D. The wanderer returned the candle
9. From the text above where is the main idea?
  - A. Putri Kemuning and her mother lived in a jungle and they were poor
  - B. Putri Kemuning then went to see the king at his palace
  - C. Putri Kemuning met her animal friend, the rabbit
  - D. Putri Kemuning had animal friends.
10. What is the meaning of woods?
  - A. Batu
  - B. Kayu
  - C. Hutan
  - D. Sihir
11. What is the conclusion of the text?
  - A. So, they were very happy because they can buy medicine.
  - B. She really needed the money
  - C. Putri Kemuning’s mother was very ill. Putri Kemuning was very sad because she did not have enough money to buy medicine
  - D. Her mother was very proud of her

Question 12-15” read this text below is for question number 12 up to 15. Answer based on the text

### **Fox and a cat**

One day a cat and a fox were having a conversation. The fox, who was a conceited know at least a hundred tricks to get away from our mutual enemies, the dogs; she said. I know only one trick to get away from dogs; said the cat. “you should teach me some of yours!”, well, maybe some days, when I have the time, I may teach you a few of the simpler ones; replied the fox airily.

Just then they heard the barking of a pack of dogs in the distance. The barking grew louder and louder-the dogs were coming in their direction! At once the cat ran to the nearest tree and climbed into its branches, well out of reach of any dog. “This is the trick I told you about,

the only one I know; said the cat. “Which one of your hundred tricks are you going to use? The fox sat silently under the tree, wondering which trick she should use. Before they could make up her mind, the dogs arrived. They fell upon the fox and tore to pieces.

12. What is the topic from the text?
  - A. Fox and a cat
  - B. A dogs
  - C. A trick
  - D. Fox
13. What is the main idea above?
  - A. A cat and a fox were having a conversation
  - B. Just then they heard the barking of a pack of dogs in the distance
  - C. The fox sat silently under the tree
  - D. wondering which trick she should use
14. Why the dogs can tear the fox?
  - A. Because the fox is beautiful
  - B. Because the fox too long sitting under a tree while thinking of tricks to be use
  - C. Because the fox is smart
  - D. Because the cat smart
15. What is the conclusion from the text?
  - A. The fox sat silently under the tree
  - B. The fox, who was a conceited know at least a hundred tricks to get away from our mutual enemies
  - C. Dogs arrived, and they fell upon the fox and tore to pieces
  - D. The barking grew louder and louder-the dogs were coming in their direction

### **The Ant And The Dove**

One hot day, an ant was seeking for some water. After walking around for a moment, she came to a spring. To reach the spring, she had to climb up a blade of grass. While making her way up, she slipped and fell unintentionally into the water

She could have sunk if a dove up a nearby tree had not seen her. Seeing that the ant was in trouble, the dove quickly put off a leaf from a tree and dropped it immediately into the water near the struggling ant. Then the ant moved toward the leaf and climb up there. Soon it carried her safely to dry ground.

Not long after not that, there was there hunter nearby who was throwing out his net towards the dove, hopping to trap it in this way. Guessing what he should do, the ant quickly bit him on the heel. Feeling the pain, the hunter dropped his net and the dove flew a quickly from his net. So, the ant and a dove help each other.

16. she had to climb up a blade of grass?  
What is the meaning of grass?

- A. Ilalang
  - B. Daun
  - C. Rumput
  - D. Bunga
17. From the text above where is the main idea?
- A. She could have sunk if a dove up a nearby tree had not seen her
  - B. ant was seeking for some water
  - C. To reach the spring, she had to climb up a blade of grass
  - D. Then the ant moved toward the leaf and climb up there
18. Who is the character in the text?
- A. Cat and fox
  - B. Crocodile
  - C. Ant and dove
  - D. Mouse
19. What is the topic above?
- A. Cat and fox
  - B. The Ant and the dove
  - C. **Crocodile**
  - D. **Mouse**
20. **From the text, what is the conclusion?**
- A. Guessing what he should do, the ant quickly bit him on the heel
  - B. She had to climb up a blade of grass
  - C. The ant and a dove help each other
  - D. She could have sunk if a dove up a nearby tree had not seen her

Padangsidempuan, 2019

Mengetahui

Validator

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## APPENDIX V

### Observation Sheet Students' Activities in Learning Process Classroom Action Research

Subject : English (Narrative Text)  
Class/semester : VIII  
Cycle : 1

No	Activities	Yes	No
A.	Introduction		
1	Students answered teacher's greeting with smile and showing happy face		
2	Students followed teacher's instruction to pray together		
3	Students were quite and listened to teacher's explanation when introducing the next material that would be learn		
	Students were quite and listened to teacher's explanation when teacher explained the purpose of learning out come		
	Students were quite and listened to teacher's explanation when teacher introduce PQRST strategy		
B	Content		

- 1 Students were quite when teacher explained the topic and gave response by raising hand and answered teacher's question about the topic
- 2 Students were quite and listened to teacher's explanation how to identify the topic, main idea, specific information, vocabulary and conclusion
- 3 Students open dictionary and listened to teacher explanation how to memorize vocabulary
- 4 Students were quite and listened to teacher's explanation to identify needed information
- 5 Students were quite and showed curiousness expression when teacher explained about PQRST strategy
- 6 Students gave responses to teacher's question
- 7 Students showed enthusiasm by raising hand and asking some question about the explanation
- 8 Students have full attention in learning reading comprehension about narrative text through PQRST strategy
- 9 Students are active to ask and answer some questions in learning reading comprehension about narrative text through PQRST strategy
- 10 Students had full attention to PQRST strategy
- 11 Students active ask some question
- 12 Students read the text silently
- 13 Students wrote down all the information that just learn and new vocabularies they had learn
- 14 Students had multiple choices test about the topic just learnt after teaching and learning
- 15 Students collected their test sheets

## **C Closing**

- 1 Students told the problem in understanding the material to teacher
- 2 Students made summarizing of the lesson

3 Students paid attention when teacher told the summarizing of the lesson

**Condition of Classroom** The classroom was not under control. There were 15 students from 25 students who were not active in asking question about learning material, 3 who cheated, 3 students were noisy, 2 students asked permission, and 2 students moved to another chair. The students were confused in understanding the PQRST strategy procedures. They were low attention to the material.

## **APPENDIX VI**

### **Observation Sheet Students' Activities in Learning Process Classroom Action Research**

Subject : English (Narrative Text)  
Class/semester : VIII

Cycle : 2

No	Activities	Yes	No
A.	Introduction		
1	Students answered teacher's greeting with smile and showing happy face		
2	Students followed teacher's instruction to pray together		
3	Students were quite and listened to teacher's explanation when introducing the next material that would be learn		
	Students were quite and listened to teacher's explanation when teacher explained the purpose of learning out come		
	Students were quite and listened to teacher's explanation when teacher introduce PQIRST strategy		
B	Content		
1	Students were quite when teacher explained the topic and gave response by raising hand and answered teacher's question about the topic		
2	Students were quite and listened to teacher's explanation how to identify the topic, main idea, specific information, vocabulary and conclusion		
3	Students open dictionary and listened to teacher explanation how to memorize vocabulary		
4	Students were quite and listened to teacher's explanation to identify needed information		
5	Students were quite and showed curiousness expression when teacher explained about PQIRST strategy		
6	Students gave responses to teacher's question		
7	Students showed enthusiasm by raising hand and asking some question about the explanation		
8	Students have full attention in learning reading comprehension about narrative text through PQIRST strategy		
9	Students are active to ask and answer some questions in learning reading		

comprehension about narrative text through PQRST strategy

- 10 Students had full attention to PQRST strategy
- 11 Students active ask some question
- 12 Students read the text silently
- 13 Students wrote down all the information that just learn and new vocabularies they had learn
- 14 Students had multiple choices test about the topic just learnt after teaching and learning
- 15 Students collected their test sheets

### **C Closing**

- 1 Students told the problem in understanding the material to teacher
- 2 Students made summarizing of the lesson
- 3 Students paid attention when teacher told the summarizing of the lesson

**Condition of Classroom** The classroom was not under control. There were 15 students from 25 students who were not active in asking question about learning material, 3 who cheated, 3 students were noisy, 2 students asked permission, and 2 students moved to another chair. The students were confused in understanding the PQRST strategy procedures. They were low attention to the material.



## APPENDIX VII

### Observation Sheet Teachers' Activities in Learning Process Classroom Action Research

Subject : English (Narrative Text)  
Class/semester : VIII  
Cycle : 1

No	Activities	Yes	No
<b>A. Introduction</b>			
1	Teacher opened the class by greeting with smile and showing happy face		
2	Teacher asked the students to pray together		
3	Teacher introduce the next material that would be learn (narrative text)		
4	Teacher explained the purpose of learning out come		
5	Teacher introduce PQRST strategy		
<b>B Content</b>			
1	Teacher explained the material (narrative text)		
2	Teacher explained how to identify topic, main idea, specific information, vocabulary, and conclusion of narrative text		
3	Teacher asked students to open dictionary and taught them to memorize vocabulary		
4	Teacher explained how to identify needed information from the text		

- 5 Teacher explained how to do the activities by using PQRST strategy
- 6 Teacher asked students whether they did not understand about the explanation
- 7 Teacher gave response to students' questions about the explanation
- 8 Teacher giving the suitable example in reading material
- 9 Teacher asked the students to write down all the information that just learnt and new vocabularies they had learn
- 10 Teacher gives multiple choices test about the topic just learnt after teaching and learning
- 11 Teacher asked the students to collect their test sheets

### **C Closing**

- 1 Teachers asked students about the problem in understanding the material
- 2 Teacher asked students to make summarizing of the lesson
- 3 Teacher told the summarizing of the lesson
- 4 Teacher told the next meeting topic and closes teaching by greeting

### **Condition of Classroom**

The teacher was not teaching in good way. there were still unclear explanation about the procedural how to fill the table and there was no teaching media used while teaching

## APPENDIX VIII

### Observation Sheet Teachers' Activities in Learning Process Classroom Action Research

Subject : English (Narrative Text)  
Class/semester : VIII  
Cycle : 2

**No**    **Activities**

**Yes**    **No**

#### **A. Introduction**

- 1    Teacher opened the class by greeting with smile and showing happy face
- 2    Teacher asked the students to pray together

- 3 Teacher introduce the next material that would be learn (narrative text)
- 4 Teacher explained the purpose of learning out come
- 5 Teacher introduce PQRST strategy

## **B Content**

- 1 Teacher explained the material (narrative text)
- 2 Teacher explained how to identify topic, main idea, specific information, vocabulary, and conclusion of narrative text
- 3 Teacher asked students to open dictionary and taught them to memorize vocabulary
- 4 Teacher explained how to identify needed information from the text
- 5 Teacher explained how to do the activities by using PQRST strategy
- 6 Teacher asked students whether they did not understand about the explanation
- 7 Teacher gave response to students' questions about the explanation
- 8 Teacher giving the suitable example in reading material
- 9 Teacher asked the students to write down all the information that just learnt and new vocabularies they had learn
- 10 Teacher gives multiple choices test about the topic just learnt after teaching and learning
- 11 Teacher asked the students to collect their test sheets

## **C Closing**

- 1 Teachers asked students about the problem in understanding the material
- 2 Teacher asked students to make summarizing of the lesson
- 3 Teacher told the summarizing of the lesson
- 4 Teacher told the next meeting topic and closes teaching by greeting

**Condition of** The teacher improved the way of teaching, include the way of the implementation of the strategy. the teacher used teaching media that supposed to be appropriate to the teaching-learning process and

**Classroom**

encourage the students' interest by giving responses to the students questions

## LIST OF INTERVIEW

### Interview to students

1. Apakah kesulitan anda dalam mengidentifikasi tema dan gagasan utama? Mengapa?

*(What are your difficulties in identifying topic and main idea? Why?)*

Result:

AP, BJ,IS,MR, and AP admitted that they confused in identifying topic and main idea because they could not determine which one topic and main idea of the text after reading it. Students who had difficulty in dealing with the questions of identifying topic and main idea in English text caused due their lack of understanding the concept of a paragraph or texts' topic and main idea. Thus, they could not identify topic and main idea in English text easily.

2. Apa kesulitan anda dalam mengidentifikasi informasi dalam sebuah teks? Mengapa?

*(What are your difficulties in identifying specific information in a text? Why?)*

Result:

IP,KP said that they did not know how to find the specific information in the text, caused by their lack of specific reading technique for locating certain information rapidly.

3. Apakah kesulitan anda dalam memahami makna kalimat atau kata dalam sebuah teks? Mengapa?

*(What are your difficulties in understanding the meaning of the text (word or sentence)?*

*Why?*

Result:

KP,MR,MR, and RA said that they were difficult to get meaning of the text (word/sentence) in the text, caused by their limitations on vocabulary and looked for variations of words that had same meaning.

4. Mengapa kamu jarang menanyakan dan menjawab pertanyaan berkenaan dengan materi pembelajaran di dalam kelas?

*(Why do you rarely ask and answer questions about learning material in the classroom?)*

Result:

RS, MS, and RP said that they had not familiar with this strategy and they were low attention to the material, and still confused about PQRST procedures. They were afraid to share and report their ideas about learning material, especially in asking and answering questions. The main reason was they were not confidence to ask more explanation about something difficult for them.

5. Mengapa anda mencontek jawaban dari teman anda?

*(Why do you cheat the answer from your friend?)*

Result:

LS, RP, SB and RP said that they were low attention to the material, and still confused about PQRST procedures.

6. Mengapa anda sering membuat keributan didalam kelas?

*(Why do you often make noise in the classroom?)*

Result:

RT, DB, MS, and RA said that they made noise because they did not interest about the lesson. AK and IP said that they wanted to ask the answer but their friend did not give the answer. It made the class were noisy

7. Mengapa anda sering berpindah-pindah tempat duduk di dalam kelas?

*(Why do you often move to another chair in the classroom?)*

Result:

UH and MS said that his friend took his book so he went there to take back his book. He still repeated it. His reason were different from first, he said that his friend threwed a roll of paper at him and he went there to reply his friend's treatment. He also moved to another chair for cheating the answer to his friends.

8. Mengapa anda sering permisi?

*(Why do you often ask permission?)*

Result:

US, and MR said that they went permission because they wanted to go to toilet

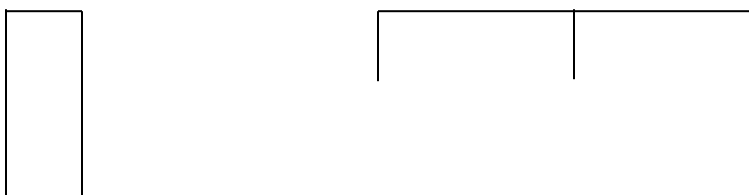
Padangsidempuan, 2019

Validator

**Zainuddin, S. S.,M. Hum**  
**NIP. 19760610 200801 1 016**

## APPENDIX X

### Classroom Arrangement in Cycle 1





**D  
O  
O  
R**

---

**WHITE BOARD**

---

**TEACHER**

**Seat**


**Observer**

**Table**

NO	NAMA	Item																	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1	AHMAD PAUJI	0	1	1	0	1	1	1	1	1	0	1	1	0	1	1	1	0	1
2	AULIA KHAIRANI	1	1	0	1	1	1	1	1	0	0	1	1	0	0	0	0	1	0
3	ANGGINA PUTRI	1	0	1	0	0	1	1	0	1	1	1	1	0	1	1	1	0	0
4	BAYU JULIANA	0	0	0	0	1	0	0	0	1	0	0	0	1	1	0	0	1	1
5	DIRIL HABIBI	1	0	1	0	0	0	0	0	0	0	1	0	0	1	0	1	1	0
6	HARMIDA SARI	0	1	0	1	1	1	1	1	1	0	1	1	0	1	0	1	1	0
7	IRWANSYAH	1	1	1	1	0	1	1	0	1	0	0	1	0	1	0	0	1	0
8	IRPANDI	0	0	1	0	1	0	0	0	1	0	1	0	1	0	0	0	1	1
9	INDAH PUTRI	1	1	0	1	1	1	1	0	0	0	0	1	1	0	0	0	1	1
10	KURNIA PUTRA	0	0	1	0	0	0	0	1	1	0	1	0	0	1	1	1	1	0
11	LATIFAH	1	0	0	0	1	0	0	0	1	1	0	0	1	0	0	0	0	0
12	MAYSAROH	1	1	0	1	0	1	1	1	0	1	1	1	0	0	0	0	1	0
13	MASKINA	1	0	0	0	0	0	0	0	1	1	1	1	0	1	0	1	0	0
14	MUHAMMAD ROSID	0	0	1	0	1	1	0	1	0	1	1	0	0	1	0	0	1	1
15	MUHAMMAD SUKUR	1	0	1	1	0	0	0	0	1	0	1	0	0	1	1	1	1	0
16	RISKIANA	1	0	1	1	1	0	1	1	0	1	1	0	1	1	1	1	0	1

	SAPUTRI																		
17	RISKI PULUNGAN	1	0	1	0	1	0	1	0	1	0	1	0	0	1	0	0	1	0
18	RAFLI ANWARI	1	1	1	0	1	0	0	0	1	1	1	1	0	1	0	1	1	1
19	RAHMAD PAJI	0	1	1	1	1	1	0	1	1	0	0	1	1	0	1	0	1	0
20	RAHMAD TANJUNG	1	0	1	0	1	0	0	0	0	0	1	0	1	0	0	0	0	1
21	SYAHRIJAL	0	1	1	1	0	1	1	1	1	0	1	1	0	0	0	1	1	0
22	SALSA BILA	1	1	1	0	1	0	0	1	0	1	0	1	0	1	1	0	0	1
23	USNUL HADI	1	0	1	1	1	1	0	1	1	0	0	0	1	1	0	0	1	1
24	UCOK SAPUTRA	1	0	1	0	1	0	0	0	1	0	0	0	1	1	1	0	0	0
25	AIDIL ARMANSYAH	0	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1
	N = 25	16	11	17	11	17	12	11	12	17	8	17	13	10	17	9	11	17	11
	p	0,6	0,4	0,7	0,4	0,7	0,5	0,4	0,5	0,7	0,3	0,7	0,5	0,4	0,7	0,4	0,4	0,7	0,4
	q	0,4	0,6	0,3	0,6	0,3	0,5	0,6	0,5	0,3	0,7	0,3	0,5	0,6	0,3	0,6	0,6	0,3	0,6
	r tabel	0,396	0,4	0,4	0,4	0,4	0,4	0,4	0,396	0,4	0,4	0,4	0,4	0,4	0,4	0,4	0,4	0,396	
	r hitung	-0,15	0,4	0,1	0,281	0,1	0,3	0,48	0,457	0,12	0,03	0,34	0,37	0,21	0,4	0,38	0,53	0,013	

## APPENDIX XII

Calculation of the formulation  $r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$  in Pre-Test

### A. Calculation of Pre-Test

#### 1. Mean score from score total ( $M_t$ )

$$M_t = \frac{\sum X_t}{N}$$

$$M_t = \frac{405}{25} = 16,2$$

#### 2. Standard Deviation ( $SD_t$ )

$$SD_t = \sqrt{\frac{\sum X_t^2}{N} - \left(\frac{\sum X_t}{N}\right)^2}$$

$$SD_t = \sqrt{\frac{6820}{25} - \left(\frac{405}{25}\right)^2}$$

$$SD_t = \sqrt{272,8 - 16,2^2}$$

$$SD_t = \sqrt{272,8 - 262,44}$$

$$SD_t = \sqrt{10,36} = 3,21$$

#### 3. Mean Score ( $M_p$ )

##### Item 1

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n1}$$

$$M_{pl} = \frac{16+16+12+17+15+11+14+15+17+22+18+21+13+17+18+10}{16}$$

$$M_{pl} = \frac{252}{16} = 15,75$$

##### Item 2

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n2}$$

$$M_{pl} = \frac{25+16+16+17+15+14+21+14+17+17+26}{11}$$

$$M_{pl} = \frac{198}{11} = 18$$

**Item 3**

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n3}$$

$$M_{pl} = \frac{25+16+12+16+17+15+14+17+22+14+17+18+26}{13}$$

$$M_{pl} = \frac{229}{13} = 17,61$$

**Item 4**

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n4}$$

$$M_{pl} = \frac{16+16+17+15+14+17+22+14+17+18+26}{11}$$

$$M_{pl} = \frac{182}{11} = 16,54$$

**Item 5**

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n5}$$

$$M_{pl} = \frac{25+16+12+16+11+15+11+15+22+18+21+14+13+17+18+10+26}{17}$$

$$M_{pl} = \frac{280}{17} = 16,47$$

**Item 6**

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n6}$$

$$M_{pl} = \frac{25+16+16+16+17+15+14+15+14+17+18+26}{12}$$

$$M_{pl} = \frac{209}{12} = 17,41$$

**Item 7**

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n7}$$

$$M_{pl} = \frac{25+16+16+16+17+15+14+22+18+17+26}{11}$$

$$M_{pl} = \frac{202}{11} = 18,36$$

**Item 8**

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n8}$$

$$M_{pl} = \frac{25+16+16+17+14+15+22+14+17+17+18+26}{12}$$

$$M_{pl} = \frac{217}{12} = 18,08$$

**Item 9**

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n9}$$

$$M_{pl} = \frac{25+16+12+16+17+11+17+11+15+17+18+21+14+17+18+10+26}{17}$$

$$M_{pl} = \frac{281}{17} = 16,52$$

**Item 10**

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n10}$$

$$M_{pl} = \frac{16+11+14+15+15+22+21+17}{8}$$

$$M_{pl} = \frac{131}{8} = 16,37$$

**Item 11**

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n11}$$

$$M_{pl} = \frac{25+16+16+12+16+11+17+14+15+15+17+22+18+21+13+17+26}{16}$$

$$M_{pl} = \frac{291}{16} = 18,18$$

**Item 12**

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n12}$$

$$M_{pl} = \frac{25+16+16+16+17+15+14+15+21+14+17+17+26}{13}$$

$$M_{pl} = \frac{229}{13} = 17,61$$

**Item 13**

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n13}$$

$$M_{pl} = \frac{12+11+15+11+22+14+13+18+10+26}{8}$$

$$M_{pl} = \frac{152}{8} = 19$$

**Item 14**

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n14}$$

$$M_{pl} = \frac{25+16+12+12+16+17+17+15+15+17+22+18+21+17+18+10+26}{17}$$

$$M_{pl} = \frac{294}{17} = 17,29$$

**Item 15**

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n15}$$

$$M_{pl} = \frac{25+16+17+17+22+14+17+10+26}{9}$$

$$M_{pl} = \frac{164}{9} = 18,22$$

**Item 16**

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n16}$$

$$M_{pl} = \frac{25+16+12+16+17+15+17+22+21+17+26}{11}$$

$$M_{pl} = \frac{204}{11} = 18,54$$

**Item 17**

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n17}$$

$$M_{pl} = \frac{16+12+12+16+17+11+15+17+14+15+17+18+21+14+17+18+26}{16}$$

$$M_{pl} = \frac{276}{16} = 17,25$$

**Item 18**

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n18}$$

$$M_{pl} = \frac{25+12+11+15+15+22+21+13+17+18+26}{11}$$

$$M_{pl} = \frac{195}{11} = 17,72$$

**Item 19**

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n19}$$

$$M_{pl} = \frac{25+16+12+12+17+15+17+11+15+15+22+18+21+14+17+17+10}{17}$$

$$M_{pl} = \frac{274}{17} = 16,11$$

**Item 20**

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n20}$$

$$M_{pl} = \frac{25+16+1+17+15+17+14+15+17+22+18+14+17+10+26}{15}$$

$$M_{pl} = \frac{255}{15} = 17$$

**Item 21**

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n21}$$

$$M_{pl} = \frac{25+16+12+16+17+15+11+18+13+17+17+18+26}{13}$$

$$M_{pl} = \frac{221}{13} = 17$$

**Item 22**

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n22}$$

$$M_{pl} = \frac{25+16+12+16+17+11+17+11+15+15+17+22+21+13+17+18+10+26}{18}$$

$$M_{pl} = \frac{229}{18} = 12,72$$

**Item 23**

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n23}$$

$$M_{pl} = \frac{25+12+12+17+11+15+17+22+18+21+14+13+17+18+26}{14}$$

$$M_{pl} = \frac{258}{14} = 18,42$$

**Item 24**

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n24}$$

$$M_{pl} = \frac{25+16+16+15+17+11+17+18+18+26}{10}$$

$$M_{pl} = \frac{179}{10} = 17,9$$

**Item 25**

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n25}$$

$$M_{pl} = \frac{25+16+17+14+15+15+22+18+21+13+17+18+26}{13}$$

$$M_{pl} = \frac{237}{13} = 18,23$$

**Item 26**

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n26}$$

$$M_{pl} = \frac{25+12+16+17+15+17+22+18+21+17+18+26}{12}$$

$$M_{pl} = \frac{224}{12} = 18,66$$



**Item 27**

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n27}$$

$$M_{pl} = \frac{25+12+17+11+15+15+17+22+18+21+13+17+26}{13}$$

$$M_{pl} = \frac{229}{13} = 17,61$$

**Item 28**

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n28}$$

$$M_{pl} = \frac{25+16+12+17+11+17+15+17+18+21+26}{11}$$

$$M_{pl} = \frac{195}{11} = 17,72$$

**Item 29**

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n29}$$

$$M_{pl} = \frac{25+16+12+12+17+11+14+15+15+17+22+18+21+13+17+26}{16}$$

$$M_{pl} = \frac{271}{16} = 16,93$$

**Item 30**

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n30}$$

$$M_{pl} = \frac{25+16+16+16+11+14+15+17+22+21+13+17+17+18+26}{15}$$

$$M_{pl} = \frac{264}{15} = 17,6$$

#### 4. Calculation of the formulation $r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$

**Item 1**

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{15,75 - 16,2}{3,21} \sqrt{\frac{0,6}{0,4}}$$

$$r_{pbi} = \frac{0,45}{3,21} \sqrt{1,5}$$

$$r_{pbi} = 0,140 \times 1,224 = 0,171$$

**Item 2**

$$r_{pbi} = \frac{M_{p-M_t}}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{18-16,2}{3,21} \sqrt{\frac{0,4}{0,6}}$$

$$r_{pbi} = \frac{1,8}{3,21} \sqrt{0,66}$$

$$r_{pbi} = 0,560 \times 0,81 = 0,453$$

**Item 3**

$$r_{pbi} = \frac{M_{p-M_t}}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{17,61-16,2}{3,21} \sqrt{\frac{0,7}{0,3}}$$

$$r_{pbi} = \frac{1,41}{3,21} \sqrt{2,333}$$

$$r_{pbi} = 0,439 \times 1,527 = 0,670$$

**Item 4**

$$r_{pbi} = \frac{M_{p-M_t}}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{17,45-16,2}{3,21} \sqrt{\frac{0,4}{0,6}}$$

$$r_{pbi} = \frac{1,25}{3,21} \sqrt{0,66}$$

$$r_{pbi} = 0,389 \times 0,81 = 0,315$$

**Item 5**

$$r_{pbi} = \frac{M_{p-M_t}}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{16,47-16,2}{3,21} \sqrt{\frac{0,7}{0,3}}$$

$$r_{pbi} = \frac{0,27}{3,21} \sqrt{2,333}$$

$$r_{pbi} = 0,084 \times 1,527 = 0,128$$

**Item 6**

$$r_{pbi} = \frac{M_{p-M_t}}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{17,41-16,2}{3,21} \sqrt{\frac{0,5}{0,5}}$$

$$r_{pbi} = \frac{1,21}{3,21} \sqrt{1}$$

$$r_{pbi} = 0,376 \times 1 = 0,376$$

**Item 7**

$$r_{pbi} = \frac{M_{p-M_t}}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{18,36-16,2}{3,21} \sqrt{\frac{0,4}{0,6}}$$

$$r_{pbi} = \frac{2,16}{3,22} \sqrt{0,66}$$

$$r_{pbi} = 0,672 \times 0,81 = 0,544$$

**Item 8**

$$r_{pbi} = \frac{M_{p-M_t}}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{18,08-16,2}{3,21} \sqrt{\frac{0,5}{0,5}}$$

$$r_{pbi} = \frac{1,88}{3,21} \sqrt{1}$$

$$r_{pbi} = 0,585 \times 1 = 0,585$$

**Item 9**

$$r_{pbi} = \frac{M_{p-M_t}}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{17,56-16,2}{3,21} \sqrt{\frac{0,7}{0,3}}$$

$$r_{pbi} = \frac{1,36}{3,21} \sqrt{2,333}$$

$$r_{pbi} = 0,423 \times 1,527 = 0,645$$

**Item 10**

$$r_{pbi} = \frac{M_{p-M_t}}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{16,37-16,2}{3,21} \sqrt{\frac{0,3}{0,7}}$$

$$r_{pbi} = \frac{0,17}{3,21} \sqrt{0,42}$$

$$r_{pbi} = 0,052 \times 0,64 = 0,033$$

### Item 11

$$r_{pbi} = \frac{M_{p-M_t}}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{17,11-16,2}{3,21} \sqrt{\frac{0,7}{0,3}}$$

$$r_{pbi} = \frac{0,91}{3,21} \sqrt{2,333}$$

$$r_{pbi} = 0,283 \times 1,527 = 0,432$$

### Item 12

$$r_{pbi} = \frac{M_{p-M_t}}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{17,61-16,2}{3,21} \sqrt{\frac{0,5}{0,5}}$$

$$r_{pbi} = \frac{1,41}{3,21} \sqrt{1}$$

$$r_{pbi} = 0,439 \times 1 = 0,439$$

### Item 13

$$r_{pbi} = \frac{M_{p-M_t}}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{15,2-16,2}{3,21} \sqrt{\frac{0,4}{0,6}}$$

$$r_{pbi} = \frac{-1}{3,21} \sqrt{0,66}$$

$$r_{pbi} = 0,311 \times 0,81 = 0,251$$

### Item 14

$$r_{pbi} = \frac{M_{p-M_t}}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{17,29-16,2}{3,21} \sqrt{\frac{0,7}{0,3}}$$

$$r_{pbi} = \frac{1,09}{3,21} \sqrt{2,333}$$

$$r_{pbi} = 0,339 \times 1,527 = 0,517$$

### Item 15

$$r_{pbi} = \frac{M_{p-M_t}}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{18,22-16,2}{3,21} \sqrt{\frac{0,4}{0,6}}$$

$$r_{pbi} = \frac{2,02}{3,21} \sqrt{0,66}$$

$$r_{pbi} = 0,629 \times 0,81 = 0,509$$

### Item 16

$$r_{pbi} = \frac{M_{p-M_t}}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{18,54-16,2}{3,21} \sqrt{\frac{0,4}{0,6}}$$

$$r_{pbi} = \frac{2,34}{3,21} \sqrt{0,66}$$

$$r_{pbi} = 0,728 \times 0,81 = 0,589$$

### Item 17

$$r_{pbi} = \frac{M_{p-M_t}}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{17,25-16,2}{3,21} \sqrt{\frac{0,7}{0,3}}$$

$$r_{pbi} = \frac{1,05}{3,21} \sqrt{2,333}$$

$$r_{pbi} = 0,327 \times 1,527 = 0,499$$

### Item 18

$$r_{pbi} = \frac{M_{p-M_t}}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{17,72-16,2}{4,29} \sqrt{\frac{0,4}{0,6}}$$

$$r_{pbi} = \frac{1,52}{4,29} \sqrt{0,66}$$

$$r_{pbi} = 0,473 \times 0,81 = 0,383$$

**Item 19**

$$r_{pbi} = \frac{M_{p-Mt}}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{16,11 - 16,2}{3,21} \sqrt{\frac{0,7}{0,3}}$$

$$r_{pbi} = \frac{0,09}{3,21} \sqrt{2,333}$$

$$r_{pbi} = 0,028 \times 1,527 = 0,042$$

**Item 20**

$$r_{pbi} = \frac{M_{p-Mt}}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{17 - 16,2}{3,21} \sqrt{\frac{0,6}{0,4}}$$

$$r_{pbi} = \frac{0,8}{3,21} \sqrt{1,5}$$

$$r_{pbi} = 0,249 \times 1,224 = 0,304$$

**Item 21**

$$r_{pbi} = \frac{M_{p-Mt}}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{17 - 16,2}{3,21} \sqrt{\frac{0,5}{0,5}}$$

$$r_{pbi} = \frac{0,8}{3,21} \sqrt{1}$$

$$r_{pbi} = 0,249 \times 1 = 0,249$$

**Item 22**

$$r_{pbi} = \frac{M_{p-Mt}}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{19,08 - 16,2}{4,29} \sqrt{\frac{0,4}{0,6}}$$

$$r_{pbi} = \frac{2,88}{4,29} \sqrt{0,42}$$

$$r_{pbi} = 0,897 \times 0,64 = 0,574$$

**Item 23**

$$r_{pbi} = \frac{M_{p-Mt}}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{18,42-16,2}{5,56} \sqrt{\frac{0,6}{0,4}}$$

$$r_{pbi} = \frac{2,22}{3,21} \sqrt{1,5}$$

$$r_{pbi} = 0,691 \times 1,224 = 0,845$$

### Item 24

$$r_{pbi} = \frac{M_{p-M_t}}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{17,9-16,2}{3,21} \sqrt{\frac{0,4}{0,6}}$$

$$r_{pbi} = \frac{1,7}{3,21} \sqrt{0,66}$$

$$r_{pbi} = 0,529 \times 0,81 = 0,428$$

### Item 25

$$r_{pbi} = \frac{M_{p-M_t}}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{18,23-16,2}{3,21} \sqrt{\frac{0,5}{0,5}}$$

$$r_{pbi} = \frac{2,03}{3,21} \sqrt{1}$$

$$r_{pbi} = 0,632 \times 1 = 0,632$$

### Item 26

$$r_{pbi} = \frac{M_{p-M_t}}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{18,66-16,2}{3,21} \sqrt{\frac{0,5}{0,5}}$$

$$r_{pbi} = \frac{2,46}{3,21} \sqrt{1}$$

$$r_{pbi} = 0,766 \times 1 = 0,766$$

### Item 27

$$r_{pbi} = \frac{M_{p-M_t}}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{17,61-16,2}{3,21} \sqrt{\frac{0,5}{0,5}}$$

$$r_{pbi} = \frac{1,41}{3,21} \sqrt{1}$$

$$r_{pbi} = 0,439 \times 1 = 0,439$$

### Item 28

$$r_{pbi} = \frac{M_{p-M_t}}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{17,72-16,2}{3,21} \sqrt{\frac{0,4}{0,6}}$$

$$r_{pbi} = \frac{1,52}{3,21} \sqrt{0,66}$$

$$r_{pbi} = 0,473 \times 0,81 = 0,383$$

### Item 29

$$r_{pbi} = \frac{M_{p-M_t}}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{16,93-16,2}{3,21} \sqrt{\frac{0,6}{0,4}}$$

$$r_{pbi} = \frac{0,73}{3,21} \sqrt{1,5}$$

$$r_{pbi} = 0,227 \times 1,224 = 0,277$$

### Item 30

$$r_{pbi} = \frac{M_{p-M_t}}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{17,6-16,2}{3,21} \sqrt{\frac{0,6}{0,4}}$$

$$r_{pbi} = \frac{1,4}{3,21} \sqrt{1,5}$$

$$r_{pbi} = 0,436 \times 1,224 = 0,533$$



**APPENDIX XII**

**Table Validity of Pre-test**

No	M <sub>p</sub>	M <sub>t</sub>	SD <sub>t</sub>	P	Q	$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$	r <sub>t</sub> on 5% significant	Interpretation
1.	15,75	16,2	3,21	0.6	0.4	-0,171	0.349	Invalid
2.	18	16,2	3,21	0.4	0.6	0,453	0.349	Valid
3.	13,47	16,2	3,21	0.7	0.3	0,670	0.349	Valid
4.	17,45	16,2	3,21	0.4	0.6	0,315	0.349	Invalid
5.	16,47	16,2	3,21	0.7	0.3	-0,128	0.349	Invalid
6.	17,41	16,2	3,21	0.5	0.5	0,376	0.349	Valid
7.	18,36	16,2	3,21	0.4	0.6	0,544	0.349	Valid
8.	18,08	16,2	3,21	0.5	0.5	0,585	0.349	Valid
9.	16,52	16,2	3,21	0.7	0.3	0,645	0.349	Valid
10.	16,37	16,2	3,21	0.3	0.7	-0,033	0.349	Invalid
11.	17,11	16,2	3,21	0.7	0.3	0,432	0.349	Valid
12.	17,61	16,2	3,21	0.5	0.5	0,439	0.349	Valid
13.	15,2	16,2	3,21	0.4	0.6	-0,251	0.349	Invalid
14.	17,29	16,2	3,21	0.7	0.3	0,517	0.349	Valid
15.	18,22	16,2	3,21	0.4	0.6	0,509	0.349	Valid
16.	18,54	16,2	3,21	0.4	0.6	0,589	0.349	Valid
17.	18,4	16,2	3,21	0.7	0.3	0,499	0.349	Valid

18.	18,72	16,2	3,21	0,4	0,6	0,383	0.349	Valid
19.	16,11	16,2	3,21	0,7	0,3	-0,042	0.349	Invalid
20.	17	16,2	3,21	0,6	0,4	-0,304	0.349	Invalid
21.	17	16,2	3,21	0,5	0,5	-0,249	0.349	Invalid
22.	19,08	16,2	3,21	0,4	0,6	0,574	0.349	Valid
23.	18,42	16,2	3,21	0,6	0,4	0,845	0.349	Valid
24.	17,9	16,2	3,21	0,4	0,6	0,428	0.349	Valid
25.	18,23	16,2	3,21	0,5	0,5	0,632	0.349	Valid
26.	18,66	16,2	3,21	0,5	0,5	0,766	0.349	Valid
27.	17,61	16,2	3,21	0,5	0,5	0,439	0.349	Valid
28.	17,72	16,2	3,21	0,4	0,6	0,383	0.349	Valid
29.	16,93	16,2	3,21	0,6	0,4	-0,277	0.349	Invalid
30.	17,6	16,2	3,21	0,6	0,4	0,533	0.349	Valid

Answer Sheet for Test Cycle 1

Name :

Class :

1. a b c d

2. a b c d

3. a b c d

4. a b c d

5. a b c d

6. a b c d

7. a b c d

8. a b c d

9. a b c d

10. a b c d

11. a b c d

12. a b c d

13. a b c d

14. a b c d

15. a b c d

16. a b c d

17. a b c d

18. a b c d

19. a b c d

20. a b c d

Answer Sheet for Test Cycle 2

Name :

Class :

1. a b c d

2. a b c d

3. a b c d

4. a b c d

5. a b c d

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8. a b c d

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12. a b c d

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15. a b c d

16. a b c d

17. a b c d

18. a b c d

19. a b c d

20. a b c d

## 11. DOCUMENTATION

12.



13.







14.



15.



16.

## CURRICULUM VITA



### A. Identity

Name : Ratih Indah Sari  
Reg. Num. : 15 203 00079  
Place/Birth : Pulau Tamang/ May, 29<sup>th</sup> 1997  
Sex : Female  
Religion : Islam

### B. Parents

Father's Name : Zakwan  
Mother's Name : Nurnis

### C. Educational Background

1. Elementary school : SD N (2008)  
2. Junior high school : SMP N5 (2011)  
3. Senior high school : SMA N1 Natal (2015)  
4. University : IAIN Padangsidempuan (2020)