IMPROVING STUDENTS' READING COMPREHENSION BY USING PQ4R (PREVIEW, QUESTION, READ, REFLECT, RECITE, AND REVIEW) STRATEGY AT GRADE VIII SMP NEGERI 5 PADANGSIDIMPUAN

A THESIS

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

Written By:

INDAH PERMATA SARI
Reg. No. 10 340 0007

ENGLISH EDUCATION DEPARTMENT

FACULTY OF TARBIYAH AND PEDAGOGY
THE STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
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2014

LETTER OF AGREEMENT

Term   : A Thesis

        a.n. Indah Permata Sari

I Term   : 7 (seven) Exemplars

Padangsidimpuan, June02nd 2014

To : Dean Faculty of Tarbiyah and Pedagogy

IAIN Padangsidimpuan

in -

      Padangsidimpuan

Assalamu'alaikumWr. Wb.

After reading, studying and giving advice for necessary revise on thesis belong to Indah Permata Sari, entitle **"Improving Students' Reading Comprehension by Using PQ4R (Preview, Question, Read, Reflect, Recite and Review) Strategy at Grade VIII SMP Negeri 5 Padangsidimpuan"**, we assume that the thesis has been acceptable to complete the assignment and fulfill for the Degree of Islamic Education Scholar (S.Pd.I) in English Education Department, Faculty of Tarbiyah and Pedagogy in IAIN Padangsidimpuan.

Therefore, we hoped she could be defined her thesis in Munaqosyah. That's all and thank you for the selection.
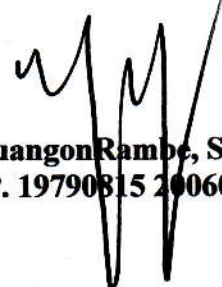
Wassalamu'alaikumWr. Wb.

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DECLARATION OF SELF THESIS COMPLETION

The name who signed here:

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The Tittle of Thesis	:**Improving Students' Reading Comprehension by Using PQ4R (Preview, Question, Read, Reflect, Recite and Review) Strategy at Grade VIII SMP Negeri 5 Padangsidimpuan**

Declaring to arrange own thesis without asking for illegal helping from the other side except the guiding of advisors' team and without doing plagiarism along with the students' ethic code of IAIN Padangsidimpuan in article 14 subsections 2.

I did this declaration truthfully, if there was a deviation and incorrect of my declaration later on, I resigned to get the punishment as what had involved in students' ethic code of IAIN Padangsidimpuan in article 19 subsections 4 that was about dispossession of academic degree disrespectfully and the other punishment according to the norms and accepting legal requirement.

Padangsidimpuan, May 19th 2014
Declaration maker,

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Date   : June, 12th 2014
Mark   : 81.75 (A)
IPK   : 3.84
Predicate : Cumlaude

LEGALIZATION

Thesis : **IMPROVING STUDENTS' READING COMPREHENSION BY USING PQ4R (PREVIEW, QUESTION, READ, REFLECT, RECITE AND REVIEW) STRATEGY AT GRADE VIII SMP NEGERI 5 PADANGSIDIMPUAN**

Written By   : INDAH PERMATA SARI

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The Thesis had been accepted as a partial fulfillment of requirement

for Degree of Islamic Educational Scholar (S.Pd.I) in English.

Padangsidimpuan, June 30 2014

Dean

Hj. ZULHIMMA, S. Ag., M. Pd.
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ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَٰنِ الرَّحِيمِ

Praised be to Allah swt, the most Creator and Merciful who has given me the health, time, knowledge and strength to finish the thesis entitled "Improving Students' Reading Comprehension by Using PQ4R (Preview, Question, Read, Reflect, Recite, and Review) Strategy at Grade VIII SMP Negeri 5 Padangsidimpuan". Besides, peace and greeting be upon to the prophet Muhammad saw who has brought the human from the darkness era into the lightness era.

It is a pleasure to acknowledgement the help and contribution to all of lecturers, institution, family and friends who have contributed in different ways hence this thesis is processed until it becomes a complete writing. In this process of finishing this thesis, I got a lot of guidance and motivation from many people. Therefore, in this chance I would like to express my deepest gratitude to the following people:

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6. My beloved parent, (Bapak Alm. Syahran Hrp and Mama Imri Suharni) who taught me how to survive in leading the life and always be patient and sincere to guard me in all of conditions, my two elder sisters (Famila Yanti and Putri Wulandari S. Pd), and my elder brother (Sulaiman Mufti) who always give their materials, prays, motivation, and moral encouragement to finish my study. Thanks for everything.

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8. My lovely friends Rizal, Shiela, Bunda Yusi, Putri, Dasima, Lonni, Resdilla and all of my friends in TBI-1 and also all of my friends in IAIN Padangsidimpuan, thanks for your help, patience and care to support me from starting till finishing my thesis as well. Good luck for you.

9. All of the people who have helped me to finish my study that I cannot mention one by one.

I realize this thesis cannot be considered perfect without critiques and suggestions. Therefore, it is such a pleasure for me to get critiques and suggestions from the readers to make this thesis better.

Padangsidimpuan, May 19th 2014
Researcher,

INDAH PERMATA SARI
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Name   : **Indah Permata Sari**
Reg. No   : **10 340 0007**
Faculty   : **Tarbiyah and Pedagogy**
Department   : **English Education (TBI-1)**
Title of Thesis   : **Improving Students' Reading Comprehension by Using PQ4R (Preview, Question, Read, Reflect, Recite and Review) Strategy at Grade VIII SMP Negeri 5 Padangsidimpuan**

ABSTRACT

This research was talking about improving students' reading comprehension by using PQ4R (Preview, Question, Read, Recite, Reflect, and Review) strategy at grade VIII SMP Negeri 5 Padangsidimpuan. Most of students had low achievement in reading comprehension, students did not have good strategy in reading, students were passive in the class, and students had lack of reading interest and also lack of motivation. This research purposed to describe the students' achievement in reading comprehension and to identify the factors which influence students' reading comprehension by using PQ4R (Preview, Question, Read, Reflect, Recite, and Review) at grade VIII SMP Negeri 5 Padangsidimpuan.

The method used in this research was classroom action research, by implementing the Kemmis design which consisted four steps. Those were planning, acting, observing, and reflecting. Moreover, to solve the reading problems the researcher applied PQ4R strategy. In this research, the researcher used two reading tests and two cycles. Moreover, the participants of this research were the class of VIII-8 consisted of 24 students and also there was collaboration with an English teacher. Meanwhile, the data was derived among from reading tests, observation notes, and also interview.

Based on the research result, showed the improvement mean score of the students. The first test in the first cycle was 68.12 (37%), and second test in the second cycle was 83.12 (95%). It can be concluded that the mean score in the second cycle was higher than the first cycle. Based on observation notes stated that the students got improvement and the students were more active and interested in learning reading comprehension. Related to the interview result, it could be known that students' reading comprehension had improved. It asserted that by using PQ4R strategy improve students' reading comprehension.

APPENDIX I

<div align="center">

SIKLUS I (CYCLE I)
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

</div>

Nama Sekolah   : SMP NEGERI 5 PADANGSIDIMPUAN

Kelas/Semester   : VIII (DELAPAN) / 2

Subjek   : Bahasa Inggris

Jenis Teks   : Monolog *Descriptive Text*

Aspek/Skill   : Membaca / *Reading*

Alokasi Waktu   : 4 x 40 menit (2x pertemuan)

A. Standar Kompetensi
1. Memahami makna dalam esei pendek sederhana berbentuk *descriptive* dan *narrative* untuk berinteraksi dengan lingkungan sekitar

B. Kompetensi Dasar
1.1 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar. dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *narrative*

C. Tujuan Pembelajaran
Pada akhir pembelajaran, siswa dapat merespon makna dalam:
a. Menjawab pertanyaan berdasarkan informasi dalam bacaan (ide pokok, ide pendukung , kesimpulan, kosakata yang berkaitan dengan teks, serta mengamati fakta yang berkaitan dengan teks) dalam bentuk teks descriptif

Karakter siswa yang diharapkan: Dapat dipercaya (*Trustworthiness*)
                                            Rasa hormat dan perhatian (*Respect*)
                                            Tekun (*Diligence*)

D. Materi Pembelajaran

1. Bacaan deskriptif "Octopus" (p. 71)

Octopus

The octopus is a sea animal with eight powerful feet which it uses as hands. These are called tentacles. The word "Octopus" comes from two Greek words that mean "eight feet".

The octopus, the squid and the cuttlefish belong to the same family that has not outside shells. Their bodies are covered entirely with skin. Therefore, the body of an octopus is soft. It looks like a big balloon. A fully-grown octopus can be as large as 8.5 meters from the tip of one tentacle to the tip of another. It can weigh as much as 45 kilograms.

Besides, using its tentacles to catch small fish, sea plants, crab and lobsters, the octopus also uses them against its enemies. The octopus wraps its tentacles around the victim and squeezes it before eating it. The octopus escapes from its enemies by giving out a thick dark fluid to darken the water. It can also change the color of its body to match its surroundings. It hides from its enemies by doing this until it can run away from enemies.

Unfortunately, so many trackers kill them until they are almost scarce. Therefore, we must keep them to conserve their population, because they also have a right to life in the world.

2. Bacaan descriptif "Lampung University"

Lampung University

Lampung University or Unila is one of the best universities in North Sumatera. This university is the pride of Lampung society and it was produced by the best people of Lampung. The university is located in Bandar Lampung, Indonesia. In 1965, Unila was decided as a university by the government decision. In the beginning of this university, Unila only had two faculties, Law Faculty and Economic Faculty, and Unila was located in the three areas. There were on Hasanudin street, Jendral Suprapto street, and Sorong Cimeng street. Since 1974, Unila had been built in Gedong Meneng. Now, every faculty has been located at that location. Unila is located on Jalan Soemantri Bojonegoro No.1, Bandar Lampung.

Unila is popular as a green campus because there are many trees in every areas of this university. It shows that Unila care to the environment and this behavior must be modeled by other university, especially in Lampung. Unila has many facilities besides faculty buildings. It's useful for students to study and to apply other activities. Unila has GSG and it is used for many events, such as; graduation of students or lecturers, and orientation meeting for the new students. In front of GSG, there is a library. In the library, there are many useful books for students in helping their academic activity. Unila also has a Rectorate building where rector and his assistants do their job.

Therefore, Unila is recommended for us as intention of education to get much knowledge. In the future development, Unila wants to build a hospital and it has a program to become Top Ten University in 2025.

E. Strategi Pembelajaran
- PQ4R Strategy

F. Langkah-Langkah Kegiatan
Pertemuan Pertama dan Kedua

Aktivitas Guru	Aktivitas Siswa
1. Kegiatan Awal a. Guru membuka kelas dengan mengucapkan salam, dan mempersilahkan siswa untuk membaca doa belajar sesuai agama dan kepercayaannya masing-masing b. Guru mengabsen siswa c. Guru bertanya kepada siswa tentang materi yang berkaitan d. Guru menjelaskan tujuan pembelajaran yang akan dicapai	a. Siswa memberikan salam dan berdoa sesuai dengan kepercayaan masing-masing b. Siswa mendengarkan guru mengabsen c. Siswa menjawab pertanyaan dari guru tentang materi yang berkaitan d. Siswa mendengarkan dan memahami tujuan pembelajaran yang dijelaskan oleh guru

2. Kegiatan Inti
a. Guru memberikan penjelasan sekilas mengenai judul dan gambaran umum tentang materi/teks yang akan dipelajari
b. Guru mengaplikasikan strategy PQ4R kepada siswa, yang meliputi:
  1) Preview
    • Guru memberikan teks "Octopus" dan "Lampung University" kepada siswa
    • Guru menyuruh siswa untuk membaca teks "Octopus" dan "Lampung University" sekilas
    • Guru menyuruh siswa untuk membaca bagian penting dari teks "Octopus" dan "Lampung University"
  2) Question
    • Guru memberikan pertanyaan dengan menggunakan kalimat tanya *who, how, and why*
  3) Read
    • Guru menyuruh siswa
	a. Siswa mendengarkan penjelasan dari guru
	b. Siswa mengaplikasikan strategi PQ4R, yang meliputi:
	  1) Preview
	    • Siswa membaca judul, sub judul, dan tujuan dari teks "Octopus" dan "Lampung University"
	    • Siswa membaca paragraf pertama dan terakhir untuk memperoleh ide pokok, ide pendukung, dan kesimpulan serta kosakata yang berkaitan dengan teks dari teks "Octopus" dan "Lampung University"
	  2) Question
	    • Siswa memprediksikan jawaban dari teks "Octopus" dan "Lampung University"
	    • Siswa menghubungkan pertanyaan dengan jawaban mereka sendiri

untuk menjawab pertanyaan
4) *Reflect*
  • Guru memberikan informasi penting dari teks "Octopus" dan "Lampung University"
5) *Recite*
  • Guru menyuruh siwa untuk meringkaskan ide-ide pokok dari teks "Octopus" dan "Lampung University" secara keseluruhan
6) *Review*
  • Guru menyuruh siswa untuk memeriksa kembali pekerjaan mereka
 	
c. Guru memberikan beberapa pertanyaan dan siswa harus menjawabnya
d. Guru memberikan tugas individu kepada siswa untuk membaca dengan menggunakan strategy PQ4R
	yang berkaitan dengan pengetahuan atau pengalaman mereka
	3) *Read*
	  • Siswa membaca teks "Octopus" dan "Lampung University" secara keseluruhan
	  • Siswa membaca dengan hati-hati dengan menggarisbawahi informasi penting(ide pokok, ide pendukung dan kesimpulan, serta kosakata yang berkaitan dengan teks) "Octopus" dan "Lampung University" yang mungkin bisa menjawab pertanyaan mereka
	4) *Reflect*
	  • Siswa menghubungkan informasi yang diperoleh secara keseluruhan dengan setiap paragraph dari teks "Octopus" dan "Lampung University"
	  • Siswa mencoba untuk mengembangkan pengetahuan/pengertian topic dari teks "Octopus" dan "Lampung University"
	  • Siswa mengumpulkan informasi penting (ide pokok, ide pendukung dan kesimpulan, serta kosakata yang berkaitan dengan teks "Octopus" dan "Lampung University")
	5) *Recite*
	  • Siswa meringkaskan ide

	pokok dan ide pendukung serta kosakata yang berkaitan dengan teks "Octopus" dan "Lampung University"
	6) *Review* • Siswa memerikasa kembali informasi penting dari teks "Octopus" dan "Lampung University" • Siswa membuat keyakinan bahwa pertanyaan telah dijawab secara keseluruhan • Siswa mengumpulkan tugas mereka

3. Kegiatan Penutup
    a. Guru dan siswa bersama-sama menyimpulkan pelajaran
    b. Guru mengumpulkan soal yang telah dikerjakan siswa
    c. Guru menanyakan kesulitan siswa ketika menjawab soal dengan menggunakan strategi PQ4R
    d. Siswa memberi salam kepada guru

G. Sumber Belajar
    1. Artono Wadirman, dkk. 2008. *English in Focus for Grade VIII Junior High School (SMP/MTs).* Depok: CV. Arya Duta.
    2. Teks yang berkaitan dengan bahan ajar
    3. Kamus Bahasa Inggris
    4. Internet

H. Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen Soal
• Mengidentifikasi gagasan utama dalam teks fungsional • Mengidentifikasi gagasan pendukung	Tes Tulis	Pilihan Ganda	*Choose the best answer based on text. (a, b, c, or d)*

dalam teks fungsional			
• Mengidentifikasi kesimpulan dalam teks fungsional			
• Mengidentifikasi fakta-fakta yang berkenaan dengan teks fungsional			
• Mengidentifikasi kosakata yang sesuai dengan konteks teks fungsional			

1. **Question**

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

Indicator	Number of Question
Main idea	1 and 6
Supporting Idea	2 and 9
Summarizing Main Point (Conclusion)	4 and 10
Exclude The Facts	3 and 7
Vocabulary In Context	5 and 8

   ➢ **(Octopus Text, No. 1-5)**
   1. What is text talking about?

      a. Describing octopus

      b. Describing shark

      c. Describing lion

      d. Describing crab

   2. What is supporting idea from the second paragraph?

      a. The octopus, the squid and the cuttlefish belong to the same family that has not outside shells

      b. It hides from its enemies by doing this

c. The octopus is a sea animal with eight powerful feet which it uses as hands

d. Their bodies are covered entirely with skin and soft

3. According to text, which statement is TRUE?

a. Octopus can weigh as much as 55 kilograms.

b. The octopus also uses tentacles against its enemies

c. The word "Octopus" comes from two Latin words that mean "ten feet"

d. The body of an octopus is very crude

4. What is the conclusion from the text above?

a. The octopus also uses tentacles against its enemies

b. Octopus can weigh as much as 45 kilograms

c. The octopus, the squid and the cuttlefish belong to the same family that has not outside shells

d. We must keep them to conserve their population

5. The word *their* in the second paragraph line 5 refers to _____.

a. Sea plant

b. Octopus

c. Sea

d. Fish

➢ **(Lampung University, No. 6-10)**

6. What is main idea in the first paragraph?

a. In 1965, Unila was decided as a university by the government decision

b. Lampung University or Unila is one of the best universities in North Sumatera

c. Unila is popular as a green campus because there are many trees in every areas of this university

d. Unila is recommended for us as intention of education to get much knowledge

7. According to text, which statement is NOT true?

   a. Unila also has a Rectorate building where rector and his assistants do their job

   b. Unila is popular as a green campus because there are many trees in every areas of this university

   c. In 1965, Unila was decided as a university by the government decision

   d. In the beginning of this university, Unila only had two faculties, Law Faculty and Medical Faculty

8. The word *it* in second paragraph line 2 refers to _____.

   a. Rector

   b. North Sumatera

   c. Library

   d. Lampung University

9. What is supporting idea in the second paragraph?

   a. Unila want to build a hospital

   b. Since 1974, Unila had been built in Gedong Meneng

   c. It shows that Unila care to the environment and this behavior must be modeled by other university

   d. It has a program to become Top Ten University in 2025

10. What is the conclusion from the text above?

   a. Unila is popular as a green campus because there are many trees in every areas of this university

   b. Lampung University or Unila is one of the best universities in North Sumatera

   c. Since 1974, Unila had been built in Gedong Meneng

   d. In the future development, Unila wants to build a hospital and it has a program to become Top Ten University in 2025

2. **Pedoman Penilaian**

   a) Untuk tiap nomor, tiap jawaban benar skor 1

   b) Jumlah skor maksimal x 5 = 100

   c) Nilai maksimal = 100

   d) Nilai siswa = $\dfrac{Skor\ Perolehan}{Skor\ Maksimal} x\ 100$

   e) Menghitung nilai rata-rata siswa

$$M = \frac{\Sigma fX}{N}$$

Explanation:
M : the mean of the students
$\sum fX$: the total score
N : the number of the students

Padangsidimpuan,   2014

Mengetahui:

Guru Bahasa Inggris Kelas VIII-8   Peneliti

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> **Lampiran Kunci Jawaban Soal:**
> - (Teks Octopus)
>   1. A
>   2. D
>   3. B
>   4. D
>   5. B
> - (Teks Lampung University)
>   6. B
>   7. D
>   8. D
>   9. C
>   10. D

APPENDIX II

FIRST TEST

Class   : VIII^8

Petunjuk   :

1. Tulis nama, kelas, dan nomor absen pada lembar jawaban yang tersedia.

2. Jawablah pertanyaan-pertanyaan di bawah ini

3. Bacalah dengan teliti petunjuk mengerjakan soal.

4. Pilihlah jawaban yang tepat dengan memberi tanda silang (X) pada salah satu jawaban.

5. Periksalah pekerjaan anda sekali lagi sebelum anda serahkan kepada pengawas.

6. Test ini disertakan dengan teksnya secara langsung.

7. Test ini hanya bertujuan untuk mengetahui data dari murid – murid tentang kemampuan murid – murid dalam menguasai pemahaman membaca (reading comprehension).

8. Waktu yang tersedia 40 menit.

QUESTION

Question 1-5: This text below is for question number 1 up to 5. Choose the best answer based on text.

Borobudur Temple

Borobudur is Hindu is Budhist temple. It was built in the ninth century under Sailendra dynasty of ancient Mataram kingdom. Borobudur is located in Magelang, Central Java, Indonesia.

Borobudur is well-known all over the world. Its construction is influenced by the Gupta architecture of India. The temple is constructed on a hill 46 m high and consists of eight steps like stone terrace. The first five terraces are square and surrounded by walls adorned with Buddhist sculpture in bas-relief. The upper three are circular. Each of them is with a circle of bell shape-stupa. The entire edifice is crowned by a large stupa at the centre at the centre of the top circle.

The way to the summit extends through some 4.8 km of passage and stairways. The design of Borobudur which symbolizes the structure of universe influences temples at Angkor, Cambodia. Borobudur temple which is rededicated as an Indonesian monument in 1983 is a valuable treasure for Indonesian people.

---

1. What is main idea in the first paragraph?
    a. Borobudur is well-known all over the world
    b. Borobudur temple which is rededicated as an Indonesian monument in 1983 is a valuable treasure for Indonesian people
    c. Borobudur is Hindu is Budhist temple
    d. The temple is constructed on a hill 46 m high and consists of eight steps like stone terrace

2. What is supporting sentence in the third paragraph?

   a. The design of Borobudur which symbolizes the structure of universe influences temples at Angkor, Cambodia

   b. The entire edifice is crowned by a large stupa at the centre at the centre of the top circle

   c. Borobudur is located in Magelang, Central Java, Indonesia

   d. It was built in the ninth century under Sailendra dynasty of ancient Mataram kingdom

3. What is the conclusion from the text above?

   a. Borobudur temple which is rededicated as an Indonesian monument in 1983 is a valuable treasure for Indonesian people

   b. Borobudur is located in Magelang, Central Java, Indonesia

   c. Borobudur is a Hindu Temple

   d. Borobudur is well-known all over the world

4. The word *ancient* in line 2 can be replaced by _____.

   a. Old-fashioned

   b. Modern

   c. Nice

   d. Bravely

5. According to text, which statement is NOT true?

   a. Borobudur temple which is rededicated as an Indonesian monument in 1983 is a valuable treasure for Indonesian people

   b. Borobudur is located in Magelang, Central Java, Indonesia

   c. Borobudur is a Budist-Temple

   d. Borobudur temple is the smallest temple in Indonesia

Question 6-10: This text below is for question number 6 up to 10. Choose the best answer based on text.

Octopus

The octopus is a sea animal with eight powerful feet which it uses as hands. These are called tentacles. The word "Octopus" comes from two Greek words that mean "eight feet".

The octopus, the squid and the cuttlefish belong to the same family that has not outside shells. Their bodies are covered entirely with skin. Therefore, the body of an octopus is soft. It looks like a big balloon. A fully-grown octopus can be as large as 8.5 meters from the tip of one tentacle to the tip of another. It can weigh as much as 45 kilograms.

Besides, using its tentacles to catch small fish, sea plants, crab and lobsters, the octopus also uses them against its enemies. The octopus wraps its tentacles around the victim and squeezes it before eating it. The octopus escapes from its enemies by giving out a thick dark fluid to darken the water. It can also change the color of its body to match its surroundings. It hides from its enemies by doing this.

Unfortunately, so many trackers kill them until they are almost scarce. Therefore, we must keep them to conserve their population, because they also have a right to life in the world.

---

6. What is text talking about?
    a. Describing octopus
    b. Describing shark
    c. Describing lion
    d. Describing crab

7. What is supporting sentence from the second paragraph?
   a. The octopus, the squid and the cuttlefish belong to the same family that has not outside shells
   b. It hides from its enemies by doing this
   c. The octopus is a sea animal with eight powerful feet which it uses as hands
   d. Their bodies are covered entirely with skin and soft

8. What is the conclusion from the text above?
   e. The octopus also uses tentacles against its enemies
   f. Octopus can weigh as much as 45 kilograms
   g. The octopus, the squid and the cuttlefish belong to the same family that has not outside shells
   h. We must keep them to conserve their population

9. According to text, which statement is TRUE?
   a. Octopus can weigh as much as 55 kilograms.
   b. The octopus also uses tentacles against its enemies
   c. The word "Octopus" comes from two Latin words that mean "ten feet"
   d. The body of an octopus is very crude

10. The word *their* in the second paragraph line 5 refers to _____.
    e. Sea plant
    f. Octopus
    g. Sea
    h. Fish

Question 11-15: This text below is for question number 11 up to 15. Choose the best answer based on text.

Niagara Falls

Niagara Falls is a famous area of waterfalls. It is one of the most beautiful natural wonders of North America. It is on the Niagara River, about halfway between Lake Erie and Lake Ontario. The Niagara River forms part of the border between Canada and the United States. At Niagara Falls, Ontario, Canada is on one side of the river, and the U.S. state of New York is on the other side. Niagara Falls really has two waterfalls. The Horseshoe Falls are in Canada, and the American Falls are in the United States.

The Niagara River drops into a steep gorge or canyon, at the falls. Most of the water flows over the Horseshoe Falls. They are not as high as the American Falls, but they are 2,600 feet (792 meters) wide–about 0.5 mile (0.8 kilometer). The American Falls are about 1,000 feet (305 meters) wide. Beyond the falls are the Whirlpool Rapids. There, the powerful swirling water has carved a bowl out of the rock.

At night, colored lights shine on the thundering falls. In fact, there is about 10 million people visit Niagara Falls each year. Therefore, we must keep Niagara Falls because it is one of heritages of world.

11. The word *famous* in line 1 first paragraph can be replaced by _____.

   a. Scarce

   b. Popular

   c. Run

   d. Continuously

12. What is main idea in the first paragraph?
    a. The Horseshoe Falls are in Canada, and the American Falls are in the United States
    b. In fact, there is about 10 million people visit Niagara Falls each year
    c. Niagara Falls is a famous area of waterfalls
    d. Most of the water flows over the Horseshoe Falls

13. What is supporting sentence in the second paragraph?
    a. Most of the water flows over the Horseshoe Falls
    b. It is on the Niagara River, about halfway between Lake Erie and Lake Ontario
    c. Niagara Falls is a famous area of waterfalls
    d. The Horseshoe Falls are in Canada, and the American Falls are in the United States

14. According to text, which statement is NOT true?
    e. There is about 10 million people visit Niagara Falls each year
    f. Niagara falls is on the Niagara River, about halfway between Lake Erie and Lake Ontario
    g. The American Falls are about 1,500 feet (350 meters) wide
    h. At Niagara Falls, Ontario, Canada is on one side of the river

15. What is the conclusion from the text above?
    a. At Niagara Falls, Ontario, Canada is on one side of the river
    b. Niagara Falls is a famous area of waterfalls
    c. The Horseshoe Falls are in Canada, and the American Falls are in the United States
    d. Therefore, we must keep Niagara Falls because it is one of heritages of world

Question 16-20: This text below is for question number 16 up to 20. Choose the best answer based on text.

The National Monument

The National Monument (or Monument Nasional) is a 132 meters tower in the center of Merdeka Square, Central Jakarta. It symbolizes the fight for Indonesia's independence. The monument consists of a 117.7 m obelisk on a 45 m square platform at a height of 17 m.

The towering monument symbolizes the philosophy of Lingga and Yoni. Lingga resembles, rice pestle (alu) and Yoni resembles mortar rice (lesung), two important items in Indonesian agricultural tradition.

The construction began in 1961 under the direction of President Soekarno and the monument was opened to the public in 1975. It is topped by a flame covered with gold foil. The monument and museum is opened daily from 08.00 – 15.00 every day throughout the week, except for the last Monday of the month the monument is closed.

---

16. What is main idea in the second paragraph?
   a. The National Monument (or Monument Nasional) is a 132 meters tower in the center of Merdeka Square, Central Jakarta
   b. The National Monument is located in Central Java
   c. The towering monument symbolizes the philosophy of Lingga and Yoni
   d. The monument and museum is opened daily from 08.00 – 15.00 every day

17. What is the meaning of Lingga and Yoni?

    a. Stick and Bowl

    b. Rice pestle (alu) and Mortar rice (lesung)

    c. Spoon and Fork

    d. Simple and Modern

18. What is supporting sentence in the first paragraph?

    a. The National Monument (or Monument Nasional) is a 132 meters tower in the center of Merdeka Square, Central Jakarta

    b. The construction began in 1961 under the direction of President Soekarno

    c. The National Monument symbolizes the fight for Indonesia's independence

    d. The National Monument is not opened for public

19. According to passage, which statement is TRUE?

    a. The National Monument is not opened for public

    b. The National Monument (or Monument Nasional) is a 175 meters tower in the center of Merdeka Square, Central Jakarta

    c. The construction began in 1992 under the direction of President Megawati

    d. The Monument National is topped by a flame covered with gold foil

20. What is the conclusion from the text above?

    a. The National Monument is not opened for public

    b. The monument and museum is opened daily from 08.00 – 15.00 every day throughout the week, except for the last Monday of the month the monument is closed

    c. The towering monument symbolizes the philosophy of Lingga and Yoni

    d. The National Monument is located in Central Jakarta

APPENDIX III

THE KEY ANSWER OF FIRST TEST

1. C
2. A
3. A
4. A
5. D
6. A
7. D
8. D
9. B
10. B
11. B
12. C
13. A
14. C
15. D
16. C
17. B
18. C
19. D
20. B

APPENDIX IV

SIKLUS II (CYCLE II)
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Nama Sekolah   : SMP NEGERI 5 PADANGSIDIMPUAN

Kelas/Semester   : VIII (DELAPAN) / 2

Subjek   : Bahasa Inggris

Jenis Teks   : Monolog *Descriptive Text*

Aspek/Skill   : Membaca / *Reading*

Alokasi Waktu   : 4 x 40 menit (2x pertemuan)

I. Standar Kompetensi
2. Memahami makna dalam esei pendek sederhana berbentuk *descriptive* dan *narrative* untuk berinteraksi dengan lingkungan sekitar

J. Kompetensi Dasar
1.1 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar. dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *narrative*

K. Tujuan Pembelajaran
Pada akhir pembelajaran, siswa dapat merespon makna dalam:
b. Menjawab pertanyaan berdasarkan informasi dalam bacaan (ide pokok, ide pendukung , kesimpulan, kosakata yang berkaitan dengan teks, serta mengamati fakta yang berkaitan dengan teks) dalam bentuk teks descriptif

Karakter siswa yang diharapkan: Dapat dipercaya (*Trustworthiness*)
Rasa hormat dan perhatian (*Respect*)
Tekun (*Diligence*)

L. Materi Pembelajaran

3. Bacaan deskriptif "The National Monument"

The National Monument

The National Monument (or Monument Nasional) is a 132 meters tower in the center of Merdeka Square, Central Jakarta. It symbolizes the fight for Indonesia's independence. The monument consists of a 117.7 m obelisk on a 45 m square platform at a height of 17 m.

The towering monument symbolizes the philosophy of Lingga and Yoni. Lingga resembles, rice pestle (alu) and Yoni resembles mortar rice (lesung), two important items in Indonesian agricultural tradition.

The construction began in 1961 under the direction of President Soekarno and the monument was opened to the public in 1975. It is topped by a flame covered with gold foil. The monument and museum is opened daily from 08.00 – 15.00 every day throughout the week, except for the last Monday of the month the monument is closed.

4. Bacaan descriptif "Nusa Tenggara"

Nusa Tenggara

Nusa Tenggara is the name for the chain of islands which lies to the east of Bali. Including the islands of Komodo, Lombok, Flores and Timor, Nusa Tenggara spans variety of landscape, from tropical forests, high volcanic lakes and dry savannahs. The largest of smaller islands between East Nusa Tenggara has 566 islands. The long northern arch of the island chain is the result of volcanic activity, whilst the southern islands are formed from coral deposits.

In every part of Nusa Tenggara Island has the different weather. Most of the eastern islands are arid, due to hot winds blowing from the continent of Australia and sparsely vegetated. The Western half of Nusa Tenggara is moister and has denser vegetation. The Northern part of the chain is known for deep lake contained in the craters of extinct volcanoes, the most famous of which are the colored mineral lakes on Gunung Keli Mutu in Flores.

Moreover, some tourists will be interested to visit Nusa Tenggara because the view of Nusa Tenggara is so beautiful, and

M. Strategi Pembelajaran
- PQ4R Strategy

N. Langkah-Langkah Kegiatan
Pertemuan Pertama dan Kedua

Aktivitas Guru	Aktivitas Siswa
4. Kegiatan Awal e. Guru membuka kelas dengan mengucapkan salam, dan mempersilahkan siswa untuk membaca doa belajar sesuai agama	e. Siswa memberikan salam dan berdoa sesuai dengan kepercayaan masing-masing f. Siswa mendengarkan guru mengabsen

dan kepercayaannya masing-masing f. Guru mengabsen siswa g. Guru menjelaskan tujuan pembelajaran yang akan dicapai	g. Siswa mendengarkan dan memahami tujuan pembelajaran yang dijelaskan oleh guru

5. Kegiatan Inti
e. Guru memberikan penjelasan sekilas mengenai judul dan gambaran umum tentang materi/teks yang akan dipelajari
f. Guru mengaplikasikan strategy PQ4R kepada siswa, yang meliputi:
   7) Preview
     • Guru memberikan teks The National Monument" dan "Nusa Tenggara" kepada siswa
     • Guru menyuruh siswa untuk membaca teks "The National Monument" dan "Nusa Tenggara" sekilas
     • Guru menyuruh siswa untuk membaca bagian penting dari teks "The National Monument" dan "Nusa Tenggara"
   8) Question
     • Guru memberikan pertanyaan dengan menggunakan kalimat tanya *who, how, and why*
   9) Read
     • Guru menyuruh siswa untuk menjawab pertanyaan dengan membaca teks dari "The National Monument" dan "Nusa Tenggara" secara keseluruhan selama 25 menit
 	
   10) Reflect
     • Guru memberikan
	c. Siswa mendengarkan penjelasan dari guru
	d. Siswa mengaplikasikan strategi PQ4R, yang meliputi:
	   7) Preview
	     • Siswa membaca judul, sub judul, dan tujuan dari teks "The National Monument" dan "Nusa Tenggara"
	     • Siswa membaca paragraf pertama dan terakhir untuk memperoleh ide pokok, ide pendukung, dan kesimpulan serta kosakata yang berkaitan dengan teks dari teks "The National Monument" dan "Nusa Tenggara"
	   8) Question
	     • Siswa memprediksikan jawaban dari teks "The National Monument" dan "Nusa Tenggara"
	     • Siswa menghubungkan pertanyaan dengan jawaban mereka sendiri yang berkaitan dengan pengetahuan atau pengalaman mereka
	   9) Read
	     • Siswa membaca teks "The National Monument" dan "Nusa Tenggara" secara keseluruhan dengan waktu

informasi penting dari teks "The National Monument" dan "Nusa Tenggara" 11) *Recite* • Guru menyuruh siwa untuk meringkaskan ide-ide pokok dari teks "The National Monument" dan "Nusa Tenggara" secara keseluruhan 12) *Review* • Guru menyuruh siswa untuk memeriksa kembali pekerjaan mereka	25 menit • Siswa membaca dengan hati-hati dengan menggarisbawahi informasi penting(ide pokok, ide pendukung dan kesimpulan, serta kosakata yang berkaitan dengan teks"The National Monument" dan "Nusa Tenggara"yang mungkin bisa menjawab pertanyaan mereka 10) *Reflect* • Siswa menghubungkan informasi yang diperoleh secara keseluruhan dengan setiap paragraph dari teks "The National Monument" dan "Nusa Tenggara" • Siswa mengumpulkan informasi penting (ide pokok, ide pendukung dan kesimpulan, serta kosakata yang berkaitan dengan teks "The National Monument" dan "Nusa Tenggara" 11) *Recite* • Siswa meringkaskan ide pokok, kalimat pendukung kesimpulan, serta kosakata yang berkaitan dengan teks "The National Monument" dan "Nusa Tenggara" 12) *Review* • Siswa memeriksa kembali informasi penting dari teks "The National

	Monument" dan "Nusa Tenggara"
	• Siswa mengumpulkan tugas mereka

6. Kegiatan Penutup
e. Guru dan siswa bersama-sama menyimpulkan pelajaran
f. Guru mengumpulkan soal yang telah dikerjakan siswa
g. Guru menanyakan kesulitan siswa ketika menjawab soal dengan menggunakan strategi PQ4R
h. Siswa memberi salam kepada guru

O. Sumber Belajar

5. Artono Wadirman, dkk. 2008. *English in Focus for Grade VIII Junior High School (SMP/MTs).* Depok: CV. Arya Duta.
6. Teks yang berkaitan dengan bahan ajar
7. Kamus Bahasa Inggris
8. Internet

P. Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen Soal
• Mengidentifikasi gagasan utama dalam teks fungsional • Mengidentifikasi gagasan pendukung dalam teks fungsional • Mengidentifikasi kesimpulan dalam teks fungsional • Mengidentifikasi fakta-fakta yang berkenaan dengan teks fungsional • Mengidentifikasi kosakata yang sesuai dengan konteks teks fungsional	Tes Tulis	Pilihan Ganda	*Choose the best answer based on text. (a, b, c, or d)*

3. Question

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

Indicator	Number of Question
Main idea	1 and 6
Supporting Sentence	3 and 7
Summarizing Main Point (Conclusion)	5 and 8
Exclude The Facts	4 and 10
Vocabulary In Context	2 and 9

➤ **(The National Monument Text, No. 1-5)**

21. What is main idea in the second paragraph?

    e. The National Monument (or Monument Nasional) is a 132 meters tower in the center of Merdeka Square, Central Jakarta

    f. The National Monument is located in Central Java

    g. The towering monument symbolizes the philosophy of Lingga and Yoni

    h. The monument and museum is opened daily from 08.00 – 15.00 every day

22. What is the meaning of Lingga and Yoni?

    e. Stick and Bowl

    f. Rice pestle (alu) and Mortar rice (lesung)

    g. Spoon and Fork

    h. Simple and Modern

23. What is supporting sentence in the first paragraph?

    e. The National Monument (or Monument Nasional) is a 132 meters tower in the center of Merdeka Square, Central Jakarta

    f. The construction began in 1961 under the direction of President Soekarno

g. The National Monument symbolizes the fight for Indonesia's independence

h. The National Monument is not opened for public

24. According to passage, which statement is TRUE?

e. The National Monument is not opened for public

f. The National Monument (or Monument Nasional) is a 175 meters tower in the center of Merdeka Square, Central Jakarta

g. The construction began in 1992 under the direction of President Megawati

h. The Monument National is topped by a flame covered with gold foil

25. What is the conclusion from the text above?

e. The National Monument is not opened for public

f. The monument and museum is opened daily from 08.00 – 15.00 every day throughout the week, except for the last Monday of the month the monument is closed

g. The towering monument symbolizes the philosophy of Lingga and Yoni

h. The National Monument is located in Central Jakarta

➢ **(Nusa Tenggara Text, No. 6-10)**

26. What is main idea in the first paragraph?

e. The Northern part of the chain is known for deep lake contained in the craters of extinct volcanoes

f. Most of the eastern islands are arid, due to hot winds blowing from the continent of Australia and sparsely vegetated

g. The largest of smaller islands between East Nusa Tenggara has 566 islands

h. Nusa Tenggara is the name for the chain of islands which lies to the east of Bali

27. What is supporting sentence in the second paragraph?

    e. Most of the eastern islands are arid, due to hot winds blowing from the continent of Australia and sparsely vegetated

    f. Nusa Tenggara is the name for the chain of islands which lies to the east of Bali

    g. Gunung Keli Mutu in Flores

    h. The Western half of Nusa Tenggara is moister and has denser vegetation

28. What is the conclusion from the text above?

    e. Some tourists will be interested to visit Nusa Tenggara because the view of Nusa Tenggara is so beautiful, and also it will be a credit to Indonesia

    f. The Western half of Nusa Tenggara is moister and has denser vegetation. The Northern part of the chain is known for deep lake contained in the craters of extinct volcanoes

    g. Nusa Tenggara is the name for the chain of islands which lies to the east of Bali

    h. The largest of smaller islands between East Nusa Tenggara has 566 islands

29. The word *arid* in paragraph 2 can be replaced by _____.

    e. Cool

    f. Damp

    g. Dry

    h. Softly

30. According to text, which statement is NOT true?

    a. Nusa Tenggara is the name for the chain of islands which lies to the east of Bali

    b. The Western half of Nusa Tenggara is moister and has denser vegetation

c. Nusa Tenggara the islands of Komodo, Lombok, Flores and Timor, Nusa Tenggara spans variety of landscape, from tropical forests, high volcanic lakes and dry savannahs

d. Gunung Keli Mutu in North Sumatera

4. Pedoman Penilaian

f) Untuk tiap nomor, tiap jawaban benar skor 1

g) Jumlah skor maksimal x 5 = 100

h) Nilai maksimal = 100

i) Nilai siswa = $\dfrac{Skor\ Perolehan}{Skor\ Maksimal} x\ 100$

j) Menghitung nilai rata-rata siswa

$$M = \frac{\Sigma fX}{N}$$

Explanation:

M   : the mean of the students

$\sum fX$: the total score

N   : the number of the students

Padangsidimpuan,   2014

Mengetahui:

Guru Bahasa Inggris Kelas VIII-8   Peneliti

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Kepala Sekolah SMP Negeri 5 Psp

Drs. M. Idris
NIP. 19570625 198303 1 004

- ➢ **Lampiran Kunci Jawaban Soal:**
  - (The National Monument Text)
    1. C
    2. B
    3. C
    4. D
    5. B
  - (Nusa Tenggara Text)
    6. D
    7. A
    8. A
    9. C
    10. D

APPENDIX V

SECOND TEST

Class   : VIII^8

Petunjuk   :

9. Tulis nama, kelas, dan nomor absen pada lembar jawaban yang tersedia.

10. Jawablah pertanyaan-pertanyaan di bawah ini

11. Bacalah dengan teliti petunjuk mengerjakan soal.

12. Pilihlah jawaban yang tepat dengan memberi tanda silang (X) pada salah satu jawaban.

13. Periksalah pekerjaan anda sekali lagi sebelum anda serahkan kepada pengawas.

14. Test ini disertakan dengan teksnya secara langsung.

15. Test ini hanya bertujuan untuk mengetahui data dari murid – murid tentang kemampuan murid – murid dalam menguasai pemahaman membaca (reading comprehension).

16. Waktu yang tersedia 40 menit.

Question 1-5: This text below is for question number 1 up to 5. Choose the best
answer based on text.

Nusa Tenggara

Nusa Tenggara is the name for the chain of islands which lies to the east of Bali. Including the islands of Komodo, Lombok, Flores and Timor, Nusa Tenggara spans variety of landscape, from tropical forests, high volcanic lakes and dry savannahs. The largest of smaller islands between East Nusa Tenggara has 566 islands. The long northern arch of the island chain is the result of volcanic activity, whilst the southern islands are formed from coral deposits.

In every part of Nusa Tenggara Island has the different weather. Most of the eastern islands are arid, due to hot winds blowing from the continent of Australia and sparsely vegetated. The Western half of Nusa Tenggara is moister and has denser vegetation. The Northern part of the chain is known for deep lake contained in the craters of extinct volcanoes, the most famous of which are the colored mineral lakes on Gunung Keli Mutu in Flores.

Moreover, some tourists will be interested to visit Nusa Tenggara because the view of Nusa Tenggara is so beautiful, and

31. What is main idea in the first paragraph?

i. The Northern part of the chain is known for deep lake contained in the craters
    of extinct volcanoes

j. Most of the eastern islands are arid, due to hot winds blowing from the
    continent of Australia and sparsely vegetated

k. The largest of smaller islands between East Nusa Tenggara has 566 islands

l. Nusa Tenggara is the name for the chain of islands which lies to the east of Bali

32. What is supporting sentence in the second paragraph?
    i. Nusa Tenggara is the name for the chain of islands which lies to the east of Bali
    j. Most of the eastern islands are arid, due to hot winds blowing from the continent of Australia and sparsely vegetated
    k. Gunung Keli Mutu in Flores
    l. The Western half of Nusa Tenggara is moister and has denser vegetation

33. What is the conclusion from the text above?
    i. The Western half of Nusa Tenggara is moister and has denser vegetation. The Northern part of the chain is known for deep lake contained in the craters of extinct volcanoes
    j. Some tourists will be interested to visit Nusa Tenggara because the view of Nusa Tenggara is so beautiful, and also it will be a credit to Indonesia
    k. Nusa Tenggara is the name for the chain of islands which lies to the east of Bali
    l. The largest of smaller islands between East Nusa Tenggara has 566 islands

34. The word *arid* in paragraph 2 can be replaced by _____.
    i. Cool
    j. Damp
    k. Dry
    l. Softly

35. According to text, which statement is NOT true?

    e. Nusa Tenggara is the name for the chain of islands which lies to the east of Bali

    f. The Western half of Nusa Tenggara is moister and has denser vegetation

    g. Gunung Keli Mutu in North Sumatera

    h. Nusa Tenggara the islands of Komodo, Lombok, Flores and Timor, Nusa Tenggara spans variety of landscape, from tropical forests, high volcanic lakes and dry savannahs

Question 6-10: This text below is for question number 6 up to 10. Choose the best answer based on text.

Kuta Beach

Kuta Beach is a beautiful beach in a southern Bali. Its location is in Badung Regency, 9 km from Denpasar, the capital of Bali exactly near Bali's Ngurah Rai Airport. Kuta is one of the first towns with substantial tourist development and also remains one of Indonesia's major tourist destinations. Its long sandy <u>beach</u> is known internationally, with its varied accommodation, many restaurants and bars, and many renowned surfers.

It is also well-known as the right place for people to see scenic sunset in the afternoon. People who come to Bali will be very unlucky if they do not see the panoramic sunset in this town. It is real that tourists feel happy to be there. They can sunbathe, swim, surf, play soccer beach, kite flying, play volleyball or just take a walk. For persons who like playing soccer, do not forget to try the game with some locals. The locals usually set up the goal posts between Hard Rock Cafe and Discovery Shopping Mall at 16.00.

Kuta with its beauty of the beach will make the tourists feel satisfied and hope to visit it back. Believe it or not, though for 50 years ago Kuta is the village of fishermen nowadays it is called as the International City because this town is the place where tourists all over the world meet each other. Therefore, Kuta Beach is one of interesting places in Indonesia.

36. What is text talking about?

   e. Describing Parangritis Beach

   f. Describing Atlantis

   g. Describing Sibolga

   h. Describing Kuta Beach

37. What is supporting sentence from the second paragraph?

   e. People who come to Bali will be very unlucky if they do not see the panoramic sunset in this town

   f. Kuta Beach is a beautiful beach in a southern Bali

   g. Kuta is one of the first towns with substantial tourist development and also remains one of Indonesia's major tourist destinations

   h. Kuta with its beauty of the beach will make the tourists feel satisfied and hope to visit it back

38. What is the conclusion from the text above?

   i. The locals usually set up the goal posts between Hard Rock Cafe and Discovery Shopping Mall at 16.00

   j. The capital of Bali exactly near Bali's Ngurah Rai Airport

   k. Kuta Beach is one of interesting places in Indonesia

   l. Kuta is one of the first towns with substantial tourist development and also remains one of Indonesia's major tourist destinations

39. According to text, which statement is TRUE?

   e. Kuta Beach is a beautiful beach in a northern Bali

   f. In Kuta Beach the tourists cannot sunbathe, swim, surf, play soccer beach, kite flying, play volleyball or just take a walk

   g. Kuta Beach is also remains one of Indonesia's major tourist destinations

h. Kuta Beach lies in Badung Regency, 9 km from Denpasar, the capital of Bali exactly near Bali's Ngurah Rai Airport

40. The word *it* in the second paragraph line 1 refers to _____.
   i. Kuta Beach
   j. Sand
   k. Sea
   l. Fish

Question 11-15: This text below is for question number 11 up to 15. Choose the best answer based on text.

Lampung University

Lampung University or Unila is one of the best universities in North Sumatera. This university is the pride of Lampung society and it was produced by the best people of Lampung. The university is located in Bandar Lampung, Indonesia. In 1965, Unila was decided as a university by the government decision. In the beginning of this university, Unila only had two faculties, Law Faculty and Economic Faculty, and Unila was located in the three areas. There were on Hasanudin street, Jendral Suprapto street, and Sorong Cimeng street. Since 1974, Unila had been built in Gedong Meneng. Now, every faculty has been located at that location. Unila is located on Jalan Soemantri Bojonegoro No.1, Bandar Lampung.

Unila is popular as a green campus because there are many trees in every areas of this university. It shows that Unila care to the environment and this behavior must be modeled by other university, especially in Lampung. It also has many facilities besides faculty buildings. It's useful for students to study and to apply other activities. Unila has GSG and it is used for many events, such as; graduation of students or lecturers, and orientation meeting for the new students. In front of GSG, there is a library. In the library, there are many useful books for students in helping their academic activity. Unila also has a Rectorate building where rector and his assistants do their job.

Therefore, Unila is recommended for us as intention of education to get much knowledge. In the future development, Unila wants to build a hospital and it has a program to become Top Ten University in 2025.

41. The word *it* in second paragraph line 3 refers to _____.

   a. Rector
   b. North Sumatera
   c. Library
   d. Lampung University

42. What is main idea in the first paragraph?

   e. In 1965, Unila was decided as a university by the government decision
   f. Lampung University or Unila is one of the best universities in North Sumatera
   g. Unila is popular as a green campus because there are many trees in every areas of this university
   h. Unila is recommended for us as intention of education to get much knowledge

43. What is supporting sentence in the second paragraph?

   e. Unila want to build a hospital
   f. Since 1974, Unila had been built in Gedong Meneng
   g. It shows that Unila care to the environment and this behavior must be modeled by other university
   h. It has a program to become Top Ten University in 2025

44. According to text, which statement is NOT true?

   i. Unila also has a Rectorate building where rector and his assistants do their job
   j. Unila is popular as a green campus because there are many trees in every areas of this university
   k. In 1965, Unila was decided as a university by the government decision
   l. In the beginning of this university, Unila only had two faculties, Law Faculty and Medical Faculty

45. What is the conclusion from the text above?

    a. Unila is popular as a green campus because there are many trees in every areas of this university

    b. Lampung University or Unila is one of the best universities in North Sumatera

    c. Since 1974, Unila had been built in Gedong Meneng

    d. In the future development, Unila wants to build a hospital and it has a program to become Top Ten University in 2025

Question 16-20: This text below is for question number 16 up to 20. Choose the best answer based on text.

Butterfly

Butterflies are beautiful, flying insects with large scaly wings like all insects. They have six legs, three body parts, a pair of antennae, and compound eyes. The three body parts are the head, thorax (the chest), and abdomen (the tail end). The four wings and the six legs of the butterfly are connected to the thorax. The thorax contains the muscles that make the legs and wings move.

Butterflies are very good fliers. They have two pairs, of large wings covered with colorful scales. Butterflies and moths are the only insects that have scaly wings. The wings are connected to the butterfly's thorax (mid-section). Butterflies can only fly if their body temperature is above 27 degrees Centigrade. Butterflies sun themselves to warm up in cool weather. As butterflies get older, the color of the wings fades and the wings become ragged.

The speed varies among butterfly species (the poisonous varieties are slower than noun – poisonous varieties). The fastest butterflies can fly at about 50 kilometers per hour (kph) or faster. Slow flying butterflies fly about 8 kph.

Therefore, so many people like them because they are so beautiful. As human kind, we should give a big thanks to our God because He creates us in many varieties, and surely we should keep their population in the world.

46. What is main idea in the second paragraph?

    i. Butterflies can only fly if their body temperature is above 27 degrees Centigrade

    j. Butterflies are very good fliers

    k. The fastest butterflies can fly at about 50 kilometers per hour (kph)

    l. Butterflies are beautiful, flying insects with large scaly wings like all insects

47. The word *beautiful* in paragraph 1, first line can be replaced by _____.

    a. Sad

    b. Precious

    c. Crying

    d. Angry

48. What is supporting sentence in the first paragraph?

    i. Butterflies have six legs, three body parts, a pair of antennae, and compound eyes

    j. The fastest butterflies can fly at about 50 kilometers per hour (kph)

    k. As human kind, we should give a big thanks to our God because He creates us in many varieties

    l. Butterflies are very good fliers

49. According to passage, which statement is TRUE?

    i. The fastest butterflies can fly at about 100 kph

    j. The body parts of butterflies are the head, feet, abdomen, and forehead

    k. Slow flying butterflies fly about 8 kph

    l. Butterflies are very good fliers

50. What is the conclusion from the text above?

    i.   As human kind, we should give a big thanks to our God and we should keep their population in the world

    j.   Butterflies are beautiful, flying insects with large scaly wings like all insects

    k.   The fastest butterflies can fly at about 50 kilometers per hour (kph)

    l.   The thorax contains the muscles that make the legs and wings move

APPENDIX VI

THE KEY ANSWER OF SECOND TEST

1. D
2. B
3. B
4. C
5. C
6. D
7. A
8. C
9. A
10. A
11. D
12. B
13. C
14. D
15. D
16. B
17. B
18. A
19. C
20. A

Observation Note Sheet
Students' Activity in Teaching Learning Process
Classroom Action Research

Subject Matter : English
Class / Semester : VIII-8 / II
Days / Date Of : April 21st, 2014
Cycles : I
Observant :Mrs. Erwina Afni as Co-Teacher

No	Activities	Students																								Total Students
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
1	Students' active write learning material	√		√	√			√	√	√	√		√				√	√			√				√	12
2	Students have motivation when learning reading comprehension by using PQ4R strategy	√		√				√	√	√	√		√		√		√	√			√			√	√	13
3	Students have full attention when learning reading comprehension by using PQ4R strategy			√					√	√	√		√				√	√			√				√	9
4	Students' active ask some question			√							√		√				√								√	5

No	Statement																									Total
5	Students can identify main idea from the text	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	24
6	Students can identify supporting sentences from the text	√		√				√	√	√		√	√			√	√		√	√	√	√			√	14
7	Students can identify summarizing main point from the text/conclusion	√		√				√	√	√		√				√	√		√	√	√	√			√	13
8	Students can identify exclude facts from the text			√				√	√	√		√			√		√	√			√				√	10
9	Students can identify vocabulary in context from the text			√				√	√	√		√					√	√			√				√	9
10	Students make a note to write main point from text	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	24
11	Students do all the task	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	24
12	Students collect the task appropriate the time	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	24
13	Students who have not full attention when learning reading comprehension by using PQ4R strategy			√	√							√	√		√			√			√	√				8
14	Student's noisier		√									√														2
15	Student's permission						√																	√		2

16	Students who do not come (ABSENT)	-------------------	
17	Condition of Class	✓ Condition of class was still noisy because there were some students make disturbance. The researcher should monitor and pay attention about their behavior in the class. Moreover, the researcher should give more motivation for them so that they wanted to study English well. ✓ Additionally, the lamp was not function well whereas they studied English in first time (07.45) and their class was also dark. Therefore, they got the difficulty to read the text. ✓ Besides, there were some students still uninterested yet in learning reading by using PQ4R strategy in the classroom. The names of students were EM (04), ED (05), JE (13), JY (15), MA (18), RD (21), and RW (22). ✓ CS (02) and JO (11) made disturbance. They did not bring dictionary and they disturbed their friends. RS (24) and FA (06) were very often permission. ✓ Even though, there were some students still uninterested yet in learning reading by using PQ4R strategy and there were some students made disturbance and also there were two students who very often permission but all of them collected the task on time.	

Observation Note Sheet
Students' Activity in Teaching Learning Process
Classroom Action Research

Subject Matter : English
Class / Semester : VIII-8 / II
Days / Date Of : April 28th, 2014
Cycles : II
Observant :Mrs. Erwina Afni as Co-Teacher

No	Activities	Students																								Total Students
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
1	Students' active write learning material	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	24
2	Students have motivation when learning reading comprehension by using PQ4R strategy	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	24
3	Students have full attention when learning reading comprehension by using PQ4R strategy	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	24
4	Students' active ask some question	√		√	√	√		√	√	√	√		√	√	√	√	√	√	√	√	√	√	√		√	24
5	Students can identify main idea from the text	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	24
6	Students can identify supporting sentences from the text	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	24
7	Students can identify	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	24

No	Description																								Total
	summarizing main point from the text/conclusion																								
8	Students can identify exclude facts from the text	√	√	√	√	√	√	√	√	√	√		√	√	√	√	√	√	√	√	√	√	√	√	23
9	Students can identify vocabulary in context from the text	√	√	√	√	√	√	√	√	√	√		√	√	√	√	√	√	√	√	√	√	√	√	23
10	Students make a note to write main point from text	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	24
11	Students do all the task	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	24
12	Students collect the task appropriate the time	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	24
13	Students who have not full attention when learning reading comprehension by using PQ4R strategy										√														1
14	Student's noisier																								-
15	Student's permission																								-
16	Students who do not come (ABSENT)										-------------------														-

17	Condition of Class	✓ Condition of class in second cycle was to be active and interested. Even though. They got some problems in the first cycle, but they could solve their problems and also they could be calm in the classroom because the researcher gave advice for them so that they could study English well.

Observation Note Sheet
Teachers' Activity in Teaching Learning Process
Classroom Action Research

Subject Matter : **English**
Class / Semester : **VIII-8 / II**
Days / Date Of : **April, 21st 2014**
Cycles : **I**

Observant : Mrs. Erwina Afni as Co-Teacher

No.	Activities	Yes	No	Notes
I.	**A. Opening** 1. Doing the apperception.	√		The researchers' performance in teaching reading comprehension by using PQ4R was done well. However, the researcher should connect the learning material (text) to the students' experience so that they can more comprehend the text and also they are able in applying PQ4R strategy as one of strategies in learning reading comprehension.
	2. Giving the motivation to the students.	√		
	3. Explaining the purpose of the learning outcome.	√		
	4. Explaining the steps teaching-learning reading process by using PQ4R strategy.	√		
	B. Implementation of Learning Material 1. Connecting learning material to the students' experience by using PQ4R.		√	
	2. Explaining reading material by using PQ4R strategy.	√		
	3. Giving the suitable example in reading material.	√		
	4. Motivating all students to participate in teaching process and sets down its result on paper that is provided.	√		
	C. Evaluation 1. Asking the students to do test and researcher looks after the students during the test time.	√		
	2. After students finish in answering the test, then the researcher will collect their answer to give the assessment	√		

	that appropriate with lesson plan.		
	D. Closing 1. Making the conclusion based on reading material.	√	
	2. Asking the students about reading material.	√	
	3. Giving the motivation to the students in order to apply PQ4R strategy in reading comprehension.	√	
	4. Giving the information about reading material in the next meeting.	√	

Observation Note Sheet
Teachers' Activity in Teaching Learning Process
Classroom Action Research

Subject Matter   **: English**
Class / Semester   **: VIII-8 / II**
Days / Date Of   **: April, 28th 2014**
Cycles   **: II**
Observant   **: Mrs. Erwina Afni as Co-Teacher**

No.	Activities	Yes	No	Notes
I.	**A. Opening** 1. Doing the apperception.	√		The researchers' performance in teaching reading comprehension by using PQ4R was done well. All of the activities were improved by the researcher.
	2. Giving the motivation to the students.	√		
	3. Explaining the purpose of the learning outcome.	√		
	4. Explaining the steps teaching-learning reading process by using PQ4R strategy.	√		
	B. Implementation of Learning Material 1. Connecting learning material to the students' experience by using PQ4R.	√		
	2. Explaining reading material by using PQ4R strategy.	√		
	3. Giving the suitable example in reading material.	√		
	4. Motivating all students to participate in teaching process and sets down its result on paper that is provided.	√		
	C. Evaluation 1. Asking the students to do test and researcher looks after the students during the test time.	√		
	2. After students finish in answering the test, then the researcher will collect their answer to give the assessment that appropriate with	√		

	lesson plan.			
	D. Closing 1. Making the conclusion based on reading material.	√		
	2. Asking the students about reading material.	√		
	3. Giving the motivation to the students in order to apply PQ4R strategy in reading comprehension.	√		
	4. Giving the information about reading material in the next meeting.	√		

APPENDIX VIII

LIST OF INTERVIEW

Interviews to the Students

(First Cycle)

1. Mengapa nilai membaca adik rendah?

(Why your reading comprehension score is low?)

Answer:

Karena saya kurang paham bagaimana cara membacanya

2. Apakah kesulitan anda dalam mengidentifikasi gagasan utama?

(What are your difficulties in identifying main idea?)

Answer:

Saya tidak mengalami kesulitan ketika mengidentifikasi gagasan utama karena

letaknya pada umumnya di awal paragraph.

3. Apakah kesulitan anda dalam mengidentifikasi kalimat pendukung?

(What are your difficulties in identifying supporting sentence?)

Answer:

Kesulitan saya adalah kurang paham bagaimana yang disebut kalimat pendukung

dan saya kurang paham dimana letak dari kalimat pendukung.

4. Apakah kesulitan anda dalam mengidentifikasi kesimpulan utama dari teks?

(What are your difficulties in identifying summarizing main point from the text?)

Answer:

Terkadang saya menganggap kesimpulan utama dari teks sama dengan kalimat

pendukung

5. Apakah kesulitan anda dalam mengidentifikasi fakta-fakta dari teks?

(What are your difficulties in identifying exclude facts from the text?)

Answer:

Banyak jawaban yang hampir sama, sehingga membuat saya terkadang bingung.

6. Apakah kesulitan anda dalam mengidentifikasi kosakata yang berhubungan

dengan konteks/teks?

(What are your difficulties in identifying vocabulary in context/text?)

Answer:

Karena kosakata saya dalam bahasa Inggris masih kurang dan kadang saya lupa

membawa kamus.

7. Apa yang membuat anda merasa sulit dalam belajar membaca dalam bahasa

Inggris?

(What are the factors that make you feel difficulty in learning reading

comprehension in English?)

Answer:

Cara penulisan dan membacanya berbeda dan banyak kosakata yang tidak saya

pahami.

8. Mengapa anda membuat keributan di kelas?

(Why do you make disturbance in the classroom?)

Answer:

Kadang saya lupa membawa kamus, ketika saya meminjam kamus teman, mereka

tidak meminjamkannya. Jadi, saya menggangu mereka.

9. Mengapa anda sering permisi?

(Why are you often permission?)

Answer:

Karena saya ingin buang air kecil.

LIST OF INTERVIEW

Interviews to the Students

(Cycle 2)

1. Mengapa nilai membaca adik bisa meningkat?

 (Why do you score in reading comprehension improve?)

 Answer:

 Karena guru saya menggunakan cara membaca yang menarik, dan memudahkan saya

 ketika saya membaca teks bahasa Inggris

2. Apakah kesulitan anda dalam mengidentifikasi gagasan utama?

 (What are your difficulties in identifying main idea?)

 Answer:

 Saya tidak mempunyai kesulitan dalam mengidentifikasi gagasan utama

3. Apakah kesulitan anda dalam mengidentifikasi kalimat pendukung?

 (What are your difficulties in identifying supporting sentence?)

 Answer:

 Saya tidak mempunyai kesulitan dalam mengidentifikasi kalimat pendukung dalam

 teks.

4. Apakah kesulitan anda dalam mengidentifikasi kesimpulan utama dari teks?

 (What are your difficulties in identifying summarizing main point from the text?)

Answer:

Saya tidak lagi mempunyai kesulitan dalam mengidentifikasi kesimpulan utama dari

teks karena letak dari kesimpulan selalu pada paragraph terakhir.

5. Apakah kesulitan anda dalam mengidentifikasi fakta-fakta dari teks?

(What are your difficulties in identifying exclude facts from the text?)

Answer:

Saya tidak mempunyai kesulitan dalam mengidentifikasi fakta-fakta dari teks

6. Apakah kesulitan anda dalam mengidentifikasi kosakata yang berhubungan
   dengan konteks/teks?

(What are your difficulties in identifying vocabulary in context/text?)

Answer:

Saya kadang tidak mengetahui arti yang sama dengan kata yang dimaksud.

STUDENTS' READING SCORE OF THE FIRST TEST (FIRST CYCLE)

No	Students' Initial	Indicators					Test Score
		Main Idea	Supporting Sentence	Summarizing Main Point/ Conclusion	Excludes Facts	Vocabulary in Context	
1	AJ	4	2	3	3	2	70
2	CS	4	2	3	2	1	60
3	EK	4	3	4	2	3	80*
4	EM	3	3	2	2	2	60
5	ED	3	2	3	3	2	65
6	FA	4	3	3	2	1	65
7	FW	3	3	2	2	3	65
8	FJ	4	3	4	2	2	75*
9	GM	4	4	4	2	1	75*
10	HH	4	4	4	3	2	85*
11	JO	2	2	4	3	1	60
12	JP	4	4	4	2	1	75*
13	JE	3	3	3	1	1	60
14	JA	4	3	3	1	2	65
15	JY	3	3	4	1	2	65
16	M	4	3	4	2	2	75*
17	MS	4	3	3	3	2	75*
18	MA	3	3	3	2	1	60
19	NM	4	3	3	2	1	65
20	PW	4	4	3	2	2	75*
21	RD	3	3	2	2	1	60
22	RW	3	3	2	3	2	65
23	RS	2	2	3	3	2	60
24	SH	4	4	4	2	1	75*
SUM							1635
MEAN SCORE							68.12
PERCENTAGE							37%

*: *The students who passed the KKM (75) in first cycle*

In analyzing the data of first test, the researcher calculated the mean score of the class and also calculating the percentage of first test in first cycle. It was calculated as following:

$$M = \frac{\Sigma fX}{N}$$

$$M = \frac{1635}{24}$$

$$M = \textbf{68.12}$$

$$P = \frac{R}{T} \text{ x } 100\%$$

$$P = \frac{9}{24} \text{ x } 100\%$$

$$P = \textbf{37\%}$$

STUDENTS' READING SCORE OF THE SECOND TEST (SECOND CYCLE)

No	Students' Initial	Indicators					Test Score
		Main Idea	Supporting Sentence	Summarizing Main Point/ Conclusion	Excludes Facts	Vocabulary in Context	
1	AJ	4	4	4	3	2	85
2	CS	4	3	4	2	2	75
3	EK	4	4	4	4	3	95
4	EM	4	3	4	2	3	80
5	ED	4	3	4	2	2	75
6	FA	4	4	4	2	2	80
7	FW	4	3	3	3	3	80
8	FJ	4	3	4	3	4	90
9	GM	4	4	4	3	4	95
10	HH	4	4	4	4	4	100
11	**JO**	**3**	**3**	**2**	**3**	**2**	**65**
12	JP	4	4	3	3	2	85
13	JE	4	3	3	2	4	85
14	JA	4	3	3	3	3	80
15	JY	4	3	3	2	3	75
16	M	4	4	4	3	3	90
17	MS	4	4	4	3	2	85
18	MA	4	3	4	2	2	75
19	NM	4	2	4	3	3	80
20	PW	4	3	4	3	4	90
21	RD	4	3	3	3	3	85
22	RW	4	3	4	3	2	80
23	RS	4	3	3	3	2	75
24	SH	4	4	4	3	3	90
SUM							**1995**
MEAN SCORE							**83.12**
PERCENTAGE							**95%**

Bold name that did not pass the KKM (75) in second cycle

In analyzing the data of second test, the researcher calculated the mean score of the class and also calculating the percentage of second test in second cycle. It was calculated as following:

$$M = \frac{\Sigma fX}{N}$$

$$M = \frac{1995}{24}$$

$$M = \textbf{83.12}$$

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

$$P = \frac{23}{24} \times 100\%$$

$$P = \textbf{95\%}$$

APPENDIX XI

➢ **Documentation in First Cycle**

1. **The researcher gave the explanation about the indicator in reading**

2. **The students were reading by applying PQ4R Strategy**

3. The students did first test in first cycle

➢ **Documentation in Second Cycle**

1. The students were reading text in second cycle

2. The students answered second test in second cycle

CURRICULUM VITAE

A. Identity

Name   : Indah Permata Sari

Reg. No   : 10 340 0007

Place / Birthday   : Padangsidimpuan / February, 28th, 1992

Sex   : Female

Religion   : Islam

   Address   : Jl. H.T. Rizal Nurdin, Salambue

B. Parents

Father's name   : Alm. Syahran Harahap

Mother's name   : Imri Suharni

C. Educational Background

1. Elementary School   : SD N 200108 / 12 Padangsidimpuan (2004)

2. Junior High School   : SMP N 1 Padangsidimpuan   (2007)

3. Senior High School   : SMA N 6 Padangsidimpuan   (2010)

4. Institute   : IAIN Padangsidimpuan   (2014)

CHAPTER I

INTRODUCTION

A. **Background of the Problem**

English is one of international languages in the world. It is very important because many people speak English either as the first (mother tongue), second (ESL), or foreign language (EFL). ESL stands for English as a Second Language. ESL is used when people learn English in an English speaking country. EFL stands for English as a Foreign Language. EFL is used when people learn English in a non-English speaking country. Basically, Indonesia's curriculum said that there are four language skills that should be mastered by the students; they are speaking, listening, reading, and writing. The language parts are vocabulary, grammar, and also pronunciation. One of that very important is reading.

Additionally, reading is one of fundamental of education curriculum in Indonesia. It lies in constitution of National Education (UU DIKNAS), Chapter IX, in article 39 about fundamental of education curriculum and also in government regulation (Peraturan Pemerintah), No. 19, 2005 about National Education Standard.[1] The fact of educational system acknowledges that reading is important for the development of an individual and reading also

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[1] Departemen Pendidikan Nasional, "Standar Pendidikan Nasional" (*http://www.dikti.go.id* accessed at November 14th, 2013 retrieved on 09.00 pm).

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has a strong correlation between reading and academic success. Reading is one of language skill. Therefore, reading cannot be separated from students' life. The following illustrations would provide the utility of reading in students' life.

First, reading means to gain knowledge, especially for the students. Students can find and add much information available on various topics that are provided in written form, such as books, newspaper, magazines, articles, journals, letters and billboards. Even though, students cannot get some knowledge and information without reading one of them. Therefore, reading has good relation between knowledge and information to the development of mental individual. Furthermore, in Holy book, Allah has commanded people to read Al- quran as much as people can, Allah states in holy book, suroh Al-Alaq 1-5 as follow:

ٱقۡرَأۡ بِٱسۡمِ رَبِّكَ ٱلَّذِى خَلَقَ ۝ خَلَقَ ٱلۡإِنسَـٰنَ مِنۡ عَلَقٍ ۝ ٱقۡرَأۡ وَرَبُّكَ ٱلۡأَكۡرَمُ ۝ ٱلَّذِى عَلَّمَ بِٱلۡقَلَمِ ۝ عَلَّمَ ٱلۡإِنسَـٰنَ مَا لَمۡ يَعۡلَمۡ ۝

"The meaning: Read: In the name of thy Lord who has created (all that exists) (1). He has created man from a clot (2). Read: And your Lord is the Most Generous (3). Who has taught (writing) by the pen (4). He has taught man that which he knew not (5)".[2]

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[2] Muhammad Taqi-ud-Din Al-Hilali and Muhammad Muhsin Khan, *Translation of the Meanings of the Noble Qur'an in the English Language* (Madinah: King Fadh Complex for the Printing of Holy Qur'an, 1454), p. 840.

Based on the verse above Allah swt, it can be concluded that Allah has given thought to people how to know Him, how to know life, how to study and also how to know everything in the world. Allah swt also gives knowledge through humans' mind, humans' spoken and also humans' written. In this verse, Allah commanded human to read, because by reading human can comprehend something. Therefore, reading gives learning to the students that they will know their creator.

In addition, Allah swt gives priority of reading. It means that everybody has knowledge and Allah will raise the degree of the people who has knowledge, as Allah indicates in Surah Al Mujadilah, Verse 11 as follow:

يَـٰٓأَيُّهَا ٱلَّذِينَ ءَامَنُوٓاْ إِذَا قِيلَ لَكُمْ تَفَسَّحُواْ فِى ٱلْمَجَـٰلِسِ فَٱفْسَحُواْ يَفْسَحِ ٱللَّهُ لَكُمْ ۖ وَإِذَا قِيلَ ٱنشُزُواْ فَٱنشُزُواْ يَرْفَعِ ٱللَّهُ ٱلَّذِينَ ءَامَنُواْ مِنكُمْ وَٱلَّذِينَ أُوتُواْ ٱلْعِلْمَ دَرَجَـٰتٍ ۚ وَٱللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ ۞

The meaning: (11). O ye who believe! When ye are told to make room in the assemblies, (spread out and) make room (ample) room will Allah provide for you. And when ye are told to rise up, rise up Allah will rise up, to (suitable) rank (and degrees), those of you who believe and who have believe and who have been granted (mystic) knowledge. And Allah is well-acquainted with all ye do.[3]

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[3] *Ibid.,* p. 543.

Based on verse above, the researcher concluded people can take many kinds of knowledge, until people became scientist. The scientist was noble in the sign of Allah until to paradise. Moreover, to get knowledge in Islam, the people should be study everywhere and every time, and also in doing something because of Allah swt. Therefore, Allah will raise the degree of the people who has knowledge in the world and in the day after death. Moreover, there is a hadist to make stronger the verse above, as follow:

حَدَّثَنَا مَحْمُودُ بْنُ غَيْلَانَ حَدَّثَنَا أَبُو أُسَامَةَ عَنْ الْأَعْمَشِ عَنْ أَبِي صَالِحٍ عَنْ أَبِي هُرَيْرَةَ قَالَ قَالَ رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ مَنْ سَلَكَ طَرِيقًا يَلْتَمِسُ فِيهِ عِلْمًا سَهَّلَ اللَّهُ لَهُ طَرِيقًا إِلَى الْجَنَّةِ قَالَ أَبُو عِيسَى هَذَا حَدِيثٌ حَسَنٌ

Arti: Mahmud bin Gahililan menceritakan kepada kami, Abu Husamah memberitahukan kepada kami, dari Al-A'masy dari Abi Shalih, dari Abi Hurairah berkata: Rasullullah saw bersabda: Barang siapa berjalan di suatu jalan untuk mencari ilmu, niscaya Allah akan memudahkan baginya jalan ke surga. Abu Isa berkata; 'Ini adalah hadits hasan.' (HR. Tirmidzi, No. 2784).[4] (The meaning: Mahmud bin Gahililan told to us, Abu Husamah told to us, from Al-A'masy from Abi Shalih, from Abi Hurairah said: Rasullullah saw said: The people who walk based on Allah swt in looking for the knowledge, Allah would give the reward to paradise. Abu Isa said that this was hadist hasan).

Beside Allah will raise the degree of the people who has knowledge in the world and in the day after death; the purpose of hadist above is Allah gives promise to paradise if the people who hunt the knowledge in the name of Allah. Moreover, the prophet Muhammad saw also ordered the human to study hard,

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[4] Moh. Zuhri, dkk, *Tarjamah Sunah At-Tirmidzi* (Semarang: CV. Asy Syifa, 1992), p. 274.

because not only praying that will make the human to paradise. Therefore, education is very important for the human to get knowledge.

Second, reading can increase cognitive abilities. A cognitive activity consists of some ability, such as knowing, comprehending, applying, analyzing, synthesizing, and evaluating. Cognitive activity is used to accommodate the words or scheme in the students' mind. While reading, students are decoding a message in the text, in order to students can get the main point of the author's purpose. Additionally, the students can construct meaning through visual cues and non-visual information in the text, such students' experience, as Allah indicates in Surah Az Zumar, Verse 9 as follow:

أَمَّنْ هُوَ قَٰنِتٌ ءَانَآءَ ٱلَّيْلِ سَاجِدًا وَقَآئِمًا يَحْذَرُ ٱلْءَاخِرَةَ وَيَرْجُوا۟ رَحْمَةَ رَبِّهِۦ ۗ قُلْ هَلْ يَسْتَوِى ٱلَّذِينَ يَعْلَمُونَ وَٱلَّذِينَ لَا يَعْلَمُونَ إِنَّمَا يَتَذَكَّرُ أُو۟لُوا۟ ٱلْأَلْبَٰبِ ۝

The meaning: (9).Is one who worships devoutly during the hour of the night prostrating himself or standing (in adoration). Who takes head of hereafter, and who places his hope in the mercy of his lord (like who does not)? Say: "Are does equal, those who know and those who do not know? It is those who are endued with understanding that receive admonition.[5]

Based on verse above, the researcher concluded that people would be a scientist if they read many kinds of books, and they would be noble in the sight of

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[5] *Ibid.,* p. 460.

Allah if they have knowledge. Then, the scientist was formed by reading a books and learning. Furthermore, the purpose of this verse is a person who has thought will receive the knowledge easily. It means that Allah gives the knowledge to the people who want to study hard in hunting the knowledge. Therefore, Allah gives cognitive thinking so that the human can think and study well in demanding the knowledge.

The last, reading can help the students to develop creative and critical thinking skills. It means that understanding how ideas have been arrived at, and evaluating their strengths and weaknesses. Critical reading is to gain a deeper understanding of the material. When students read, students do not decipher every word on the page for its individual meaning. Students' process text in chunks and they also employ other tricks to help them make meaning out of many individual words in a text. The students must remember that being an active reader means being a critical reader and also they can make their ideas more creative. Based on illustration above, reading is very important for students. Even though reading skill was one of problem at SMP N 5 Padangsidimpuan either in the aspect of achievement or motivation. The actual fact was suited in the illustration below.

Students' reading comprehension achievement was unsatisfactory. Based on the constitution of National Education System (Sisdiknas) No. 20 in 2003, passing grade of English in junior high school is 75 for all subjects and skills includes reading skill. However, the data found in SMP N 5 Padangsidimpuan asserted the average of students' reading comprehension achievement of grade

VIII was about 65-72.[6] Therefore students' reading comprehension achievement did not fulfill the expectation.

Based on private interview and information from the English teacher Mrs. Erwina Afni said that there were still many students who could not comprehend the text when they read. Moreover, students did not have good strategy in reading or they did not know reading strategy. It was caused by the teachers who did not use the strategy in reading process. So, the students did not apply the strategy when they are reading a book. Furthermore, more students were passive in the class; because teaching strategy was not suitable for them.[7] In addition, the researcher interviewed some students who did not like reading due to some reasons, especially reading English text book. Moreover, it was found that students have lack of reading interest and reading motivation.

Furthermore, the problem above should be solved. There are three reading strategies that can be used to solve the reading problem that occurs in the classroom, such as KWL (Know, Want, Learn), Reciprocal Teaching Strategy, and PQ4R (Preview, Question, Read, Reflect, Recite and Review). KWL (Know, Want, and Learn) strategies which enable the students to get information and main point from the text in order to students can more active in before, while and

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[6] Buku Kumpulan Nilai SMP Negeri 5 Padangsidimpuan, *Private Document* (SMP Negeri 5 Padangsidimpuan: November 22nd, 2013 at 08.50 a.m).

[7] Erwina Afni as English Teacher in class VIII-8, VIII-9, VIII-10, *Private Interview* (SMP Negeri 5 Padangsidimpuan: November 22nd, 2013 at 10.30 a.m).

after reading. [8] In the first step (Know) is about what the students know about the topic before reading. This advanced organizer provides the students with background to the new material. In the second step (Want) is about list a series of question what the students want to know more of subject. The last step (Learn) is about answering their questions, as well as to list what new information the students have learnt.

In other hand, KWL also has some disadvantages, as follow; first, KWL does not encourage asking questions while reading and the fact that some of background information may not be correct; second, it also does not help with growing vocabulary, if a student does not know what word is, they must only skip it and go on.[9] Therefore, this strategy cannot give deep concentration for the students; the last, there is no encouragement for addressing emotional experience while they read. Based on explanation above, KWL strategy is less suitable to improve students' reading comprehension because KWL strategy does not encourage asking question while reading; it does not help the students in enriching the vocabulary so it will not give deep concentration for the students whereas the students need deep concentration in reading comprehension.

While Reciprocal Teaching Strategy is a strategy that used to effect the students' reading comprehension by using four strategies; as predicting,

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[8] Dede Supriyatna, "Teaching Reading by KWL" (*www.slideshare.net*, accessed at December 15th, 2013 retrieved on 04.14 pm).
[9] *Ibid.*

questioning, summarizing and clarifying.[10] However, 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. The last is PQ4R (Preview, Question, Read, Reflect, Recite and Review) strategy which provides students more active in organizing the information in their mind like identifying main ideas, and submitting the question, comprehending the information, memorizing and making summarize from a text.[11] Moreover, PQ4R also can make the students to construct the information, making the question, reflecting, and also reviewing the information what they have got from the textbook.

The researcher had some reasons to use PQ4R strategy; first, students' learning materials are text books which contain a lot of passages. Generally, a passage consists of some paragraphs which build an idea. Essentially, PQ4R strategy is to comprehend paragraph, especially to identify and get the information from the text and can submit the question from the text; second, this strategy can make deep concentration for the students because this strategy consist of six steps, such as preview, question, read, reflect, recite and review; third, this strategy can make the students more active in reading activity because

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[10] Samuel Helms, "Reciprocal Teaching" (*www.ehow.com*, accessed at December 15th, 2013 retrieved on 05.10 pm).

[11] Trianto, *Mendesain Model Pembelajaran Inovatif-Progresif* (Jakarta: Kencana Prenada Media Group, 2009), p. 153.

it will give time for them to explore their background knowledge in connecting with the text; fourth, it will make a teacher easier to monitor the students because 70% from reading activity is done by the students. The last, many researchers have been done about PQ4R strategy, and this strategy has been proven effective in helping the students' reading comprehension.[12] Therefore, the researcher was interested to use PQ4R strategy in this research because many advantages of PQ4R that could be used in reading comprehension.

Based on discussion above, the researcher was interested in conducting a classroom action research (CAR) through the title "IMPROVING STUDENTS' READING COMPREHENSION BY USING PQ4R (PREVIEW, QUESTION, READ, REFLECT, RECITE, AND REVIEW) STRATEGY AT GRADE VIII OF SMP NEGERI 5 PADANGSIDIMPUAN".

B. Identification of the Problem

Based on the background of this research, there were some problems in reading comprehension at grade VIII SMP Negeri 5 Padangsidimpuan as following: students had low achievement in reading comprehension, students did not have good strategy in reading or they do not know reading strategy, students were passive in the class, and students had lack of reading interest and also lack of motivation in reading.

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[12] *Ibid.*

C. Focus of the Research

Based on the identification above, the researcher focused the problems in improving students' reading comprehension achievement that would be solved by doing PQ4R (Preview, Question, Read, Reflect, Recite, and Review) strategy. This research was conducted by classroom action research at grade VIII, especially VIII-8 second semester in academic year 2013/2014 SMP Negeri 5 Padangsidimpuan.

D. Definition of the Key Terms

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

1. Improving

Improving means become better than before.[13] Therefore, improving is going through better work to achieve something. Generally, improving consist of three steps; doing work in a simple way, doing a work in a different way but in a correct manner and doing a work in a different way with a great quality and correctly. By crossing these in step by step process is called improving.

2. PQ4R (Preview, Question, Read, Reflect, Recite, and Review) Strategy

PQ4R (Preview, Question, Read, Reflect, Recite, and Review) is a strategy that individuals can use to help them better comprehends written material. It is a strategy that helps individuals focus on organizing

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[13] A.S. Hornby, *Oxford Advanced Learned Dictionary 7th Edition* (New York: Oxford University Press, 2005), p.781.

information in their minds and making it meaningful.[14] Therefore, PQ4R strategy is one of strategies in reading comprehension until the students can organize the information with their own sentence.

3. Students' Reading Comprehension

Student is person who is studying at college or university.[15] Reading is fluent process of readers combining information from a text and their own background knowledge to built meaning.[16] Moreover, the definition of comprehension is the power to understand language (written and spoken).[17] Therefore, students' reading comprehension is an ability to understand the words in print a process called word recognition, construct an understanding from text and coordinate identifying words and making meaning.

E. Formulations of the Problem

There were two formulations of the problem in this research, as follow:

1. To what extent did PQ4R (Preview, Question, Read, Reflect, Recite, and Review) strategy improve students' reading comprehension at grade VIII SMP Negeri 5 Padangsidimpuan?

2. What were the factors which influence students' reading comprehension by using PQ4R (Preview, Question, Read, Reflect, Recite, and Review) at grade VIII SMP Negeri 5 Padangsidimpuan?

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[14] Trianto, *Op. cit.,* p. 150.
[15] A.S. Hornby, *Op. cit.,* p. 429.
[16] David Nunan, *Practical English Language Teaching* (New York: MC. Graw Hill, 2003), p. 68.
[17] A.S. Hornby, *Op. cit.,* p. 235.

F. Purposes of the Research

There were two purposes of the research, as follow:

1. To describe the students' achievement in reading comprehension by using PQ4R (Preview, Question, Read, Reflect, Recite, and Review) at grade VIII SMP Negeri 5 Padangsidimpuan.

2. To identify the factors which influence students' reading comprehension by using PQ4R (Preview, Question, Read, Reflect, Recite, and Review) at grade VIII SMP Negeri 5 Padangsidimpuan.

G. Significances of the Research

The result of this research was expected to be useful as:

1. Theoretically, this research can be referable to the next researchers for studying the other subjects in the field of language teaching.

2. Practically, the result of the research is expected to be useful for the teacher as information and as source of teaching in SMP NEGERI 5 Padangsidimpuan Institution, especially in teaching and learning of reading with using the PQ4R strategy.

3. Then, the result of the research is expected to be useful for students to help and to comprehend the reading passage in learning process and to get knowledge how to manage classroom is interesting.

4. The last the result of research is expected to be useful for the researcher as information, source and experience in teaching reading comprehension by using PQ4R strategy.

H. Indicator of Action

Classroom action research is the process of studying a real school or classroom situation to understand and improve the quality of action or instruction.[18] It means that action research is a systematic way for teachers to observe their practice or to explore a problem and a possible course of action through planning, action, observation and reflection. Action research is any systematically inquiry conducted by teachers, researchers, principals, school counselors, or other stakeholders in the teaching learning environment to get the information about the ways how they teach, and how their students learn.

Action means the activity that is done by someone. The researcher made teaching program, lesson plan, and also using strategy in teaching reading comprehension in the classroom. Additionally, researcher collaborated with English teacher to become a teamwork who work together to solve the students' problem in improving reading comprehension by using PQ4R (Preview, Question, Read, Reflect, Recite, and Review) strategy at grade VIII of SMP Negeri 5 Padangsidimpuan.

Actually, PQ4R strategy is done by individual; it means that PQ4R strategy can make the students more active in reading book. The indicator of PQ4R strategy is to get the information from a text and the students can answer the question based on the information in a text by doing six steps of PQ4R, that

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[18] Andrew P. Johnson, *A Short Guide to Action Research Second Edition* (America: Pearson Education, 2005), p. 21.

are Preview, Question, Read, Reflect, Recite, and Review. Moreover, there are some the indicators of action in reading comprehension by using PQ4R strategy, they are:

1. Identifying main idea.

2. Identifying supporting sentence.

3. Identifying summarizing main point from the text.

4. Identifying exclude facts not written in the text.

5. Identifying vocabulary in context.

Moreover, the researcher gave reading test to know how far the students could comprehend the text by using PQ4R strategy at grade VIII SMP Negeri 5 Padangsidimpuan. In addition, the researcher used observation notes and interview to support this research.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Description

In arranging a research, theories are very important to explain some concepts or terms applied in research concerned. The terms are as follows:

1. General Concept of PQ4R (Preview, Question, Read, Reflect, Recite, and Review) Strategy

a. Background of PQ4R Strategy

In education, strategy is one of component to teach in the classroom effectively and also actively. Strategy means a plan method of series of activities designed to achieve a particular education goal.[1] Strategies are the tools for active, self-directed involvement that is necessary for developing communicative ability.[2] Therefore, strategies are not a single event but rather a creative sequence of events that learners actively use.

Based on the definition above, it can be concluded that strategy is plan method to achieve and develop the communicative ability in the classroom. Therefore, to achieve the desired results, students need to learn how to use a range of reading strategies that match their purposes for

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[1] Wina Sanjaya, *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan* (Jakarta: Kencana Prenada Media Group, 2006), p. 124.

[2] David Nunan, David Nunan, *Practical English Language Teaching* (New York: MC. Graw. Hill, 2003), p. 76.

reading. Reading strategy means not only knowing what strategy to use, but knowing how to use and integrate a range of strategies.

In recent years, learning strategy has become an important factor in literacy education. Research has suggested that learning strategies can be taught to students whose foreign/second language is English, that can be used in elementary school, junior high school, senior high school and also university. Dick and Carey indicate in Wina "learning strategy is a plan of learning to operate the students' achievement".[3] According to Sulistyono, learning strategy is an action that has been done by someone to make students easier in getting the information directly and efficiently.[4] Therefore, learning strategy is also called cognitive strategy, it means that a learning strategy depend on students' behavior and students' thinking process that used in finishing the tasks.

Based on cognitive theory and process of information, there are four learning strategies that can be used and taught in the classroom, like rehearsal strategy, organization strategy elaboration strategy and metacognitive strategy.[5] The strategy that has relationship with PQ4R strategy is elaboration strategy. Elaboration Strategy is a process in adding

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[3] Wina Sanjaya, *Op. cit.,* p. 124.
[4] Trianto, *Mendesain Model Pembelajaran Inovatif-Progresif* (Jakarta: Kencana Prenada Media Group, 2009), p.140.
[5] *Ibid.,* p. 143-144.

the details of new information, so the information has full meaning.[6] Elaboration strategy is also to help in removing new information from short-term memory to the long-term memory with creating combination and relationship between new information and what the students know. It can be divided into three, such as taking note, analogy and PQ4R (Preview, Question, Read, Reflect, Recite, and Review) strategy.

Talking about learning strategy, reading also has many strategies that can be used to read a book, magazine, newspaper, journal, and so on. One of popular strategy is SQ3R (Survey, Question, Read, Recite and Review). This strategy is acquainted by Francis Robinson in 1941 that brought a big alteration in developing of study methodology, especially in reading. [7] Afterwards, other experts tried to develop this strategy, such as PQRST (Preview, Question, Read, State, and Test) by Thomas F. Staton, OK5R (Overview, Key Ideas, Read, Record, Recite, Review, and Reflect) by Walter Pauk. Based on the strategies above, Thomas and Robinson in 1972 made new strategy. It is PQ4R (Preview, Question, Read, Reflect, Recite, and Review) strategy. PQ4R (Preview, Question, Read, Reflect, Recite, and Review) is one of kind of elaboration strategy. PQ4R is a strategy that individuals can use to help them better comprehends written

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[6] *Ibid.*
[7] *Ibid.,* p. 149-150.

material. It is a strategy that helps individuals focus on organizing information in their minds and making it meaningful.

Moreover, PQ4R (Preview, Question, Read, Reflect, Recite, and Review) can give a big benefit for the students. They can construct the information, making the question, reflecting, and also reviewing the information what they have got from the textbook.[8] So, it can be concluded that PQ4R strategy is one of learning strategies that help the students in constructing information from the textbook meaningfully.

Based on explanation above, learning strategy is important to improve students' reading comprehension. Hence, the researcher uses one of learning strategy to improve students' reading comprehension, it is PQ4R (Preview, Question, Read, Reflect, Recite, and Review) at grade VIII SMP Negeri 5 Padangsidimpuan.

b. Definition of PQ4R Strategy

PQ4R strategy is an individualized method for improving reading comprehension.[9] "PQ4R is one of reading strategies that is proven to enhance readers' comprehension and improve readers' retention of any reading material".[10] PQ4R stands for Preview, Question, Read, Reflect,

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[8] John W. Santrock, *Psikologi Pendidikan,* translated from "Educational Psychology, Second Edition" by Tri Wibowo B. S, (Jakarta: Kencana, 2010), p. 336.

[9] Muskingum College, *Center for Advancement of Learning Strategies Database* (Ohio: Muskingum College, 2011), p. 70.

[10] Learning Resource Center Staff, *Study Skills Guide* (Indianapolis: Butler University, 2001), p. 5.

Recite, and Review. PQ4R (Preview, Question, Read, Reflect, Recite, and Review) is a 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 can make the students more active in reading book. PQ4R strategy is suitable done by individual not in group, because in this strategy the every students demand that they can build the information from the text with connecting their background knowledge or their past experience. PQ4R strategy is not only to help the students understand the text but also the students can remember learning material, especially in comprehending the difficulties of learning material and help the students to concentrate in a long time. Students can use PQ4R on their own, without the intervention of a facilitator.

c. **Theory of PQ4R Strategy**

Learning is an ability changing that come from students' experience and students' interaction continuously. Theory is a main component for all of researches. However, classroom action research does not examine the theory like experimental research, but theory is used to as fundamentally of PQ4R strategy. Actually, theory that has relationship with PQ4R strategy is cognitive theory. There are some experts of cognitive theory, such as Robert M. Gagne, Jean Piaget, Ausubel, and

Jerome Brunner. However, in this research, researcher only uses cognitive theory from Robert M. Gagne.

Actually, PQ4R is one division of elaboration strategy. PQ4R strategy is identical with information processing. How the students can process the information with doing six steps from PQ4R strategy. In previous explanation has been explained about the steps of PQ4R strategy, the steps of PQ4R strategy are Preview, Question, Read, Reflect, Recite, and Review. Robert M. Gagne is one of expert of cognitive theory that has introduced information processing theory.[11] Based on this theory, learning is a process of information in the human brain (short-term memory up to long-term memory). The process of information in the human brain can be explained as follow:

1) Receptor

Receptor accepts the stimulation from environment and also changes to be neural stimulation, giving information symbols and then continuing into receptor.

2) Sensory Register

Sensory register has a function to save sensory impression and to make selection until formed a perception selective. Then, information go into short-term memory.

3) Short-Term Memory

Short-term memory has a function to save perceptual processing. The specific information will be saved for so long. Then, the information will be processed to determine a meaning. Short-term memory capacity is very limited. The information in short-term memory can be transformed in codes form, and then will be continued into long-term memory.

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[11] Eveline Siregar and Hartini Nara, *Teori Belajar dan Pembelajaran* (Bogor: Ghalia Indonesia, 2011), p. 31.

4) Long-Term Memory

       Long term memory has a function to receive the result of short-term memory processing. The information will be saved in long-term and go along way. When information is transforming; new information will be integrated with the previous information. Then, the expulsion of information has been saved in long-term memory, will be come out from calling the information.

5) Response Generator

       Response generator is also called response creator. Response generator has a function to receive the information that has been saved in long-term memory. Then, the information will be changed become answer reaction.[12]

Generally, the process of long-term memory storage in 9 up to 15 years old is based on characteristics and strategy that can be used in teaching-learning process in the classroom. In characteristics, the students who have 9-15 years old can improve repetition as a learning strategy intentionally, especially for the students who have low achievement in the classroom.[13] Therefore, the students can improve in employing organization and elaboration as a learning strategy, especially for the students who have high achievement in the classroom.

    Hence, the strategies that can be used in 9-15 years old are: first, the teacher can give a question that can invite students' background knowledge (elaboration) and the second; the teacher can ask the students to work in a group. The experts of cognitive said that cognitive process

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[12] Learning Resource Center Staff, *Op. cit.,* p. 15-16.

[13] Jeanne Ellis Ormord, *Psikologi Pendidikan Membantu Siswa Tumbuh dan Berkembang,* translated from "Educational Psychology Developing Learners, Sixth Edition" by Wahyu Indiati, et. al., (Jakarta: Erlangga, 2009), p. 297.

creates a mental process to get the information from short-term memory to the long-term memory; new information will be saved in short-term memory, then repeating information and finally the information will be saved in long-term memory.[14] Based on explanation above, cognitive theory is a process of information in the human brain (short-term memory up to long-term memory).

Based on cognitive theory, learning can be happened from students' thinking and should be active in processing the information. Then, based on cognitive theory learning strategy gives good effect in arranging the information; the students can use their knowledge based on their scheme. One of application of cognitive theory in learning strategy is advance organizer, reading heading, and outlines to guide the students in processing information.[15] Cognitive theory has philosophy; it is *the way in which we learn.*[16] It means that knowledge of someone is based on thought until every people do not have same thought and knowledge.

Based on explanation above, the relationship between cognitive theory and PQ4R strategy is the information that the students get in reading will be transferred from short-term memory to the long-term

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[14] Sharon E. Smaldino, et. al., *Teknologi Pembelajaran dan Media untuk Belajar,* translated from "Instructional Technology and Media for Learning, Ninth Edition" by Arif Rahman, (Jakarta: Kencana, 2012), p. 53-55.

[15] *Ibid.*

[16] M. Sukardo and Ukim Komaruddin, *Landasan Pendidikan, Konsep dan Aplikasinya* (Jakarta: PT. Raja Grafindo Persada, 2010), p. 50.

memory and the students can organize the information based on their own sentences. Therefore, this theory is one of based on PQ4R strategy.

d. Steps of PQ4R Strategy

Basically, PQ4R stands for Preview, Question, Read, Reflect, Recite, and Review. Thus, there are six steps of PQ4R strategy, as follow:

1) Preview

Preview is used to make the students skim quickly the section for cues to content and organization before the students begin to read.[17] Do this by noting the title, major headings and subheadings, topic sentences, words or statements in italics or boldface. In addition, if the students cannot find the section in the book, the students can check the book page quickly; reading one sentence or some sentences every side of the text. So it will give the main point of the subject that will be learnt by the students.

2) Question

In this step, the students should know when they have finished reading material. It gives their reading purpose and makes them an active participant in the reading process by arousing their interest and curiosity about the material.[18] Do this by turning the first heading in the chapter or section into a question. Moreover, the question that will

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[17] Muskingum College, *Op. cit.,* p. 71-74.
[18] *Ibid.*

be used in this step is what, who, why and how. Therefore, this step is very important in this strategy.

3) Read

In this step, the students should read through the section and focus in on finding the answers to their questions, but read only to the end of the first section.[19] The students should read until they can understand well what the author is saying in the section. The researcher as the teacher made limitation time in reading text.

4) Reflect

In this step, the students do not only remember the subject, but the students should comprehend the information that presented by:

a) Connecting the information to the experience of students.

b) Connecting the sub topic in the text to main concept.

c) Trying to solve the problem the information in a text.[20]

In reflect step, the students demand to comprehend the text fully, not only know how to read but they also should make the connection between their background knowledge and the text.

5) Recite

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[19] *Ibid.*
[20] *Ibid.*

In this step, the students try to do this without referring or looking back to their book in order to help them make an inference from the text.[21] If they understand the material they should be able to do this step with little trouble. This is their comprehension monitor. The main point in this step is to remember again what the information that has been learnt with asking and answering the question.

6) Review

In this step, when the students finish reading a section, they must go back to the beginning and look at their markings.[22] The students must make sure they have included all relevant information. They also review the questions that they asked and give the answers. If they have done a thorough job, they should not need to reread the entire chapter again when they prepare for an exam.

Based on explanation above, PQ4R stands for preview, question, read, reflect, recite and review. By doing all of the steps in PQ4R, the students will be helped to construct the information meaningfully in reading textbook. Therefore, PQ4R is one of good strategies to improve students' reading comprehension in the classroom individually.

e. **Application of PQ4R Strategy in Teaching Reading Comprehension**

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[21] *Ibid.*
[22] *Ibid.*

Basically, there are some ways to apply PQ4R strategy in teaching

reading comprehension in the classroom. Look the table below!

Table 2
The Steps of Applying PQ4R Strategy[23]

Steps	Teacher Activity	Student Activity
Step 1 *Preview*	1) Giving student a text 2) Giving student a direction to read fast 3) Asking student to read the important part of the text	1) Read the title, section headings and visual aids 2) Read the first and the last paragraph to get general idea of the purpose and the major concept
Step 2 *Question*	1) Question from the text using question word of why, who and how	1) Predict a question to be answer in the text 2) Convert heading into questions or draw from past experience / background knowledge to form the questions
Step 3 *Read*	1) Asking student to answer their question	1) Read a text in its entirely 2) Carefully read the complete text, recording notes in the margin or underlining important

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[23] Trianto, *Op. cit.,* p. 154-156.

		information that answer the question
Step 4 *Reflect*	1) Giving the information about the material in the text	1) Link information from the entire chapter or article together 2) Attempt to develop insight into the topic and make association among the important material intend while reading
Step 5 *Recite*	1) Asking students to summarize main points from the whole text that have been learnt	1) Summarize main points and supporting details of the complete text
Step 6 *Review*	1) Asking students to check their work and asking to submitted	1) Highlight key points of the text 2) Make sure the question have been answered and the purpose fully 3) Submitting the work

Based on table above, every steps of applying PQ4R strategy in the classroom have different activities. It can be looked from the table that PQ4R is also to make teacher and student active in teaching learning process in the classroom, especially in reading. Moreover, there are some steps in teaching reading comprehension by using PQ4R strategy in the

classroom that make the teacher and the students know what they

activities in opening, main activity and closing in the classroom by using

PQ4R strategy. Look the table below!

Table 2.
Teaching Reading Comprehension
by Using PQ4R Strategy[24]

No	Teaching Activity	Activities

1.	A. Opening
	   1. Telling the learning purpose
	   2. Giving apperception about learning material with student knowledge
		1. In teaching reading comprehension process, teacher must give information about learning purpose orally
		2. Review the last material that relevant with the material that will be explained
		3. Teacher gives students a motivation using visual phenomena. For instance, if teacher learn reading text, teacher must give students the text that will be read

2.	B. Main Activity 1. Presenting material	1. Before teaching learning

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24 *Ibid.*

		process, presenting little bit general description about the material will be learnt
	2. Modeling of PQ4R strategy	2. Teacher performs PQ4R strategy step by step by using material from the text. Students follow the teachers' direction apply PQ4R strategy
	3. Feedback	3. In the feedback, teacher gives some questions for students that they must be answer
	4. Giving independent tasks	4. Teachers gives independent tasks for students to read main points from the text by using PQ4r strategy
3.	C. Closing	
	1. Evaluation	1. Teacher together with students evaluate learning material with reading the conclusion which they are made from the text
	2. Notes	2. The notes are: a. Teacher must make

		teaching learning be interesting
		b. In applying the steps of PQ4R strategy, teacher should give time allocation
		c. Teacher must uses the word that can be understand by students
		d. Teacher must direct students when they do the task

By using PQ4R strategy in the classroom can make teaching and learning process more active between teacher and students. Moreover, PQ4R can help the teacher to know how far the students comprehend about the text when they read. Therefore, researcher chooses this strategy to solve the reading problem at grade VIII SMP Negeri 5 Padangsidimpuan.

2. **General Concept of Reading Comprehension**

   a. **Definition of Reading**

Actually, reading is receptive skill; it is one of reaction between reader and writer. There are many definition of reading that has been explained by the experts. According to Kathelen "reading, at first, may appear to be routine activity in which individual words are combined to produce meaning".[25] It means that the reader can make the comprehension about the text, not only comprehend about the structure and grammar, vocabulary, but the reader also can establish a paragraph with finding a topic, main idea, supporting sentences and the others. Additionally, Barnett indicates "reading is a communication as a mental process, and making the reader's active participation in the creation of meaning".[26] It means that reading can make the reader more active to construct the meaning from a text through mental process. Basically, mental process is how the way the reader thinking when they read a text.

"Reading is also complex process in which the recognition and comprehension of written symbols are impacted by the perceptual skills, the word analysis skills, the experience, the language background, the mind set and the reasoning ability of the

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[25] Kathelen T. McWhorter, *Efficient and Flexible Reading* (USA: Harper Collins Publisher, 1992), p. 23.

[26] Alice Omaggio Hadley, *Teaching Language in Context* (Urbana-Champaign: University of Illinoist, 2000), p. 177.

reader".[27] It means that reading is not only read a text but the reader need to analyze the word in a text, language background, and this is also need comprehension when the reader read.

According to Tarigan, reading is a process of reader in bringing some meanings and getting meanings from printed and written material. [28] Additionally, reading cognitive process in combining physic and mental to get the information from a text. [29] Based on definition both of them can be concluded that reading is certainly to get information from printed material, not only using mental or mind to think what text talks about, but in this case the readers also need physic to read; for example the readers use their eyes when they read.

Furthermore, Nunan also indicates "reading is fluent process of readers combining information from a text and their own background knowledge to built meaning".[30] Moreover, "reading is assumed to be a combination of decoding and oral

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[27] A. J. Harris, *How to Increase Reading Ability* (New York: David Mckay Company, 1969), p. 3-7.

[28] Henry Guntur Tarigan, *Membaca sebagai Suatu Keterampilan Berbahasa* (Bandung: Angkasa, 2005), p. 8.

[29] DP. Tampubolon, *Kemampuan Membaca, Teknik Membaca Efektif dan Efisien* (Bandung: Angkasa, 1987), p. 228.

[30] David Nunan, *Practical English Language Teaching* (New York: MC. Graw Hill, 2003), p. 68.

language".[31] Therefore, the students who have spent their time to read in the class are very important because students benefit from the time to apply reading skill to get a new knowledge. Based on explanation above, it can be concluded that reading is communication between reader and writer through mental process to construct the meaning or information from text by using background knowledge.

b. **Definition of Comprehension**

The main purpose of reading is comprehension. Comprehension is important to understand all of subjects, especially in reading. Many experts explain about definition of comprehension. "Comprehension is the power to understand language (written and spoken)".[32] 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".[33] It means that comprehension cannot be separated from students' reading activity. By comprehending a text, the students can know

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[31] J. Michael O. Malley and Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners* (America: Addison-Wesley Publishing Company, 1996), p. 94.

[32] A.S. Hornby, *Oxford Advanced Learned Dictionary 7th Edition* (New York: Oxford University Press, 2005), p 429.

[33] Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching* (United Kingdom: Cambridge University Press, 2002), p. 177.

and understandable in finding main idea, or important information from a text.

According to Tarigan, comprehension is interpretation of experience that connecting new information with the prior knowledge, and also to answer the cognitive questions. [34] In addition, comprehension is a process in which the reader may construct meaning by interacting with the text.[35] It means that comprehension is to construct meaning from a text by connecting new information with students' experience or their background knowledge.

Furthermore, Donalt indicates:

> Comprehension is activities that students require to demonstrate an understanding of the material through some type of manipulation or alternation of the material before answering a question. The comprehension or understanding may be evidenced by oral, writing, pictorial, or concrete presentations.[36]

Comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. [37] The reader uses the words extracting and constructing to emphasize both the importance and the

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[34] Henry Guntur Tarigan, *Metodologi Pengajaran Bahasa 2* (Bandung: Angkasa, 1991), p. 43.
[35] Abdullah Yusuf Ali, *English for Young Learner* (Jakarta: Bumi Aksara, 2008), p. 27.
[36] Donalt C.Orlict, *Strategies Acuided to Better Instruction* (Bandung: Aksara, 2008), p. 65.
[37] M. Sukardo and Ukim Komaruddin, *Landasan Pendidikan, Konsep dan Aplikasinya,* (Jakarta: PT. Raja Grafindo Persada, 2010), p. 50.

insufficiency of the text as a determinant of reading comprehension. Additionally, comprehension consists of three elements:

1) The reader who is doing the comprehending

2) The text that is to be comprehended

3) The activity in which comprehension is a part. [38]

Thus, comprehension is an ability to understand and also construct the meaning or purpose in written or spoken language as an alternative of the material before answering a question from a text.

c. Definition of Reading Comprehension

The major concern about reading is not how to teach the students to read but how to ensure that the students will continue to read in improving students' comprehension. Reading comprehension is important for the students to become effective reader. Basically, reading comprehension is an ability to understand what the readers read where words have context and texts have meaning. [39] It means that reading comprehension not only know what the reader read but also understand the text fully.

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[38] Gaskins, "Defining Comprehension" (*www.rand.org*, accessed at May 9th, 2013 retrieved on 07.55 pm).

[39] K. M Roebl, *Developing Reading Comprehension Skills in EFL University Level Students* (St. John's University: Taiwan, 2003), p. 177.

According to Goodman in Otto states "reading comprehension is an interaction between thought and language and bases evaluation of success in comprehension on the extent to which the readers' reconstructed message agrees with the writers' intended message".[40] It means that reading comprehension not only understands the text, but the reader must reconstruct message what the writer grafts in a text. Furthermore, Malley indicates "reading comprehension is knowledge about the words as well as on knowledge of language or print". [41] It means that to produce literal reading comprehension it entails making inferences and evaluating what is read.

Then, Tarigan[42] gives the definition of reading comprehension; it is reading activity that interpreting the experience in connecting new information with the prior knowledge, and also to answer the cognitive questions. Research has shown a consistent positive and mutually supportive, relationship prior knowledge and reading comprehension.

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[40] Wayne Otto, et. al., *How to Teaching Reading* (Philippines: Addison-Wesley Publishing Company, 1979), p. 151.

[41] J. Michael O. Malley and Lorraine Valdez Pierce, *Op. cit.*, p. 94.

[42] Henry Guntur Tarigan, *Metodologi Pengajaran Bahasa, Loc. cit.*

However, to provide time for a sustained silent reading is not enough. There are some ways to improve reading comprehension:

1) Provide a choice of reading selection.
2) Ensure that students are reading texts of optimal difficulty which challenge but do not discourage the students.
3) Encourage rereading of text.
4) Allow students to discuss what the students read with others to encourage social negotiation of meaning. [43]

Based on explanation above, the researcher can be concluded that reading comprehension is how to comprehend a written material that containing some information to find what the readers want to know and also the information they need. Reading and comprehension cannot be separated, because readers need comprehension to get the information from a text. It means that reading without comprehension is nonsense.

d. Purposes of Reading

Every lesson has purpose; it is used to know where the direction of the lesson is. Reading also has many purposes; it is used to get involved in reading assignment. According to Adams there are some purposes of reading as follow:

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[43] J. Michael O. Malley and Lorraine Valdez Pierce, *Op. cit.*, p. 94.

1) Reading for Pleasure

One of purpose for reading is for pleasure. It means that reading is not for pressure. [44] It means reading for pleasure not only read scientific book, but the readers can feel pleasure when they read everything books that they like until they can get the information or main point from the text when they read. For instance, if the readers read recipes for pleasure, indirectly the readers are as unusual as the guy who reads about molecules for pleasure. Most people read recipes with the purpose of using or applying the information the readers read. Based on explanation above, the reader can read everything, not only read the journal, textbook, magazine, thesis and others.

2) Reading for Practical Application

Another purpose for reading is to gain the information which the reader can apply to or use in a particular situation.[45] Additionally, reading for practical application can use information in readers' daily life. For example, when a reader reads directions in order to put a model airplane together, or a reader reads a shop manual to learn how to run a piece of

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[44] W. Royce Adams, *Reading Skills A Guide for Better Reading* (London: Cambridge University, 1998), p. 8-11.
[45] *Ibid.*

equipment. Indirectly, the readers will follow step by step how to make the airplane or how to run a piece of equipment. Therefore, it can be concluded that the readers can take the information and making something from the text. It means that the reader is reading with the purpose of gaining information which they can apply or use.

3) Reading for General Ideas

Actually, it is not always necessary to read every word on a page. It means the readers do not read a text fully. The readers only read the clues from the text until the readers get the main point or general ideas based on text. Here, skimming and scanning are the strategies that can be used in reading for general ideas. It is used to take or get the main point or general ideas quickly.

If the purpose of reading is to get a general idea of the material being read, then the reader can read at faster speed, skipping sections and looking only for main ideas reading bold print headings and sub-headings and summary statements usually presented at the end of the material, only reading the questions at the end of a chapter in a textbook can give the

reader a general idea of the content.[46] Therefore, reading for general idea is one of purposes in reading comprehension. As the readers should know what the purpose reading comprehension is.

4) Reading to Locate Specific Information

One of purpose in reading is to locate specific information. When the readers know what they are looking for.[47] The readers can skim and skip over material at very rapid rates. The readers can know where the place of information that they need. Moreover, the readers can locate specific information when they read text by applying the strategies. In reading, strategy is very important to make the better comprehension. Beside, by reading strategy the readers can know the specific information easily. Therefore, the readers can read quickly without read all of the text.

5) Reading to Critically Evaluate

A good education should help the reader form their own opinions about things. Reading critically is the process of being aware of an author's intent or the point of writing, his

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[46] *Ibid.*
[47] *Ibid.*

use of facts, his attitude and bias toward his subject matter.[48] Critical evaluate requires that the readers talk back to the author rather than merely accept what the readers read. In this purpose the readers can use the point of text or writing in reading to critically evaluate. Besides, the readers also can use the facts, authors' attitude and bias in text to get the evaluation. Moreover, the readers do not only read a text and know the main point or information based on text, but the readers also can give evaluation for the author based on text until the readers know where is the true fact or false facts, how the authors' attitude or bias based on text.

Based on explanation above, the researcher can be concluded that there are five purposes of reading; first, reading for pleasure; second, reading for practical application; three, reading for general ideas; four, reading for specific locate specific information; and the last, reading to critically evaluate.

e. **Importance of Reading**

Reading cannot be separated from students' environment, because everywhere they also find text. Therefore, reading is very important for the students' life, not only students but also to all of people. The importance reading is to take all the reader senses to

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[48] *Ibid.*

mastery the text by mixing and matching the reader learning style.[49] The main importance of reading is not to turn out the reader who enjoy reading and who continue to read even when the homework is over.

According to Hammer,[50] there are some importances of reading for students, such as:

1) Reading is useful for other purposes too; any exposure to English (provided students understand it more or less is good thing for language students).

2) Reading texts prepare good models for English writing.

3) Reading texts also prepare opportunities to study language, such vocabulary, grammar, punctuation, and the way to construct sentences, paragraphs and also texts

4) Reading can introduce interesting topics, stimulate discussion, and excite imaginative responses and also fascinating lessons.

Therefore, reading is very important for all of people not only for students' life. In reading, all of people can know everything that happening in the world and also can make to be a critical reader in social life.

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[49] Dorothy Rich, *Mega Skills in School and in Life* (New York: Houghton Mifflin Company, 1992), p. 184-190.
[50] Jeremy Harmer, *How to Teach English* (England: Longman, 1998), p. 68.

f.   Types of Reading

Reading is also consists of some types. According to Harris[51] there are three types of reading, as follow:

1) Developmental reading

   a) Skill in the mechanics of reading; developing of large sight of vocabulary, development of skill in identifying unfamiliar words, development of good eye movement habits, development of proper habits of posture, holding books, and soon, development of speed and fluency in silent reading, development of oral reading skill, phrasing, expression, pronunciation.

   b) Skill in reading comprehension; acquisition of a rich, extensive, and accurate vocabulary, ability to grasp the meaning of unit of increasing size; phrase, sentence, paragraph, whole selection, ability to find answers to specific questions, ability to select and understand a sequence of events, ability to note and recall details, ability to grasp the organization of the author's plan, ability to follow direction accurately, ability to evaluate what one reads, ability to remember what one has read.

2) Functional reading

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[51] Albert J. Harris, *Op.Cit.,* p. 35.

a) Ability to locate needed reading material; use of index, use table of content, use of dictionary, use of encyclopedia, use of library card files, use of other bibliographic aids.

b) Ability to comprehend informational material, development of specific skills needed by special subject matter e.g; reading of arithmetic problems, reading of maps, charts, and graphs, ability to select material needed, ability to organize what is read; ability to summarize, ability to outline.

3) Reactional reading

a) Development of interest; enjoyment of reading as a voluntary leisure time activity, skill in selecting appropriate reading matter for one self, satisfaction of present interest and tastes through reading.

b) Improvement and refinement of reading interest; development of more varied reading interest, development of more nature reading interest, achievement of personal development through reading. Refinement of literary judgment and taste; establishment of differential criteria for fiction and nonfiction prose, and poetry and drama, development of appreciation for style and beauty of language, learning to sect for deeper symbolic messages.

Based on explanation above, there are three types of reading, they are: developmental reading, functional reading and the last is reactional reading. In every types of reading have different comprehension that making the readers active in connecting their prior knowledge with new information based on what they read.

g. Levels of Reading Comprehension

Reading comprehension does not only know what text is about, but reading comprehension demands the students to have deep understanding about all of the text. Moreover, the comprehension of text involves the knowledge of vocabulary, structure, and also situation or condition in which language used.

Smith in Wayne Otto indicates that there are four levels of comprehension:

1) Literal comprehension
   Literal comprehension is generally accepted as the most simple, basic, comprehension skills, and one that requires little
   thinking or reasoning.

2) Interpretation
   Definitely involves thinking skill and readers requires to identify ideas and meaning that are not stated in the written text within the interpretive level, the form of language in a literature, so, it is easy to understand content and to differ between origin language and literary language, the reader may make generalization determine clause and affect, identify motives, find relationship, predict ending, and make comparison.

3) Critical Reading
   When individuals read critically they evaluate what they read, that is way, they examine critically through

of the writer, which have been identified through the two lower levels of comprehension and judge their validity of worth.

4) Creative Reading

Creative reading going beyond what the author has written applying ideas from the text to new situation and recombining the author ideas to form new concept or to expend add ones, through creative reading the reader creates something new idea, the solution to a problem, and a new way of looking at something from the ideas gleaned from the text. [52]

Based on explanation above, it can be concluded that there are four levels of comprehension, they are literal comprehension, interpretation comprehension, critical reading and the last is creative thinking.

h. Principles in Teaching Reading Comprehension

Principle is one of hand grip for teacher to teach in the classroom. All of subjects have principles; there are some principles in strategies in reading comprehension and teaching reading comprehension. Brown lists those principles strategies in reading comprehension as follow:

1) Identify your purpose in reading text.
2) Apply spelling rules and conventions for bottom-up decoding,
3) Use lexical analysis (prefixes, roots, suffixes, etc.)to determine meaning.
4) Guess at meaning (of words, idioms, etc.) when you aren't certain.
5) Skim the text for the gist and for main ideas.

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[52] Wayne Otto, *Op. cit.*, p. 152-153.

6) Scan the text for specific information (names, dates, key words).
7) Use silent reading techniques for rapid processing.
8) Use marginal notes, outlines, charts, or semantic maps for understanding and retaining information.
9) Distinguishing between literal and implied meaning.
10) Capitalize on discourse markers to process relationship.[53]

In addition, Harmer lists that there are five principles in teaching reading comprehension in the classroom, such as:

1) Actually, reading is not a passive skill. It is also an incredibly active occupation to do it successfully. The students should understand what the word mean, see the picture, and also understand the argument
2) Students need to engaged with what they read
3) Students should be encouraged to respond to the content of a reading text, not only to the language
4) Prediction is a major factor in reading.
5) Match the task to the topic. [54]

Based on explanation above, many principles in teaching reading comprehension, but the purpose of the experts is same. Principles can be used by teacher to avoid misunderstanding in teaching reading comprehension in the classroom. Therefore, the teacher should know the principles in teaching, especially reading.

i. **Reading Evaluation**

After researcher gives the lesson to the students by using PQ4R strategy, it is important to know how far their ability about

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[53] H. Douglas Brown, *Language Assessment* (San Fransisco: Longman, 2004), p. 188.
[54] Jeremy Harmer, *Op. cit.,* p. 70.

the lesson, especially in reading comprehension. Teacher needs to know their ability; therefore, the reading test will be designed in order to measure the students' reading comprehension at grade VIII SMP Negeri 5 Padangsidimpuan, because testing is one of tool to measure their ability. The indicators of evaluation are:

Table 3.
Indicators of Reading Evaluation[55]

No	Indicators of Reading Evaluation
1.	Identifying main idea
2.	Identifying supporting sentence
3.	Identifying summarizing main point from the text
4.	Identifying exclude facts written in the text
5.	Identifying vocabulary in context

There are some techniques to make a test; one of them is multiple choice questions.

Weir states that:

> The test is usually set out in such a way that the candidate is required to select the answer from a number of given options, only one of which correct, The marking process is totally objective because the marker is not permitted to exercise judgment when marking the candidate's answer, agreement has already been reached as to the correct answer to each item. Selecting and setting item are, however subjective process and the decision about which is correct answer

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[55] H. Douglas Brown, *Op. cit.,* p. 206.

is a matter of subjective judgment on the part of the item writer.[56]

Based on explanation above, it can be concluded that multiple choice is a form of evaluation or testing in which respondents are asked to choose the best possible answer from the list of choices.

Moreover, Weir also states that there are some advantages and disadvantages of multiple choices form, as follow:

The advantage of multiple choices:
1. The marking, as being reliable is simple, more rapid and often more cost effective than other forms of written. The format of the multiple choice test item is such that the intention of the test compiler are clear than candidates know what is required of them.
2. In multiple-choice tests there is almost complete marker reliability. Candidates' marks, unlike those in subjective formats, cannot be affected by the personal judge of the marker.
3. In more open-ended formats, example short answer questions, the candidate has to deploy the skill of writing.
4. Because items can be pre-tested fairly easily, it is usually possible to estimate in advance the difficulty level of each item and that of the test as a whole.
   Disadvantage of multiple choices:
1. The scores gained in multiple choice tests, as in true-false test, may be suspect because the candidate has guessed all or some of the answers.
2. There is however a number of problems associated with used of this format.
3. A further objection to the use of multiple choice formats is the danger of the format having an undue effect on measurement of the trait.
4. Multiple choice tests take much longer and are more expensive and difficult to prepare than essay test. [57]

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[56] Cyrill J.Weir, *Communicate Language Testing* (New York: Prentice Hall, 1990), p. 43.

Based on the explanation above, there are some advantages and disadvantages of multiple choices form. However, the researcher chooses multiple choices form because the marking and the test form are simple. Moreover, the students do not need to make the long answer like in essay. Therefore, many researchers choose multiple choices form in testing, especially in reading.

B. Review of the Related Findings

Actually, there were some researches related to this research. Many researchers had done research about students' reading comprehension. The first, Sri Afriani Siregar had done research in State College for Islamic Students (STAIN) Padangsidimpuan about "Improving Students' Achievement in Reading Comprehension through Cooperative Learning Teams Games Tournament (TGT) SMA N 7 Padangsidimpuan (at Second Grade of IPA Class)".[58] The research design was classroom action research (CAR). She said that Cooperative Learning Teams Games Tournament (TGT) could improve the students' achievement in reading comprehension 16%. It is based on the mean score of students' reading comprehension in cycle 1 is 72% and become 88% in cycle 2.

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[57] *Ibid,* p.50.
[58] Sri Afriani Siregar, "Improving Students' Achievement in Reading Comprehension through Cooperative Learning Teams Games Tournament (TGT) SMA N 7 Padangsidimpuan (at Second Grade Of IPA Class) in 2013 Academic Year" (*Unpublished Thesis*), (Padangsidimpuan: STAIN, 2013), p. 55.

The second, Fadhilah Tanjung, she also had done research in State College for Islamic Students (STAIN) Padangsidimpuan about "The Effect of SQ3R (Survey, Question, Read, Recite, and Review) Strategy to Students' Reading Comprehension at Grade XI SMA N 3 Panyabungan".[59] The research design was experiment. She also said that SQ3R (Survey, Question, Read, Recite, and Review) Strategy gave effect on students' reading comprehension. It is based on analysis result and hypothesis testing showed that both these variables have the effect and hypothesis alternative (H_a) was accepted. It means that students' reading comprehension achievement by using SQ3R Strategy was better than conventional strategy ($\mu_1 > \mu_2$). The score between experimental class and control class was 74.3 > 72.8.

The third, Fifin Tyas Lifawati, she had done research in IKIP PGRI Semarang through the title "Teaching Reading Comprehension Using Preview, Question, Read, Reflect, Recite, and Review (PQ4R) to the Eight Grades of MTS Asy-Syafi'iyah Somosari Batealit Jepara in Academic Year of 2009/2010".[60] She also said that PQ4R strategy was good that has been applied in the classroom. Based on the data, the category of summarizing an English text in teaching reading comprehension by using PQ4R strategy to the eighth grades students of

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[59] Fadhilah Tanjung, "The Effect of SQ3R (Survey, Question, Read, Recite, and Review) Strategy to Students' Reading Comprehension at Grade XI SMA N 3 Panyabungan in 2013 Academic Year" (*Unpublished Thesis*), (Padangsidimpuan: STAIN, 2013), p. 50.

[60] Fifin Tyas Lifawati, "Teaching Reading Comprehension Using Preview, Question, Read, Reflect, Recite, and Review (PQ4R) to the Eight Grades of MTS Asy-Syafi'iyah Somosari Batealit Jepara in Academic Year of 2009/2010", (*Unpublished Thesis*), (Semarang: IKIP PGRI, 2010), p. 55.

MTs Asy-Syafi'iyah Somosari Batealit Jepara in academic year 2010/2011 is good category. It could be ported by the mean score result of the test. That was 79.24%.

Based on related findings above, it could be concluded that reading comprehension was a big problem in the some schools, and the researchers had done a research about reading comprehension by using some strategies to solve the reading problem. First research, gave the explanation about how to improve students' achievement in reading comprehension by using Cooperative Learning Teams Games Tournament (TGT) or in discussing group, and the kind of this research was Classroom Action Research. Second research, gave the explanation about SQ3R strategy could give effect in students' achievement in reading comprehension and the students could more active in the class, the kind of this research was experimental research. The last research, gave the explanation about how to find out steps of PQ4R strategy in teaching reading comprehension, and the kind of this research was Descriptive Quantitative.

Hence, this research was made by researcher to complete the researches above. Therefore, researcher wanted to solve reading problems in improving reading comprehension achievement at grade VIII SMP Negeri 5 Padangsidimpuan by using PQ4R (Preview, Question, Read, Reflect, Recite, and Review) strategy. This strategy is very effective to remember the information from a text. Therefore, the researcher chose this strategy.

C. Conceptual Framework

Based on the theoretical review and review of related findings, the researcher arrived at conceptual framework of this research. In teaching and learning process, especially in English, many problems and activities faced by the students and also the teachers. Therefore, mostly the success of the students in learning the English should be determined by themselves. Beside the students study the English at the school, they should study hard at home, that is by repeating again what they are getting at the school from the teacher to recognize or memorize the materials.

Reading is placed in high priority; it could be seen from the curriculums of Indonesia. Senior high school curriculums, junior high school curriculum, even at elementary school emphasize the English teaching on the reading comprehension ability. Therefore, reading is the most important language skills for students to study hard, by reading the knowledge of the students would gradually increase,

Hence, in teaching reading many problems that occurred on students in reading comprehension at grade VIII SMP Negeri 5 Padangsidimpuan, such as students got reading score is low, and they worked out difficulty to search the main ideas, and supporting sentences. Therefore, the strategy that could be used to solve the problem was PQ4R strategy (Preview, Question, Read, Reflect, Recite, and Review). The researcher described the conceptual framework as follow:

Students' reading comprehension achievement is low

PQ4R Strategy to improve students' reading comprehension

Students' reading comprehension achievement

Learning reading by using PQ4R Strategy

Factors which influence students' reading comprehension

Test (First Cycle)

PQ4R Strategy to improve students' reading comprehension

Students' reading comprehension achievement was still low

Learning reading by using PQ4R Strategy

Students' reading comprehension achievement

Test (Second Cycle)

Factors which influence students' reading comprehension

Students' reading comprehension achievement is improved

D. Hypothesis of the Action

   The hypothesis of this research was stated that: "PQ4R strategy could improve students' reading comprehension at Grade VIII SMP Negeri 5 Padangsidimpuan."

CHAPTER III

RESEARCH METHODOLOGY

A. Research Methodology

1. Location and Schedule of the Research

The location of the research was at SMP Negeri 5 Padangsidimpuan. It located on Perintis Kemerdekaan Street, No. 65 Padangsidimpuan. It was started from December, 02nd 2013 up to May, 20th 2014 as stated in the following table:

Table 4
Schedule Activities of the Research

No.	Activities	Year/Month/Day						
		2013	2014					
		12	1	2	3	4	5	6
1.	Proposal	Dec, 02nd						
2.	Seminar Proposal					April, 14th		
3.	Revision of Proposal					√		
4.	Guidance of Thesis					√		
5.	Research					√		
6.	Finish of the Research						√	
7.	Guidance of Thesis after Research						√	
8.	ACC Thesis							√

2. Research Design

This research had a purpose to improve students' reading comprehension by using PQ4R (Preview, Question, Read, Reflect, Recite, and Review) strategy, it is called Classroom Action Research (CAR). According to Elliot in Wina "classroom action research is a research about social condition to improve the quality of action through planning, action, observation and reflection".[1] Additionally, Anne Burns describes "Classroom Action Research is part of a broad movement that has been going on education; it involves taking a self-reflective, critical, and systematic approach to explore the teaching context".[2] It means classroom action research is a research in the classroom to improve the quality of action or teaching that consists of four steps through planning, action, observation and reflection.

Additionally, classroom action research is a research which combines the procedure in substantive action as inquiry discipline in the process of improving and changing.[3] Classroom Action Research is part of a broad movement that has been going on in education generally for some time. Actually, the main goal of classroom action research is only to improve one's teaching practice or to enhance the functioning of a school. Moreover, research design of this research follows action research spiral by Kemmis

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[1] Wina Sanjaya, *Penelitian Tindakan Kelas* (Jakarta: Kencana, 2009), p. 25.
[2] Anne Burns, *Doing Action Research in English Language Teaching* (New York: Routledge, 2010), p. 2.
[3] Rochiati Wiriaatmadja, *Metode Penelitian Tindakan Kelas* (Bandung: Rosda, 2005) p. 11.

because this form is one of the best models as it summaries very succinctly the essential steps of the classroom action research process.

Reflect ——————— Plan

CYCLE I

Act and Observe

Reflect

——————— Revised Plan ———————

CYCLE II

Act and Observe

Expected Condition
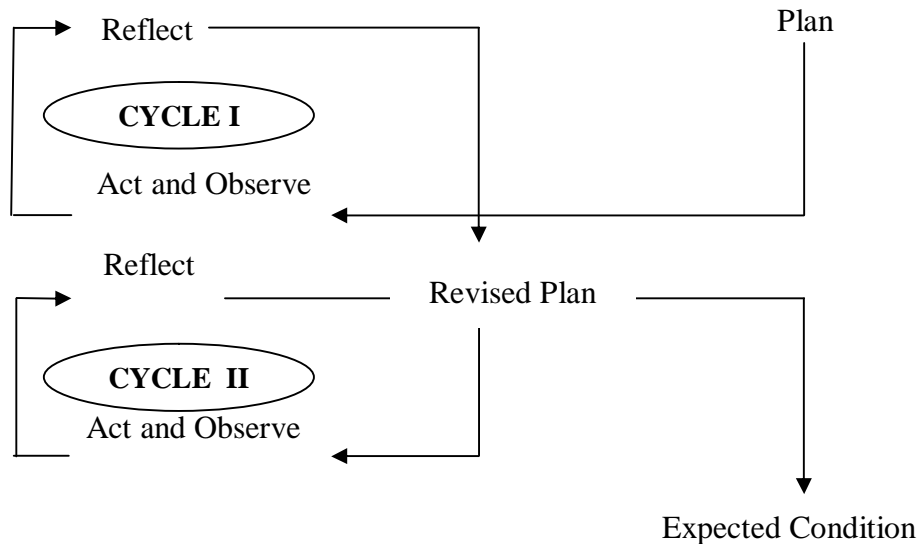
Figure 1: Action Research Spiral by Kemmis[4]

3. Participants

The participants in this research were the students at grade VIII-8, second semester in academic years 2013/2014 SMP Negeri 5 Padangsidimpuan, because the researcher found the problems of reading comprehension in this class. The total of the students in VIII-8 were 24 students. Moreover, there was collaboration with an English teacher at grade VIII-8 SMP Negeri 5 Padangsidimpuan, her name is Erwina Afni.

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[4] Anne Burns, *Op.cit.,* p. 9.

4. Instrument of Collecting Data

Based on instrument of collecting data, the research could be examined the validity or the trustworthiness of the research. In this research, the researcher used three instruments of collecting data, as follow:

1. Test

Brown defines "test as a method of measuring a person's ability; knowledge or performance in a given domain".[5] The researcher used reading test type multiple choice. Moreover, the researcher had some indicators in reading test by using PQ4R strategy, as follow:

a. Students are able to identify main idea.

b. Students are able to identify supporting sentence.

c. Students are able to identify summarizing main point from the text.

d. Students are able to exclude facts not written in the text

e. Students are able in analyzing vocabulary in context.

Table 5
Indicator in Reading Test by Using PQ4R Strategy

No	Indicators	Items	The Value	Score	Total Score
1.	Main Idea	4	5		20
2.	Supporting Sentence	4	5		20
3.	Summarizing main point/ conclusion	4	5	4 items X 5 scores	20
4.	Exclude facts	4	5		20
5.	Vocabulary in context	4	5		20
Total					100

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[5] H. Douglas Brown, *Language Assessment* (San Fransisco: Longman, 2004), p. 3.

Reading test is to gather data regards for the students' achievement in reading comprehension. In the first cycle, the researcher taught reading comprehension by using PQ4R strategy. The researcher gave some descriptive texts and explained about how to identify main idea, supporting sentence, summarize main point from the text, and exclude facts not written in the text, and vocabulary in context by using PQ4R strategy. The researcher gave the time to the students to read the descriptive text. Then, the researcher gave first test consists of 20 questions (every question consist of indicator of reading test) in multiple choices form.

In the second cycle, the researcher taught reading comprehension by using PQ4R strategy. The researcher gave the time to the students to read the descriptive text. Then, the researcher gave second test consists of 20 questions (every question consist of indicator of reading test) in multiple choices form. The assessment of the test was not focus on either the summarizing all of text, but the main point was students could differ where main idea is, supporting sentence, summarize main point from the text, exclude facts not written in the text, and vocabulary in context.

2. Observation

Observation is used to get information about phenomenon that occurs, by doing observation and recording toward visible phenomenon systematically. The researcher observed the learning-teaching activities in

the classrooms. There are some kinds of observation; they are behavior checklist, observation notes, reflective observation, analytical observation, and narrative observation. However, the researcher used observation notes because it is a simple form and the data are not counted but using note to describe what happened in the classroom. [6] The researcher observed students' activities and teachers' activity during the teaching-learning process and the factors which influence the teaching-learning process.

3. Interview

According to Hornby states "interview is to talk somebody and ask his/her questions at a formal meeting to find out if he/she is suitable for job or study".[7] Interview is used to get the data or information that is not expressed in observation. The interview concerned with the findings of the observation notes to get more information and clarification of the findings from the students. The researcher used the interview to know the condition of the students and also to know the students' problems in reading comprehension by using PQ4R strategy in the classroom. There were five data that have been taken from the students, they were:

a. The students' problem in identifying main idea.

b. The students' problem in identifying supporting sentence.

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[6] Anne Burns, *Op.cit.,* p. 67.
[7] A.S. Hornby, *Oxford Advanced Learned Dictionary 7thEdition* (New York: Oxford University Press, 2005), p 788.

c. The students' problem in identifying summarizing main point from the text.

d. The students' problems in identifying exclude facts are not written in the text.

e. The students' problem in analyzing vocabulary in context.

5. **Procedures of the Classroom Action Research**

This action research followed the model of Kemmis and Robin. It was a famous representation of the action research "spiral" that contains four stages; planning, acting, observing and reflecting. The model is described in the following figure:

Reflect   Plan

CYCLE I

Act and Observe

Revised Plan

Refle

CYCLE II

Act and Observe

Expected Condition
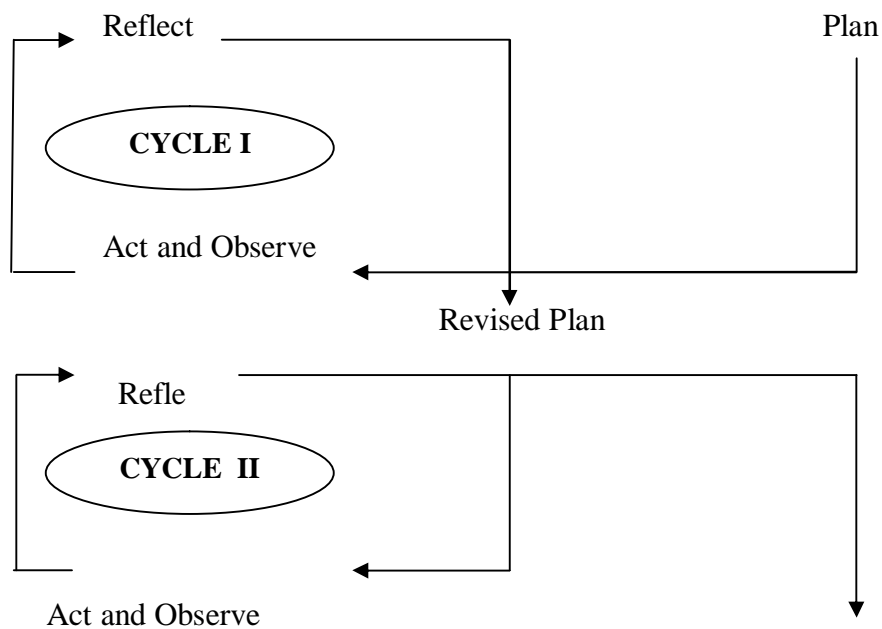
Figure 2: Action Research Spiral by Kemmis[8]

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[8] Anne Burns, *Op.cit.,* p. 67.

In this research the researcher applied two cycles. Every cycle consisted of two meetings, and the time allocation is 2x40 minutes / 80 minutes. Moreover, every meeting consisted of four steps of classroom action research (CAR) such as planning, action, observation and reflection. Here, the explanation of activities in teaching reading comprehension by using PQ4R strategy at grade VIII, especially VIII-8 SMP Negeri 5 Padangsidimpuan.

a. First Cycle

    1) Planning

        a) Making lesson plan that consisted of the step of action.

        b) Making learning planning approach that using PQ4R strategy.

        c) Preparing the topic to do PQ4R strategy along with first test reading to be given to the students and make an instrument as a tool to see the students' reading comprehension achievement improvement.

        d) Discussing how PQ4R strategy to be done in teaching-learning activity.

        e) Preparing all material that would be needed in teaching-learning process, such as lesson plan and value criteria.

    2) Action

        a) Explaining the purpose of the research and technique PQ4R strategy to the students.

        b) Giving learning material to the students.

c) Using PQ4R strategy to students in learning process.

d) Monitoring every step that had been planned.

e) Monitoring time allocation with all activity was done

f) Preparing the solution if have problem when the action was done.

g) Collecting the students discussion result.

3) Observation

a) Discussion with the English teacher to observe planning

b) Monitoring PQ4R strategy was done

c) Making note activity and different when PQ4R strategy using in teaching-learning was done.

d) Discussing with the English teacher about the weakness or finding activity during observation was done.

4) Reflection

a) Analyzing the finding during the observation was done.

b) Analyzing the weakness and the teacher progress that using PQ4R strategy to determine the followed up of activity.

c) Reflecting PQ4R strategy was used.

d) Reflecting the teacher learning activity.

e) Reflecting the students learning activity.

f) Evaluating or interpreted the data gotten from the class and make any decisions for the next meeting.

b. Second Cycle

In the second cycle, the researcher evaluated all the activities in the first cycle and repairing the problem. The researcher also conducted two meetings and every meeting did for 80 minutes.

1) Planning

    a) Analyzing the reflection result in the first cycle.

    b) Preparing all materials that would be needed in the teaching-learning process, as lesson plan. And value criteria.

    c) Encoding the problem and progress in the learning process.

2) Action

    1) Giving motivation to students.

    2) Giving the explanation and hint about the passages and the key word or difficult word that applied.

    3) Giving the information about the passages. Therefore, every student could answer the test correctly.

    4) Using PQ4R strategy to students in learning process.

    5) Monitoring time allocation with the all activity was done

    6) Collecting the students result.

3) Observation

    a) Monitoring the teaching-learning by using PQ4R strategy in teaching-learning process, especially in teaching reading comprehension.

    b) Discussing the problem in process learning and giving the solution.

    c) Monitoring PQ4R strategy was done

    d) Making note activity and different when PQ4R strategy using in teaching-learning was done.

4) Reflection

    1) Analyzing the weakness and progress when PQ4R strategy was done to determine the next activity planning.

    2) Reflecting of PQ4R strategy that using in learning process.

    3) Reflecting of teaching activity and students learning result that using PQ4R strategy.

    4) Evaluating or interpreted the data that getting from the class and make any decisions for the next meeting.

6. Technique of Analyzing Data

In technique of analyzing the data, the researcher used quantitative and qualitative data. Quantitative data is used to analyze the score of students. The quantitative data is collected and analyzed by computing the score of reading test.

To know the means score of students' for each cycle, the researcher applied the following formula:[9]

$$M = \frac{\Sigma fX}{N}$$

Explanation:

M : the mean of the students

ΣfX : the total score

N : the number of the students

Moreover, to count the percentage of students through PQ4R strategy, the researcher used the formula as follow:[10]

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

Explanation:

P : the percentage of students who get the score 70

R : the number of students who get the score up 70

T : total numbers of students do test

After calculating and scoring students' answer sheets then, their score are consulted the classification quality on the table below:

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[9] Hartono, *Statistik: Untuk Penelitian* (Yogyakarta: Pustaka Pelajar Offset, 2004), p. 30.
[10] Zainal Aqib, et. al., *PTK untuk Guru SMP, SMA, SMK* (Bandung: CV. Yrama Widya, 2008), p. 205.

Table 6
The Classification Quality of Students Score[11]

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

After the researcher found the mean scores of all students, it is consulted

to the criteria as follows:

a. If the value of mean score 81 – 100%, it can be categorized into very high

b. If the value of mean score 61 – 80%, it can be categorized into high

c. If the value of mean score 41 - 60%, it can be categorized into enough

d. If the value of mean score 21 - 40%, it can be categorized into low

e. If the value of mean score 0 - 20%, it can be categorized into very low [12]

Qualitative data is used to describe the situation during the teaching

process. In analyzing qualitative data, the researcher followed the technique that

developed by Gay and Airasian[13] which consists of five steps as follows:

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[11] *Ibid.*
[12] Riduan, *Belajar Mudah Penelitian untuk Guru-Karyawan dan Penelitian Pemula* (Bandung: Alfabeta, 2005), p. 89.
[13] L. R. Gay and Peter Airasian, *Education Research Competencies for Analysis and Application* (USA: Prentice Hall, 2000), p. 240-249.

a. Data managing

In 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 to check for completeness, and to start analyzing the data.

b. Reading

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

c. Description

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

d. Classifying

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

e. Interpreting

In this step, data is interpreted based on the connections, common aspects, and relationship among the data pieces, categories and patterns.

B. Thesis Outline

Fundamentally, the formation of this research could be divided into five chapters. Moreover, every chapter consists of sub chapters with detail as follow:

Chapter I introduction that consisted of background of the problem, identification of the problem, focus of the problem, definition of the key terms, formulation of the problem, purposes and significances of the research, and the last is indicator of action.

Chapter II consisted of theoretical descriptions which explain about PQ4R strategy, reading comprehension, conceptual framework and also hypotheses of action.

Chapter III was research methodology, and it consisted of location and schedule of the research, research design; and participants of the research. Then instrument of collecting data; are test, observation notes, and interview uses to collect the data and procedures of classroom action research, and technique of analyzing data.

Chapter IV consisted of the result of the research. The result of the research consisted of the description of the data, comparing the action result, and last analyzing the research result.

Finally, Chapter V is consisted of conclusion and suggestion.

CHAPTER IV

RESEARCH RESULT

This chapter presents research result. In this case, it discussed the way to improve students' reading comprehension by using PQ4R (Preview, Question, Read, Reflect, Recite, and Review) strategy at grade VIII SMP Negeri 5 Padangsidimpuan in academic year 2013/2014.

A. The Data Description

This chapter is concerned on the research result. The researcher divided research action in two cycles. It explains about the data from each cycle, doing the first cycle and second cycle. Moreover, the researcher described the research steps in cycle and findings.

1. First Cycle

The first cycle was conducted for two meetings. It carried out from April 21st up to 22nd 2014. The meeting was done for 80 minutes. Every meeting was done for 2×40 minutes. So, two meetings were done for 4×40 minutes or 160 minutes. There are some differences each cycle. Therefore, the researcher made the activities for the first cycle as follow:

a. Students' Learning Process in First Cycle

In students' learning process in first cycle, the researcher came to the classroom. The researcher did introduction to the students and the research importance. The researcher started to explain the purpose of teaching learning process by using PQ4R strategy. The researcher gave

descriptive text to each students, and asking the students to read by applying PQ4R strategy. This process was done by individual. Basically, PQ4R stands for Preview, Question, Read, Reflect, Recite, and Review.

Firstly, in *Preview* the researcher asked the students to read fast about the title, section headings and visual aids and also read the first and the last paragraph to get general idea of the purpose and the major concept from the text. In *Question*, the researcher gave them some questions from the text using question word of why, 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 carefully all of the text and underlining the important information such main idea, supporting sentence, summarizing main point/conclusion, exclude facts and vocabulary in context from text *Octopus and Lampung University*. It could help the students to find the answer of the question before. In *Reflect*, the researcher tried to give some information from text *Octopus and Lampung University,* and the student also tried to develop their information with their own thinking. In *Recite*, the researcher asked the students to summarize the main point or important information from the text *Octopus and Lampung University.* The last, in *Review* the researcher asked the students to review their tasks. (It can be looked in Appendix I for Lesson Plan Cycle I).

After explaining, the researcher monitored every step that has been planned in the lesson plan and time allocation with all activity was done. The students were in manageable. Even though, there were some students made disturbance and also some students still had the difficulties to identify main idea, supporting sentences, summarizing main point, exclude facts, and vocabulary in context from descriptive text. The researcher always gave them motivation and explanation so that they could study English well, especially in reading.

Then, the researcher gave them some questions in multiple choices form (20 questions) based on the text including main idea, supporting sentence, summarizing main point/conclusion, exclude facts and analyzing vocabulary in context. Moreover, the researcher asked about their difficulties along teaching learning process in reading comprehension by using PQ4R strategy. Finally, the researcher collected their tasks.

b. **Students' Reading Comprehension Scores in First Cycle**

In the first cycle, the researcher used all the quantitative data from all meetings. In every two meetings, the researcher conducted one reading test. In first test, most of the students were less in identifying main idea, supporting sentences, summarizing main point, excludes facts, and vocabulary in context. Based on the first test in the first cycle, it was found that the students' reading achievement was still low. It means that they were less in comprehending the text well. The result of students'

reading comprehension scores was presented in the following table. (It also can be looked in Appendix IX).

Table 7
Students' Reading Comprehension Scores in First Cycle

No	Students' Initial	Indicators					Test Score
		Main Idea	Supporting Sentence	Summarizing Main Point/Conclusion	Excludes Facts	Vocabulary in Context	
1	AJ	4	2	3	3	2	70
2	CS	4	2	3	2	1	60
3	EK	4	3	4	2	3	80*
4	EM	3	3	2	2	2	60
5	ED	3	2	3	3	2	65
6	FA	4	3	3	2	1	65
7	FW	3	3	2	2	3	65
8	FJ	4	3	4	2	2	75*
9	GM	4	4	4	2	1	75*
10	HH	4	4	4	3	2	85*
11	JO	2	2	4	3	1	60
12	JP	4	4	4	2	1	75*
13	JE	3	3	3	1	1	60
14	JA	4	3	3	1	2	65
15	JY	3	3	4	1	2	65
16	M	4	3	4	2	2	75*
17	MS	4	3	3	3	2	75*
18	MA	3	3	3	2	1	60
19	NM	4	3	3	2	1	65
20	PW	4	4	3	2	2	75*
21	RD	3	3	2	2	1	60
22	RW	3	3	2	3	2	65
23	RS	2	2	3	3	2	60
24	SH	4	4	4	2	1	75*
SUM							1635
MEAN SCORE							68.12
PERCENTAGE							37%

*: *The students who passed the KKM (75) in first cycle*

Based on table above, it could be concluded that there were 7 students got 60 score, 7 students got 65 score, 1 student got 70 score, 7 students got 75 score, 1 students got 80 score, and 1 student got 85 score. Therefore, from 24 students in class VIII-8, 9 students passed the Minimum Mastery Criterion (KKM) 75 score. Meanwhile, 15 students did not pass the Minimum Mastery Criterion (KKM) 75 score. Based on the calculation, the mean score of the class in first test was 68.12. It showed that the students' reading comprehension by using PQ4R still into low categories.

2. Second Cycle

The second cycle was conducted for two meetings. The action of the second cycle was done April 28th and 30th 2014. The meeting was done for 80 minutes. Every meeting was done for 2×40 minutes. So, two meetings were done for 4×40 minutes or 160 minutes. The researcher made the activities for the second cycle as follow:

a. Students' Learning Process in Second Cycle

After finding the result of first cycle, students' reading comprehension did not reach the target in their score of first test. The researcher modified the previous lesson plan based on the result in the first cycle. The researcher opened the learning by greeting, and ordering the students to pray before teaching-learning process. Moreover, the researcher also asked their condition. The researcher started to explain

purpose of teaching learning process by using PQ4R strategy. The researcher gave descriptive text with another topic to the students, and glancing over the text.

The researcher asked the students to read descriptive text about - *The National Monument and Nusa Tenggara* by applying PQ4R as reading strategy. Next, the researcher asked the students to read by applying PQ4R strategy for 25 minutes. (It can be looked in Appendix IV). Furthermore, the different conditions from first cycle were the teacher should give motivation to the students so that they should study English well and they also could be more interesting and more active in studying reading comprehension by using PQ4R strategy. Here, the researcher had to change the topic of descriptive text, especially in second test for second cycle. Moreover, the researcher gave the explanation about how to read the text, so that they could be more easily to identify main idea, supporting sentences, summarizing main point, exclude facts, and vocabulary in context by using PQ4R strategy.

Based on explanation about PQ4R strategy in chapter II, PQ4R can help the students to organize the information in their mind. Automatically the students would have deep concentration when they read the text by using PQ4R strategy. In every steps of PQ4R strategy in second cycle, the researcher made modifications. It had purposes to identify and solve the problems in first cycle.

Firstly, in *Preview* the researcher asked the students to read fast about the title, section headings and visual aids and also read the first and the last paragraph to get general idea, the purpose and the major concept from the text. In *Question*, the researcher gave them some questions from the text using question word of why, 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 carefully all of the text and underlining the important information such main idea, supporting sentence, summarizing main point/conclusion, exclude facts and vocabulary in context from text *The National Monument and Nusa Tenggara.* However, in this step the researcher limited the time to read; it was about 25 minutes. It could help the students to find the answer of the question before. In *Reflect*, the researcher tried to give some information from text *The National Monument and Nusa Tenggara;* and the student also tried to develop their information with their own thinking. In *Recite*, the researcher asked the students to summarize the main point or important information from the text *The National Monument and Nusa Tenggara.* The last, in *Review* the researcher asked the students to review their tasks. (It can be looked in Appendix IV).

Then, the researcher gave them some questions in multiple choices form (20 questions) based on the text including main idea, supporting sentence, summarizing main point/conclusion, exclude facts and analyzing

vocabulary in context. Moreover, the researcher asked about their difficulties along teaching learning process in reading comprehension by using PQ4R strategy. Additionally, the class condition in learning process was better than the first cycle. It could be seen from students who were able to concentration and pay attention on teacher explanation and most of them were interesting and more active to answer the question about main idea, supporting sentences, summarizing main point, exclude facts, and vocabulary in context by using PQ4R strategy.

The researcher and co-teacher discussed to find the problems to be solved comprehensively and handled teaching problems as soon as possible. The improvement of students' reading comprehension was from the students' pretension, teachers' explanation and also design of reflective in teaching learning process by using PQ4R strategy.

b. **Students' Reading Comprehension Scores in Second Cycle**

In the second test for second cycle, the researcher calculated the result of second test to know the students' score improvement from first test result. In second test, most of the students were able in identifying main idea, supporting sentences, summarizing main point, excludes facts, and vocabulary in context. It means that they had a progress to improve their reading score previously. The result of students' reading comprehension scores was presented in the following table. (It also can be looked in Appendix X).

Table 8
Students' Reading Comprehension Scores in Second Cycle

No	Students' Initial	Indicators					Test Score
		Main Idea	Supporting Sentence	Summarizing Main Point/ Conclusion	Excludes Facts	Vocabulary in Context	
1	AJ	4	4	4	3	2	85
2	CS	4	3	4	2	2	75
3	EK	4	4	4	4	3	95
4	EM	4	3	4	2	3	80
5	ED	4	3	4	2	2	75
6	FA	4	4	4	2	2	80
7	FW	4	3	3	3	3	80
8	FJ	4	3	4	3	4	90
9	GM	4	4	4	3	4	95
10	HH	4	4	4	4	4	100
11	**JO**	**3**	**3**	**2**	**3**	**2**	**65**
12	JP	4	4	3	3	2	85
13	JE	4	3	3	2	4	85
14	JA	4	3	3	3	3	80
15	JY	4	3	3	2	3	75
16	M	4	4	4	3	3	90
17	MS	4	4	4	3	2	85
18	MA	4	3	4	2	2	75
19	NM	4	2	4	3	3	80
20	PW	4	3	4	3	4	90
21	RD	4	3	3	3	3	85
22	RW	4	3	4	3	2	80
23	RS	4	3	3	3	2	75
24	SH	4	4	4	3	3	90
SUM							**1995**
MEAN SCORE							**83.12**
PERCENTAGE							**95%**

Bold name that did not pass the KKM (75) in second cycle

Based on table above, it could be concluded that There were 5 students got 75 score, 6 students got 80 score, 5 student got 85 score, 4 students got 90 score, 2 students got 95 score, and 1 student got 100 score.

Therefore, from 24 students in class VIII-8, 23 students passed the Minimum Mastery Criterion (KKM) 75 score. Meanwhile, there was one student who did not pass the Minimum Mastery Criterion (KKM) 75 score. The mean score in second cycle was 83.12 (95%). It showed that the students' reading comprehension by using PQ4R still into very good categories. By using PQ4R strategy, the students' reading comprehension achievement in class VIII-8 improved significantly.

B. Influencing Factors of Students' Reading Comprehension by Using PQ4R Strategy

1. Internal Factors in First Cycle

Internal factors mean indicators of reading comprehension that was used by researcher in this research. The indicators were main idea, supporting sentences, summarizing main point, exclude facts and vocabulary in context. Generally, the students did not find problem in identifying main idea from the text. Furthermore, the researcher and co-teacher found some students' problems in identifying supporting sentences, summarizing main point, exclude facts and vocabulary in context by using PQ4R strategy. Therefore, the researcher gave the explanation below.

a. Main Idea

Based on observation notes and interview, the researcher and co-teacher as observer had a duty to monitor all activities by using PQ4R strategy in the classroom. The researcher and co-teacher did not find

students' problem in identifying main idea from descriptive text. All of them could identify main idea from text in the first cycle. Furthermore, based on interview, they said that they did not find problem in identifying main idea because the site of main idea always in the beginning of paragraph. Therefore, they could identify main idea from text by using PQ4R strategy easily.

b. **Supporting Sentence**

Second, there were 14 students who could identify supporting sentences. Unfortunately, there were 10 (CS, EM, ED, FA, FW, JO, JA, JY, MA, RS) students who had problems in identifying supporting sentences from descriptive text. Based on interview (saturation data) the factors were influenced by they did not understand how supporting sentence was (CS, EM, ED, FA, MA, and RS). Furthermore, FW, JO, JY and JA said that they did not know where the lie of supporting sentence was. According to reading test result in the first cycle they did not pass Minimum Mastery Criterion (KKM). They only got the score about 60 up to 65. Based on explanation above, it could be concluded that there were two factors in identifying supporting sentences in the text. First, they did not understand how supporting sentences was. Second, they did not know where the lie of supporting sentences was. Therefore, the researcher should give the solutions for the students' problems in identifying supporting sentence. The researcher gave explanation what supporting

sentence was and where the lie of supporting sentence was in the text, especially descriptive text. Next, the researcher gave confirmation after main idea; they would find supporting sentence. The researcher used PQ4R strategy to solve their problems in identifying supporting sentences.

c. **Summarizing Main Point/Conclusion**

Third, there were 13 students who could identify summarizing main point/conclusion. However, there were 11 (CS, EM, ED, FA, FW, JO, JE, JA, JY, MA, RS) students who had problems in identifying supporting summarizing main point/conclusion from descriptive text. According to reading test result in the first cycle they did not pass Minimum Mastery Criterion (KKM). They only got the score about 60 up to 65. Based on interview (saturation data), the factor was they thought summarizing main point/conclusion was same with supporting sentences. Therefore, they felt confuse when identifying between supporting sentences and summarizing main point/conclusion. Therefore, to solve the students' problem in identifying summarizing main point/conclusion, the researcher gave the explanation where summarizing main point/conclusion was and the researcher also gave the example based on text how to identify summarizing main point/conclusion by using PQ4R strategy.

d. **Exclude Facts**

Fourth, there were 10 students who could identify exclude facts from the text. However, there were 14 (AJ, CS, EM, ED, FA, FW, JO, JE, JY,

MA, MM, RD, RW, RS) students who had problems in identifying exclude facts from descriptive text. According to reading test result in the first cycle they did not pass Minimum Mastery Criterion (KKM). They only got the score about 60 up to 65. Based on interview (saturation data), the factor was they felt confuse when they would answer the question that related about exclude facts because many statements are almost same and only had little different from the text. Therefore, to solve the students' problem in identifying exclude facts, the researcher gave advice to the students so that they could read text clearly. Moreover, the researcher also used PQ4R strategy certainly. They only had deep concentration in reading text, but in the first cycle most of them did not have it. Therefore, they felt confuse to identify exclude facts.

e. **Vocabulary in Context**

Fifth, there were 9 students who could identify vocabulary in context from the text. However, there were 15 (AJ, CS, EM, ED, FA, FW, JO, JE, JA, JY, MA, NM, RD, RW, RS) students who had problems in identifying vocabulary from descriptive text. According to reading test result in the first cycle they did not pass Minimum Mastery Criterion (KKM). They only got the score about 60 up to 65. Based on interview (saturation data), the factor was they did not know what the meaning from the word because they were lack of vocabulary until they had difficulty when identifying vocabulary in context. Additionally, they also forgot to bring dictionary.

Therefore, to solve the students' problem in identifying vocabulary in context, the researcher ordered the students to bring the dictionary in the second cycle. To make the explanation above clearer, look the table below!

Table 9
Problems of Internal Factors in First Cycle

No	Internal Factors	Problems	Solution
1.	Main Idea	-	-
2.	Supporting Sentence	a. The students did not understand how supporting sentence was. b. They did not know where the lie of supporting sentence was.	a. Gave explanation what supporting sentence was and where the lie of supporting sentence was in the text, especially descriptive text. b. Gave confirmation after main idea; they would find supporting sentence.
3.	Summarizing Main Point/Conclusion	a. They thought summarizing main point/conclusion was same with supporting sentences.	a. gave the explanation where summarizing main point/conclusion was b. Gave the example based on text how to identify summarizing main point/conclusion by using PQ4R strategy.

4.	Exclude Facts	a. They felt confuse when they would answer the question because many statements are almost same and only had little different from the text	a. Gave advice to the students so that they could read text clearly by using PQ4R strategy.
5.	Vocabulary in Context	a. They did not know what the meaning is from the word b. They forgot to bring the dictionary	a. Ordered the students to bring the dictionary in the second cycle

Based on table above, it could be concluded that the students had some problems in identifying supporting sentence, summarizing main point/conclusion, exclude facts and vocabulary in context from the text. Therefore, the researcher should make the improvement in teaching-learning process in the second cycle, especially in reading by using PQ4R strategy.

2. **External Factors in First Cycle**

Based on observation notes, the researcher and co-teacher as observer had a duty to monitor all activities by using PQ4R strategy in the classroom. It was about class situation, students' activity and teachers' activity in teaching learning process in the classroom. There were some external factors that influenced students' reading comprehension beside internal factors. It could

be concluded that there were other factors that influenced students' problem that happened in the classroom.

a. **Motivation**

First, the students' motivation was one of external factors in the first cycle. There were 13 students who had motivation when teaching-learning process in the classroom. However, there were 11 (AJ, CS, EM, ED, FW, JO, JE, JA, JY, MA, NM, RD, RW, RS) who did not have motivation in learning reading. It was caused by the factor that they did not understand well about English, especially reading. Beside, the lamp was not function well in their classroom. Their class was to be dark until they got the difficulty to read the text. Therefore, they were to be passive in the classroom. The researcher should solve this problem. The researcher motivated them to have passion or to be active in reading comprehension by using PQ4R strategy in the classroom. Moreover, the researcher and co-teacher collaborated to report the problem about the lamp that was not function well, so that the lamp would be repaired in class VIII-8.

b. **Disturbance**

Second, the students who made disturbance in the classroom were also one of external factors in students' reading comprehension in class VIII-8. There were two students (CS and JO) who made disturbance in this class. Based on interview (saturation data), they said that nobody borrowed the dictionary for them; so, they disturbed their friend and it made the

classroom was noisy so that the other students pitted to the researcher that CS and JO took their dictionary. Moreover, JO also said that he did not comprehend English. Therefore, to solve this problem the researcher ordered them to bring the dictionary so that they did not disturb again their friends. The researcher also gave advice and spirit to JO in order to study about English. Moreover, co-teacher warned them to be calm in the classroom.

c. **Asking Permission**

Third, the students who often asked permission to the bathroom were also external factors in students' reading comprehension. Here, there were also two students (FA and RS) who often asked permission to the bathroom. When the researcher explained in front of the class, they raised their hand and asked permission to the bathroom, not only one times but until three times. So, it very bothered the researcher. Based on interview (saturation data), the factor was they only wanted to the bathroom. Therefore, the researcher should solve this problem by limiting them to ask permission to the bathroom only one times.

To make the explanation above clearer, look the table below!

Table 10
Problems of External Factors in First Cycle

No	Internal Factors	Problems	Solution
1.	Motivation	a. Most of students lack of motivation in learning reading comprehension. b. The lamp was not function well.	a. Motivated them to have passion or to be active in reading comprehension by using PQ4R strategy b. Reported the problem about the lamp that was not function well to the school
2.	Disturbance	a. Two students made disturbance because nobody gave them the dictionary. So, they disturb their friends b. JO did not comprehend English	a. Ordered them to bring the dictionary b. Gave advice and spirit to JO in order to study about English well
3.	Asking Permission	a. Two students often asked permission to the bathroom until three times.	a. Limited them to ask permission to the bathroom only one times

Based on table above, there were some external factors that influenced students' reading comprehension in class VIII-8 SMP Negeri 5 Padangsidimpuan. The researcher solved the problems in the second cycle in order to improve their passion in learning reading comprehension in the classroom.

3. Internal Factors in Second Cycle

After finding the result of cycle 1, the researcher modified the previous lesson plan based on the result internal and external factors in the first cycle. Related to the researcher as the teacher in this research, she showed some progresses in teaching reading comprehension. The students could improve their score in reading comprehension. Based on observation notes and interview, the researcher and co-teacher as observer had a duty to monitor all activities by using PQ4R strategy in the classroom. Furthermore, the researcher and co-teacher found all of students could identify main idea, supporting sentences, summarizing main point, exclude facts and vocabulary in context by using PQ4R strategy well.

a. Main Idea

First, based on observation notes the researcher and co-teacher found students were to be better in identifying main idea from descriptive text. Even though, they did not have difficulty in identifying main idea in the first cycle. All of them could identify main idea from text well. Furthermore, based on interview, they said that they did not find problem in identifying main idea. Therefore, the students could identify main idea from text successfully.

b. Supporting Sentence

Second, there were 10 (CS, EM, ED, FA, FW, JO, JA, JY, MA, RS) students who had problems in identifying supporting sentences from

descriptive text in the first cycle. However, they could solve their problems after the researcher gave explanation what supporting sentence was and where the lie of supporting sentence was in the text clearly in the second cycle. The researcher used PQ4R strategy in teaching-learning process in the classroom. Moreover, their mean score improved in second cycle; it was about 75 up to 85.

c. **Summarizing Main Point/Conclusion**

Third, there were 11 (CS, EM, ED, FA, FW, JO, JE, JA, JY, MA, RS) students who had problems in identifying supporting summarizing main point/conclusion from descriptive text. The researcher gave the explanation where summarizing main point/conclusion was and the researcher also gave the example based on text how to identify summarizing main point/conclusion by using PQ4R strategy. Then, they could give the progress in second cycle. They could understand summarizing main point/conclusion and they also could differ where summarizing main point/conclusion was and where supporting sentence was in the text. Furthermore, the mean score of students who had problems in identifying supporting summarizing main point/conclusion improved; it was about 75 up to 85.

d. **Exclude Facts**

Fourth, there were 14 (AJ, CS, EM, ED, FA, FW, JO, JE, JY, MA, MM, RD, RW, RS) students who had problems in identifying exclude

facts from descriptive text. After that, the researcher gave advice to the students about the students should be careful in reading text. The researcher also explained that in reading they should have deep concentration until they could comprehend the text. The researcher also used PQ4R strategy to solve their problem. Furthermore, the students could know how to identify exclude facts from the text. They did not felt confuse in identifying exclude facts from the text again. They showed the progress significantly. It could be showed based on mean score of students who had problem in identifying exclude facts. It was about 75 up to 85.

e. **Vocabulary in Context**

   Fifth, there were 15 (AJ, CS, EM, ED, FA, FW, JO, JE, JA, JY, MA, NM, RD, RW, RS) students who had problems in identifying vocabulary from descriptive text. To solve the students' problem in identifying vocabulary in context, the researcher ordered the students to bring the dictionary. Moreover, the researcher also gave advice that they should enrich their vocabulary, especially in reading. Then, co-teacher also helped the researcher to control the class. She checked the students who did not bring the dictionary, but in the second cycle they brought dictionary until they could search difficult word in their dictionary. However, JO could not identify difficult word well because he did not like English. The researcher tried to give him advice in order to study English well. Sometimes, the researcher also helped him how to look for difficulty

word in the dictionary, but until test in second cycle JO could not pass

Minimum Mastery Criterion (KKM) 75 score. He only got 65.

To make the explanation clearer, look the table below!

Table 11
Problems of Internal Factors in Second Cycle

No.	Internal Factors	Problems	Solution
1.	Main Idea	-	-
2.	Supporting Sentence	-	-
3.	Summarizing Main Point/Conclusion	-	-
4.	Exclude Facts	-	-
5.	Vocabulary in Context	a. There was a student (JO) could not identify difficult word well because he did not like English.	a. The researcher tried to give him advice in order to study English well. Sometimes, the researcher also helped him how to look for difficulty word in the dictionary.

Based on table above, it could be concluded that the students could

solve the problems in identifying main idea, supporting sentence,

summarizing main point/conclusion, exclude facts and vocabulary in

context by using PQ4R strategy successfully. Although there was a

student (JO) had difficulty in identifying vocabulary in context. Moreover,

the researcher and co-teacher felt satisfied because the students could

solve their problems and they also could improve their reading score in the second cycle.

4. External Factors in Second Cycle

Related to the researcher as the teacher in this research, she showed some progresses in teaching reading comprehension based on external factors in the second cycle. The explanation as follow:

a. Motivation

First, the students' motivation was one of external factors in the first cycle. There were 11 (AJ, CS, EM, ED, FW, JO, JE, JA, JY, MA, NM, RD, RW, RS) who did not have motivation in learning reading. In the second cycle, the researcher motivated them to have passion or to be active in reading comprehension by using PQ4R strategy in the classroom. Moreover, the problem about the lamp that was not function well in class VIII-8 had been repaired by school until their class was to be bright rather than in the first cycle.

Therefore, the students' motivation and attitudes in the classroom were to be better. In teaching learning process, they felt interesting and enjoy because they could comprehend the text. Additionally, they were actively to participate in doing reading tasks. They asked the researcher if they did not understand how to identify main idea, supporting sentences, summarizing main point, exclude facts, and vocabulary in context. In the second cycle, AJ, CS, EM, ED, FW, JO, JE, JA, JY, MA, NM, RD, RW,

RS could pass Minimum Mastery Criterion (KKM). Their scores were between 75 up to 85.

b. **Disturbance**

Second, there were two students (CS and JO) who made disturbance in this class because they did not have dictionary. The researcher ordered them to bring the dictionary. Moreover, co-teacher warned them so that they could be calm and did not disturb their friends again in the classroom. In the second cycle, CS and JO also could improve their attitude and their score. CS got the score 75 from 60, but JO could not pass the Minimum Mastery Criterion (KKM) because he only got the score 65 from 60. However, JO could be calm in the classroom. Therefore, the researcher felt comfortable in second cycle because they were more disciplinary.

c. **Asking Permission**

Third, the students who often asked permission to the bathroom were two students (FA and RS) who often asked permission to the bathroom. The researcher solved this problem by limiting them to ask permission to the bathroom only one times. They could accept the rule of the researcher. Furthermore, they also could be sportive in the classroom. Both of them showed the progress significantly, not only about attitude but they could improve their reading comprehension score to be 65 up to 80 (FA) and 60 up to 75 (RS).

Based on explanation above, about the external factors that influenced students' reading comprehension by using PQ4R strategy in class VIII-8 the researcher made the table to make it clearer. Look the table below!

Table 12
Problems of External Factors in Second Cycle

No	Internal Factors	Problems	Solution	Progress
1.	Motivation	-	-	a. All of student had motivation in learning reading comprehension by using PQ4R strategy. b. The lamp had been repaired by school.
2.	Disturbance	-	-	a. They bring the dictionary and did not make disturbance again.
3.	Asking Permission	-	-	a. They asked permission to the bathroom only one times.

Therefore, the problems in the first cycle could be solved successfully by students and researcher in the second cycle in applying PQ4R strategy in reading comprehension. Moreover, the co-teacher also helped the researcher to manage the classroom until the classroom could be more effective and conducive. Hopefully, the students could survive their

behavior like in the second cycle in despite of this researcher had been finished in doing the research.

C. The Comparative Result of the Action

1. Improvement and Influencing Factors of Students' Reading Comprehension by Using PQ4R Strategy in First and Second Cycles

To compare the test result of the action between first and second cycle, the researcher used some steps. Those steps are calculating the students mean score of the test, calculating the percentage students' improvement score from first and second cycle. In first test, most of the students were less in identifying main idea, supporting sentences, summarizing main point, excludes facts, and vocabulary in context. It means that they were less in comprehending the text well. There were 7 students got 60 score, 7 students got 65 score, 1 student got 70 score, 7 students got 75 score, 1 students got 80 score, and 1 student got 85 score. It can be took the conclusion that from 24 students in class VIII-8, 9 students passed the Minimum Mastery Criterion (KKM) 75 score. Meanwhile, 15 students did not pass the Minimum Mastery Criterion (KKM) 75 score. The comparison of the students who passed the Minimum Mastery Criterion (KKM) 75 score. In analyzing the data of first test, the first step was to get the mean score of the class. It was calculated as following:

$$M = \frac{\Sigma fX}{N}$$

$$M = \frac{1635}{24}$$

$M = \textbf{68.12}$

Based on the calculation, the mean score of the class in first test was 68.12. It showed that the students' reading comprehension by using PQ4R still into enough categories. It means that they were still far into good, even excellent or very good category. The second step is to know the percentage of students' score who passed the Minimum Mastery Criterion (KKM) 75 score. It was calculated as following:

$$P = \frac{R}{T} \text{ x } 100\%$$

$$P = \frac{9}{24} \text{ x } 100\%$$

$P = \textbf{37\%}$

Next, in the second test for second cycle, the researcher calculated the result of second test to know the students' score improvement from first test result. In second test, most of the students were able in identifying main idea, supporting sentences, summarizing main point, excludes facts, and vocabulary in context. It means that they had a progress to improve their reading score previously. There were 5 students got 75 score, 6 students got 80 score, 5 student got 85 score, 4 students got 90 score, 2 students got 95 score, and 1 student got 100 score. It can be took the conclusion that from 24 students in class VIII-8, 23 students passed

the Minimum Mastery Criterion (KKM) 75 score. Meanwhile, there was one student who did not pass the Minimum Mastery Criterion (KKM) 75 score. In analyzing the data of second test, the researcher calculated the mean score of the class. It was calculated as following:

$$M = \frac{\Sigma fX}{N}$$

$$M = \frac{1995}{24}$$

$M = \mathbf{83.12}$

Based on the calculation, the mean score of the class in second test was 83.12. It showed that the students' reading comprehension by using PQ4R still into very good categories. It means that they have achieved good category. Then, to know the percentage of students' score who passed the Minimum Mastery Criterion (KKM) 75 score. It was calculated as following:

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

$$P = \frac{23}{24} \times 100\%$$

$P = \mathbf{95\%}$

Based on explanation above, it can be concluded that the mean score and the percentage of the second test (second cycle) showed the improvement from the first test (first cycle); in the first test the mean score was 68.12 (37%); it was

included low category. The improvement of mean score in second test (second cycle) was 83.12 (95%); it was included good category. The differences showed that there was a significant improvement of students' reading comprehension. It can be looked also from the chart below!

Chart 1
The Comparison Mean Score between First Test and Second Test (First Cycle and Second Cycle)
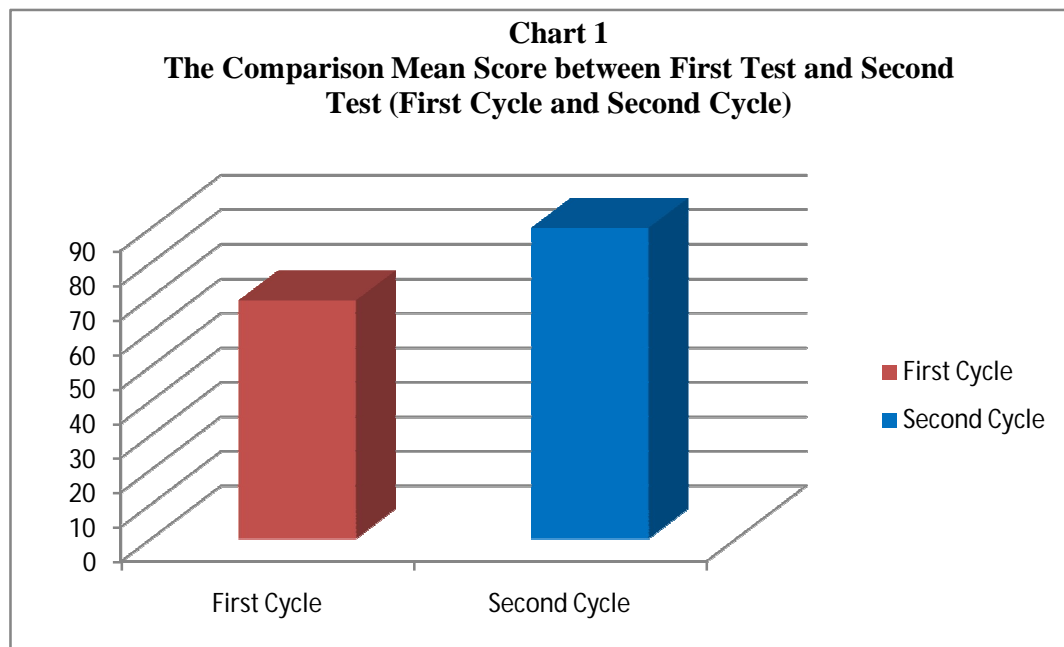
Based on chart above, it can be concluded that the researcher' hypothesis that PQ4R strategy could improve the students' reading comprehension at grade VIII SMP Negeri 5 Padangsidimpuan was accepted. Here is the calculation of the cycle result can be looked from the table below! (Appendix IX and X).

Table 13
The Students' Reading Score of First Test and Second Test

NO	STUDENTS' INITIAL	CYCLE 1 FIRST TEST	CYCLE 2 SECOND TEST
1	AJ	70	85
2	CS	60	75
3	EK	80*	95
4	EM	60	80
5	ED	65	75
6	FA	65	80
7	FW	65	80
8	FJ	75*	90
9	GM	75*	95
10	HH	85*	100
11	**JO**	**60**	**65**
12	JP	75*	85
13	JE	60	85
14	JA	65	80
15	JY	65	75
16	M	75*	90
17	MS	75*	85
18	MA	60	75
19	NM	65	80
20	PW	75*	90
21	RD	60	85
22	RW	65	80
23	RS	60	75
24	SH	75*	90
	Mean: $$M = \frac{\Sigma fX}{N}$$	**68.12**	**83.12**
	Percentage: $$P = \frac{R}{T} \text{ x } 100\%$$	**37%**	**95%**

*: *The students who passed the KKM (75) in first cycle*
  Bold name that did not pass the KKM (75) in second cycle

Therefore, PQ4R strategy gave a good improvement in teaching learning reading comprehension in which students became interesting and active in the process of identifying main idea, supporting sentences, summarizing main point, excludes facts, and vocabulary in context from descriptive text. Moreover, the students could improve their achievement in learning reading comprehension in the classroom. There had 15 (58%) improvement for mean score of students' reading comprehension.

Additionally, the comparison of influencing factors of students' reading comprehension by using PQ4R strategy in first and second cycles can be looked in the table below!

Table 14
Influencing Factors of Students' Reading Comprehension
in First Cycle and Second Cycle

No	External Factors	Result	
		First Cycle	Second Cycle
1.	Motivation	c. Most of students lack of motivation in learning reading comprehension. d. The lamp was not function well.	c. All of student had motivation in learning reading comprehension by using PQ4R strategy. d. The lamp had been repaired by school.
2.	Disturbance	a. Two students made disturbance because nobody gave them the dictionary. So, they disturb their friends.	b. They bring the dictionary and did not make disturbance again.

3.	Asking Permission	a. Two students often asked permission to the bathroom until three times.	b. They only could ask permission to the bathroom only one times.

Based on all of explanation above, it could be concluded that students' reading comprehension by using PQ4R strategy at class VIII-8 SMP Negeri 5 Padangsidimpuan in the first cycle and second cycle was improved significantly. Hopefully, this strategy could give a big improvement in teaching learning process, especially in reading comprehension.

D. Discussion of the Research Findings

One of purposes this research is to describe the students' achievement in reading comprehension by using PQ4R strategy at grade VIII SMP Negeri 5 Padangsidimpuan. Here, the researcher found the improvement of students' mean scores in reading comprehension by using PQ4R strategy based on first cycle and second cycle. It was 68.12 (37%) in first cycle, and it was 83.12 (95%) in second cycle. The improvement of mean scores between first cycle and second cycle was 15 (58%). Therefore, it could be concluded that by using PQ4R strategy could improve students' achievement in reading comprehension in class VIII-8.

Moreover, Sri Afriani Siregar had done research in State College for Islamic Students (STAIN) Padangsidimpuan about "Improving Students' Achievement in Reading Comprehension through Cooperative Learning Teams Games Tournament (TGT) SMA Negeri 7 Padangsidimpuan (at Second Grade of IPA

Class)". The research design was classroom action research (CAR). She said that Cooperative Learning Teams Games Tournament (TGT) could improve the students' achievement in reading comprehension 16%. It is based on the mean score of students' reading comprehension in cycle 1 is 72% and become 88% in cycle 2. The improvement of mean scores between first cycle and second cycle was 15 %.

Next, Fadhilah Tanjung, she also had done research in State College for Islamic Students (STAIN) Padangsidimpuan about "The Effect of SQ3R (Survey, Question, Read, Recite, and Review) Strategy to Students' Reading Comprehension at Grade XI SMA N 3 Panyabungan". The research design was experiment. She also said that SQ3R (Survey, Question, Read, Recite, and Review) Strategy gave effect on students' reading comprehension. It is based on analysis result and hypothesis testing showed that both these variables have the effect and hypothesis alternative (H_a) was accepted. It means that students' reading comprehension achievement by using SQ3R Strategy was better than conventional strategy ($\mu_1 > \mu_2$). The score in experimental class 74.3 was and control class was 72.8. So, the comparison score between experimental class and control class was 74.3 > 72.8.

Additionally, Fifin Tyas Lifawati, she had done research in IKIP PGRI Semarang through the title "Teaching Reading Comprehension Using Preview, Question, Read, Reflect, Recite, and Review (PQ4R) to the Eight Grades of MTS

Asy-Syafi'iyah Somosari Batealit Jepara in Academic Year of 2009/2010". The research design was descriptive quantitative. She also said that PQ4R strategy was good that has been applied in the classroom. Based on the data, the category of summarizing an English text in teaching reading comprehension by using PQ4R strategy to eighth grades students of MTs Asy-Syafi'iyah Somosari Batealit Jepara in academic year 2010/2011 is good category. It could be ported by the mean score result of the test. That was 79.24%.

Based on table above, it could be concluded that the problems of students' reading comprehension could be solved by using some strategies, especially by using PQ4R strategy. Actually, PQ4R strategy is the development of SQ3R strategy. Therefore, these strategies could be categorized same. It could be proven based on these researches above that SQ3R and PQ4R strategies could improve students' score in reading comprehension. Moreover, using Teams Games Tournament (TGT) was also proven that there was an improvement in students' reading comprehension achievement.

After discussed about score in each research, the researcher continued the explanation about the problems in each research. Firstly, in this research the problems were influenced by internal factors and external factors. Internal factors consisted of the students' difficulty in identifying supporting sentence, summarizing main point/conclusion, exclude facts, and vocabulary in context in first cycle. It were caused the factors that they did not understand how supporting sentences was and they did not know where the lie of supporting sentences was.

The students' difficulty in summarizing main point/conclusion was caused by the factors that they thought summarizing main point/conclusion was same with supporting sentences. Therefore, they felt confuse when identifying between supporting sentences and summarizing main point/conclusion.

The students' difficulty in identifying exclude facts was caused by the factors that many statements are almost same and only had little different from the text. The last, the students' difficulty in identifying vocabulary in context was caused by the factors that they did not know what the meaning from the word because they were lack of vocabulary until they had difficulty when identifying vocabulary in context. Additionally, they also forgot to bring dictionary. However, the students did not find the difficulty in identifying main idea from text, because the lie of main idea always in beginning of paragraph. Then, external factors were influenced by students' motivation, disturbance, and asking permission. Here, the students' motivation was still low; it was caused by the factors that they did not understand well about English, especially reading. Beside, the lamp was not function well in their classroom. Their class was to be dark until they got the difficulty to read the text. Therefore, they were to be passive in the classroom. Furthermore, two students made disturbance, it was caused by the factor that nobody gave them the dictionary. So, they disturbed their friends. Next, two students often asked permission to the bathroom until three times, it was caused by the factor that they only wanted to the bathroom. In second cycle, the students showed some progresses, it could be seen from all of

student had motivation in learning reading comprehension by using PQ4R strategy; the lamp had been repaired by school; they bring the dictionary and did not make disturbance again and they asked permission to the bathroom only one times.

Furthermore, Sri Afriani Siregar had the problems only in internal factors because she only searched the improvement students' score in reading comprehension by using Teams Games Tournament (TGT). The problems were they did not understand to convey the meaning of words because they were very lazy to bring the dictionary. In addition, the students felt confuse in understanding long sentences in descriptive text. The result of those problems was low of students' achievement score in reading. Moreover, Fadhilah Tanjung had the problems in internal factors. The problems were the students sometimes forced to practice some tests as much as possible. They could not enjoy their activities, since, they could not satisfy themselves. Therefore, the students became stressful while learning. The last, Fifin Tyas Lifawati had the problems in student still found some difficulties to understand and remember reading text materials written in English because the teachers did not know the accuracy of learning strategy that could help them.

To look the similarity and the differences of each research above, look the table below!

Table 15
The Similarity and the Differences
of Problems in Reading Comprehension

No	Problems	Indah Permata Sari	Sri Afriani Siregar	Fadhilah Tanjung	Fifin Tyas Lifawati
1.	Students' difficulties in identifying main idea, supporting sentence, summarizing main point/conclusion, exclude facts, and vocabulary in context in descriptive text.	√			
2.	Students' motivation was low	√			
3.	Disturbance in the classroom	√			
4.	Asking permission	√			
5.	Students did not understand to convey the meaning of words because they were very lazy to bring the dictionary.	√	√		
6.	Students confused in understanding long sentences in descriptive text.				
7.	Students were forced to practice some tests. They could not enjoy their activities, since, they could not satisfy themselves.			√	

| 8. | Student found some difficulties to understand and remember reading text materials written in English because the teachers did not know the accuracy of learning strategy that could help them. | | | | √ |

Based on table above, it could be concluded that there were the similarity and the differences of each research based on problems that found by the researcher, although all of researches described about students' achievement and students' problems in reading comprehension. It was caused by the research had been done in the different place and the grades of the research was also different. Moreover, the kind of research design was also different. Based on previous explanation first research design was Classroom Action Research (CAR); second research design was also Classroom Action Research (CAR); the third research design was experimental research; the last research design was descriptive quantitative. Therefore, all of researchers found the different problems in each research.

E. **Threats of the Research**

In doing the research, the researcher found some threats in this research. The researcher found the students' problems in the classroom teaching learning reading comprehension process. The students were still uninterested and not active yet in learning process by using PQ4R strategy. Therefore, it would make

them passive and confused because PQ4R strategy was still new for them. The students were not controlled in teaching learning process so that they made the disturbance.

Moreover, PQ4R strategy gave chance to the students to use target language for meaningful purposes. PQ4R strategy developed the students' reading comprehension and also improved their concentration in reading a text so that they could be more active and interested in learning reading comprehension. Additionally, by using PQ4R strategy the students could organize the information from short-term memory up to long-term memory so that they could remember the information from the text. By applying PQ4R strategy, the students' reading comprehension at grade VIII, especially class of VIII-8 SMP Negeri 5 Padangsidimpuan would improve. PQ4R strategy also created an interactive process between students and the teacher, because in applying PQ4R strategy both of them associated in teaching learning process, especially in reading comprehension. Therefore, the researcher hoped PQ4R strategy can be used in the classroom as one of the best strategies in teaching reading comprehension at grade VIII SMP Negeri 5 Padangsidimpuan.

CHAPTER V

CONCLUSION AND SUGGESTION

A. The Conclusion

Based on the result of the classroom action research, it could be concluded that PQ4R strategy improved students' reading comprehension at grade VIII SMP Negeri 5 Padangsidimpuan. It based on the students' reading comprehension, the mean score in which was in first cycle was 68.12 (37%) and in second cycle was 83.12 (95%). There were three of external factors that influencing students' reading comprehension in first cycle and second cycle, like motivation, disturbance, and asking permission to the bathroom. Therefore, the hypothesis in this research could be accepted because the score and the condition in reading comprehension by using PQ4R strategy showed the good improvement in class VIII-8 SMP Negeri 5 Padangsidimpuan.

B. The Suggestion

Based on the explanation of the conclusion, it had been described PQ4R strategy improved students' reading comprehension in English, and the implication of the result goes to English teachers of Junior School. Moreover, the English teachers can apply PQ4R (Preview, Question, Read, Reflect, Recite, and Review) strategy in teaching and learning process in the classroom. By PQ4R strategy, the students will be more active in organizing the information in their mind like identifying main ideas, and submitting the question, comprehending the information, memorizing and making summarize from a text, reflecting, and also

reviewing the information what they have got from the textbook. Therefore, PQ4R strategy with all the steps can create students' reading comprehension be better than before.

The result of this research showed that using of PQ4R strategy improved students' reading comprehension, especially at grade VIII SMP Negeri 5 Padangsidimpuan. The suggestions are special for the teachers, students and other researchers. The suggestions will be explained as follow:

a. PQ4R strategy is activities that can create students' interest and decrease tension in difficulty curriculum areas especially in subject reading comprehension. It also can be used as an alternative strategy of English teaching in reading comprehension.

b. For the teacher, it is very wise to use PQ4R strategy in teaching reading comprehension because this strategy can make the students more active in organizing the information in their mind like identifying main ideas, and submitting the question, comprehending the information, memorizing and making summarize from a text, reflecting, and also reviewing the information what they have got from the textbook

c. For the students, it is hoped that by using PQ4R strategy the students more interested in studying English especially reading comprehension, because PQ4R strategy provides free time to improve the students' reading comprehension. It also can give deep concentration for the students when they are reading a text.

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