THE EFFECT OF PREVIEW, QUESTION, READ, REFLECT, RECITE AND REVIEW (PQ4R) STRATEGY ON READING RECOUNT TEXT COMPREHENSION AT GRADE XI STUDENTS OF SMA TERPADU DARUL HASAN PADANGSIDIMPUAN

A THESIS

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

Written By:

MELISA POHAN
Reg. No. 17 203 00077

ENGLISH EDUCATIONAL DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2021**

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LETTER AGREEMENT

Term   : Munaqosyah
Item   : 7 (seven) examplars

Padangsidimpuan,   November 2021

a.n. **Melisa Pohan**

To: **Dean**

Tarbiyah and Teacher Training Faculty

In-

Padangsidimpuan

Assalamu 'alaikumwarohmatullah wabarakatuhu

After reading, studying and giving advice for necessary on thesis belongs to **Melisa Poham**, entitled "**The Effect of Preview, Question, Read, Reflect, Recite and Review (PQ4R) on Recount Text Reading Comprehension at Grade XI Students' of SMA Terpadu Darul Hasan Padangsidimpuan**" we approved that the thesis has been acceptable to complete the requirement to fulfill for the degree of Graduation of Education (S.Pd) in English Education, Tarbiyah and Teacher Training Faculty, in IAIN Padangsidimpuan.
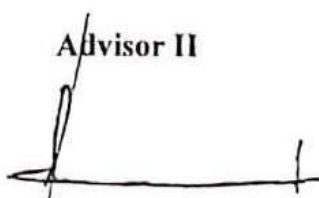
Therefore, we hope that the thesis will soon be examined in front of the thesis examiner team of English Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan. Thank you.

Wassalamu 'alaikumwarohmatullah wabarakatuhu

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DECLARATION OF SELF THESIS COMPLETION

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LEGALIZATION

Thesis

: The Effect of Preview, Question, Read, Reflect, Recite, and Review (PQ4R) Strategy on Reading Recount Text Comprehension at Grade XI Students of SMA Terpadu Darul Hasan Padangsidimpuan

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The Title of the Thesis	:	**The Effect of Preview, Question, Read, Reflect, Recite, and Review (PQ4R) Strategy on Students' Reading Recount Text Comprehension at Grade XI of SMA Terpadu Darul Hasan Padangsidimpuan.**

ABSTRACT

This study is intended to investigate the effect of using Preview, Question, Read, Reflect, Recite, and Review (PQ4R) Strategy on Students' Reading Recount Text Comprehension At Grade XI of SMA Terpadu Darul Hasan Padangsidimpuan. The problems faced by students in speaking were: 1) Students had lack of vocabulary, 2) Students felt English was a boring lesson, 3) Students felt English was a difficult lesson, 4) Students had difficulties in comprehend the text.

This study has three formulation of the problem, they are how students' reading recount text comprehension before learning by using PQ4R strategy is, how students' reading recount text comprehension before learning by using PQ4R strategy, and is there any significant effect of PQ4R strategy on students' reading recount text comprehension. The purpose of this study were to know the students' reading recount text comprehension English before learning by using PQ4R strategy, to know the students' reading recount text comprehension English after learning by using PQ4R strategy, and to examine whether there is significant effect of learning by PQ4R strategy on students' reading recount text comprehension at Grade XI students of SMA Terpadu Darul Hasan Padangsidimpuan.

This studu used experimental quantitative method with pre-test and post-test design. The population was all of the students at the eleventh grade of SMA Terpadu Darul Hasan Padangsidimpuan. The sampled were XI MIA-1 as experimental class consisted of 26 students and XI MIA-2 as control class consisted 19 students. The data were colected throught pre-test and post-test in reading test and analyzed by using t-test formula.

The result of this study showed that the mean score of experimental class was higher than the mean score of control class after learning by using PQ4R strategy. The mean score of experimental class in pre-test was 58,04 and the mean score of control class in pre-test was 57,08. Meanwhile, the mean score of experimental class in post-test was 81,35 and the mean score of control class in post-test was 77,53. In addition, after doing T-test, this study found that $t_{count} > t_{table}$ (2,17>2,02). Therefore, alternative hypothesis (H_a) of this study was accepted, null hypothesis (H_0) was rejected. It can be concluded that there was effect of PQ4R strategy on students' reading recount text comprehension at grade XI of SMA Terpadu Darul Hasan Padangsidimpuan.

Key Words: *Reading Comprehension, Recount Text, PQ4R Strategy*

ABSTRAK

Penelitian ini focus pada pengaruh dari strategi Preview, Question, Read, Reflect, Recite and Review (PQ4R) terhadap kemampuan pemahaman membaca teks recount siswa di kelas 11 SMA Terpadu Darul Hasan Padangsidimpuan. Ada beberapa masalah yang dihadapi siswa dalam pemahaman membaca teks recount diantaranya: 1) Kurangnya kosakata bahasa Inggris siswa, 2) Siswa menganggap bahasa Inggris adalah pelajaran yang membosankan, 3) Siswa menganggap bahasa Inggris adalah pelajaran yang sulit, 4) Siswa memiliki kesulitan dalam memahami teks.

Ada tiga rumusan masalah dalam penelitian ini yaitu bagaimana kemampuan pemahaman membaca teks recount siswa sebelum menggunakan strategi PQ4R, bagaimana kemampuan pemahaman membaca teks recount siswa sesudah menggunakan strategi PQ4R, dan apakah ada pengaruh yang signifikan dalam penggunaan strategi PQ4R terhadap kemampuan pemahaman membaca siswa kelas 11 SMA Terpadu Darul Hasan Padangsidimpuan. Penelitian ini bertujuan untuk mengetahui kemampuan pemahaman membaca teks recount sebelum belajar menggunakan strategi PQ4R, mengetahui kemampuan pemahaman membaca teks recount sesudah belajar menggunakan strategi PQ4R dan untuk menguji apakah ada pengaruh yang signifikan strategi PQ4R terhadap kemampuan pemahaman membaca teks recount siswa kelas 11 SMA Terpadu Darul Hasan Padangsidimpuan.

Penelitian ini menggunakan metode kuantitatif eksperimen dengan desain pre-test dan post-test. Populasinya adalah keseluruhan murid kelas 11 SMA Terpadu Darul Hasan Padangsidimpuan. Sampelnya adalah kelas XI MIA-1 sebagai kelas eksperimen yang terdiri dari 26 siswa dan XI MIA-2 sebagai kelas control yang terdiri dari 19 siswa. Data dikumpulkan melalui pre-test dan post-test dalam bentuk soal reading dan dianalisis menggunakan rumus T-test.

Hasil penelitian menunjukkan bahwa hasil rata-rata skor kelas eksperimen lebih tinggi daripada kelas control sesudah menggunakan strategi PQ4R. Rata-rata skor dari kelas eksperimen di pre-test adalah 58,04 dan skor rata-rata di kelas control di kelas pre-test adalah 57,08 dan skor rata-rata kelas eksperimen di post-test adalah 81,35 dan skor rata-rata kelas control di post-test adalah 77,53. Selain itu, setelah dilakukan uji-t ditemukan bahwa $t_{hitung} > t_{tabel}$ (2,17>2,02). Oleh karena itu, hipotesis alternatif (H_a) dari penelitian in ini diterima dan hipotesis nol (H_0) ditolak. Dapat disimpulkan bahwa ada pengaruh dari strategi PQ4R terhadap kemampuan pemahaman membaca teks recount siswa kelas 11 SMA Terpadu Darul Hasan Padangsidimpuan.

Kata Kunci: *Reading Comprehension, Recount Text and PQ4R Strategy*

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بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِيْمِ
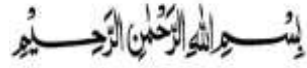
Praised to Allah SWT, the almighty creator who has given me health, opportunity, strength, time, knowledge so that I can completed this thesis entitled **"The Effect of Preview, Question, Read, Reflect, Recite and Review (PQ4R) Strategy on Reading Recount Text Comprehension at Grade XI Students of SMA Terpadu Darul Hasan Padangsidimpuan"**. Then, pray along with greetings to the spirit of our lord the great prophet Muhammad saw, that who has brought us from the darkness era into the lightness era.

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I realize this thesis can not 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, November 2021
Researcher

MELISA POHAN
Reg. Num. 17 203 00077

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading is one of language skill. Reading is the process to understand or get the information from the written text. Reading is one of the most important subjects to learn. In this era, most of the information is presented in written form, be it newspaper, magazines, and the most popular is internet. Reading makes it easy to get information or knowledge. Reading can be done and found anywhere whether it is at school during the teaching and learning process, home to fill spare time, and even market to get some important informations.

Reading is very important and needed by everyone. People always use reading in their daily life or in their work. Either consciously or not, reading is very important to everyone's life. That is why reading is taught to children from an early age. With the hope that being able to find information as early as possible and make childrens' life more useful and have a good life in the future. For adults, reading is even better in order to achieve a better life. To make it easier to get information and know what is right and what is wrong. That is why reading is very important to everyone.

Cucu states reading is begun from getting meaning from written symbols.[1] It means that information or knowledge can be obtained by reading or understanding the symbols in written text. By reading people can get information that is far from where someone is in a way and a short time. Just by sitting and reading the symbols in internet from our cellphone, everyone can

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[1] Cucu Sutarsyah, *Reading Theory And Practice,* (Yogyakarta: Graha Ilmu, 2015), p. 2

find out information from outside the region or even abroad. So it is very easy for everyone to know everything just by reading and understanding the symbols from written form.

Reading something is not only read, but need to find and think what the text tell about. From series of words into something that has meaning and from printed material becomes knowledge that everyone can use anytime. So reading comprehension is we understand the printed material or text become something that has meaning.

The goal of reading is comprehension.[2] Jane states comprehension typically requires the comprehender to intergrate the sense of these words and sentences into a meaning whole.[3] Beatrice says as you read, your brain tells your eyes what to look for in order to make connection.[4] It means in reading people is not only read but have to think and make sense from the words or sentences that read. Read the text and make it connect each other and become a sense knowledge to get the goal of reading, but when someone can not understand and make connection the text, the text will feel lacking of information.

Based on researcher's pre researcher in SMA Terpadu Darul Hasan Padangsidimpuan, researcher found that this school has one English teacher. It

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[2] Neil J. Anderson & David Nunan,*Practical English Language Teaching Reading*, (New York: McGraw-Hill Companies, 2008), p. 3

[3] Karsten Elbrow Jane Oakhil, Kate Cain, *Understanding And Teaching Reading Comprehension*, 2015, https://www.pdfdrive.com/understanding-and-teaching-reading-comprehension-a-handbook-d184580656.html .

[4] Beatrice S. Mikulecky/Linda Jefries, *More Reading Power_ Reading Faster, Thinking Skills, Reading for Pleasure, Comprehension Skills (PDFDrive).Pdf*, 1996, https://www.pdfdrive.com/more-reading-power-reading-faster-thinking-skills-reading-for-pleasure-comprehension-skills-e184866753.html .

was also found that the student had difficulties in comprehending the text. Ayu said that they are lack of vocabulary. Their low comprehension can be seen when they do not understand what they read. Some students are difficult to understand the text because they found the unfamiliar code or vocabulary inside.[5] It could be due to a lack of undersanding from the previous school, while the lesson continuou everyday. When they do not know the meaning of the word, some students will look for a dictionary or ask their teacher, but a number of other students chose to remain silent and let the lesson pass without knowing the meaning of the word.

Ira yunita said English is a bored lesson especially reading.[6] Students have to understand the text when the students do not know what the text talk about. The students have to find word by word in dictionary when the students find an unfamiliar word. Adinda sopia said English is one of difficult lesson in examination.[7] In examination the student have to find the meaning of the words same as in the dictionary. The students also have to spell the words correctly and arrange the words with the good tenses without openng dictionary.

Beside the explanation above the researcher conclude that reading's problem caused by: first the students lack of vocabulary, it makes the students have to open dictionary when the students do not know the meaning of the words. The second, English is a bored lesson. The students feel boring when

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[5] Ayu Lestari, *Private Interview to the English Teacher of SMA Darul Hasan Padangsidmpuan,* (Padangsidimpuan, June 28, 2021)

[6] Ira Yunita, *Private Interview to the Student of SMA Darul Hasan Padangsidmpuan,* (Padangsidimpuan, June 28, 2021)

[7] Ayu Lestari, *Private Interview to the Student of SMA Darul Hasan Padangsidmpuan,* (Padangsidimpuan, June 28, 2021)

they have to understand the text that the students do not know what the text talk about. The third, English is a difficult lesson in examination. The students feel difficult to answer the text when the students do not know the meaning of the text and in another hand the students can not open the dictionary. So it means the students have difficulties in comprehend the text.

In teaching and learning process there are many strategy that teacher can use in teaching reading. The teacher can choose one of them to make the students understand about the lesson and make teaching and learning proses easier and enjoyable. As a future responsible teacher, the researcher introduces PQ4R strategy as an effective reading strategy. It is hoped can increase students' reading comprehension.

PQ4R was created by Thomas and Robinson. This is the way to make students remember what they read easily. This straegy raises questions that make students curious about the content or the text being read. The existence of questions will arouse the curiosity of students to find and remember what they read. Therefore, students will know and remember what the read and make the goal of reading achieved.

Slavin in Ratih, Sudirman and Dedy's research states that PQ4R is the strategy that helps student to focuss organizing information in their minds and making it meaningful.[8] With this strategy the students will be helped to understand and remember the information easily. The student can comprehend

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[8] Ratih Yunita Sari and Dedy Supriyadi, "The Effect Of PQ4R Strategy In Reading Comprehension ACchievenmen Ratih" 000, no. 1 (2015): 1–15, https://www.neliti.com/id/publications/193977/the-effect-of-pq4r-strategy-in-reading-comprehension-achievement.

the text easily. In this strategy, first the students preview the text from reading the tittle to raise the knowledge. Second students have to make question about the text to make students easy to understand it. Third, students read the text to find out the answer of students' question before.

In this strategy there is reflect, because students have to memorize what students get from the text. Then the students recite it aloud, and the last students review what the students get from the text to make sure that the students have known and remembered what the text tell about. From the explanation about the problem in reading teaching and the strategy in reading the researcher wants to use PQ4R Strategy to solve some problem of reading comprehension in SMA Terpadu Darul Hasan Padangsidimpuan.

B. Identification of the Problem

Reading is a way to get knowledges from written form. It means that reading is one of the most important skills which must be learned by students in order to master English well. However, there are several factors in reading that many students still faced difficulties in learning reading skill. They were lack of vocabulary, the students felt English is a bored and difficult lesson, students had difficulties in comprehend the text.

In teaching reading, need a strategy that can develop students' reading skill. There are some strategies that can make the students more active in the teaching and learning process such as Jigsaw, Group Investiation, Numbered Heads Together, and PQ4R strategy.

C. Limitation of the Problem

As know that the kinds of strategies can develop students' reading. It is like Jigsaw, TPS (Think-Pair-Share), Group Investigation, PQ4R Strategy and so on.

In this research didn't discuss all the strategies above, this research just focus on the PQ4R Strategy. The researcher just compare between PQ4R Strategy and Conventioal method. The reseacher wants to see whether PQ4R Strategy is significant or not.

This research focused on using PQ4R Strategy to teach reading because this strategy can help the students in reading by sharing and express their own ideas in pairs and in a group confidently. It is a good way to increase students' reading skill..

D. Formulation of the Problem

Based on identifikcation and focuss above the researcher formulated the problem as follows:

1. How is students' reading recount text comprehension before learning using PQ4R Strategy?

2. How is students' reading recount text comprehension after learning using PQ4R Strategy?

3. Is there any significant effect of PQ4R Strategy on students' reading recount text comprehension.

E. Objectives of the Research

From the formulation above, the researcher determines objectives of the research as follows:

1. To know how is students' reading recount text comprehension before learning using PQ4R Strategy at XI Grade SMA Terpadu Darul Hasan Padangsidimpuan.

2. To know how is the students' reading recount text comprehension after learning using PQ4R Strategy Aat XI Grade SMA Terpadu Darul Hasan Padangsidimpuan.

3. To know whether there is or there is not any significant effect of learning using PQ4R Strategy on students' reading recount text comprehension at XI Grade SMA Terpadu Darul Hasan Padangsidimpuan.

F. Significances of the Research

The researcher hopes that tis research will be useful. These are the significant of the research:

1. Headmaster, to inform the headmaster about the effect of PQ4R strategy in recount text.

2. Teacher, to find a new effective teaching process using PQ4R strategy especially in teaching students' recount text comprehension.

3. Students, to make the students easier to understand the text and more active in reading activity especially recount text.

4. Researchers, to assist the researcher in researching reading strategy especially PQ4R strategy.

G. Operational Definition of Variabels

Based on before explanation, the researcher concude the variabels as follows:

1. Reading Comprehension is the ability to understand the text and understand the meaning.

2. Preview, Question, Read, Reflect, Recite, and Review (PQ4R) Strategy on of the strategy in reading to make reader easy to understand and remember the text.

3. Recount Text is the interesting text. The purpose of recount text is to entertain, informing or retell vent or experiencses in the past.

H. Outline of the Research

There are five chapters in this thesis. Chapter one, consists of the background of the problem, identification of the problem, limitation of the problem, formulation of the problem, objectives of the research, significan of the research, efinition of the key terms and the systemtis of the thesis.

Chapter two, consists of the teoretical description of reading comprehension, PQ4R strategy, and recount text. Then review of related findings, conceptual frame work and hypothesis.

Chapter three, consists of research metodology which consists of time and place of the research, research metodology, population and sample, instrumen of research, the techniques of data collection and the technique of data analysis and outline of the thesis.

Chapter four, consists of description of data, hypothesis testing, discussion and the threats of reserch.

The last is chapter five, consists of conclussion and suggestion. Conclussion is about the resut id the research and suggestion is about giving suggestion to the students and teacher by the researcher.

CHAPTER II
LITERATURE REVIEW

A. **Theoretical Description**

   1. **Reading Comprehension**

      a. **Definition of Reading**

      Reading is the process of getting information or knowledge from written form. The readers read the written form with hoping can get information what told about by the text.

      Ginnis in henry states reading is a process of introducing, interpreting, and assesing ideas with regard to the mental weight or total awareness of the reader. It is a complex or complicated process that depends on the development of personal language, background experience, cognitive abilities, and attitudes oward reading.[9]

      Reading is getting information and compare it with readers' background experiences. Reading gives information from the written text to the reader.

      A stating by Djago reading is the key to the storehouse of knowledge.[10] According to Douglas the written word surround the readers daily. It enlighttens and confuses the readers, it amuses and depresses the readers, it heals and sickens the readers.[11] It means reading is very important to readers' life. Reeading can divide the readers from not knowing to knowing. It also helps the readers to solve a problem or find an answer. Reading really needs to be studied to

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[9] Henry Guntur Tarigan, *Metodologi Pengajaran Bahasa 2,* (Bandung: Angkasa, 1991), p. 42

[10] Djago Trigan & H.G. Tarigan, *Teknik Pengajaran Keterampilan Berbahasa,* (Bandung: Angkasa, 1987), p. 135

[11] H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy,* (New York: Pearson Education, 2007), p. 367

avoid ignorance and make readers become someone who is full of knowledge.

From the explanation above it can be concluded that reading is really inportant to everyone's live, and reading is also the strategy of getting information or knowledge from the written form. The readers will get some information from the text and conduct it with the readers' knowlegdge. The brain will process what is read so that it produces usefulknowledge. So the the information can be got.

b. Definition of Reading Comprehension

One of the goal of reading is reading comprehension. Comprehend is the ability of understanding a text. There are some defenitions of reading comprehension. Henry says that reading comprehension is a type of reading activity that seeks to interpret experiences, create new informationto what is alrady known, find cognitive answers from written form.[12] The reader should be able to recall or to interpretate information after reading.[13] So, reading comprehension is understanding a text by relating it to the existing knowledge background of the reader.

Romeo and Muller in Dian Mardasari research stated that good reading comprehension is important not only in academic learning in all subjects area, but also to professional success and indeed, to life long

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[12] Henry Guntur Tarigan, p. 43

[13] Riandry Fadilah Nasution, Eka Sustri Harida, and Sojuangon Rambe, "Reading Strategies Used By Successful Readers Of English Department Students Of State Institute For Islamic Studies Padangsidimpuan" 04, no. 2 (2018): 263–80, http://jurnal.iain-padangsidimpuan.ac.id/index.php/TZ/article/view/1116.

learning.[14] Learning reading is not only useful when studying but also for daily life, not only for students but also for all ages, be it children, teenagers, or adults,. So learning reading is very important for everyone.

From the the explanation above it can be conclude that everyone needs to comprehend the text while reading. Read it and process it become the symbols that have meaning. Comprehend the meaning of the text is not only for students but also for everyone. Even kids or adult, young or old.

c. Types of Reading

There are some types of reading. According to Douglas Brow, types of classroom reading performance devided into two, they are:

1) Oral and Silent Reading

Sometimes, the teachers have reason to ask a student to read orally. At the beginning and intermediate levels, oral reading can

a) Serve as an evaluative check on bottom up processing skill,
b) Double as a pronunciation check, and
c) Serve to add some extra student participant if you want to highligt a certain short segment of a reading passage.
    For advanced levels, usually only advantage can be gainned by reading orally. As a rule of thumb, the readers want to use oral reading to serve these three purposes because the disadvantages of too much oral reading can easily come into play:

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[14] Dian Mardasari, "Reading Interest, Text Types and Reading Comprehension of English Education Study Program Students of Fkip Sriwijaya University," 2015, 44–58, https://ejournal.unsri.ac.id/index.php/jenglish/article/view/5620/3051.

a) Oral reading is not a very authentic language activity.
b) While one students i reading, others can easily lose attention.
c) It may have the outward appearance of student participation when in realitty it is more recitation.

2) Intensive and Extensive Reading

a) Intensive Reading

Intensive reading, analogous to intensive listening is usually a classroom-oriented activity in which tudents focuss on the linguistic or semantic details of a passage. Intensive reading calls students' attention to grammatical forms, discours markers, and other surface structure details for the purpose of understanding literal meaning, implications, rhetorical relationship, and the like.[15] This type is only focuss on the meaning of the words in a shorter text.

b) Extensive Reading

According to Bamford & Day extensive reading may be practiced in one of three forms depending on students' needs and institutional constrainns.

(1) First is supervised extensive reading. It places extensive reading as the main focuss of a reading course which is combined with a varietyof follow up activities.
(2) Second is blended extensive and intensive reading. It employs extensive reading as an addition to an ongoing reading course whereby students read book that they select for homework.
(3) Third is independent extnsive reading. Extensive reading serves as an extracurricular activity with the teacher guides and encourages students whose fond of reading has been

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[15] H. Douglas Brown, p. 371-373

developed and who meet regularly to discuss what they read.[16]

The affective dimention (attitudes and motivation) which is not fully accommodated in the conventional approach to teaching reading (Intensive Reading) covered in Extensive Reading.[17] Extensive reading is carried out to achieve a general understanding of a long text. Extensive reading is read long text with interesting content. Comprehend the long text.

Table I
Characteristic of Intensive and Extensive Reading

No	Types of reading	Intensive	Extensive
1	Class goal (general purpose)	Read accurately (reading as accurately as possible)	Read fluently (reading as smoothly as possible)
2	Reading purpose	-Translate -Answer questions	-Get/obtain information -Enjoy
3	Focuss (attention)	Word by word	Meaning
4	Matterial	Often difficult	Easy
5	Amount (quantity)	Not much	A lot
6	Speed	Slower (a bit slow)	Faster (above normal speed)

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[16] Made Frida Yulia, "Extensive Reading For Indonesian University Students: An Alternative Framework For Implementation" 21, no. 2 (2018): 207–18, https://doi.org/doi.org/10.24071/llt.2018.210210.

[17] Naely Muchtar, "Intensive And Extensive Reading In Improving Teachig" 1, no. 2 (2019): 1–13, https://www.researhgate.net/publication/342162329_INTENSIVE_AND_EXTENSIVE_READING_IN_IMPROVING_TEACHING_READING_COMPREHENSION.

d. Purpose of Reading

Reading has several purpose. Anderson in Aleka states there are some pupuses of reading, they are:

1) Reading for detais or facts.
2) Reading for main ideas.
3) Reading for sequence or organization.
4) Rading for inference.
5) Reading to classify.
6) Reading to evaluate.
7) Reading to compare or contrast.[18]

According to Kose in Dewi, Ety, and Ana research the purpose of reading is to make the invisible layer, the underlying meaning, visible and clear.[19] It means the reader will get new information from the text, the unknown meaning become known. Finding the meaning that is not clear so that reader seeks more information that clarifies the meaning of what the readers read. From the list and explanation above the researcher make a conclusion that the purpose of reading is to understand and comprehend the text become knowledge.

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[18] Aleka&H. Achmad H.P., *Bahasa Indonesia Untuk Perguruan Tinggi,* (Jakarta: Kencana, 2010), p. 75

[19] Dewi Kartika Sari, Etty Pratiwi, and Ana Theriana, "Effective Reading Strategies For Reading Skills," 2018, S Supeno, Imam Suseno, and Lubban Anwari Alhamidi, "Reading Strategies As Development Model English Cognition of Senior High School Students," *IJEE (Indonesian Journal of English Education)* 4, no. 1 (2017): 84–96, https://doi.org/10.15408/ijee.v4i1.4822.1–9, https://jurnal.univpgri-palembang.ac.id/index.php/esteem/article/view/2429.

2. PQ4R Strategy

a. Definition of PQ4R Strategy

PQ4R strategy is one of the reading strategy. PQ4R (Preview, Question, Read, Recite, Reflect, and Review) is a learning method that is part of the cooperative learning method which aims to improve students' understanding and memory about the material they read by reading and writing.[20] The steps that must be taken in PQ4R reading strategy are as follows:

1) Preview

   In the first step, the focuss of thepreview is to find the main ideas that developed in reading material. Main idea tracking is done by familiarize students with skimming and quick reading of reading material. Readable sections such as introductory chapters, table of contents, tiopicts, sub topics, titles, subtitles, or a summary at the end of a chapter. Searching main idea can also be done by reading one or two sentences each page quickly. In short, through the preview, students have had an idea of what they are learning.

2) Question

   The second step is question. Students formulated questions for themselves. Question can be developed from simple to complex question. The question include what, where, when, why, and how or 5W+1H. These question are developed towards the formation of knowledge declarative, structural, and procedural knowledge.

3) Read

   The next step is read. Read means read in details from the reading material. At this stage, students are directed to answer the question that have been formulated.

4) Reflect

   The next step is reflect. During reading, the students not only simply remember or memorize, but the most important thing is that they have a dialogue with what they read. The students are trying to understand what they were reading. Such as, connect that has read with things that have been known before, linking sub-

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[20] Agus Suprijono, *Cooperative Learning Teori dan Aplikasi PAIKEM,* (Yogyakarta: Pustaka Pelajar, 2009), p. 85.

subtopicts in the text with concepts, and linking things that has read with the reality.

5) Recite

Recite is the next step. At this stage the students are asked to reflect on the information that has been learned. The most important in bringing back what the students have read and understood is that they are able to formuate concepts, explain the relationship between these concepts, and articulate the important points. It would be better if the students not only convey it verbally but also in the form of writing.

6) Review

The last step is the students are asked to make a summary or formulate the essence of the material that has been read. The most important at this stage students are able to formulate conclusions.[21]

Steps of PQ4R strategy are preview, question, read, reflect, recite, and review, as follows;

1) Preview

Preview is the first step, this is intended so that students can read quickly before starting to read student reading material which contains material about the ecosystem.

2) Question

Question is to ask question to ownself for each chapter about students' reading material.

3) Read

Read is the way students have to react to what they read.

4) Refect

Reflect is not a separate step from the third step (read), but is an essential component of the third step.

5) Recite

In this fifth step, students are asked to reflect on (remember) the information they have learned by stating omportant points aloud and by asking and answering question.

6) Review

In this last step, students are asked to read the short notes they have made, repeat the entire contents of the reading if neccessary and once again answer the question.[22]

Slavin says that the acronym stands for *Preview, Question, Read, Reflect, Recite, and Review* and this trategy is use mainly to help

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[21] Agus Suprijono, p. 85-86.

[22] Trianto, *Mendesain Model Pembelajaran Inovatif-Profresif,* (Jakarta: Kencana Prenada Media Group, 2009), p. 179-181.

students with difficulty in reading. Comprehension, retaining and recalling information is a challenge for many students and the PQ4R strategy aims at making reading easier.[23] The PQ4R strategies as follows:

1) Preview

Slavin said the activities carried out by the researcher at this stage were surveying the material to get an idea of the general organization, major topics. Look at heading or pictures to try to identity what you will be reading about.[24] Before doing reading, the teacher have to give glimpse of an idea about the material to be read through a tittle or picture. If there is not a picture, the teacher can read at a glance about the teaching material and tell the students about the teaching materials to be studied.

2) Question

Question by asking questions (why, how, where) about reading material. Making the question about the text by looking to the tittle or picture in the text, and make the answer of the question.

[23] Lailatis Syarifah, "The Application Of PQ4R (Preview, Question, Read, Reflect, Recite, Review) Strategy To Improve Students'' Reading Comprehension Of The Eight Students Of MTS NU Salatiga In The Academic Year 2015/ 2016 (A Classroom Action Research of the Eighth Years" (IAIN SALATIGA, 2016), http://e-repository.perpus.iainsalatiga.ac.id/7223/.

[24] Iis Sopiawati, "Penerapan Strategi PQ4R (Preview, Question, Read, Reflect, Recite, Review) Dalam Pembelajaran Comprehension Ecrite IV," 2014, https://www.pdfdrive.com/penerapan-strategi-pq4r-d55211591.html .

3) Read

Word reading refers to the ability to read single words out of contexts.[25] Read by reading the text to find the answer. At this stage, the students try to find answers to all the question that have been formulated.

4) Reflect

Reflect is the activity of giving examples of reading material and imagining the relevant actual context.[26] During the reading, students are not only remembering what the students read. But the most important is the students have to understand what the students read.

5) Recite

At the end, recite the major point and try to remember what have read. Put the ideas that remember into words as a sign that the ideas have been understood. Keep idea in mind. Use as new knowledge.

6) Review

Review by reviewing throughly.

Kathleen said that when before you go on to another task, take a view minutes to go back over the material, briefly reviewing the overall organization and important ideas presented. In reviewing the students should reread the parts of the article or chapter that contain the most important ideas.[27]

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[25] Jane Oakhil, *Understanding And Teaching Reading Comprehension,* (New York: Routledge, 2015), p. 2

[26] Ngalimun, *Strategy Dan Model Pembelajaran,* (Yogyakarta: Aswaja Pressindo, 2012), hal. 171

[27] Kathlee T. McWhorter, *Efficiet And Flexible Reading,* (New York: Harper Collins Pubishers Inc, 1992), p. 56

After reading and comprehend the text, review back what has been read so that it makes it more remember about the material that read. Make the ideas that get last long time in mind.

b. Purpose of PQ4R Strategy

PQ4R strategy is one of reading recount text strategy. PQ4R strategy represents six cognitive stage, they are preview, question, read, reflect, recite, and review. Allen said that these system provide a strategy for students to approach, organize, read, consider, and remember information.[28] PQ4R strategy is a strategy that use to make the student comprehend the text easily. Pratiwi said that the PQ4R strategy is one of the part of the elaboration strategy that used to help students remember what the students read and get help the learning process in class carried out with activities reading the book.[29] From that explanation, PQ4R strategy is used to help the students remember or comprehend the text and to help learning process in the class.

c. Advantages and Disadvantages of PQ4R Strategy

1) Advantages of PQ4R Strategy

There are some advantages of PQ4R strategy. Ofie and Suhardi said there are four advantages of PQ4R strategy, they are:

a. Can help students with weak memory to memorize the concepts of lesson.

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[28] Siti Fatimah, *The Use of PQ4R to Improve Students' Reading Comprehension* http://e-repository.perpus.iainsalatiga.ac.id/1515/1/SITI%20FATIMAH%2011311045.pdf

[29] Ivon Ayu Lestari, *Penerapan Strategi PQ4R (Preview-Question-Read-Reflect-Recite-Review) Dalam Membaca Pemahaman Teks Deskriptif Kelas XI Bahasa SMAN3 Sidoarjo* https://media.neliti.com/media/publications/251850-penerapan-strategi-pq4r-preview-question-66d0a220.pdf

b. Easy to apply at all levels of education.
c. Ability to assist students in improving the skills of the process of asking and communicating knowledge.
d. Can reach the subject matter in a wide range.[30]

According to Nina, Supriusman, and Maria, there are four advantages of this strategy, they are:

a. The presentation of the material is slearer.
b. Students are easier to remeber the new information which is given by the teacher.
c. The comprehension about the concept will be deeper because the entire concept learned in their concept is related to another concept.
d. Students are easier to make clasification about the material.[31]

From the advantages above the researcher make the conclution PQ4R strategy is really useful. This strategy can make the students remember what the srudents read. Not only read, but the students also comprehend then text. So this strategie is really useful for using in teaching reading.

2) Disadvantages of PQ4R Strategy

There are some advantages of PQ4R strategy. Ofie and Suhardi said there are two advantages of PQ4R strategy, they are:

a. Very difficult to implement if facilities such as student's book (book package) are not available in school.
b. Not effectively plemened in the class with the number of students who are too big because the teacher guidance's is not optimal, especially in formulating question.[32]

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[30] Ofie Luthfiah Fitriani and Suhardi, *The Effectiveness of PQ4R (Preview, Question, Read, Reflect, Recite and Review) in Reading Comprehension Skill,* volume 330 https://www.atlantis-press.com/article/125912831.pdf

[31] Nina Fitriani, Supriusman, and Maria Safriyanti, *The Effect of Using PQ4R Strategy on the Ability of the Second Year Students of MTS Darul Hikmah Pekanbaru in Comprehending Recount Texts,* volume 7 https://jom.unri.ac.id/index.php/JOMFKIP/article/view/27679

[32] Ofie Luthfiah Fitriani and Suhardi

From the explanation above, the researcher conclude that PQ4R Strategy also has disadvantages. This strategy is difficultt to use without the bbok especially in learning reading. This strategy is not effective if using in the class with too many students, because willl need more guidance of the teacher that make process learning is not optimal. So this strategy also has disadvantages beside the advantages.

e. **The Procedures of Teaching Reading by Using PQ4R Strategy**

PQ4R is one of the strategy for reading. PQ4R strategy has some steps to make reading easier. Trianto states that PQ4R learning strategy can be applied in six steps[33]. The six steps are displayed in the table below:

Table II
The Steps of Learning Using PQ4R Strategy Between Teacher and Students

No	Procedures	Teacher's activities	Students' activities
1	Step 1 Preview	Give a reading material to the students and ask they to read it.	Scan the material that is given by teacher to get an idea.
2	Step 2 Question	Inform the students to pay attention to the idea of the reading material that is given. Have the students make question from the idea that they have found in reading	Pay attention to the teacher's explanation. Makes their own question before reading the reading material.

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[33] Laiatis Syarifah, p. 24.

		material by using WH-words.	
3	Step 3 Read	Ask students read the reading material and try answering their question while reading.	Reading actively. Try to answer the question while reading.
4	Step 4 Reflect	Inform the students to relate their prior knowledge with the reading material that they have read.	Think about the reading material they read and try to make it meaningful by relating it to their prior knowledge.
5	Step 5 Recite	Ask students conclude what they have just read.	Practice remembering the information by stating the poits allowed and asking and answering the question and notes the major idea they have got from the expository text as their concludion.
6	Step 6 Review	Ask students read the conclusion of the reading material and reread if they are not sure of their answer.	Read the conclusion of the reading material and reread if they are not sure of their answer.

3. **Recount Text**

a. **Definition of Recount Text**

Recount text is a genre which is required by the curriculum to be achieves by the students in junior or senior high school. Recount text is

a text that tells about past events or experience by retelling the event in chronological order.[34] According to Pardiyono recount text can simply be defined as a type of text that is created with the aim of providing information about past activity.[35] It means recount text is kind of the text that tell about the event in the past.

b. Generic Structure of Recount Text

1) Orientation

It contains a topic of an activity or event to be told, while the orientation function is to attract the attention of readers and focus their attention.

2) Record of Event

It contains records of activities or events in the past that are told in order according to the chronology of the activity's implementation.

3) Re-Orientation

It contains a brief summary of what has been stated in the record of events.

Based on the above explanation, recount text tell the reader about the event that happen in the past. It begins with an orientation which tells the reader the activity or event to be told. Then, the events are told in order according to the chronology of the activity. The last,

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[34] Febrina Nusri and Dian Noviani Syafar, "Students' Reading Ability In Recount Text At SMP N 4 Batang Anai" 3, no. 2 (2017): 82–88, http://ejournal.stkip-pgri-sumbar.ac.id/index.php/tell-us/article/download/2623/1183.

[35] Pardiyono, *Pasti Bisa! Teaching Genre-Based Writing Metode Mengajar Writing Berbasis Genre Secara Efektif,* (Yogyakarta: Andi Offset, 2007), p. 63

reorientation which is at the end of text contains about summarizes or conclusion of the event.

c. The Example of Recount Text

Life and Times Ki Hajar Dewantara

Ki Hajar Dewantara was born in the royal family of Yogyakarta on 2nd May 1889. His given name was Raden Mas Suwardi Suryaningrat which he later changed to renounce his connection with the royal family. His transformed himself into an activist, columnist, politician and pioneer of education for Indonesians. He fought for the rights of Indonesians during the Dutch and Japanese colonial eras.

He was born into an aristocratic family that granted him the privilege of free access to education of his choice. He got his primary education from ELS (Europeesche Lagere School), then he continued his education at Stovia (Java Medical School) but, due to health reasons, he couldn't finish it. He started writing for newspaper and eventually all his writings were focussed on Indonesian patriotism, thus anti Dutch. He was involved in the early activities of Budi Utomo and the Indiesche Party, which were both important in the early developmentof the pergerakan, the "movement" that grew up with an ascent of Indonesian natinal Political consciouaness.

He was exiled between 1913 and 1919, following the publication of two of his articles: "Als ik eens Nederlander" (if i ware a Dutchman) and "Eeb voor allen en allen voor een" (one for all and all for one). He used his time in exile to learn more about education and obtained a Europeesche certificate.

Following his return, he focused more on cultural and educational efforts paving the way to develop educational concepts in Indonesia. He believed that education is very important and the most important means of freeing Indonesians from the cluthes of colonization. He played the leadin role in estabiliting "National Onderwijs Institut Taman Siswa" in 1922. This institution was based on these principles:

i. Ing Ngarsa Sung Tuladha (the one in front sets examples)
ii. Ing Madya Mangun Karsa (the one in the midle builds the spiirit and encouragement)
iii. Tut Wuri Handayani (the one at the back gives support)

As Ki Hajar believed that character was not merely a theoretical concept, but a practical and living concept, he embodied his vision in his school, Taman Siswa, the central goals of Taman Siswa emphasized cahracter building, including traits such as patriotism and love for the nation, and a sense of national identity. His vision was that Indonesians would be free from colonial powers, to fight for independence and have good character. H continued writing but his writings took a turn from politics to education. These writing later laid the foundation of

Indonesian education. Froebel, Montessori and Tagore influenced his educational principles and, in Taman Siswa, he drew some inspiration from Tagore's Shantiniketan.

After independence, he was given the office of Minister of Education and Culture. For his efforts in pioneering education for the masses, he was officially declared Father of Indonesian Education and his birthday is celebrated as the National Education Day. His potrait was on the 20.000 Rupiah note till 2002. He was officially confirmed as a National Hero of Indonesia by the 2nd President of Indonesia on 28th November 1959.

Ki Hajar Dewantara passed away on 26th April 1952 at the age 69 years. His wife donated all Ki Hajar's belongings to Dewantara Kirti Griya Museum, Yogyakarta. He was a great man who spent his whole life serving his people and country.[36]

B. Related Findings

This research is not the first research that have been done. There are some researchs related to this research. First, Nina Fitriani, Supriusman, and Maria Safrianti, in their research there is significant effect of PQ4R strategy on the ability of the second year students of MTs Darul Hikmah Pekanbaru in comprehending recount text. It was prove that the result of hypothesis test on the result of independent sample *t-test* with sifnificant 0,01 showe that *t-test* ($t0$) was higher that *t-table* (tt) or *t-value* (8.907) $\geq$ *t-table* (3.365).[37] In conclusion that there is significant effect of PQ4R strategy in comprehending recount text.

The second is Marisa, based on her research the result of hypothesis test on the result of independent sample *t-test* with significant 0,05 showed that *t-*

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[36] Mahrukh Bahir, Bahasa Inggris, (Jakarta: Kementrian Pendidikan dan Kebudayaan, 2017), p. 161-162.

[37] Nina Fitriani, Maria Safriyanti, and Supriusman, "The Effect Of Using PQ4R Strategy On The Ability Of The Second Year Students Of MTS Darul Hikmah Pekanbaru In Comprehending Recount Text" 7 (2020): 1–8, https://jom.unri.ac.id/index.php/JOMFKIP/article/view/27679/26670 .

test (t_0) was higher than *t-table* (t_t) or *t-value* (6,80) $\geq$ *t-table* (2,04).[38] It can be concluded that there was significant effect using PQ4R method in teaching reading comprehension.

The third is Fadlilatu Lathifah, in her research the mean of pre-test of experimental class is 63.00 and the mean of post-test of experimental class is 83,78. The mean of pre-test is 61,89 and the mean of post-test of control class is 76.67.[39] it means that PQ4R strategy is effective to improve the students reading comprehension.

The foutth is Lina Kartika Latifa Putri, in her research the improvement of the students' competence could be seen from the students' mean and students passing KKM in reading test. The mean of students' marks from Preliminary was 67.29, cycle I 72..00, cycle II 77.14. There were 16 students did not pass KKM in Preliminary Study, the students did not pass KKM in cycle I were 7, and the students did nor pass KKM in cycle II were 2.[40] It means PQ4R method would be alternative strategy especially for teaching and learning character based reading comprehension.

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[38] Marisa, "The Effect Of PQ4R Method Toward Students' Reading Comprehension On The Eight Grade Students Of Madrasah Tsanawiyah Negeri 1 Kota Jambi" (islamic university sulthan thaha, 2019), https://www.google.com/search?q=the+effect+of+pq4r+strategy+on+recount+text+comprehention&oq=the+effect+of+pq4r+strategy+on+recount+text+comprehention+&aqs=chrome..69i57j33i10i160l2.35499j1j15&sourceid=chrome&ie=UTF-8# .

[39] Fadlilatu Lathifa, "The Effectiveness Of PQ4R Strategy To Improve Students' Reading Comprehnsion Of Report Text For Ninth Year Students Of SMP N 2 Banyubiru In The Academic Year 2017/2018" (institute for islamic studies (IAIN) salatiga, 2018), http://e-repository.perpus.iainsalatiga.ac.id/4430/1/SKRIPSI FADLILATU LATHIFAH PDF.pdf .

[40] Lina Kartika Latifa Putri, "Improving Character Based Reading Comprehension By Applying PQ4R Method Of The Tenth Year Students Of SMK N 2 Klaten In Academic Year Of 2019/2020" (university of widya dharma klaten, 2020), http://repository.unwidha.ac.id/1886/1/FIX.pdf .

The last is Sartika Margaret Br Rajagukguk, Karisma E. Tarigan, & Fiber Yun A. Ginting. In their research, the mean of the students' score in pre-test was 51,2 and post-test was 73,82. It can be stated that the score continuosly improved from pre-est to post-test.[41] It means improving students' reading comprehension by using PQ4R strategy was effective.

C. Conceptual Framework

The effect of PQ4R strategy to reading comprehension can be seen as picture follow:
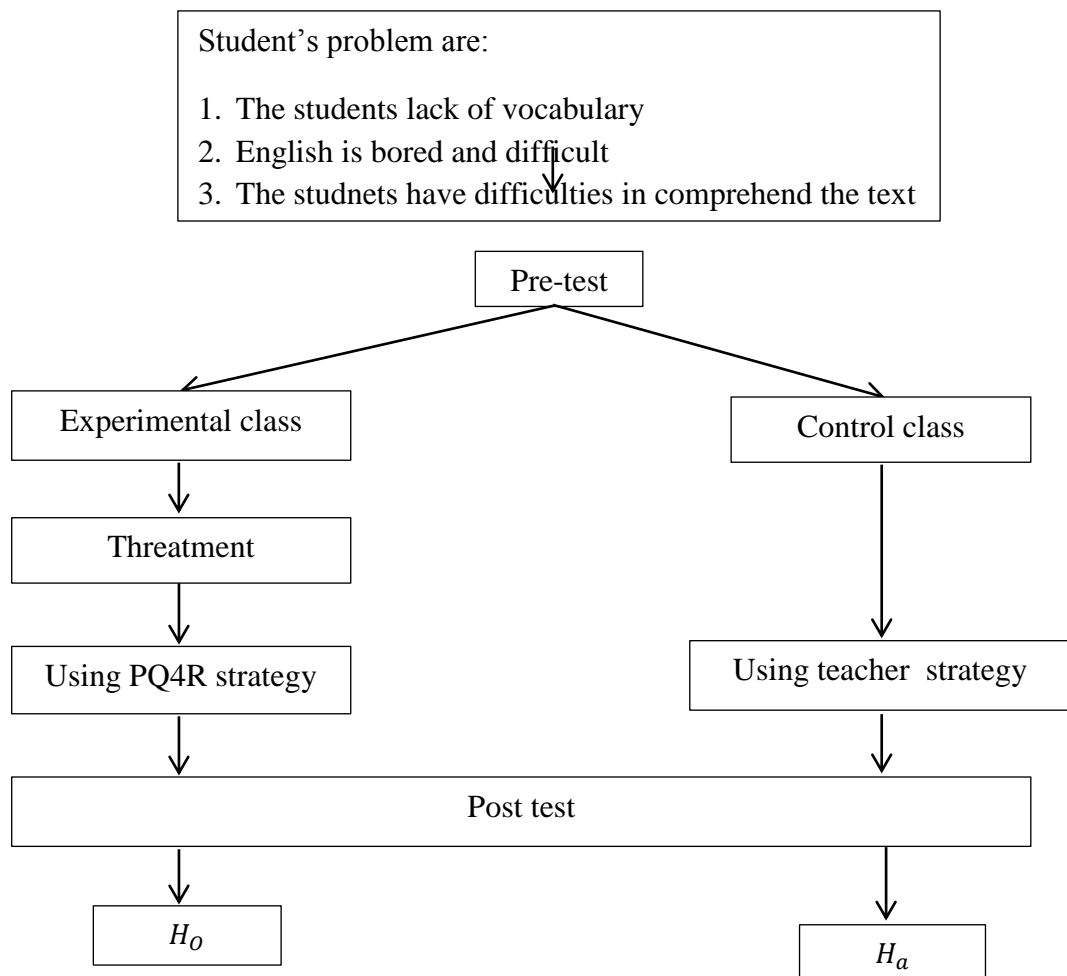
```
┌─────────────────────────────────────────────────┐
│ Student's problem are:                            │
│                                                   │
│ 1. The students lack of vocabulary                │
│ 2. English is bored and difficult                 │
│ 3. The studnets have difficulties in comprehend   │
│    the text                                       │
└─────────────────────────────────────────────────┘
                        │
                  ┌───────────┐
                  │  Pre-test │
                  └───────────┘
               ╱                 ╲
┌────────────────────┐      ┌──────────────────┐
│ Experimental class │      │   Control class  │
└────────────────────┘      └──────────────────┘
         │                            │
┌────────────────────┐                │
│    Threatment      │                │
└────────────────────┘                │
         │                            │
┌────────────────────┐      ┌──────────────────┐
│ Using PQ4R strategy│      │ Using teacher    │
│                    │      │ strategy         │
└────────────────────┘      └──────────────────┘
         │                            │
┌────────────────────────────────────────────────┐
│                    Post test                     │
└────────────────────────────────────────────────┘
         │                            │
    ┌─────────┐                  ┌─────────┐
    │  $H_O$  │                  │  $H_a$  │
    └─────────┘                  └─────────┘
```

[41] Sartika Margaret Br Rajagukguk, Karisma E. Tarigan, and Fiber Yun A. Ginting, "IMPROVING THE STUDENTS' READING COMPREHENSION BY USING PQ4R STRATEGY TO THE EIGHTH GRADE AT SMP NEGERI 2 PANCUR BATU" 3, no. 2 (2019): 93–107, http://ejournal.ust.ac.id/index.php/KAIROS/article/view/832 .

FIGURE 1: Conceptual Framework

Based of the conceptual framework above, PQ4R strategy is the strategy that used b the teacher to make the students easier to understand the text. Firs, the researcher give pre-test to the students before threatment. Then researcher give the threament by using PQ4R strategy to experimental class, and teacher strategy to control class. The last, the researcher give post test to find out the effect of PQ4R strategy on students reading recount text comprehension at XI Grade SMA Darul Hasan Padangsidimpuan.

D. Hypotesis

The researcher formulates the hypotesis of the research stated that: Alternative hypothesis (H_a) : There is a significant of using PQ4R strategy on students' reading recount text comprehention at XI grade SMA Darul Hasan Padangsidimpuan.

Null hypothesis H_0 : There is no significant effect of using PQ4R strategy on students' reading recount text comprehention at XI grade SMA Darul Hasan Padangsidimpuan.

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of Research

The research's location was in SMA Darul Hasan Padngsidimpuan. It located in jl. Ompu Huta Tunjul, gg. At Taubah I, Sabungan Jae, Hutaimbaru, Padangsidimpuan, North Sumatera. The research is conducted started from August until October 2021.

B. Research Design

The kind of this research is quantitative research with experiental method in this research. Treathment is the kind of research to know whether there is or there is no the effect of one variable to another variable. The resercher use two class, experiment class and control class. The experiment class is the class that taught with PQ4R Strategy as the treathment. Control class is the class that taugh with using conventional method or without treathment.

Table III
Table of Quantitative Experimental Design

Class		Treatmen	
Experiment class	Pre-test	Teaching reading by using PQ4R strategy	Post-test
Control class	Pre-test	Teaching reading by using conventional	Post-test

C. Population and Sample

1. Population

According to Deny, the research whose result can be generalized, has a proporsional sampling process so that the conclusions can be generalized. Population is the source of data in certain studies which have a large number and area.[42]

The population was whole of the students at grade XI of SMA Terpadu Darul Hasan Padangsidimpuan. The research was done for the grade XI science students of SMA Terpadu Darul Hasan Padangsidimpuan. The population of research consisted of 2 classes with 45 students. It can be seen from the table follow:

Table IV
The population of the grade X of SMA Terpadu Darul Hasan Padangsidimpuan

No	Class	Total students
1	MIA-1	26
2	MIA-2	19
Total		45

2. Sample

In this research, the researcher used nonprobability sampling (saturated sampling). Saturated sampling was the sampling techniques when all members of the population was used as samples. This is often done when the population is relatively small.[43] The reseaarcher chose

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[42] Deni Darmawan, *Metode Penelitian Kuantitatif,* (Bndung: PT Remaja Rosdakarya, 2014), hal. I37

[43] Sugiyono, *Statistika Untuk Penelitian,* (Bandung: Alfabeta, 2011), hal. 68

MIA-1 that consisted of 26 students as the experiment class and MIA-2 that consisted of 19 students as the control class. Therefor, total samples were 45 students.

Table V
Sample of the research

No	Class	Number of students
1	Experimental class/MIA-1	26
2	Focuss class/MIA-2	19
Total		45

D. Instrumen of Collecting Data

Researcher usesd test as the instrument of collecting data. Is was given in the beginning (Pre-test) and in the end (Post-tes). Each of the test consisted of reading passages and multiple choices followed in reading passages. Correct answer was score 1 and wrong answer was 0. The test contsisted of 40 questions, 20 for pre-test and 20 for post-test. The test gave to experiment and control class. The test foccused in analyzing social function, text information, structure, and linguistic reference.

Table VI
There are the indicators of reading comprehension Pre-test

No	Indicator of reading assessment	Item	Number of items	Scores	Total scores
1	Able to discover the main idea	3	2, 7, 16	5	15
2	Able to identify detail	10	3, 6, 8, 9, 10, 11, 12, 18, 19, 20	5	50
3	Able to understant vocabulary	5	4, 5, 13, 14, 17	5	25
4	Able to summarize concept	2	1, 15	5	10
Total		20			100

Table VII
There are the indicators of reading comprehension Post-test

No	Indicator of reading assessment	Item	Number of items	Scores	Total scores
1	Able to discover the main idea	4	1, 8, 13, 18	5	20
2	Able to identify detail	8	2, 3, 5, 6, 9, 12, 15, 16	5	40
3	Able to understant vocabulary	5	7, 11, 17, 19, 20	5	25
4	Able to summarize concept	3	4, 10, 14	5	15
Total	20			100	Total

E. Validity and Reliability Instrument

1. Validity

According to Syofian validity is to show the extent to which a measuring instrument is able to measure what you want to measure.[44] To know the validity of each question will be referred to list $r$product moment with r_t in 5% significant: 0,388 and 1% significant: 0,496. So, if $r_{count} > t_{table}$ the test is classified valid. In this research, the researcher used point biserial to find out the validity of instrument. The formula:

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

Where:

r_{pbi} : coefficient item validity

M_p : mean score

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[44] Syofian Siregar, *Statistika Deskriptif Untuk Penelitian,* (Jakarta: PT Raja Grafindo Persada, 2010), p. 162

M_t : mean score of the total score

SD_t : Standard Deviation of the total score.[45]

2. Reliability

According to Sugiyono, realibility testing with internal consistency is done by trying out te instrument only once, then what is obtained is analyzed with certain techniques. Here the researcher uses the KR 20.

$$r_i = \frac{k}{(k-1)}\left(\frac{s_t^2 - \sum p_i q_i}{s_t^2}\right)$$

Where :

k = Total item

p_i = proporsi subject who is right answer

q_i = proporsi subject who is wrong answer

St^2 = varians total.[46]

The test is reliable $r_{count} > r_{table}$ by using formulation KR-20 with r_{table} 0.70. Criteria of test reliability is as follows:

R_{11} = 0.70 high correlation (reliable)

R_{11} > 0.70 high correlation (reliable).

R_{11} < 0.70 low correlation (unreliable).[47]

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[45] Syofian Siregar, p. 163
[46] Sugiyono, p. 359
[47] Anas Sudjiono, *Pengantar Statistik Pendidikan,* (Jakarta:PT Raja Grafindo Persada, 2005), p.209.

F. Technique Of Data Collecting

1. Pre-Test

Before teaching the students by using PQ4R strategy, the teacher gave the test to the students. It was given to the experimental and control class with the same way.

1) The researcher prepared test 20 items.

2) The researcher distributed the paper of the test to the students of experimental class and control class.

3) The researcher explained what the students to do.

4) Researcher gave time to the students.

5) The students answered the question.

6) The researcher collected the students' paper.

7) The researcher checked the students' answer and find the mean score of the experimental class and control class.

2. Treatment

The treatment gave after pre-test. Treatment class and control class is giving the same material. The treatment class was taugh by using PQ4R strategy and the control class was taugh by teacher strategy.

3. Post-Test

Post-test was given to the experimental class and control class after giving the treatment. It was given in order to know the improvement of students reading comprehension in recount text after teaching by using PQ4R strategy and without using PQ4R strategy.

1) The researcher prepared test 20 items.

2) The researcher distributed the paper of the test to the students of experimental class and control class.

3) The researcher explained what the students to do.

4) Researcher gave time to the students.

5) The students answered the question.

6) The researcher collected the students' paper.

7) The researcher checked the students' answer and find the mean score of the experimental class and control class.

Each of the test consisted of reading passages and multiple choices followed in reading passages. Correct answer was scored 1 and wrong answer was 0. The test contsisted of 20 question.

The score of students' achievement can be calculated by using this following formula:[48]

$$\text{Score} = \frac{the\ number\ of\ right\ answer}{total\ item} \times 100\%$$

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[48] Anizul Fatuni'mah, *Teaching Reading Narrative Text Through PQ4R (Review, Question, Read, Reflect Recite, And Review) Strategy,* p. 41

G. Technique of Data Analysis

1. Requirement Test

   a. Mean Score

      To know the mean score of the data, the researcher used formula:

      $$M_x = \frac{\sum fx}{N}$$

      Where:

      M_x = mean

      $\sum fx$ = total scores

      N   = number of classes

   b. Normality Test

      Normality test by using *Chi-Quadrat* :

      $$x^2 = \sum \left[\frac{f_0 - f_h}{f_h} \right]$$

      Where :

      x^2 = Chi-Quadrat

      f_0 = Obtained Frequency

      f_e = Expected Frequency[49]

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[49] Ahmad Nizar Rangkuti, *Statistik Untu Penelitian Pendidikan,* (Medan: Perdana Publishing, 2015), p. 152

c. Homogenity Test

To test the data whether homogeny or not, the researcher uses Harley test :

$$F = \frac{The\, biggest\, variant}{The\, smallet\, variant}$$

Hypothesis is accepted if $F_{count} \leq F_{table}$

Hypothesis is rejected if $F_{count} \geq F_{table}$.[50]

2. Hypothesis Test

Hypothesis is a temporary answer to a research problem whose the truth must be tested imprically.[51] So, the data will be analyzed by using t-test formula:

$$Tt = \frac{M1 - M2}{\left(\dfrac{\sum X_{12} + \sum X_{22}}{n1 + n2 - 1}\right)\left(\dfrac{1}{n1} + \dfrac{1}{n2}\right)}$$

Where :

T = The value which the statistical significance

M_1 = The average score of the experimental class

M_2 = The average of the control class

$X_1{}^2$ = Derivation of the experimental class

$X_2{}^2$ = Derivation of the control class

N_1 = Number of experimental

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[50] Agus Irianto, *Statistik Konsep Dasar dan Aplikasinya,* (Padang: P2LPTK Departmen, Pendidikan Nasional, 2003), p. 31.

[51] Ahmad Nizar Rangkuti, p. 65.

N_2 = Number of control. [52]

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[52] Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik,* (Jakarta: Rineka Cipta, 2011), p. 31

BAB IV

THE RESULT OF THE RESEARCH

This chapter is related to the analysis of data collection from the research finding and discussion. In order to evaluate the effect of PQ4R Strategy on students' reading recount text., the researcher has calculated the data using pre-test and post-test. Pre-test was done before using treathment and post-test was done after using treathment. The researcher applying Quantitative research by using the formulation of t-test. The researcher will describe the result base on the data that has been researched as follow:

A. Description of Data

1. The Description of Data before Using PQ4R Strategy

    a. Score of Pre-Test Experimental Class

        In pre-test of experimental class, researcher calculated the result that have been gotten from students answer of multiple choice. The score of pre-test experimental class can be seen from the following table:

Table VIII
The Score of Experimental Class in Pre-Test

Descriptive	Statistic
Total Score	1.510
Highest Score	80
Lowest Score	35
Mean	58,04
Median	70,50
Modus	60,00
Range	45
Interval	6
Standard Deviation	11,89
Variant	167,10

Based on the table above the total score of experimental class in pre-test was 1.510, mean was 58,04, standard deviation was 11,89, variants was 167,10, median was 70,50, range was 45, modus was 60,00, and interval was 6. The researcher got the highest score which was 80 and the lowest score which was 35. It can be seen on appendix 12. Then, the calculation of frequency distribution of students' score as follow:

Table IX
Frequency Distribution of the Variables

No	Interval	Mid Point	Frequency	Percentages
1	35-40	37,5	2	8%
2	41-46	43,7	3	12%
3	47-52	49,5	3	12%
4	53-58	55,5	4	15%
5	59-64	61,5	6	23%
6	65-70	67,5	5	19%
7	71-76	73,5	2	8%
8	77-82	79,5	1	4%
	Jumlah		26	100%

From the above table, the students' score in class interval between 35–40 was 2 students (8%), class interval between 41-46 was 3 students (12%), class interval between 47–52 was 3 students (12%), class interval between 53-58 was 4 students (15%), class interval between 59-64 was 6 students (23%), class interval between 65-70 was 5 students (19%), class interval between 71-76 was 2 students (8s%), and the last class interval 77-82 was 1 student (4%).

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:
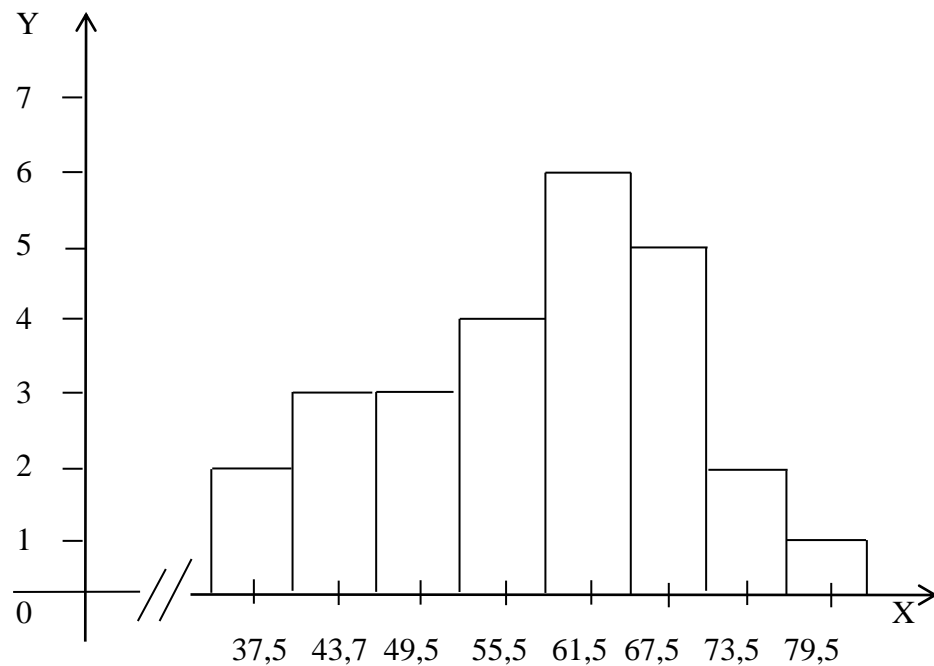
Figure 2: Description Data Pre-test of Experimental Class

b.   Score of Pre-Test Control Class

In Pre-Test of control class, the researcher calculated the resultd
that had been gotten by students in answering the test. The score of pre-
test control class can be seen in the following table:

Table X
The Score of Control Class in Pre-Test

Descriptive	Statistic
Total Score	1.085
Hghest Score	75
Lowest Score	35
Mean	57,08
Median	55,50
Modus	59,50
Range	40
Interval	6
Standart Deviation	11,36
Variant	114,07

Based on the table above the total score of control class in pre-test was 1.085, mean was 57,08, standard deviation was 11,36, variants was 114,07, median was 55,50, range was 40, modus was 59,50, interval was 6. The researcher got the highest score which was 75 and the lowest score which was 35. It can be seen on appendix 13 Then, the calculation of frequency distribution of students' score as follow:

Table XI
Frequency Distribution of the Variables

No	Interval	Mid Point	Frequency	Percentages
1	35-40	37,5	1	5%
2	41-46	43,7	2	11%
3	47-52	49,5	3	16%
4	53-58	55.,5	5	26%
5	59-64	61,5	3	16%
6	65-70	67,5	3	16%
7	71-76	73,5	2	11%
	Jumlah		19	100%

From the above table, the students' score in class interval between 35–40 was 1 students (5%), class interval between 41-46 was 2 students (11%), class interval between 47–52 was 3 students (16%), class interval between 53-58 was 5 students (26%), class interval between 59-64 was 3 students (16%), class interval between 65-70 was 3 students (16%) and the last class interval between 71-76 was 2 student (11%).

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:
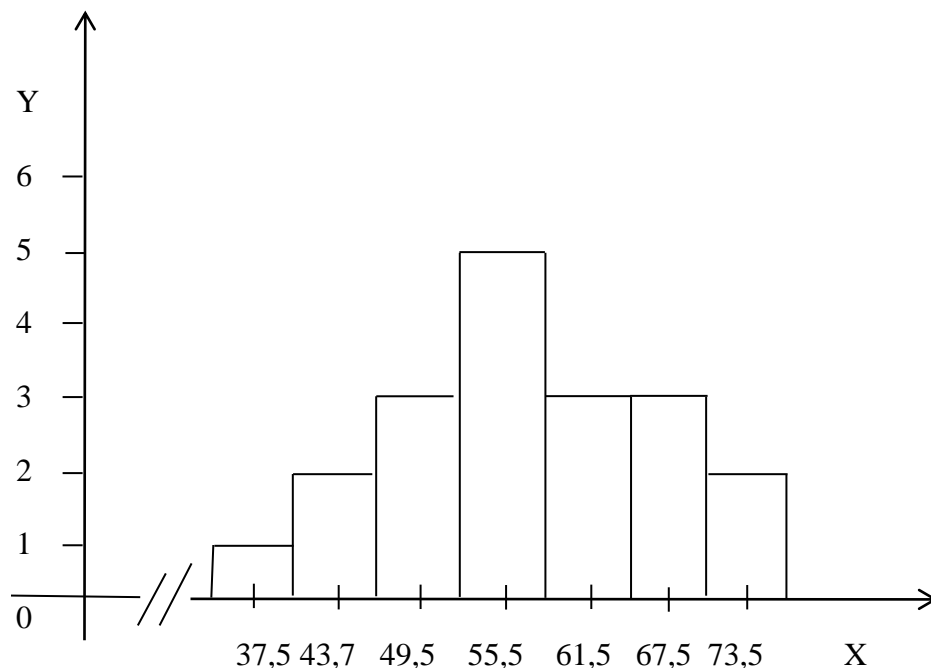
Figure 3: Description Data Pre-test of Control Class

2. The Description of Data after Using PQ4R Strategy

   a. Score of Pre-Test Experimental Class

   In post-test of experimental class, researcher calculated the result that have been gotten from students answer of multiple choice. The score of post-test experimental class can be seen from the following table:

Table XII
The Score of Experimental Class in Post-Test

Descriptive	Satistic
Total Score	2.115
Highest Score	100
Lowest Score	65
Mean	81,35
Median	72,00
Modus	98,50
Range	35
Interval	6
Standard Deviation	11,36

Based on the table above the total score of experimental class in post-test was 2115, mean was 81,35, standard deviation was 11,36,

variants was 79,12 median was 72,00, range was 35, modus was 98,50, interval was 6. The researcher got the highest score which was 100, and the lowest score which was 65. It can be seen on appendix 14. Then, the calculation of frequency distribution of students' score as follow:

Table XIII
Frequency Distribution of the Variables

No	Interval	Mid Point	Frequency	Percentages
1	65-70	67,5	4	15%
2	71-76	73,5	4	15%
3	77-82	79,5	7	27%
4	83-88	85,5	5	19%
5	89-94	91,5	3	12%
6	95-100	97,5	3	12%
Jumlah			26	100%

From the above table, the students' score in class interval between 65-70 was 4 student (15%), class interval between 71-76 was 4 student (15%), class interval between 77-82 was 7 student (27%), class interval between 83-88 was 5 students (19%), class interval between 89-94 was 3 students (12%), and class interval between 95-100 was 3 student (12%),

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:
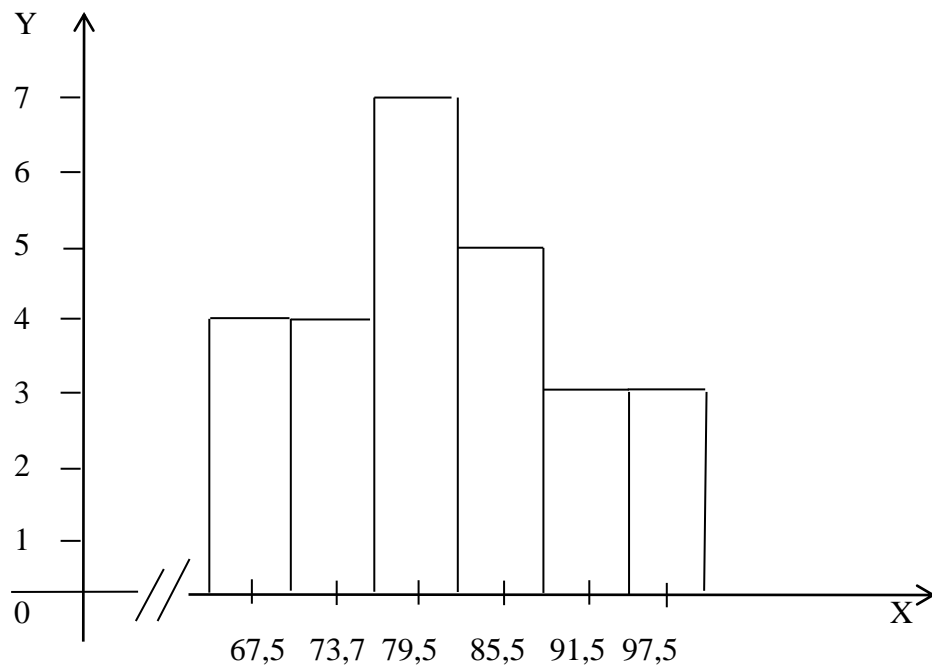
Figure 5: Description Data Post-test of Experimental Class

b. Score of Post-Test Control Class

In Post-Test of control class, the researcher calculated the resultd that had been gotten by students in answering the test. The score of post-test control class can be seen in the following table:

Table XIV
The Score of Control Class in Post-Test

Descriptive	Statistic
Total Score	1.530
Hghest Score	95
Lowest Score	55
Mean	77,53
Median	96,50
Modus	66,50
Range	40
Interval	6
Standart Deviation	11,48
Variant	124,71
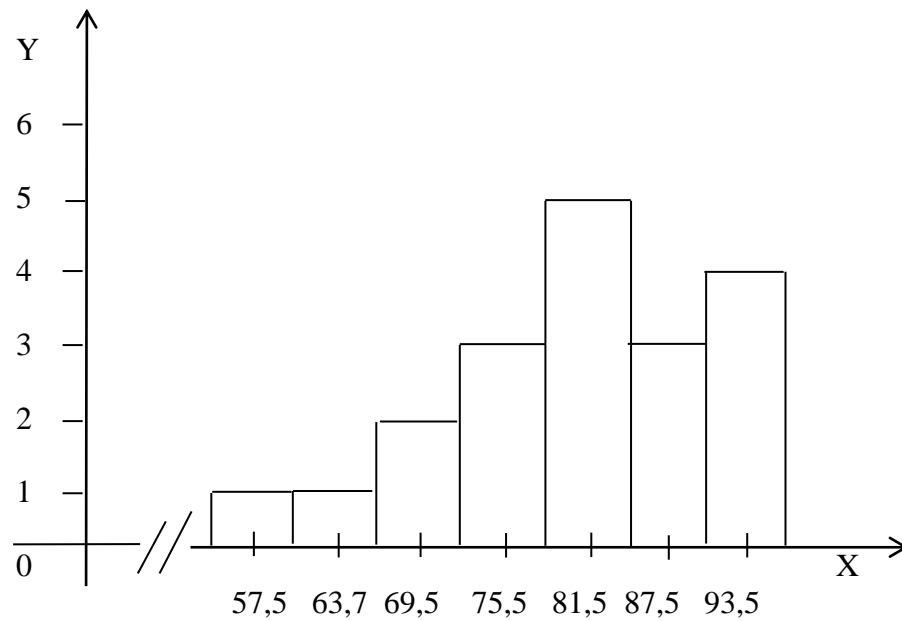
Figure 6: Description Data Pre-test of Control Class

B. Analysis Data

1. Requirement Test

    a. Normality Test

        1) Normality in Experimental Class and Control Class in Pre-Test

Table XVI
Normality in Pre-Test

Class	Normality Test	
	X_{count}	X_{table}
Experiment Class	2,10	9,49
Control Class	2,18	9,49

Based on the above table researcher calculation, the score of experimental class $X_{count} = 2,10 < X_{table} = 9,49$ with n = 26 and control class $X_{count} = 2,18 < X_{table} = 9,49$ with n = 19, and real level α 0.05. Cause $X_{count} < X_{table}$ in the both

class. So, H_a was accepted. It means that experimental class and control class were distributed normal. It can be seen in appendix 16 and 17

2) Normality in Experimental Class and Control Class in Post-Test

Table XVII
Normality in Post-Test

Class	Normality Test	
	X_{count}	X_{table}
Experiment Class	3,03	9,49
Control Class	1,70	9,49

Based on the above table researcher calculation, the score of experimental class $X_{count} = 3,03 < X_{table} = 9,49$ with n = 26 and control class $X_{count} = 1,70 < X_{table} = 9,49$ with n = 19, and real level α 0.05. Cause $X_{count} < X_{table}$ in the both class. So, H_a was accepted. It means that experimental class and control class were distributed normal. It can be seen in appendix 18 and 19.

b. Homogenity Test

1) Homogenity Pre-Test of Experimental and Control Class

The coefficient of $F_{count} = 0,96$ was compared with F_{table}. Where F_{table} was determined at real α 0.05, and the different numerator dk = n-1 = 26-1 = 25 and denominator dk n-1 = 19-1 = 18. So, by using the list of critical value at F distribution is got $F_{0.05} = 2,14$. It showed that F_{count} 0,96<

F_{table} 2.14. So, the researcher concluded that the variant from the data of the Students' Reading comprehension at SMA Terpadu Darul Hasan Padangsidimpuan by experimental class and Control Class was homogenous. The calculation can be seen on the appendix 20.

2) Homogenity Post-Test of Experimental and Control Class

The coefficient of F_{count} = 0,97 was compared with F_{table}. Where F_{table} was determined at real α 0.05, and the different numerator dk = n-1 = 26-1 = 25 and denominator dk n-1 = 19-1 = 18. So, by using the list of critical value at F distribution is got $F_{0.05}$= 2,14. It showed that F_{count} 0,97< F_{table} 2.14. So, the researcher concluded that the variant from the data of the Students' Reading comprehension at SMA Terpadu Darul Hasan Padangsidimpuan by experimental class and Control Class was homogenous. The calculation can be seen on the appendix 21.

2. Hypothesis Test

After calculating the data of post-test, researcher found that post-test result of experimental class and Control Class is normal and homogenous. Based on the result, researcher used parametric test by using T-test to analyze the hypothesis. Hypothesis alternative (H_a) of the research was "There was the significant effect of using PQ4R

Strategy on Students' Reading Recount Text Comprehension at Grade

XI Students' of SMA Darul Hasan Padangsidimpuan".

Table XVIII
Result of T-test from the Both Averages

Pre-test		Post-test	
t_{count}	t_{table}	t_{count}	t_{table}
0.18	2.02	2.17	2.02

$H_a : \mu_1 \neq \mu_2$

Where:
$H_a : \mu_1 \neq \mu_2$ " There was the significant effect of using PQ4R Strategy

on Students' Reading Recount Text Comprehension at Grade XI

Students of SMA Terpadu Darul Hasan Padangsidimpuan".

Based on researcher calculation, researcher found that t_{count} 2.17

while t_{table} 2.02 with opportunity $(1 - \alpha) = 1 - 5\% = 95\%$ and dk = n_1 +

$n_2 - 2 = 26 + 19 - 2 = 43$. Cause $t_{count} > t_{table}$ (2.17 > 2.02), it means that

hypothesis H_a was accepted and H_0 was rejected. So, there was the

significant effect of using PQ4R Strategy on Students' Reading

Recount Text Comprehension. The calculation can be seen on the

appendix 22 and 23.

C. Discussion

Based on the data analysis, researcher discussed the result of this

research on the effect of using PQ4R strategy on students' reading recount

text comprehension at XI grade on SMA terpadu Darul Hasan

Padangsidimpuan. The result of meaan score in experimental class was

higher than mean score in control class. The researcher has been count in

data analysis that mean score in post-test experimental class was 81,35 and control class was 77,53. It means there is the significant effect by using PQ4R strategy on students' reading recount text comprehension.

There were some studies who have the similar finding with this research. Marisa with title the effect of PQ4R method towards student's reading comprehension on the eight grade students of madrasah tsanawiyah negeri 1 kota Jambi. The result showed that the mean of experimental class was higher than the mean of control class. In the post test, it found that the sigma in experimental class was 80,13 and in control class the mean was 70,53. It concluded that there is signifcant of using PQ4R strategy on reading comprehension in recount text.[53]

Furthermore, research Nina Fitriani, it was found that the mean of post-test was higher than the mean of pre-test. It was found that the mean in score of pre-test was 59,03 and the mean in score of post-test was 62,97. It fount that t-table from 32 students was 3.365. It showed that t-table was lower than t-test (8.907>3.365. It is concluded that there is significant difference between the pre-test and post-test. It concluded that there is signifcant of using PQ4R strategy on reading comprehension.[54]

Another research with the title the effect of PQ4R strategy in reading comprehension achievement. It showed that the mean scores of the pre-test from 54,58 up to 70,52 with the gain scores was 15,94. It means

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[53] Marisa, p.62
[54] Nina Fitriani, Maria Syafrianty, and Supriusman, p.7

PQ4R strategy has positive effects toward the student's reading comprehension achievement.

Based on the above explanation, the researcher concluded that hypothesis alternative was accepted and there was significant effect of using Synthesizing Strategy on students' reading comprehension.

D. Threats of the Research

1) The students were not serious in doing pre-test and post-test. Some of them still were cheating. It made the answer of the test was not pure.

2) The students were noisy while the learning process. They did not focuss in following the learning process. Some of them talked to another friends. Some of them did something in another friend's table. Clearly it made them did not get the teacher explanation well and can give the impact to the test answer.

3) Some of them were no interested in learning English and give the impact to their answer.

BAB V
CONCLUSSION AND SUGGESTION

A. **Conclussion**

Based on the result of the research, the conclusions of this research are:

1. Students' reading recount text comprehension at grade XI SMA Terpadu Darul Hasan Padangsidimpuan before using PQ4R strategy was low. The result of students' mean score of pre-test was 55,5 in experimental class.

2. The students' reading recount text comprehension at grade XI SMA Terpadu Darul Hasan Padangsidimpuan in comprehending recount text after using PQ4R strategy had higher score. It can be seen from the students' mean score of post-test, the mean score of post-test was 88.19.

3. The alternative hypothesis of this research is "there was the significant effect of using PQ4R Strategy on students' reading recount text comprehension at grade XI SMA Terpadu Darul Hasan Padangsidimpuan" while the null hypothesis is "there was no significant effect of using PQ4R Strategy on students' reading recount text comprehension at grade XI SMA Terpadu Darul Hasan Padangsidimpuan". By the result of the research, it was found that the result of T-test was higher than t-$_{table}$ (2.21 > 2.02). So, the alternative hypothesis (Ha) is accepted and null hypothesis (Ho) is rejected. It means that PQ4R Strategy has significant effect on students' reading recount text comprehension at grade XI SMA Terpadu Darul Hasan Paangsidimpuan.

B. Suggestion

After finishing this research, the researcher got much information in English teaching and learning process. Therefore, the writer has suggestion to:

1. The English teacher, the researcher suggests as an English teacher were hoped to use appropriate strategy in teaching learning process so that the students feel interest in process learning.

2. To students' of SMA Terpadu Darul Hasan Padangsidimpuan, the researcher suggests when the teacher explain in front of you, you should concentrate and do not cheat with your friends.

3. Other researcher/reader, the researcher hopes that for the next research at SMA is not just one skill to do the research like reading, but the other skills such as writing, speaking, listening because most of students at SMA still less about all skills.

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CURRICULUM VITAE

A. Biodata Pribadi

Nama	: Melisa Pohan
Tempat. Tgl lahir	: Padangsidimpuan, 28 Oktober 1998
Jenis Kelamin	: Perempuan
Agama	: Islam
Status	: Belum Kawin
No.Hp	: 0852-6217-1457
Email	: pohanmelisa333@gmail.com

B. Riwayat Pendidikan

SD	: SD Negeri 2000107/10 Padangsidimpuan 2005 -2011
SMP	: SMP Negeri 3 Padangsidimpuan 2011 -2014
SMA	: SMA Negeri 2 Padangsidimpuan 2014 -2017
Perguruan Tinggi	: Institut Agama Islam Negeri Padangsidimpuan, Fakultas Tarbiyah dan Ilmu Keguruan, Program Studi Tadris/Pendidikan Bahasa Inggris S1 2017 – 2021

C. Pengalaman Organisasi

Tahun 2014-2017	: Anggota Paskibra SMA N 2 Padangsidimpuan.

Experimental Class

LESSON PLAN

(EXPERIMENTAL CLASS)

Sekolah   : SMA TERPADU DARUL HASAN

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : XI/Genap

Alokasi Waktu   : 2 x 45 Menit

A. Kompetensi Inti

KI 1   : Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI 2   : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, teloren damai), santun, responsive dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan social dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 3   : Memahami, menerapkan, menganalisis pengetahuan factual, konseptual, procedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, technology, seni, budaya, dan humaniro dengan wawasan kemanusiaa, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4   : Mengolah, menalar, dan menyaji dalam ranah konkret dan ramah abstrak terkait dengan pengembangan dari yang dipelajarinya, di sekolah secara mandiri dan mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

1. Kompetensi Dasar : Mampu memahami text yangsedang dipelajari dengan benar

2. Indikator : Mampu menjawab pertanyaan terkait dengan text

   Mampu mengidentifikasi informasi yang tersimpan dalam text, mengidentifikasi *main idea,* mengidentifikasi *detail text* atau *topic,* memahami *vocabulary,* dan dapat memberikan kesimpulan text.

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

1. Siswa mampu memahami text recount dengan baik dengan bantuan metode yang diberikan guru.
2. Siswa mampu menjawab pertanyan berdasarkan informasi dalam bacaan (ide pokok, karakter, tempat, masalah yang terkait dalam text, moral tau kesimpulan) dalam tekx narrative.

D. Materi Pembelajaran

1. Teks monolog berbentuk recount text

E. Metode Pembelajaran

1. Metode pembelajaran: PQ4R strategy

F. Media Pembelajaran

1. Media

   a. Worksheet atau lembar kerja (siswa)

   b. Buku paket

2. Alat/Bahan

   a. Spidol dan Papan tulis

G. Sumber Belajar : Buku yang berkaitan

H. Langkah-Langkah Pembelajaran

Pertemuan Ke-1 (2 x 45 Menit)
Kegiatan Pendahuluan
1. Guru memberi salam
2. Berdoa
3. Guru memeriksa kehadiran siswa
4. Memperkenalakan diri pada siswa dan menyampaikan maksud kedatangan ke dalam klas.
5. Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan

aplikasi materi ajar dalam kehidupan sehari-hari

6. Guru mengajukan pertanyaan antara pengetahuan sebelumnya dengan materi yang akan dipelajari.

7. Guru memberitahukan tentang kompetensi inti, kompetensi dasar, indicator, pada pertemuan yang berlangsung.

8. Menjelaskan mekanisme pelaksanaan pengamalan pembelajaran sesuai dengan langkah-langkah pembelajaran.

Kegiatan Pembelajaran /Kegiatan Inti

1. Guru membagi peserta didik kedalam 5 kelompok dan memberikan teks recount kepada masing-masing kelompok.

2. Guru dan peserta didik memperhatikan judul ataupun gambar yang ada pada teks dan mencoba menelaah apa isi dari teks tersebut.

3. Guru memberikan pertanyaan-pertanyaan kepada peserta didik yang mencakup 5W+1H tentang perihal isi teks recount yang dijawab langsung oleh peserta didik.

4. Guru meminta peserta didik membaca teks.

5. Guru memberikan sejumlah pertanyaan yang mencakup isi bacaan teks, seorang peserta didik per kelompok harus menuliskan jawabannya secara langsung kepapan tulis.

6. Guru memeriksa jawaban peserta didik dan memberikan refleksi dengan bertanya dan bertukar pikiran apakah jawaban tersebut benar atau tidak.

7. Peserta didik memahami teks dengan berdiskusi dengan teman skelompok.

8. Guru meminta setiap kelompok menulis kesimpulan dari teks recount tersebut.

9. Guru meminta setiap kelompok mereview kesimpulan dari teks secara langsung, hasil dari diskusi mereka.

Penutup

1. Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahai topic

2. Guru memberikan penghargaan kepada siswa berupa pujian ataupun bentukpenghargaan lain yang relevan terhadap kelompok yang kinerjanya baik.

3. Guru menutup kegiatan belajar mengajar dengan doa dan salam.

Pertemuan Ke-2 (2 x45)

Kegiatan Pendahuluan

1. Guru memberi salam

2. Berdoa
3. Guru memeriksa kehadiran siswa
4. Memperkenalakan diri pada siswa dan menyampaikan maksud kedatangan ke dalam kelas.
5. Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari
6. Guru mengaukan pertanyaan antara pengetahuan sebelumnya dengan materi yang akan dipelajari.
7. Guru memberitahukan tentang kompetensi inti, kompetensi dasar, indicator, pada pertemuan yang berlangsung.
8. Menjelaskan mekanisme pelaksanaan pengamalan pembelajaran sesuai dengan langkah-langkah pembelajaran.
Kegiatan Inti

1. Elaborasi memfasilitasi peserta didik melalui pembelajaran tugas, dan lain-lain
   a. Mengingatkan kembali materi/teks yang sudah dipelajari
   b. Siswa menjawab soal yang diberikan guru.
2. Konfirmasi guru berfungsi sebagai narasumber dan fasilitator dalam menjawab pertanyaan peserta didik yang menghadapi kesulitan

Kegiatan Penutup
1. Guru memberikan pertanyaan untuk menhetahui apakah siswa sudah memahai topic 2. Siswa diminta membuat kesimpulan pembelajaran pada pertemuan ini 3. Salam

I. Penilaian : The amount of correct answer in completion

Sup Indicator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrument Soal
1. Discovering main idea of the text 2. Identifying detail of the text 3. Understanding vocabulary of the text 4. Summarizing concepts of the text	Test Tulisan	Multiple Choice	Multiple Choice Question (choosen the best answer by crossing (x) a, b, c, or d.

Padangsidimpuan,   Agustus 2021

Mengetahui

Validator   **Peneliti**

Erlita Gusra, S.Pd.   **Melisa Pohan**
                                                                NIM. 17 203 00077

LESSON PLAN

(CONTROL CLASS)

Sekolah   : SMA TERPADU DARUL HASAN

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : XI/Genap

Alokasi Waktu   : 2 x 45 Menit

A. Kompetensi Inti

KI 1   : Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI 2   : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli   (gotong royong, kerjasama, teloren damai), santun, responsive dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan social dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

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KI 4   : Mengolah, menalar, dan menyaji dalam ranah konkret dan ramah abstrak terkait dengan pengembangan dari yang dipelajarinya, di sekolah secara mandiri dan mampu menggunakan metode sesuai kaidah keilmuan.

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2. Indikator   : Mampu menjawab pertanyaan terkait dengan text

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Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

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2. Siswa mampu menjawab pertanyan berdasarkan informasi dalam bacaan (ide pokok, karakter, tempat, masalah yang terkait dalam text, moral tau kesimpulan) dalam tekx narrative.

D. Materi Pembelajaran

1. Teks monolog berbentuk recount text

E. Metode Pembelajaran

1. Metode pembelajaran: Teacher Strategy

F. Media Pembelajaran

1. Media

a. Worksheet atau lembar kerja (siswa)

b. Buku paket

2. Alat/Bahan

a. Spidol dan Papan tulis

G. Sumber Belajar : Buku yang berkaitan

H. Langkah-Langkah Pembelajaran

Pertemuan Ke-1 (2 x 45 Menit)
Kegiatan Pendahuluan
1. Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran.   2. Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi atau tema kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.   3. Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi *Teks Recount.*   4. Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh.
Kegiatan Pembelajaran /Kegiatan Inti

1. Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topic materi *Teks Recount* dengan cara melihat, mengamati, membaca melalui tayangan yang ditampilkan.

2. Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang dosajikan dan akan dijawab melalui kegiatan belajar khususnya pada materi *Teks Recount.*

3. Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasekan ulang, dan saling bertukar informasi mengenai *Teks Recount.*

4. Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presenasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan.

5. Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait *Teks Recount.* Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami.

Penutup

1. Peserta didik dan guru merefleksi kegiatan pembelajaran.

2. Peserta didik dan guru menarik kesimpulan dari hasil kegiatan pembelajaran.

3. Guru memberikanpenghargaan misalnya pujian atau bentuk penghargaan lain yang relevan kepada kelompok yang kinerjanya baik.

4. Menugaskan peserta didik untuk terus mencari informasi dimana saja yang berkaitan dengan materi atau pelajaran yang sedang atau yang akan dipelajari.

5. Guru menyampaikan materi pembelajaran berikutnya.

6. Guru menutup kegiatan pembelajaran dengan mengucapkan salam dan doa.

Pertemuan Ke-2 (2 x45)

Kegiatan Pendahuluan

1. Guru memberi salam

2. Berdoa

3. Guru memeriksa kehadiran siswa

4. Memperkenalakan diri pada siswa dan menyampaikan maksud kedatangan ke dalam kelas.

5. Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari
6. Guru mengaukan pertanyaan antara pengetahuan sebelumnya dengan materi yang akan dipelajari.
7. Guru memberitahukan tentang kompetensi inti, kompetensi dasar, indicator, pada pertemuan yang berlangsung.
8. Menjelaskan mekanisme pelaksanaan pengamalan pembelajaran sesuai dengan langkah-langkah pembelajaran.
Kegiatan Inti

1. Elaborasi memfasilitasi peserta didik melalui pembelajaran tugas, dan lain-lain
    a. Siswa menjawab soal yang diberikan guru.
    b. Guru memberikan peghargaan pada siswa yang mendapat point tertinggi
2. Konfirmasi guru berfungsi sebagai narasumber dan fasilitator dalam menjawab pertanyaan peserta didik yang menghadapi kesulitan/

Kegiatan Penutup
1. Guru memberikan pertanyaan untuk menhetahui apakah siswa sudah memahai topic 2. Siswa diminta membuat kesimpulan pembelajaran pada pertemuan ini 3. Salam

I. Penilaian : The amount of correct answer in completion

Sup Indicator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrument Soal
1. Discovering main idea of th text 2. Identifying detail of the text 3. Understanding vocabulary of the text 4. Summarizing concepts of the text	Test Tulisan	Multiple Choice	Multiple Choice Question (choosen the best answer by crossing (x) a, b, c, or d.

Padangsidimpuan,   Agustus 2021

Mengetahui

Validator   **Peneliti**

Erlita Gusra, S.Pd.   **Melisa Pohan**
                                                                      NIM. 17 203 00077

Appendix 3

Instrument of Reading Test for Experimental and Control Group

PRE TEST SHEET

Information: This text just to know your ability in reading comprehension and there is no affect in your appraisal in final examination of this school.

Name   :

Class   :

Introduction   : Read recount text carefully and answer the questions below. Each one is followed by several questions about it. The questions are 20 items and you have 45 minutes to answer all of the questions. So, you choose the best one answer, a, b, c, or d, to each questions. Give mark (X) on the best your answer.

Read the following text to answer question number 1-5

Last weekend, I visited my pen pal's house. His Name is Anto. There were many activities I did there. In the morning, Anto and I had breakfast. We had traditional food. I liked it very much.

After breakfast, he took me to the garden behind his house. The garden was very big and beautiful. There is a big bird cage in the garden. There were many kinds of birds in that cage. I spent a long time feeding the birds. I also took pictures with those beautiful birds.

After visiting the bird cage, Anto and I went to the flower garden not far from his house. We took a rest and had lunch under a big tree and watch butterflies flying above colourful flowers. In the afternoon, we swam in the pool in the backyard. It was so fun. I really enjoyed my time with Anto.

1. What is the text about?
   a. **A hoiday at a friend's place**   c. **A big bird cage**
   b. **A picture of bird**   d. **A big garden**

2. What is the last paragraph about?
   a. **Anto has butterflies as his pet**   c. **There are a lot of flowers in Anto's house**
   b. **The writer's friend is a good swimmer**   d. **The writer had a good time with his friend**

3. Where did the writer spen d his afternoon?

   a. **Under a tree**   c. **In the flower garden**

   b. **Inside big bird cage**   d. **In the swimming pool**

4. "i like <u>it</u> very much" (1st paragraph)

   What does the underlined word refer to?

   a. **Garden**   c. **Cage**

   b. **Bird**   d. **Food**

5. "it was so fun" What is the similar meaning of the word "fun"?

   a. **Enjoy**   c. **Happy**

   b. **keen on**   d. **Sad**

Read the following text to answer questions number 6 to 8

   Last week, Mr Damiri's wife had an accident. Her youngest child, Yusuf, was at home when it happened. He was playing with his new toy car. Suddenly Yusuf heard his mother calling, "Help! Help!" he ran to the kitchen. His mother had burnt herself with some hot cooking oil. She was crying with pain and the pan was on fire. Mr. Damiri had gone to the office. The other children had gone to school.

   Yusuf was too small to help his mother, and she was too frightened to speak sensibly to him. But he ran to the neighbour's house and asked his neighbor to come and help his mother. The neighbor soon put out the fire and took Yusuf's mother to the clinic.

   When Mr. Damiri came home, his wife told him what had happened. He was very proud of his son, "When you are a man, you will be just like your father,"she said.

6. Who took Mrs. Damiri to clinic?

   a. **Her son**   c. **Her neighbour**

   b. **Her husband**   d. **Her children**

7. The main idea of the second paraghraph is?

   a. **Mrs. Damiri got accident**   c. **Yusuf asked his neighbour to**
                                                    help
   b. **Mr. Damiri was proud of his son**
                                                d. **Mr. Damiri and his other**
                                                    children had gone.

8. How did the neighbour help Mrs. Damiri ?

   a. **He called Mrs. Damiri husband and**   c. **He put out the fire and took**
      ran to the kitchen   **Mrs. Damiri to clinic**

   b. **He called the fireman and put out**   d. **He called the fireman and**

| **the fire** | **advised Mrs. Damiri to stay calm** |

Read the following text to answer question number 9-14

On Saturday night, we went to the Town Hall. It was the last day of the year and a large crowd of people had gathered under the Town Hall clock. It would strike twelve in twenty minutes' time. Fifteen minutes passed and then, at five to twelve, the clock stopped. The big minute hand did not move. We waited and waited, but nothing happened. Suddenly someone shouted,"It's two minutes past twelve! The clock has stopped!"

I looked at my watch. It was true. The big clock refused to welcome the New Year. At that moment, everybody began to laugh and sing.

9. Why did the people gather under the Town Hall clock?
    a. **To welcome the new year**
    b. **To see the newly bought clock**
    c. **To strike the laughing people**
    d. **To stop people who shouted**

10. Based on the text where was the writer?
    a. **At the center of thr town**
    b. **At home**
    c. **At the beach**
    d. **At the market**

11. Which of the following is not true according to the text?
    a. **The writer was waiting to celebrate the New Year**
    b. **The writer brough the watch**
    c. **The writer was very happy**
    d. **The writer celebrate the New Year with his family**

12. What probably happened when someone shouted that the clock stopped?
    a. **Everybody directly celebrated the New Year**
    b. **Everybody sings and laugh**
    c. **Everybody looked for the watch**
    d. **Everybody shouted too**

13. "it would strike twelve in twenty minutes' time"
    The underline word refers to....
    a. **The clock**
    b. **Author's watch**
    c. **The town**
    d. **The place**

14. "The big clock refused to welcome the New Year"
    What is the synonym of the word ?
    a. **Reject**
    b. **Accept**
    c. **Admit**
    d. **Hate**

Read the following text to answer question number 15-17

It was early in the morning when five staff of the charity International Animal Rescue (IAR) arrived at the forest. The forest was hazy with smoke. They breathed through cloth masks as they searched for a dehydrated-and possibly dying-orangutan and her infant seen the previous night. A farmer reported seeing the mother and daughter orangutans near a palm oil farm which was on fire.

After several hours searching through the haze, they finally found the pair. They used anesthetics and medical check-ups to determine if the two orangutans could survive in a safe zone away from the fires. These orangutans were lucky because IAR got them before the smoke caused too much damage. The team took them to a safe zone on the island.

15. The text mostlt told us about?
    a. **The experienced of the Orangutans in a save zone**
    b. **The rescued of Orangutans from the bushfire**
    c. **The processed of delivering a baby Orangutan**
    d. **A save zone for Orangutans**

16. What does the second paraghraph tell us about?
    a. **The discovery of two Orangutans**
    b. **The anaesthetised Orangutans**
    c. **The missing Orangutans**
    d. **The IAR sanctuary**

17. "....they finally find the <u>pair</u>." (paraghraph 2)
    The underlined word refers to
    a. **The mother daughter Orangutans**
    b. **The animals in the forest**
    c. **The people on the forest**
    d. **The IAR staff**

Read the following text to answer question number 18-20

The holidays had come. At first, I didn't know how to spend my long holiday I didn't have any plans because my parents were very busy. My father was finishing his project, while my mother was taking care of my little sister. She was just five months oid.

Fortunately, one of my friends, Zaky, didn't have any plans either. So we spent the holiday together. During the holiday, he came to my house almost every day.

We did a lot of things. On the first day, we rode a bicycle and went around the city. We stopped at some shops and enjoyed window-shopping. The second day, I taught Zaky how to play Basketball. We spent three days just to get him able to shoot well. In the last two days, we visited museums. In our city, they were Ronggowarsito dan Mandala Bakti we learnt a lot from the collections in the museums.

18. Which statement is TRUE according to the text?

a. **The writer went arround the city by bicycle**

b. **Zaky learnt how to play Volleyball fro the writer**

c. **The things displayed in the museums were boring**

d. **The writer and Zaky visited three museums during the vacations**

19. Why didn't the writer have plans for his vacation?

a. **He was very busy**

b. **His parents were busy**

c. **He didn't know that the vacation had come**

d. **He wanted to spend the vacation at home**

20. How did the writer feel to hear that Zaky didnt't have any plans either?

a. **Sad**

b. **Sorry**

c. **Guilty**

d. **Happy**

Padangsidimpuan,   Oktober 2019

Mengetahui

Validator

Peneliti

Erlita Gusra, S.Pd.

Melisa Pohan

NIM. 17 203 00077

Instrument of Reading Test for Experimental and Control Group

POST TEST SHEET

Information: This text just to know your ability in reading comprehension and there is no affect in your appraisal in final examination of this school.

Name   :

Class   :

Introduction   : Read recount text carefully and answer the questions below. Each one is followed by several questions about it. The questions are 20 items and you have 45 minutes to answer all of the questions. So, you choose the best one answer, a, b, c, or d, to each questions. Give mark (X) on the best your answer.

Read the following text to answer question number 1-3

Last week, my school had a study tour to Saung Angklung Mang Udjo in Bandung. We started our journey very early in the morning. There are six buses to take our groups. We stopped in the rest area before went directly toward Bandung. When we arrived at Saung Angklung Mang Udjo, we were welcome by hot Sundanese drinks known as Bandrek It was very unique. After that, we went around the gallery that sells the Sundanese handicrafts. We then walked to the hall, it was a rounded stage. Everybody sat anxiously.

The Angklung shows soon began with a performance of a large group of dancers and Angklung players. Then, the master of ceremony introduced herself and offered the audience a short course to play Angklung. She then taught the audience to play the Angklung, each rhythm. Soon after the audience knew the basic sound, we all played popular songs together. The master ceremony spoke in English too because there foreigners among the visitors. At the end of the show, we were asked to join the performing children to dance together.

We really enjoyed the performance of bamboo musical instruments combined with the wonderful dances and nice master of ceremony. We were all very cheerful and refreshed after the show.

1. What is the main idea of the first paraghraph?
   a. **The trip to Saung Angklung Mang Udjo started very early**
   b. **The audience was cheerful and refreshed after the show**
   c. **The master of ceremony taught the audience to play Angklung**
   d. **The visitors were asked to join the performing children to dance**

2. What did the students do before the show?
   a. **Playing popular songs on Angklung**
   b. **Making Sundanese hot dring Bandrek**
   c. **Learning how to do traditional dance**
   d. **Going around the gallery that sells Sundanese handicraft**

3. Why did the master of ceremony speak in English?
   a. **The audience was all foreigners**
   b. **To make the performance more attractive**
   c. **It would encourage the audience to join the performance**
   d. **There were foreigners among the audiences in the hall**

Read the following text to answer questions number 4 to 7

Last year I joined the Chicago Marathon, my first marathon contest. I had to run 26,2 miles to complete it. It was hard.

At first, I just wanted to get the experience of joining a marathon. I thought it would be one life time experience. After finishing it, I changed my mind. I wanted to join another one. I was interested to complete at least one more marathon and improve my time. I also experienced a good feeling between participants and the spectators that made me happy. It was a very wonderful thing for me. So I decided that I had to join another marathon the following year.

4. What is the text about?
   a. **The writer's activities of watching Chicago marathon contest**
   b. **The writer's wonderful feeling after watching marathon**
   c. **The writer's good achievement in marathon**
   d. **The changing of the writer's feeling after joining the marathon**

5. To improve his achievement, the writer....
   a. **Asked for advice how to run well**
   c. **Planned to join another**

b. **Practiced hard with other participants**
   d. **Ran faster and faster**

6. What was the writer's intention when he decided to join his first marathon ?

   a. **He would get the winner**
   b. **He just wanted to get an experience**
   c. **He planned to join another marathon**
   d. **He wanted to complete 26,2 miles run**

7. ".... I change my mind." (Paragraph 2) the word "mind" is closest in meaning to....

   a. **Decision**
   b. **Ambition**
   c. **Thought**
   d. **Suggestion**

Read the following text to answer question number 8-10

Last Friday, a friend of mine asked me to accompany him to buy a new shirt at a department store. We left home at 03.00 p.m. by motorcycle. As soon as we arrived there, we went to the clothes section. I let him choose one. An hour later, I got bored watching him confused in choosing a shirt. So I left him and went to the cassette counter. Thirty minutes later, I went back to the clothes section but I couldn't find him there. My cell phone was broken so I couldn't call him. I went to the parking areA. I saw his motorcycle was there but I couldn't find him. I waited for him for a few moments then finally I gave up and decided to go home.

When I arrived home, my mother told me that my friend calleD. She said that he was in the department store looking for me. My mother asked me to come back to the department store. Reluctantly, I walked to the department store and you know what? When I arrived there his motorcycle was not in the parking areA. He just went home. I was very tireD. There was no other choice, I had to walk home again. When I arrived home, I was so tired. I was very angry but when I saw my friend's broad smile greet me in front of the door, I just could not help laughing

8. The text above is about....?

   a. **An embrassing day**
   b. **Shopping with mother**
   c. **The writer and his friend**
   d. **My friend and his motorcycle**

9. The writer couldn't contact his friend because....?

   a. **He went home alone**
   b. **His cell phone was broken**
   c. **He was in the parking area**
   d. **His friend was still choosing a**

shirt

10. From the story above we can conclude that there was a problem because....?

    a. The writer couldn't contact his friend

    b. The writer's friend was in the clothes section

    c. The writer and his friend couldn't ride the otorcycle

    d. The writer and his friend decided to go to the department store

Read the following text to answer question number 11-13

Last summer, when mum and dad weren't feeling well, Tom was taking his dog, Paddy, for a walk. Suddenly there was a rabbit running across the path they were taking. Paddy barked very loud and the scared rabbit ran into the bushes. Although Tom was trying hard to grip the collar, Paddy was running after the rabbit. That was the last time he saw Paddy.

He tried to look for him for days. Finally, five weeks later, when Tom was out for a coffee at Motorway Cafe, his parents called. They were having lunch when they heard a dog barked outside the house. The hurriedly went out and there was Paddy wigling his tail.

11. "That was the last time he saw Paddy." The word "he" refers to....

    a. Father

    b. Tom

    c. Rabbit

    d. Paddy

12. How did Paddy get lost?

    a. He was hungry and searched for a food

    b. He followed motorbike riders away

    c. He saw a rabbit and ran after it

    d. He felt bored and took a walk

13. The text generally talks about?

    a. The coming back of the lost dog

    b. A long journey of the dog

    c. A holiday experience in Scotland

    d. The disappearance of a dog

Read the following text to answer question number 14-17

On semester holiday, Harry and his family went to Cibodas Botanical Garden in Puncak. They went from Jakarta early in the morning to avoid traffic jam. But unfortunately, they still got trapped in traffic jam. They were confused, should they went back home or wait. Then their driver decided to use alternative way. He took them to small streets, from vilage to

village. It was so far. Harry almost gave up and wanted to throw up. They arrived at the destination three hours later.

When they reached there, Harry felt like his tiredness has gone. The view was amazing. There's a mount so the air was . the garden was big. They saw many plants. They sat and ate on the grass while the Harry and his brother were swimming in the river. When they decided to went back home, they heard that Rafflesia Arnoldi was blooming that day. They couldn't pass that rare opportunity. For the first time in forever, Harry saw that giant flower in front of him. He was in awe. Although the flower smelt bad, it was beautiful. He took picture in front of the flower.

They went back home later after the sunset. It was a tiring yet satisfying holiday for their family.

14. What is the text about?

   a. **The best time with family**
   b. **Harry's tiring experience**
   c. **Harry's holiday experience**
   d. **Family trip**

15. How did Harry's family reach the destination?

   a. **By breaking through the traffic jam**
   b. **By waiting for the traffic jam**
   c. **By using alternative way to smaller streets**
   d. **By using the highway**

16. What made Harry awestruck?

   a. **He felt the fresh air**
   b. **The flower smelt bad**
   c. **He saw beautiful flowers**
   d. **He saw Raflesia Arnoldi bloomed**

17. "It was a tiring yet satisfying holiday for their family." (part 3)

   The underlined word has similar meaning with....

   a. **Journey**
   b. **Visit**
   c. **Vacation**
   d. **Trip**

Read the following text to answer question number 18-20

It was in September 2009 when a 7,3 SR earthquake hit our town. At the beginning, it was just like any other day. After i got home from school, I played game on my computer with my sister. My mom was watching TV while my father and brother was taking a nap.

Suddenly i felt a little vibration. I didn't notice it at first. But then the vibration was getting bigger. We were panic. My mom went to the bedroom to wake my father up and take my brother out. Without noticing anything, I took my sister's hand and dragged her. I ran to

the road in front of our house. When I ran, i got hit by a piece of root that felt from neighbour's house. I didn't feel hurt at that time. People has gathered at the open field with their pale faces. Some of the children cried. My sister cried because our mom wasn't there. We got separated. Later I realized that me and mom ran to different direction. My mom yelled at me with panic and worryface. By then I realized that i got hurt. My arm was bleeding because of the fallen roof. It was really hurt. I cried because I was afraid of blood. But, what's more hurting was when i saw my neighbors. Their house have broken and collapsed. Our neighborhood was shattered. The earthquake hit for several times with different strength. None of us was brave enough to enter our house. We stayed outside for some times while calming ourselves.

From that day on, everytime i felt the earth shakes even if just a little , my knee went weak. It was a traumatic experience.

18. What is the highlight of the text?
   a. **Writer's trauma of earthquake**   c. **Story of a big earthquake**
   b. **Writer's scary experience with earthquake**   d. **How to avoid earthquake**

19. "their houses have broken and collapsed." (part 2)

   The word **their** in the sentence refers to
   a. **The writer**   c. **The writer's family**
   b. **The writer and her sister**   d. **The writer's neighbor**

20. "Suddenly I felt a little vibration." (part 2)

   What is the synonym of the underlined word?
   a. **Steady**   c. **Movement**
   b. **Motion**   d. **Shake**

Padangsidimpuan,   Oktober 2019

Mengetahui

Validator   **Peneliti**

Erlita Gusra, S.Pd.   **Melisa Pohan**

NIM. 17 203 00077

Appendix 5

Key Answer for Pre-Test

1. A	6. c	11. d	16. a
2. d	7. c	12. c	17. a
3. d	8. c	13. a	18. a
4. d	9. a	14. a	19. b
5. c	10. a	15. b	20. d

Key Answer for Post-Test

1. a	6. c	11. d	16. b
2. b	7. c	12. a	17. b
3. d	8. d	13. d	18. a
4. c	9. b	14. d	19. c
5. d	10. c	15. a	20. d

Appendix 8

RELIABLE OF PRE-TEST

No	N	No Item																									Y
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
1	AN	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25
2	AK	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25
3	AL	0	1	1	1	1	0	1	1	1	1	1	0	0	1	0	1	1	1	1	0	1	1	1	0	0	17
4	AC	1	1	0	0	0	1	0	0	1	0	0	1	1	0	1	1	1	0	1	1	1	0	0	1	1	14
5	AZ	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	0	1	1	0	1	1	21
6	AZ	1	1	1	0	1	0	0	0	0	1	0	0	0	0	1	1	1	0	1	1	0	1	0	0	0	11
7	BS	0	1	1	1	0	1	1	0	1	0	0	1	1	1	1	0	1	1	0	1	0	0	0	1	1	15
8	DI	0	1	1	0	0	0	0	1	1	1	1	1	0	0	0	1	0	0	1	0	0	0	0	1	0	10
9	DS	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	23
10	ER	0	1	1	0	0	1	0	0	0	1	0	0	0	1	0	0	0	1	1	0	0	1	0	0	0	8
11	FZ	1	0	0	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	21
12	FH	0	1	0	1	0	1	0	1	0	1	0	0	0	1	0	0	1	1	0	0	0	1	0	1	0	10
13	FD	0	0	1	1	0	1	0	0	1	0	1	0	0	1	0	1	0	0	1	1	0	0	1	0	0	10
14	IQ	1	1	1	1	1	1	1	1	0	1	1	1	0	0	1	0	1	1	1	0	0	1	1	0	0	17
15	KN	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25
16	ML	0	0	1	0	1	1	1	1	1	1	1	1	0	0	1	1	0	1	1	1	1	1	1	1	1	19
17	NN	1	1	1	0	1	1	1	0	0	1	0	0	1	0	0	1	1	0	1	1	0	1	0	0	1	14
18	NN	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25
19	NP	0	1	1	0	1	1	1	0	0	1	1	0	0	1	0	0	1	0	1	1	0	1	1	0	0	13
20	NM	1	1	1	1	1	0	0	1	1	0	1	0	0	0	1	0	1	1	0	0	0	1	0	1	0	13
21	NA	0	1	0	0	0	0	1	1	0	1	1	0	1	1	1	1	1	1	1	1	0	0	1	0	1	15
22	ND	0	1	1	0	0	1	0	0	1	0	1	1	0	0	0	0	1	1	0	0	0	1	1	1	1	11
23	NF	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25
24	NS	1	1	0	1	0	1	1	1	1	0	1	0	1	0	1	1	1	1	1	1	1	0	1	0	1	18
25	N	1	1	1	1	1	1	0	0	0	1	0	1	0	0	0	0	0	1	0	0	0	0	0	1	0	10
26	N	0	1	1	1	0	1	0	1	0	0	1	1	0	1	0	1	0	0	1	0	0	1	0	1	0	12
27	RD	1	1	1	0	1	0	1	0	1	1	0	1	0	1	0	0	0	1	1	1	0	1	0	1	1	15
28	RA	1	1	1	1	0	0	0	1	1	1	1	1	0	0	1	0	0	0	1	1	1	1	1	1	0	16
29	SA	1	1	1	0	0	1	1	1	0	1	0	0	1	0	0	0	1	1	1	0	0	1	0	0	1	13
30	SA	1	1	1	1	0	0	1	1	0	1	0	0	1	0	0	0	1	1	1	0	0	1	0	0	1	13
Jumlah		19	27	25	19	17	19	19	20	17	22	20	14	15	17	17	18	22	22	25	18	13	22	16	19	17	
N		30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	
N-1		29	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29	
p		0,63	0,90	0,83	0,63	0,57	0,63	0,63	0,67	0,57	0,73	0,67	0,47	0,50	0,57	0,57	0,60	0,73	0,73	0,83	0,60	0,43	0,73	0,53	0,63	0,57	
q		0,37	0,10	0,17	0,37	0,43	0,37	0,37	0,33	0,43	0,27	0,33	0,53	0,50	0,43	0,43	0,40	0,27	0,27	0,17	0,40	0,57	0,27	0,47	0,37	0,43	
pq		0,23	0,09	0,14	0,23	0,25	0,23	0,23	0,22	0,25	0,20	0,22	0,25	0,25	0,25	0,25	0,24	0,20	0,20	0,14	0,24	0,25	0,20	0,25	0,23	0,25	

$\sum pq$	5,46
Variansi skor (st)	29,43
r11	30,26
Kategori	RELIABEL
kriteria	Sangat Tinggi

RELIABLE OF POST-TEST

No	N	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	Y
1	AN	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	23
2	AK	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	24
3	AL	0	0	0	1	1	0	1	1	1	1	1	0	0	0	0	1	0	0	1	0	0	1	1	0	0	11
4	AC	1	0	1	0	1	0	1	0	1	1	0	0	1	1	1	1	1	1	1	1	1	1	0	1	1	18
5	AZ	1	1	0	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	0	1	1	0	1	1	20
6	AZ	1	1	0	0	1	0	0	0	0	1	0	0	0	0	1	1	1	0	1	1	0	1	0	0	0	10
7	BS	0	0	0	0	0	1	1	0	1	0	0	1	1	1	1	0	1	1	0	1	0	0	0	1	1	12
8	DI	0	1	0	0	0	0	0	0	1	1	1	1	0	0	0	1	0	0	1	0	0	0	0	0	0	7
9	DS	1	0	1	1	1	0	1	0	0	1	1	0	1	1	1	1	1	0	0	1	0	1	0	1	0	15
10	ER	0	1	1	0	0	1	0	1	0	1	0	0	0	1	0	0	0	1	1	0	0	1	1	0	0	10
11	FZ	1	0	0	1	1	0	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	20
12	FH	0	1	0	1	0	0	0	1	0	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	5
13	FD	0	0	1	0	0	1	0	0	1	0	1	0	0	1	0	1	0	0	1	1	0	0	1	0	0	9
14	IQ	1	0	0	0	1	0	1	1	0	1	1	1	0	0	1	0	1	1	1	0	0	1	1	0	0	13
15	KN	1	0	0	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	21
16	ML	0	0	0	0	1	0	1	1	1	1	1	1	0	0	1	1	0	1	1	1	1	1	1	0	1	16
17	NN	1	1	0	0	1	0	1	0	0	1	0	0	1	0	0	1	1	0	1	1	0	1	0	0	1	12
18	NN	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	23
19	NP	0	1	0	0	1	0	1	1	0	1	1	0	0	1	0	0	1	0	1	1	0	1	1	0	0	12
20	NM	1	0	0	1	1	1	0	0	1	0	1	0	0	0	1	0	1	1	0	0	0	1	0	1	0	10
21	NA	0	0	1	0	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	0	1	19
22	ND	1	0	1	0	1	1	0	1	1	1	1	1	0	0	0	1	1	0	0	0	1	1	0	0	1	15
23	NF	1	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	21
24	NS	1	0	0	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	20
25	N	1	0	0	0	1	1	0	0	0	1	0	1	0	0	0	0	0	0	1	0	0	0	0	1	0	7
26	N	0	0	1	0	0	0	0	1	0	0	1	1	0	1	0	1	0	0	1	0	0	1	0	0	0	8
27	RD	1	1	1	0	1	0	1	0	1	1	0	1	0	1	0	0	0	1	1	1	0	1	0	1	1	15
28	RA	1	0	1	1	0	0	0	1	1	1	1	1	0	0	1	0	0	0	1	1	1	1	1	0	0	14
29	SA	1	1	0	0	0	1	1	1	0	1	0	1	1	0	0	0	1	1	1	0	0	1	0	0	1	13
30	SA	1	0	1	1	0	0	1	1	1	1	0	1	1	0	1	1	1	1	1	0	0	1	0	1	1	17
Jumlah		20	12	11	13	21	12	20	15	19	25	20	16	16	17	18	19	21	20	25	18	12	24	16	14	16	
N		30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	
N-1		29	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29	
p		0,67	0,40	0,37	0,43	0,70	0,40	0,67	0,50	0,63	0,83	0,67	0,53	0,53	0,57	0,60	0,63	0,70	0,67	0,83	0,60	0,40	0,80	0,53	0,47	0,53	
q		0,33	0,60	0,63	0,57	0,30	0,60	0,33	0,50	0,37	0,17	0,33	0,47	0,47	0,43	0,40	0,37	0,30	0,33	0,17	0,40	0,60	0,20	0,47	0,53	0,47	
pq		0,22	0,24	0,23	0,25	0,21	0,24	0,22	0,25	0,23	0,14	0,22	0,25	0,25	0,25	0,24	0,23	0,21	0,22	0,14	0,24	0,24	0,16	0,25	0,25	0,25	

∑pq	5,63
Variansi skor (st)	27,42
r11	28,16
Kategori	RELIABEL
kriteria	Sangat Tinggi

Appendix 6

VALIDITY OF PRE-TEST

No	N	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	Y
1	AN	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25
2	AK	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25
3	AL	0	1	1	1	1	0	1	1	1	1	1	0	0	1	0	1	1	1	1	0	1	1	1	0	0	17
4	AC	1	1	0	0	0	1	0	0	1	0	0	1	1	0	1	1	1	0	1	1	1	0	0	1	1	14
5	AZ	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	0	1	1	0	1	1	1	21
6	AZ	1	1	1	0	1	0	0	0	0	1	0	0	0	0	1	1	1	0	1	1	0	1	0	0	0	11
7	BS	0	1	1	1	0	1	1	0	1	0	0	1	1	1	1	0	1	1	0	1	0	0	0	1	1	15
8	DI	0	1	1	0	0	0	0	1	1	1	1	1	0	0	0	1	0	0	1	0	0	0	0	1	0	10
9	DS	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	23
10	ER	0	1	1	0	0	1	0	0	0	1	0	0	0	1	0	0	0	1	1	0	0	1	0	0	0	8
11	FZ	1	0	0	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	21
12	FH	0	1	0	1	0	1	0	1	0	1	0	0	0	1	0	0	1	1	0	0	0	1	0	1	0	10
13	FD	0	0	1	1	0	1	0	0	1	0	1	0	0	1	0	1	0	0	1	1	0	0	1	0	0	10
14	IQ	1	1	1	1	1	1	1	1	0	1	1	1	0	0	1	0	1	1	1	0	0	1	1	0	0	17
15	KN	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25
16	ML	0	0	1	0	1	1	1	1	1	1	1	1	0	0	1	1	0	1	1	1	1	1	1	1	1	19
17	NN	1	1	1	0	1	1	1	0	0	1	0	0	1	0	0	1	1	0	1	1	0	1	0	0	1	14
18	NN	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25
19	NP	0	1	1	0	1	1	1	0	0	1	1	0	0	1	0	0	1	0	1	1	0	1	1	0	0	13
20	NM	1	1	1	1	1	0	0	1	1	0	1	0	0	0	1	0	1	1	0	0	0	1	0	1	0	13
21	NA	0	1	0	0	0	0	1	1	0	1	1	0	1	1	1	1	1	1	1	1	0	0	1	0	1	15
22	ND	0	1	1	0	0	1	0	0	1	0	1	1	0	0	0	1	1	1	0	0	0	1	1	0	0	11
23	NF	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25
24	NS	1	1	0	1	0	1	1	1	1	0	1	0	1	0	1	1	1	1	1	1	1	0	1	0	1	18
25	N	1	1	1	1	1	1	0	0	0	1	0	1	0	0	0	0	0	1	0	0	0	0	0	1	0	10
26	N	0	1	1	1	0	1	0	1	0	0	1	1	0	1	0	1	0	0	1	0	0	1	0	1	0	12
27	RD	1	1	1	0	1	0	1	0	1	1	0	1	0	1	0	0	0	1	1	1	0	1	0	1	1	15
28	RA	1	1	1	1	0	0	0	1	1	1	1	1	0	0	1	0	0	0	1	1	1	1	1	1	0	16
29	SA	1	1	1	0	0	1	1	1	0	1	0	0	1	0	0	0	1	1	1	0	0	1	0	0	1	13
30	SA	1	1	1	1	0	0	1	1	0	1	0	0	1	0	0	0	1	1	1	0	0	1	0	0	1	13
rtable		0,36	0,36	0,36	0,36	0,36	0,36	0,36	0,36	0,36	0,36	0,36	0,36	0,36	0,36	0,36	0,36	0,36	0,36	0,36	0,36	0,36	0,36	0,36	0,36	0,36	
rcount		0,47	-0,04	0,05	0,47	0.58	0,39	0,70	0,57	0,37	0,37	0,54	0,38	0,62	0,39	0,65	0,52	0,42	0,43	0,16	0,46	0,81	0,37	0,61	0,35	0,64	
Criteria		V	TV	TV	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	TV	V	V	V	V	V	V	

Appendix 7

VALIDITY OF POST-TEST

No	N	No Item																									Y
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
1	AN	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	23
2	AK	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	24
3	AL	0	0	0	1	1	0	1	1	1	1	1	0	0	0	0	1	0	0	1	0	0	1	1	0	0	11
4	AC	1	0	1	0	1	0	1	0	1	1	0	0	1	1	1	1	1	1	1	1	1	1	0	1	1	18
5	AZ	1	1	0	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	0	1	1	0	1	1	20
6	AZ	1	1	0	0	1	0	0	0	0	1	0	0	0	0	1	1	1	0	1	1	0	1	0	0	0	10
7	BS	0	0	0	0	0	1	1	0	1	0	0	1	1	1	1	0	1	1	0	1	0	0	0	1	1	12
8	DI	0	1	0	0	0	0	0	0	1	1	1	1	0	0	0	1	0	0	1	0	0	0	0	0	0	7
9	DS	1	0	1	1	1	0	1	0	0	1	1	0	1	1	1	1	1	0	1	0	1	1	0	1	0	15
10	ER	0	1	1	0	0	1	0	1	0	1	0	0	0	1	0	0	0	1	1	0	0	1	1	0	0	10
11	FZ	1	0	0	1	1	0	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	20
12	FH	0	1	0	1	0	0	0	1	0	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	5
13	FD	0	0	1	0	0	1	0	0	1	0	1	0	0	1	0	1	0	0	1	1	0	0	1	0	0	9
14	IQ	1	0	0	0	1	0	1	1	0	1	1	1	0	0	1	0	1	1	1	0	0	1	1	0	0	13
15	KN	1	0	0	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	21
16	ML	0	0	0	0	1	0	1	1	1	1	1	1	0	0	1	1	0	1	1	1	1	1	1	0	1	16
17	NN	1	1	0	0	1	0	1	0	0	1	0	0	1	0	0	1	1	0	1	1	0	1	0	0	1	12
18	NN	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	23
19	NP	0	1	0	0	1	0	1	1	0	1	1	0	0	1	0	0	1	0	1	1	0	1	1	0	0	12
20	NM	1	0	0	1	1	0	0	0	1	0	1	0	0	0	1	0	1	1	0	0	0	1	0	1	0	10
21	NA	0	0	1	0	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	19
22	ND	1	0	1	0	1	1	0	1	1	1	1	1	1	0	0	0	1	1	1	0	0	1	1	0	1	15
23	NF	1	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	21
24	NS	1	0	0	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	20
25	N	1	0	0	0	1	1	0	0	0	1	0	1	0	0	0	0	0	1	0	0	0	0	0	1	0	7
26	N	0	0	1	0	0	0	0	1	0	0	1	1	0	1	0	1	0	0	1	0	0	1	0	0	0	8
27	RD	1	1	1	0	1	0	1	0	1	1	0	1	0	1	0	0	0	1	1	1	0	1	0	1	1	15
28	RA	1	0	1	1	0	0	0	1	1	1	1	1	0	0	1	0	0	0	1	1	1	1	1	0	0	14
29	SA	1	1	0	0	0	1	1	1	0	1	0	1	1	0	0	0	1	1	1	0	0	1	0	0	1	13
30	SA	1	0	1	1	0	0	1	1	1	1	0	1	1	0	1	1	1	1	1	0	0	1	0	1	1	17
rtable		0,36	0,36	0,36	0,36	0,36	0,36	0,36	0,36	0,36	0,36	0,36	0,36	0,36	0,36	0,36	0,36	0,36	0,36	0,36	0,36	0,36	0,36	0,36	0,36	0,36	
rcount		0,51	0,03	0,04	0,42	0,51	0,28	0,70	0,04	0,48	0,50	0,37	0,06	0,74	0,52	0,68	0,47	0,49	0,59	0,42	0,52	0,82	0,53	0,46	0,44	0,76	
Criteria		V	TV	TV	V	V	TV	V	TV	V	V	V	TV	V	V	V	V	V	V	V	V	V	V	V	V	V	

Appendix 10

Score of Pre-Test

Experiment	Control
60	65
55	60
60	55
35	50
70	55
65	35
60	60
65	75
55	75
75	50
55	45
45	70
60	55
70	55
70	50
80	55
45	70
50	45
60	60
50	
55	
75	
45	
60	
50	
40	
∑1510	∑1085

Appendix 11

Score of Post-Test

Experiment	Control
85	80
85	85
90	95
90	65
90	75
100	70
85	95
70	80
80	70
75	75
95	95
95	55
70	80
80	80
65	80
80	75
65	90
75	90
85	95
80	
85	
80	
75	
75	
80	
80	
$\sum 2115$	$\sum 1530$

Appendix 12

DESCRIPTION SCORE OF PRE-TEST IN EXPERIMENTAL CLASS

Nilai		f	fkum	x	fx	$\bar{x}$	$(x-\bar{x})^2$	$f(x-\bar{x})^2$
35	40	2	2	37,5	75	58,04	421,83	843,66
41	46	3	5	43,5	130,5		211,37	634,10
47	52	3	8	49,5	148,5		72,91	218,72
53	58	4	12	55,5	222		6,44	25,78
59	64	6	18	61,5	369		11,98	71,89
65	70	5	23	67,5	337,5		89,52	447,60
71	76	2	25	73,5	147		239,06	478,12
77	82	1	26	79,5	79,5		460,60	460,60
Jumlah		26			1509		1778,27	3184,62

Mean	58,04
Median	70,50
Modus	60.00
Varians	167,10
Standar Deviasi	11,89

Appendix 13

DESCRIPTION SCORE OF PRE-TEST IN CONTROL CLASS

Nilai		f	fkum	x	fx	$\bar{x}$	$(x-\bar{x})^2$	$f(x-\bar{x})^2$
35	40	1	1	37,5	37,5	57,08	383,34	383,34
41	46	2	3	43,5	87		184,39	368,78
47	52	3	6	49,5	148,5		57,44	172,32
53	58	5	11	55,5	277,5		2,49	12,47
59	64	3	14	61,5	184,5		19,55	58,64
65	70	3	17	67,5	202,5		108,60	325,80
71	76	2	19	73,5	147		269,65	539,30
Jumlah		19			1084,5		1025,45	1860,63

Mean	57,08
Median	55,50
Modus	59,50
Varians	114,07
Standar Deviasi	11,36

Appendix 14

DESCRIPTION SCORE OF POST-TEST IN EXPERIMENTAL CLASS

Nilai		f	fkum	x	fx	$\bar{x}$	$(x-\bar{x})^2$	$f(x-\bar{x})^2$
65	70	4	4	67,5	270	81,35	191,72	766,86
71	76	4	8	73,5	294		61,56	246,25
77	82	7	15	79,5	556,5		3,41	23,86
83	88	5	20	85,5	427,5		17,25	86,27
89	94	3	23	91,5	274,5		103,10	309,30
95	100	3	26	97,5	292,5		260,95	782,84
Jumlah		26			2115		637,99	2215,38

Mean	81,35
Median	72,00
Modus	98,50
Varians	79,12
Standar Deviasi	11,36

Appendix 15

DESCRIPTION SCORE OF POST-TEST IN CONTROL CLASS

Nilai		f	fkum	x	Fx	$\bar{x}$	$(x-\bar{x})^2$	$f(x-\bar{x})^2$
55	60	1	1	57,5	57,5	77,53	401,05	401,05
61	66	1	2	663,5	63,5		196,74	196,74
67	72	2	4	69,5	139		64,42	128,84
73	78	3	7	75,5	226,5		4,11	12,32
79	84	5	12	81,5	407,5		15,79	78,95
85	90	3	15	87,5	262,5		99,47	298,42
91	96	4	19	93,5	374		255,16	1020,63
Jumlah		19			1473		635,69,5	1735,91

Mean	77,53
Median	96,50
Modus	66,50
Varians	124,71
Standar Deviasi	11,48

Appendix 16

TABLE OF NORMALITY IN PRE-TEST EXPERIMENTAL CLASS WITH CHI QUADRATE FORMULA

Nilai		f	x	fx	$\bar{x}$	$(x-\bar{x})^2$	$f(x-\bar{x})^2$	s	fo	Tepi kelas x	z	ztabel	F(z)	Li	fe	$(fo-fe)^2/fe$
35	40	2	37,5	75	58,04	421,83	843,66	11,28	2	34,5	-2,69		0,02	0,04	1,08	0,78
41	46	3	43,5	130,5		211,37	634,10		3	40,5	-1,55		0,06	0,09	2,42	0,14
47	52	3	49,5	148,5		72,91	218,72		3	46,5	-1,02		0,15	0,16	4,12	0,31
53	58	4	55,5	222		6,44	25,78		4	52,5	-0,49		0,31	0,20	5,32	0,33
59	64	6	61,5	369		11,98	71,89		6	58,5	0,04		0,52	0,20	5,21	0,12
65	70	5	67,5	337,5		89,52	447,60		5	64,5	0,57		0,72	0,15	3,87	0,33
71	76	2	73,5	147		239,06	478,12		2	70,5	1,10		0,87	0,08	2,18	0,01
77	82	1	79,5	79,5		460,60	460,60		1	76,5	1,64		0,95	0,05	1,32	0,08
										123,5	5,80		1,00			
Jumlah		26		1443		1513,7	3180,5		26							2,10

x^2hitung	2,10
x^tabel	9,49

Appendix 17

TABLE OF NORMALITY IN PRE-TEST CONTROL CLASS WITH CHI QUADRATE FORMULA

Nilai		f	x	fx	$\bar{x}$	$(x-\bar{x})^2$	$f(x-\bar{x})^2$	s	fo	Tepi kelas x	z	ztabel	F(z)	Li	fe	$(fo-fe)^2/fe$
35	40	1	37,5	37,5	57,08	383,34	383,34	10,17	1	34,5	-2,22		0,01	0,04	0,73	0,10
41	46	2	43,5	87		184,39	368,78		2	40,5	-1,63		0,05	0,10	1,85	0,01
47	52	3	49,5	148,5		57,44	172,32		2	46,5	-1,04		0,15	0,18	3,37	0,55
53	58	5	55,5	277,5		2,49	12,47		5	52,5	-0,45		0,33	0,23	4,36	0,09
59	64	3	61,5	184,5		19,55	58,64		3	58,5	0,14		0,56	0,21	4,02	0,26
65	70	3	67,5	202,5		108,60	325,80		4	64,5	0,73		0,77	0,14	2,65	0,69
71	76	2	73,5	147		269,65	539,30		2	70,5	1,32		0,91	0,07	1,24	0,46
										76,5	1,91		0,97			
Jumlah		19		1084,5		1025,45	1860,63		19							2,18

x^2hitung	2,18
x^tabel	9,49

Appendix 18

TABLE OF NORMALITY IN POST-TEST EXPERIMENT CLASS WITH CHI QUADRATE FORMULA

Nilai		F	x	Fx	$\bar{x}$	$(x-\bar{x})^2$	$f(x-\bar{x})^2$	s	fo	Tepi kelas x	z	ztabel	F(z)	Li	fe	$(fo-fe)^2/fe$
65	70	4	67,5	270	81,35	191,72	766,86	9,41	4	64,5	-1,79		0,04	0,09	2,28	1,29
71	76	4	73,5	294		61,56	246,25		4	70,5	-1,15		0,12	0,18	4,65	0,09
77	82	7	79,5	556,5		3,41	23,86		7	76,5	-0,51		0,30	0,25	6,38	0,06
83	88	5	85,5	427,5		17,25	86,27		5	82,5	0,12		0,55	0,23	5,92	0,14
89	94	3	91,5	274,5		103,10	309,30		3	88,5	0,76		0,78	0,14	3,70	0.13
95	100	3	97,5	292,5		260,95	782,84		3	94,5	1,40		0,92	0,06	1,57	1,31
										100,5	2,03		0,98			
Jumlah		26		2115		637,99	2215,38		26							3,03

x^2hitung	3,03
$x^$tabel	9,49

Appendix 19

TABLE OF NORMALITY IN POST-TEST CONTROL CLASS WITH CHI QUADRATE FORMULA

Nilai		F	x	Fx	$\bar{x}$	$(x-\bar{x})^2$	$f(x-\bar{x})^2$	s	Fo	Tepi kelas x	z	ztabel	F(z)	Li	fe	$(fo-fe)^2/fe$
55	60	1	57,5	57,5	77,53	401,05	401,05	9,82	1	54,5	-2,34		0,01	0,03	0,61	0,25
61	66	1	663,5	63,5		196,74	196,74		1	60,5	-1,73		0,04	0,09	1,70	0,29
67	72	2	69,5	139		64,42	128,84		2	66,5	-1,12		0,13	0,17	3,30	0,51
73	78	3	75,5	226,5		4,11	12,32		3	72,5	-0,51		0,30	0,24	4,47	0,48
79	84	5	81,5	407,5		15,79	78,95		5	78,5	0,10		0,54	0,22	4,21	0,15
85	90	3	87,5	262,5		99,47	298,42		3	84,5	0,71		0,76	0,15	2,77	0,02
91	96	4	93,5	374		255,16	1020,63		4	90,5	1,32		0,91	0,07	1,26	5,92
										96,5	1,93		0,97			
Jumlah		19		1473		635,69,5	1735,91		19							1,70

x^2hitung	1,70
x^2tabel	9,49

Appendix 20

HOMOGENITY TEST IN PRE-TEST

Experiment	Control
60	65
55	60
60	55
35	50
70	55
65	35
60	60
65	75
55	75
75	50
55	45
45	70
60	55
70	55
70	50
80	55
45	70
50	45
60	60
50	
55	
75	
45	
60	
50	
40	

Varians 1	128,15
Varians 2	133,33

Fcount	0,96
ftable	2,14

Appendix 21

HOMOGENITY TEST IN POST-TEST

Experiment	Control
85	80
85	85
90	95
90	65
90	75
100	70
85	95
70	80
80	70
75	75
95	95
95	55
70	80
80	80
65	80
80	75
65	90
75	90
85	95
80	
85	
80	
75	
75	
80	
80	

Varians 1	79,12
Varians 2	81,83

Fcount	0,97
ftable	2,14

Appendix 22

T-test of Both Averages in Pre-test

No	Experiment	Control
1	60	65
2	55	60
3	60	55
4	35	50
5	70	55
6	65	35
7	60	60
8	65	75
9	55	75
10	75	50
11	55	45
12	45	70
13	60	55
14	70	55
15	70	50
16	80	55
17	45	70
18	50	45
19	60	60
20	50	
21	55	
22	75	
23	45	
24	60	
25	50	
26	40	

$$\frac{\overline{x_1} - \overline{x_2}}{\sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

	Experiment	Control
Mean	58,04	57,08
Std. Deviation	11,32	10,58
Varians	128,15	111,99
dk	n1+n2-2	43

Average Difference	0,96
1/n1	0,04
1/n2	0,05
	325,72
	0,09
	29,67
	5,45

t-count	0,18
t-table	2,02

Appendix 23

T-test of Both Averages in Post-test

No	Experiment	Control
1	85	80
2	85	85
3	90	95
4	90	65
5	90	75
6	100	70
7	85	95
8	70	80
9	80	70
10	75	75
11	95	95
12	95	55
13	70	80
14	80	80
15	65	80
16	80	75
17	65	90
18	75	90
19	85	95
20	80	
21	85	
22	80	
23	75	
24	75	
25	80	
26	80	

$$\frac{\overline{x_1} - \overline{x_2}}{\sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

	Experiment	Control
Mean	81,35	77,53
Std. Deviation	8,89	11,17
Varians	79,12	124,71
dk	n1+n2-2	43

Average difference	3,82
1/n1	0,04
1/n2	0,05
	33,89
	0,09
	3,09
	1,76

t-count	2,17
t-table	2,02

Nomor : B - *1266* /In.14/E/TL.00/09/2021   *01* September 2021
Hal   : Izin Penelitian
            Penyelesaian Skripsi.

Yth. Kepala SMA Terpadu Darul Hasan Padangsidimpuan
Kota Padangsidimpuan

Dengan hormat. bersama ini kami sampaikan bahwa :

Nama   : Melisa Pohan
NIM   : 1720300077
Program Studi   : Tadris/Pendidikan Bahasa Inggris
Fakultas   : Tarbiyah dan Ilmu Keguruan

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan yang
sedang menyelesaikan Skripsi dengan Judul "The Effect of PQ4R Strategy (Previw,
Question, Read, Reflect, Recite and Review) on Students' Reading Recount Text
Comprehension   at

YAYASAN DARUL HASAN KOTA PADANGSIDIMPUAN

SMA ISLAM TERPADU DARUL HASAN

Jl. Ompu Huta Tunjul Kelurahan Hutaimbaru Kecamatan Padangsidimpuan Hutaimbaru
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SURAT IZIN MENYELESAIKAN PENELITIAN
Nomor :179/SMAIT-DH/IX/2021

Yang bertanda tangan di bawah ini:

Nama	: Jamal Siregar, M.Pd
Jabatan	: Kepala Sekolah
Unit Kerja	: SMA IT Darul Hasan Padangsidimpuan

Dengan ini Memberikan Izin Kepada:

Nama	: MELISA POHAN
NIM	: 1720300077
Program Studi	: Tadris / Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan

Untuk menyelesaikan Penelitian Skripsi dengan Judul " The Effect of PQ4R Trategy (Preview, Question, Read, Reflect, recite adn Review) on Student' Reading Recount, Text Comprehension at Grade XI Student of SMA Terpadu Darul Hasan Kota Padangsidimpuan". di SMA S IT Darul Hasan Kota Padangsidimpuan Tahun Pelajaran 2021/2022.
Demikian surat ini dibuat untuk dapat digunakan sebagaimana mestinya.

Padangsidimpuan, 24 September 2021
Kepala Sekolah

Jamal Siregar, M.Pd