AN UNDERGRADUATE THESIS

IMPROVING STUDENTS' READING COMPREHENSION BY USING PQRST (PREVIEW, QUESTION, READ, SUMMARIZE, AND TEST) STRATEGY AT TENTH GRADE OF SMK ISLAM BINA KHALIFAH BANGSA

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TARBIYAH AND TEACHING TRAINING FACULTY

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1444 H/ 2022 M

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ISLAM BINA KHALIFAH BANGSA**

**Presented as a Partial Fulfillment of the Requirements
For Degree of Sarjana Pendidikan (S.Pd)
In English Education Department**

**By :
RISQIKA WULANDIRA
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**Tarbiyah and Teacher Training Faculty
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Sponsor : Drs. Kuryani, M.Pd

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
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APPROVAL PAGE

Title : IMPROVING STUDENTS' READING COMPREHENSION BY THE USE PQRST STRATEGY AT TENTH GRADE OF SMK ISLAM BINA KHALIFAH BANGSA

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NOTA DINAS

Nomor   :

Lampiran   :

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Kepada yth,

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Institut Agama Islam Negeri (IAIN) Metro

AssalamualaikumWr.Wb.

        Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka Skripsi yang disusun oleh:

Name   : Risqika Wulandira

Students Number : 1801072031

Judul Skripsi   : IMPROVING STUDENTS' READING COMPREHENSION BY THE USE PQRST STRATEGY AT TENTH GRADE OF SMK ISLAM BINA KHALIFAH BANGSA

Sudah kami dapat setujui dan dapat diajukan untuk dmunaqosyahkan, demikian harapan kami atas perhatiannya kami ucapkan terimakasih.

Wassalamu'alaikumWr.Wb.

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NOTIFICATION LETTER

Number   :
Appendix   : -
Matter   : **In order to hold the Munaqosyah of Risqika Wulandira**

To:
The Honorable the Head of Tarbiyah Department
Of State Institute for Islamic Studies of Metro

Assalamu'alaikum, Wr. Wb.

We have given guidance and enough improvement to Munaqosyah script which is written by:

Name   : Risqika Wulandira
Students Number : 1801072031
Faculty   : Tarbiyah and Teacher Training Faculty
Department   : English Education
Title   : IMPROVING STUDENTS' READING COMPREHENSION BY THE USE PQRST STRATEGY AT TENTH GRADE OF SMK ISLAM BINA KHALIFAH BANGSA

It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training inorder to be discussed on the seminar. Thank you very much.

Wassalamu'alaikumWr.Wb.

	Metro, November 15th 2022
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RATIFICATION PAGE
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An Undergraduate thesis entitled: IMPROVING STUDENTS' READING COMPREHENSION BY THE USE PQRST STRATEGY AT TENTH GRADE OF SMK ISLAM BINA KHALIFAH BANGSA. Written by: Risqika Wulandira, Student Number 1801072031, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Wednesday, November 30th, 2022 at 13:00 – 14:30 p.m

BOARD OF EXAMINERS:

Chairperson	: Drs. Kuryani, M.Pd	(............................)
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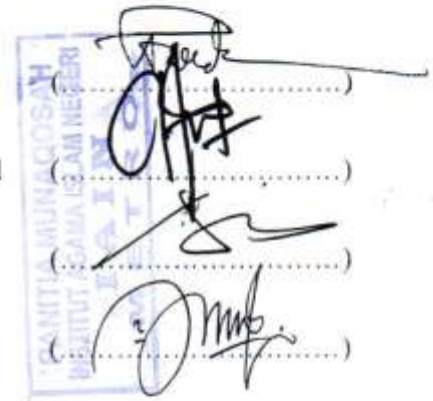
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IMPROVING STUDENTS' READING COMPREHENSION BY USING PQRST (PREVIEW, QUESTION, READ, SUMMARIZE, AND TEST) STRATEGY AT TENTH GRADE OF SMK

ISLAM BINA KHALIFAH BANGSA

ABSTRACT

By:
Risqika Wulandira

The purpose of this research is to show that the PQRST (Prieview, Question, Read, Summrize, and Test) strategy can improve reading comprehension skills and learning activities of class X students of SMK Islam Bina Khalifah Bangsa. This strategy can be one of the teaching strategies to improve students' reading comprehension skills

This research method is Classroom Action Research (CAR) which is carried out in two cycles. Each cycle consists of planning, implementing, observing and reflecting. the subject of this research was class X students of SMK Islam Bina Khalifah Bangsa, totaling 30 students. In collecting data, researchers used tests consisting of initial tests, final tests I and final tests II, observation, and documentation.

The results of this study indicate an improvement in students' reading comprehension. Whereas in the pre-test only 0% of students were able to achieve the minimum completeness criteria (KKM) and the pre-test average was 3 . It can be said that the results of the pre-test are not satisfactory. Then in post-test I, 27% of students met the minimum completeness criteria (KKM), and the average post-test I was 67. In post-test II the average was 73. This means that there is a significant effect of using the PQRST strategy on students' abilities in terms of understanding read at the SMK Islam Bina Khalifah Bangsa Metro.

Key words: *PQRST Strategi, Students' Reading Comprehension,*

MENINGKATKAN PEMAHAMAN MEMBACA SISWA DENGAN MENGGUNAKAN STRATEGI PQRST (PREVIEW, QUESTION, READ, SUMMARIZE, DAN TEST) DI KELAS SEPULUH SMK ISLAM BINA KHALIFAH BANGSA

ABSTRAK

By:
Risqika Wulandira

Tujuan penelitian ini untuk menunjukkan bahwa strategi PQRST (Prieview, Question, Read, Summrize, and Test) dapat meningkatkan kemampuan pemahaman membaca dan aktifitas pembelajaran siswa kelas X SMK Islam Bina Khalifah Bangsa. Strategi ini dapat menjadi salah satu strategi pengajaran untuk meningkatkan kemapuan pemahaman membaca Siswa.

Metode penilitian ini adalah penelitian Tindakan Kelas (PTK) yang dilaksanan dua siklus. Setiap siklus terdiri dari perencanaan, pelaksanaan, oservasi dan refleksi. subjek penelitian ini adalah siswa kelas X SMK Islam Bina Khalifah Bangsa yang berjumlah 30 siswa. Dalam pengumpulan data peneliti menggunakan tes yang terdiri dari tes awal, tes akhir I dan Tes akhir II, observasi, dan documentasi.

Hasil penelitian ini menunjukkan adanya peningkatan pemahaman membaca siswa. Bahwa pada pre-test hanya 0% siswa yang mampu mencapai kriteria ketuntasan minimal (KKM) dan rerata pre-test adalah . Dapat dikatakan hasil dari pre-test tidak memuaskan. Kemudian pada post-test I, 27% siswa memenuhi kriteria ketuntasan minimal (KKM), dan rerata post-test I adalah 67. Pada post-test II rerata adalah 73. Artinya ada pengaruh yang signifikan dari penggunaan strategi PQRST terhadap kemampuan siswa salam pemahaman membaca di SMK Islam Bina Khalifah Bangsa Metro.

Kata Kunci: PQRST Srategi, Pemahaman Membaca Siswa

STATEMENT OF ORIGINALITY PAGE

This undersigned:

Name	: Risqika Wulandira
St. Number	: 1801072031
Faculty	: Tarbiyah and Teacher's Training
Department	: English Education Department

Stating that this thesis as a whole is the result of my research, except for certain parts which are quoted from the source and mentioned in the bibliography.

Metro, November 11ˢᵗ 2022
Who make the statement

RISQIKA WULANDIRA
St. ID 1801072031

ORISINALITAS PENELITIAN

Yang bertanda tangan di bawah ini:

Nama : Risqika Wulandira

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Fakultas : Tarbiyah dan Keguruan

Jurusan : Pendidikan Bahasa Inggris

Menyatakan bahwa skripsi ini secara keseluruhan merupakan hasil penelitian saya, kecuali adanya bagian-bagian tertentu yang dikutip dari sumbernya dan disebutkan dalam daftar pustaka tersebut.

Metro, 11 November 2022

Yang membuat pernyataan

A WULANDIRA

NPM.1801072031

x

MOTTO

‘'Whatever the Problem, however bad the situation. Remember you are not

trapped, there is always a way out"

DEDICATION PAGE

Sincerely from my heart, I would like to dedicate this thesis to:

My beloved family, especially my parents (My late father, Mr. Dion Komalaza and Mrs. Ratna Laila) who always pray and support in their endless love.

My Brothers and sisters (Abang Oki, Uni titi, Kakak Yoan, Abang Rendy) who always provide 32 qencouragement and motivation, both moral and material support and always look forward to my success.

All My Nephews thank you for your support and prayers, I love you to the moon and back.

My beloved Almamater of State Institute for Islamic Studies of Metro.

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Praise be to Allah SWT, because of the grace and guidance the researcher scan finish the thesis. Shalawat and salam to our propet Muhammad SAW, who has brought us from the darkless of the lightness so we are always in the right a way. The thesis "Improving Students' Reading Comprehension By Using PQRST (Preview, Question, Read, Summrize, and Test) Strategy At Tenth Grade Of Smk Islam Bina Khalifah Bangsa" is summited as compulsory fulfillment of the requirements for S1 degree of English study program at Tarbiyah and Theacher Training Faculty, Islamic Institute of Metro.

Furthermore, this research could not be successful without support, guidance, advice, help, ancouragement. Regarding to those things, the researcher offers big thanks to:

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3. Andianto, M.Pd, as the head of English Education Department.

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8. My friends from Elementary School who always give me support and motivation to finish my study.

9. All of my family in the same struggle TBI 2018. Thank you so much for your motivation until the end of present day.

The writer realizes, that this thesis is still far from perfect. For that, with all humility, the researcer apologizes profusely. constructive criticism and suggestions are very much appreciated. I hope this thesis is beneficial for readers.

Metro, October 21st 2022
The researcher,

Risqika Wulandira
Student Number: 1801072031

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CHAPTER I

INTRODUCTION

A. Background of Study

As an international language, English is a language of exchange of meaning from one person to another, English can be used to communicate orally or in writing, in the spoken form, the listener has the task of interpreting what the speaker is saying. While in writing, the task of the reader is to interpret the ideas of the text. By reading we can seek information through written symbols and then make sense of there is a process of identification and the process of remembering a reading material that is presented as a stimulus to generate experience and form new meanings through relevant concepts that readers already have which are used by readers to get the message the writer wants to convey through the medium of words or written languag. Reading is not an activity of looking at written symbols alone. A readers need to mobilize various abilities so that he is capable understand the material they read.

As part of learning English, One of the language skills that must be developed in schools is Reading comprehension which aims to improve students' ability to understand and think critically when receiving information through writing containing ideas, messages, opinions or main ideas in an article. which he reads. In line with the ability to read in English above. They can learn new things, get the information they require, look for evidence to support their ideas, finish their assignments, and broaden their interests by reading. In addition, reading

activities are also designed to improve intellectual abilities and understand the meaning of written content. Reading involves visual, cognitive, psycholinguistic, and metacognitive processes in addition to simply reading aloud. Word recognition, literal comprehension, interpretation, critical reading, and creative understanding are all parts of the thinking process that goes into reading. But reading is not an easy language skill to master, there are many problems that readers experience in the process of reading English texts.

Reading is a key strategy for enhancing general English comprehension. When required to grasp material, many senior high school students experience a variety of reading comprehension issues. in line with reading problems the researcher found reading problems experienced at tenth grade students. Problems in the reading process are caused Students' lack of interest in reading lessons, poor vocabulary, low English grammar, poor reading skills and low students' reading comprehension of narrative text.

As a result, there are numerous common sense techniques or strategies that can be used to teach reading comprehension. Of them, PQRST is one (Preview, Question, Read, Summary and Test). is the best method for enhancing learning capacity with easy learning steps so that kids may easily comprehend the information in the reading text. This PQRST method aims to increase pupils' reading comprehension abilities and pique their interest in the subjects being read. However, in order for students to later verify the answers to their questions, the text that is provided must contain accurate information. The Preview, Question, Read, Summarize, and Test steps make up the PQRST approach. Contrary to

reality, many children receive low and inadequate reading scores, particularly in reading comprehension of descriptive literature.

To give a proof about the problems above, the writer has conducted a pre-survey on October 20th, 2021 at the Tent Grade of students in SMK Islam Bina Khalifah Bangsa Metro Lampung. The results of the first semester daily tests can be seen in the table below. The Minimum Mastery Criteria (MMC) to pass English subjects is 72. Data on students' reading abilities can be seen in the following table

Table 1

Data pra-survey of Reading Comprehension Test on the Tenth

Grade of SMK IB Khalifah Bangsa Metro

No	Grade	Explanation	Frequencies	Percentage
1.	<72	Complate	10	30,25%
2.	>72	Incomplate	20	69,75%
Total			30	100%

Source: The English Teacher archive, take on October 20th,2021

More than half of the students still have low reading comprehension scores and need to do better, according to the pre-survey data above. The PQRST strategy can help students overcome this problem and enhance their reading comprehension abilities. This approach is chosen by researchers because it makes reading comprehension easier for kids to understand. The PQRST technique can therefore help students grasp reading comprehension and improve their reading comprehension.

B. Problem Identification

Based on the information provided in the study's background, the author formulates the issue as follows:

1. The students' reading comprehension skills are weak.

2. The students' vocabulary is lacking.

3. The students are uninterested in the subject of reading.

4. The students' comprehension of a narrative text is low.

C. Problem Limitation

The writer realized that it is not possible to investigate all of the problems concerned with the reading comprehension ability. In this case, the researcher focuses on the first issue, which is that the students have low ability in reading comprehension. As a result, the researcher will employ the PQRST Strategy on tenth-grade students' reading comprehension at Smk Islam Bina Khalifah Bangsa Metro.

D. Problem Formulation

In light of the foregoing context, the researcher is interested in the following issue: "How to improve reading comprehension in teaching learning process at tenth grade Smk islam bina khalifah bangsa by the use PQRST strategy?"

E. Objective and Benefits of the Study

1. Objective of the study

   The goal of this study was to see if the PQRST strategy could improve students' reading comprehension based on the problem formulation above.

2. Benefits of study

The goal of this study was to offer certain benefits to a certain level. This research was done from different parties, both theoretically and practically, as follows:

a. For the Students

This study is intended to motivate students to understand reading and to become more interested and motivated in learning English, particularly reading.

b. For the Teachers

To provide more details about the PQRST approach, and to provide English teachers a different approach to teaching English reading comprehension.

c. For the Next Research

In theory, this study can provide additional reading knowledge for future researchers interested in obtaining reading texts from reading comprehension.

CHAPTER II

THEORITICAL REVIEW

A. **The Concept of Reading Comprehension**

   a. **The Definition of Reading**

   English requires mastery of four skills: listening, speaking, writing, and reading.Reading is one of the most important skills that students need to have from elementary school through college.The students are able to acquire a great deal of knowledge and information through reading.Therefore, students who do not read will undoubtedly never be aware of everything that has changed, be it educational, economic, or necessary information.The meaning of reading is subject to the opinions of a few experts.According to Jeremy Hamer, "reading is helpful for language acquisition."The more books that students can read, the better they do.Reading also has a positive impact on students' writing, spelling, and vocabulary knowledge.[1] Because reading can provide students with new vocabulary and spelling practice, reading can help students improve.

   In addition, Caroline T. Line mentions that reading is a set of skills that involve deriving meaning from printed words and making sense of them.We need to be able to decipher the printed words and comprehend what we read in order to read.This indicates that reading entails learning a few words and incorporating their meanings into sentences and reading structures.As a result, readers can independently determine the context's meaning after

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[1] Jeremy Harmer, How to Teach English,(Emgland: Ocelot Publishinf, 2007), P. 99

reading.[2] However, according to Gerald, the primary objective of reading instruction is to cultivate readers. This requires encouraging them to read. But how do we achieve that? If we keep in mind a timeless teaching principle that goes like this: They act the way they think they should. That is, students believe that the most important part of reading is what they do during "reading" time.[3]

Vocabulary difficulties go beyond simply not knowing the meanings of words in studies of children and adults with lower levels of comprehension whose word reading is intact. Even if these readers are familiar with word meanings, they may have difficulty quickly and easily accessing a wide range of semantic connections about and between words.[4]

For those who are learning English as a second language, reading is an essential skill.It is the most essential skill for the majority of these students to master in order to succeed not only in learning English but also in any content class where English reading is required.Students will make greater progress and development in all other areas of learning if they have improved their reading skills.There are typically at least two aspects to teaching reading.To begin, it may refer to instructing students who are just beginning their reading instruction.Teaching students who already have reading skills in their native language is a second aspect of teaching reading.Reading can only be learned

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[2] Caroline T. Linse, *Practical English Language Teaching: Young Learners*, (New York: McGraw-Hill Companies, 2005), P.69

[3] Gerald G. Duffy, *Explaining Reading : A Resource for Teaching Concepts, Skills, and Strategies*, Second Edition , (New York: The Guilford, 2009), P. 3

[4] Kristi L. Santi, & Deborah K. Reed, *Improving Reading Comprehension of Middle and High School Students*, (New York : Springer Cham, 2015), P. 8

once.You do not learn how to read again in a second or foreign language after learning how to read in one language; rather, you learn how to transfer the skills you have already learned to the new reading context in a new language.[5]

Reading has been defined as the process by which people examine a text and assign meaning to the written symbols in that text. Most second or foreign language reading programs strive to transform "learning to read" into "reading to learn".[6]

b. Type of Reading

1) Choral Reading

Despite the fact that choral reading is uncommon in modern language classes. This type of reading is still useful for improving students' pronunciation. Working in groups will give language learners the confidence to pronounce words in a foreign accent, and practice is strongly advised in this method.[7] It implies that choral reading aids in increasing pupils' motivation, motivation, and fluency. Students who might otherwise feel self-conscious or apprehensive about reading aloud have built-in support because they are reading aloud together.

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[5] David Nunan, *Practical English Language Teaching*, (New York: McGraw-Hill , 2003), P. 68

[6] Thomas S. C. Farrell, *A Strategic Approach To Teaching Reading*, (Singapore: National Institute of Education, 2002) P. 133

[7] Ag. Bambang setiyadi, *Teaching English As a Foreign Language*, (Jakarta; Graha Ilmu, 2012), P. 67

2) **Silent Reading**

Silent reading is reading done by students in a quiet manner. The real reading can begin once the students have learned the words and how to pronounce them. That is, through silent reading. Reading silently improves students' comprehension because it allows them to focus on what they are reading rather than individual word pronunciation. The teacher can also assess whether students understand what they have read by assigning exercises based on the text or summarizing the text.

3) **Intensive Reading**

During intensive reading, students read extensively while working on specific learning objectives and tasks.[8] It indicates that intensive reading may be contrasted with extensive reading, in which students read materials for leisure and to improve their general reading abilities.

4) **Extensive Reading**

Extensive reading is quiet reading, but it is done outside of the classroom. It signifies that substantial reading entails reading extensively. The goal is to cover as much ground as possible in the lowest amount of time. The object should cover as much as feasible. Furthermore, the content for comprehensive reading will be chosen at a lower degree of difficulty than that for intensive reading. The goal of extended reading will be to enable the student to read directly and fluently in the target language for pleasure, with the assistance of the teacher.

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[8] Ag. Bambang setiyadi., P. 68.

5) Supplementary Reading

Out of class, there is additional Supplementary Reading. Students are able to select their own reading materials.9 It is made up of magazines, bulletins, or newspapers written in the target language. It implies that when students study outside of class, they can choose a reading book depending on their preference.

c. The purpose of Reading

1) Reading to search for simple information

Reading to find simple information is a common reading skill. It is used so frequently in reading that it is most likely best viewed as a type of reading ability. We typically scan the text for a specific word, a specific piece of information, or a few representative phrases when reading to search.10 In order to make it easier for us to locate basic information, we read material based on our ability.

2) Reading to learn from texts

Reading to learn from texts necessitates the ability to:

a) remember main ideas as well as a number of details that elaborate on the text's main and supporting ideas.

b) ecognize the textual information.

c) Add the text to the reader's knowledge base with ink.

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9 *Ibid*., P. 69.

10 William Grabe, *Reading in Second Language*, (New York; Cmbridge University Press, 2009). P. 27

So, by reading, we can obtain information from a text or paragraphs that will help us learn.

d. Reading for general comprehension

It requires extremely quick and automatic word processing, a strong ability to represent essential ideas in general terms, and effective coordination of numerous processes within very constrained time frames when performed by a proficient fluent reader.11 Therefore, understanding requires the reader to actively create meaning. According to reading research, readers do not simply "perceive" the meaning of the text.

1. The Concept of Reading Comprehension

a. The Definition of Reading Comprehension

Reading, according to Anderson, serves to provide comprehension. Some people confuse decoding and reading. Just because a student can correctly pronounce a written word does not imply that they can read.[12] This implies that reading for information, understanding, and entertainment are all included in reading comprehension. It is far more sophisticated than deciphering specific words and calls for higher order thinking abilities.

Through cognitive interaction and intrinsic motivation with the text, reading comprehension involves the construction of conceptual

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[11] William Grabe,. P. 29

[12] Caroline T. Linse, *Practical English Language Teaching: Young Learners*, (New York: McGraw-Hill Companies, 2005), P.71

knowledge about the text.[13] It means that a person's understanding can be aided by cognitive and motivational factors when determining the significance or content of a text during the reading process.

Making sense of the existing text is the process of reading. Instead of trying to decipher the meaning of individual words or sentences, the goal is to develop a comprehensive understanding of what is being described in the text.[14] It suggests that in order for pupils to comprehend what they are reading, they must comprehend the text's or a paragraph's, individual elements. Otherwise, they will not comprehend what they are reading.

According to the description given above, understanding is the most crucial aspect of reading texts or other written material. In other words, there are a number of components to reading comprehension that the reader needs to be aware of. Both the reader's knowledge of linguistic terminology and their familiarity with the content message are included. such that the reader's background information is absolutely necessary.

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[13] John T. Guthrie, Allan Wigfield, & Kathleen C. Perencevich, *Motivating Reading Comprehension: Concept-Oriented Reading Instruction*, (United State of America: Lawrence Erlbaum Associated, 2004) P. 227

[14] Maryam Rohani, "The Effect of Retellinng Technique on reading Comprehension", in International Journal of Basic Sciences & Applied Research, (Iran: University of Isyahan) Vol., 3/ 2014, P. 74

b. **Teaching Reading Comprehension**

The following three-part rubric is an excellent one to keep in mind when teaching reading:[15]

1) **Before Reading (pre-activities)**

Spend some time presenting a topic, promoting skimming, scanning, anticipating, and activating schemata before you begin reading. When given the opportunity to "case into" a passage, students can put their greatest knowledge and skills to bear on the material.

2) **While Reading (while- activities)**

Not all reading is exhaustive or all-encompassing. Students should make note of any facts or rhetorical strategies they come across while reading. Students verify their comprehension during reading tasks.

3) **After Reading (post-activities)**

One type of post-reading activity that is appropriate is a comprehension quiz. Additionally, think about vocabulary practice, determining the author's goal, debating the author's line of reasoning, studying grammar structures, or directing students toward a subsequent writing assignment.[16]

c. **Reading Comprehension Strategies**

1) **Identify the purpose in reading**

The goal of reading something should be made very apparent for efficient reading. By doing that, you can identify what you are looking for

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[15] H. Douglas brown, *Teaching by Principle: An Interactive Approach to Language pedagogy, (Longlam: Second Edition*, 2012), P. 315

[16]H. Douglas brown, *Teaching by Principle: An Interactive Approach to Language pedagogy, (Longlam: Second Edition*, 2012), P. 315

and screen out material that can be distracting. Make sure pupils understand why they are reading something whenever you are introducing a reading strategy.[17]

2) Skim the text for main ideas

Skimming and scanning are two different reading practices for beginners. Skimming is quickly scanning a text from beginning to end. Students who skim can benefit from being able to anticipate the book's goal, its main theme or message, and an idea that will serve as a supporting argument. These techniques can help pupils read more intently.

3) Scan the text for specific information

Scanning, or swiftly looking for a particular piece of information in a text, is the second most valuable category. Students may be asked to search for names or dates, locate the definition of a key concept, or provide a specific amount of supporting details as part of scanning exercises. Scanning is used to obtain specific information without reading the entire document. The absolute necessity of scanning in academic English.[18]

2. Assement of Reading Comprehension

The score give on the multiple choice text is 1 for each correct item and 0 for in correct item.[19] The reading assessment ilustrated in the following table.[20]

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[17] *Ibid*, P. 306
[18] *Ibid*, P. 308
[19] Kharudin, *teknik tes obyektif model pilihan ganda*, Jurnal Madaniyah Volume 2 Edisi XI, Agustus 2016
[20] H. Douglas Brown, Language Assessment Principles on Classroom Praticies, (San Francisco State University, 20040, 206

Table 2 Indicator of Reading

No	Indicator	Correct	Incorrect
1	Main Idea (Topic)	1	0
2	Expression/Idioms/Phrases in Context	1	0
3	Inference (Implied detail)	1	0
4	Grammatical features	1	0
5	Detail (scanning for a specifically stated detail)	1	0
6	Excluding facts not written (unstated details)	1	0
7	Supporting idea(s)	1	0
8	Vocabulary in context	1	0
Total		8	0

3. The Concept of Narrative Text

a. The Definition of Narrative Text

A narrative is a literature that focuses on a few key characters and differs from other genres in various ways structurally. Telling stories, either in the present or in the past, is a social role of narrative. Fables, myths and legends, detective stories, action stories, thrillers, and period drama are among the genres that use narrative the most frequently.

Meanwhile, Kelly also defines narrative text as a Stories involve the readers and listeners with by drawing them and making them a part of their world or vision reality.

1. Generic Structure of Narrative Text

The following structural elements are seen in narrative texts:

1) Orientation: Introduce attendees and explain the location and time.

2) Complication: Describe how the participants' growing number of crises are related to or arise from interactions inside a social interaction process.

3) Resolution: Outlining the participant's path to resolving the puzzles, for better or worse; the resolution may be open-ended or closed-ended.[21]

2. **Example and Genre Analysis of Narrative Text**

The analysis of genre in the four texts is carried out through the analysis general structure of the text. Orientation, Complication, and Resolution are the three elements that make up the generic schematic structure for a narrative. The analysis of Text 1's generic structure is as follows:[22]

Orientation	In the past, there was a man who resided in north Sumatra. He resided in a little hut in a farmland. For a living, he occasionally engaged in gardening and fishing.
	The man once caught a large golden fish in his trap while he was out fishing. The catch was the biggest he had ever made in his entire life.

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[21] AllenS.8 *SecondEdition Kinds of Writing.* (Portland: WALCH Publisher, 2007).p.4

[22] Maria Arina, *"International Journal of English Edycation, An Analysis of Linguistic Competence in Writing Texts,* Palangkaraya University"*, Volume14, p.2009.

Complication	Unexpectedly, this fish changed into a stunning princess. He proposed to her as his wife after falling in love with her. Yes, but you have to swear off telling anyone that I was previously a fish; otherwise, there will be a major catastrophe, she warned. The bargain was struck by the man, and they were later wed, led happy lives, and had a daughter. A few years later, same daughter would assist in helping her father bring lunch to the fields. His daughter once ate his father's meal because she was so hungry. Sadly, he learned about it, became enraged, and said, "You cursed daughter of a fish!" After asking her mother, the daughter hurried home. The mother came down in tears because she was hurt that her husband had broken his commitment.
	Then she warned her daughter to flee to the hills because a terrible catastrophe was coming. She prayed as her daughter walked away. A significant earthquake followed quickly by nonstop pouring rain occurred. Toba Lake was

Resolution	created when the entire area was submerged. She changed back into a fish, and he changed into the island of Samosir.

B. The Concept of PQRST

1. The Definition of PQRST

This method can be useful for teaching reading comprehension.The teaching process of reading comprehension can be aided by employing the PQRST strategy.Additionally, conceptually, PQRST is a five-phase educational strategy:reading, asking questions, reviewing, writing a summary, and testingIt provides students with essential, step-by-step instruction prior to, during, and after the reading process.Students benefit from each stage by making learning easier.Reading is an active, often selective, laborious, and iterative process, and the phases of the PQRST strategy emphasize the constructivist nature of learning.

the capacity of students to comprehend and retain textbook content.In the first step, the reader reads the chapter outlines, section headings, and summary to get a sense of the chapter's topics and sections.Each section follows the second, third, and fourth stages.attempting to respond to questions like "what?"who?,when?,where?,how?,and why?work on our learning.An active reader gives the text structure and uses keywords to summarize it.After working through the chapter, the fifth step, the test, takes place.

This means that during this step, the reader reads the chapter outline, section titles, and summaries to get a sense of the topic and its

sections.PQRST (Preview, Question, Read, Summarize, and Test) is one of the most well-known methods for improving reading memory.

PQRST can help students with problem vocabulary and lead them to ideas when teaching reading comprehension.Due to the fact that many students struggle to locate specific information, the PQRST strategy is extremely beneficial for them in this instance.

PQRST, which stands for Preview, Question, Read, Summarize, and Test, is one of the most common study strategies used to improve students' comprehension, particularly in content area reading.[23]

The term PQRST, which stands for Preview, Question, Review, State, and Test, is itself a memory aid. Here is how the technique might operate if you were getting ready for a significant test.[24]

This indicates that PQRST, which stands for Preview, Questions, Reviews, Summarizes, and Tests, is one of the most frequently employed inquiry methodologies to increase student appreciation, especially in the read content region. The PQRST method for memory improvement depends on three fundamental ideas:

(1) organizing the material,

(2) developing the material, and

(3) practicing retrieval.

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[23] Alfi Hidayatu Miqawati, & Gunadi Harry Sulistyo ,"The Parst Strategy, Reading Comprehension, and Learning Styles" *in Indonesian Journal of Applied Linguistic*, (East Java: University of Bondowoso & State University of Malang), Vol. 4 No. 1/ July 2014, P.126

[24] Carol turkinton, memory: *A Self-Teaching Guide*, (United States of Amerika: John Wiley & Son, Inc., 2003), P. 64

2. Steps of PQRST

Basically PQRST (review, question, read, sumring and Test) means reviewing, asking, reading, summarizing, and testing. Thus, there are five steps in the PQRST strategy process (review, question, reading, summarizing, and testing), as follows:

1. **P (Preview)**

    The PQRST strategy starts with preview. The preview can be used by the teacher to evaluate the book as a whole. The title, table of contents, references, glossary, and index can all be read aloud by the teacher. Readers can uncover vital details, get a sense of the book's overall structure by examining the main preview parts, and decide what is crucial to comprehend without reading the complete text.[25]

2. **Q (Question)**

    The preview step is followed by questions. Making a smart question involves reading the material, making predictions, and using what, where, who, when, and how questions, which lead straight to higher-level thinking. Ask others questions by writing them down. The Question step has many advantages, including the following: helping the reader understand what to look for in the text, encouraging the reader to see the text clearly, encouraging the reader to pay more attention to the text, improving reading focus, and assisting the reader in exam

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[25] Harli Trisdiono, PORST: *Metode Membaca Efektif* (Widyaiswara Madya LPMP: DI Yogyakarta)

preparation to achieve a higher score permits the reader to anticipate the kinds of test questions that will be asked.[26]

3 . R (Read)

The third step in the PQRST approach is reading. Hence, reading-related activities include: Find the response to the prior question and highlight or annotate some significant passages. Reread the crucial sections until you comprehend what you have just read. Reading will help readers get ready to learn new information and cut down on the amount of time they need to spend studying.[27]

4. S (Summarize)

This activity is a thorough step to make sure the material will be retained as new knowledge for a long time. It is also a stage to determine whether the reader needs the information or not. Making a brief overview and taking notes for each part involves writing down the key ideas and, if necessary, creating a mental map. As a result, summarizing will help readers better understand the text since they are reading it in their own language.[28]

5. T (Test)

T, or Test, is the final step. It will be tested to see how well the readers comprehend the material. If possible, the teacher should be

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[26] *Ibid*
[27] *Ibid*
[28] *Ibid*

able to assess aptitude, knowledge, and skill in the same test. If a teacher administers the test formally, high order thinking questions are anticipated in the questions, along with feedback on the test's outcomes. This exam session helps readers or students get ready for the test and facilitates the conversion of their current information into a comprehensive comprehension.

3. **Advantages and Disadvantages of PQRST**

PQRST techniques have both advantages and disadvantages when used to teach reading comprehension:

a. **The advantages of PQRST**

The advantages of the PQRST strategy are as follows:

1) There is empirical evidence that the PQRST technique can increase students' reading comprehension.[29]

2) The PQRST is a tried-and-true method of learning well. But there are other considerations that can greatly improve the way you record, store, and retrieve information.[30]

3) Another useful internal strategy for storing informational lists is the PQRST.

4) The students were better prepared to read the text thanks to this strategy.In order to achieve the objectives, it improved the reading process.The students are able to locate and recognize the most significant points when they do read

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[29] Alfi Hidayatu Miqawati, & Gunadi Harry Sulistyo ,"The Parst Strategy, Reading Comprehension, and Learning Styles" *in Indonesian Journal of Applied Linguistic*, (East Java: University of Bondowoso & State University of Malang), Vol. 4 No. 1/ July 2014, P.126

[30] Carol Turkington, Memory: A Self-Teaching Guide, (United America: John & Sons, Inc., 2003), P. 64

for details because they are aware of this in advance.They did not waste time looking for a starting point by stumbling through the book (Staton:1982).

5) It has been demonstrated that the instructional strategy known as PQRST is effective in enhancing a reader's comprehension and ability to recall information.To put it another way, the reader is more likely to retain the information they are reading and learn more about it.

6) The steps in PQRST can also help students understand a text better.

7) It works well for reading comprehension and is easy to remember.[31]

b. The Disadvantages of PQRST

1) This strategy took a long time because it required students to complete several steps in reading.Therefore, it would be rather challenging for students who struggle with reading.The teacher used a short, simple text to solve the problem and make the time effective.In addition, the students participated in group work to discuss the text as part of their learning process.

2) Performing the PQRST strategy step may be challenging for students at certain stages.For instance, there are a few understudies with lowcapability in summing up, becausethey are powerless to perceive themost significant focuses to track down the subtleties.It is only possible for students with a higher level of knowledge to recall the important points.As a result, it was dominated by some capable students.The teacher divided the class into groups or pairs to discuss the difficult terms in order to solve this

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[31] Rick Wormeli, Summarization in any subject : 50 techniques to improve student learning, (Alexandria, Virginia USA: Association for Supervision and Curriculum Development, 2005) P. 131

problem.Additionally, the instructor instructed the students to consult their dictionaries.

C. Action Hypothesis

The researcher developed the research's main hypothesis, "Using PQRST Strategy can Improve Students' Reading Comprehension at Tenth Grade SMK Islam Bina Khalifah Bangsa Metro," based on the theoretical framework discussed above.

CHAPTER III

RESEARCH METHOD

A. Variable and Operational Definition of Variable

Variables are characteristics that are part of a study and that the researcher has chosen to study and make conclusions from. In this study, the author uses two variables: an independent variable and a dependent variable.

1. Independent Variable

The terms stimulus, predictor, and antecedent variables are frequently used to describe sugiono state variables. It is frequently referred to as the independent variable in Indonesian. The dependent variable changes or emerges as a result of the independent variable, or vice versa.[32]

Using PQRST as a teaching technique for reading instruction and encouraging students to take an active role in their learning is the research's independent variable.

2. Dependent Variable

A variable that depends on or is impacted by the value of other variables is said to be the dependent variable. The dependent variable is also known as the output variable, standard, or outcome. Because this variable is impacted by an independent variable, it is known as a dependent variable.[33] The variable that is observed and measured in this

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[32] Sugiono (2013), Metode Penelitian Kuantitatif, Kualitatif, dan R&D. Bandung: Alfabeta. p. 23.
[33] Sugiono (2013), Metode Penelitian Kuantitatif, Kualitatif, dan R&D. Bandung: Alfabeta. p. 23.

study to ascertain the impact of the independent variable is known as the dependent variable. Reading comprehension is the dependent variable in this study, and it is described as the action of gathering, organizing, and assisting one's understanding in establishing the meaning or content of a text during the reading process.

A test is used to collect data for this variable, and the questions on the test's pre-test are used to score this variable's instrument.

B. Research Location

The Reseacher will conduct the Classroom Action Research (CAR) at SMK Islam Bina Khalifah Bangsa Metro. The location of research is on Jl. Glatik II, Purwosari, Metro Utara, Metro, Lampung.

C. Subject and Object of Study

The tenth graders from SMK Islam Bina Khalifah Bangsa Metro are the focus of this study. They were chosen by the researcher as a sample since the majority of students struggle with reading abilities. The data is listed below:

Table 2
The Whole Data of Class Tenth Grade of SMK Islam Bina Khalifah Bangsa Metro

Class	Gender	
	Male	Female
XI	8	22
Total	**30**	

D. Action Plan

Classroom Action Research was used in this study.The term "Classroom Action Research" refers to a collaborative activity in which

coworkers looked for solutions to actual school-related issues or strategies for enhancing instruction and elevating student achievement.This study used classroom action research to observe how to improved students' reading comperhension skills.

Each cycle of action research has four phases: planning, taking action, observing, and reflecting.In the event that the outcome was unsatisfactory, the process should be carried over to the following cycle by resuming the previous steps in order to locate the solution.The cycle must end in order for the new cycle to improve teaching decisions and student learning achievement.The cycle should continue and move on to the next cycle if it does not increase students' learning activity. This will continue until the desired outcome is achieved.

Action research, according to Harmer, is a set of procedures that educators can use to evaluate the success and/or appropriateness of particular activities and procedures or to improve other aspects of their teaching.[34]

Additionally, Anne Burn suggests that action research is a part of a larger trend that has been prevalent in education in general for a while. The concepts of reflective practice and the teacher as researcher are connected to it.[35] Therefore, one of the primary goals of classroom action research is to find a situation or problem that the participants—who may

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[34] Jeremy Harmer (2007), *How to Teach English*. England: Longman. p. 414,
[35]Anne Burns, *Doing Action Research in English Language Teaching,* (New York: Routledge, 2010), p.2.

include teachers, students, managers, administrators, or even parents—consider worth investigating more thoroughly and methodically.

The researcher can draw the conclusion that action research is an examination of classroom instruction and student learning with the intention of resolving a matter or problem. Two cycles of this research were finished by the author. The first cycle was unsuccessful; the second cycle is ongoing. It is postponed until the children' reading comprehension abilities improve. Each cycle has four steps: plan, acting, observing, and reflecting. These phases are tied to one another. The steps can be ilustrated as follows:

Figure 1
Design of Classroom Action Research Model
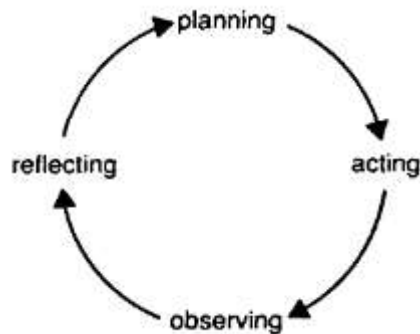
Action research was conceptualized by Lewin as a series of phases comprising planning, fact-finding (or reconnaissance), and execution. This theory eventually became known as the action-reflection cycle, which entails preparing, acting, observing, and reflecting.[36]

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[36] Jean Mcniff and jack Whietehead, *Action research: Principles and Practice*, (New York: Routledge, 2002), p.41

1. **Cycle I**

    a. Planning

    The first step in every action is planning. In this cycle, the teacher plans to complete four phases in class, including planning, acting, observing, and reflecting. At this time, the researcher can make the following planned decisions:

    1) Researchers prepare lesson plans, procedures, media, and material to be applied in learning.

    2) Research set strategies to improve studebts' reading comprehension performance.

    3) Researchers prepare learning resources planning approach that using PQRST

    4) Researchers in collaboration make criteria for success.

    b. Acting

    The execution of the plan is done in this step. The plant that was planned in the planning stage must be used in this step. Every cycle's second stage is the active one. The researcher carried out the following action to carry out the plan:

    1) Pre-Teaching Activities

        a) Pray and greet the students.

        b) Checked the attendance list and asked about the student's condition.

      c) The teacher has chosen the appropriate material going to be taught.

2) While Teaching Process

      a) The lesson was implemented by the teacher.

      b) The teacher gives a reading comprehension lesson.

      c) The teacher explains the PQRST to the class.

      d) The teacher distributing to the students learning materials about narrative texts.

      e) The teacher uses the PQRST strategy to aid students in their learning.

      f) Creating a solution in case there is an issue once the operation is completed.

3) Post-Teaching Activities

      a) The teacher poses a number of questions to the class that are all linked to the subject.

      b) Students receive assignments from their teacher.

      c) The teacher welcomes the students.

c. Observing

In order for students to complete assignments and comprehend the material, the researcher observes the teaching and learning process at this stage using an observation format and an observation schedule. The observer takes note of the crucial components of the teaching-learning process.

d. Reflecting

Based on cycle 1's assessment of the felt weakness, the cycle of action is then developed, and so on. The second cycle's step is the same as the first cycle's, and the cycle will be successful if the cycle's success indicators have been met.

2. **Cycle II**

The cycle of action is established based on cycle 1's evaluation of the perceived weakness, and so forth. The second cycle's step is the same as the first cycle's, and the cycle will be successful if the success indicators have been met.

E. **Data Collecting Technique**

The gathering of data is the most crucial stage of any investigation. Specialized evidence is required for data collection so that researchers can gather the materials they need to conduct suitable analyses in line with the conventions of research writing. Data are essential for scientific research. In addition, evidence is needed to support the numerous assertions made in the study's conclusions. The author of this study will employ a variety of methods to collect data, including:

1. Test

In order to measure both variables in this study, a test will be employed as a means of data collecting. The researcher assesses students' prior reading comprehension knowledge using reading text tests of some literature. Additionally, the researcher conducts tests to

gather information, including pre- and post-tests, in order to gauge how well the students can comprehend narrative texts.

    a.   Pre-test

The pre-test will be given to the students by the researcher. Before giving the particular treatment, this stage will be completed to assess the pupils' reading comprehension of narrative texts and determine their capabilities.

    b.   Post-test

To determine whether the therapies have any effect on the students' performance in the class, a post-test will be given during the final meeting after the treatments.

2.   Observation

In order to understand how learning occurs, this study observes students' actions and behavior during the learning process. The researchers compile a list of student activities on an observation sheet before beginning their observations.

The object of this observation is the activity of students and teachers in reading class learning. During the learning process, researchers will observe student activities in learning procees reading comprehension by the use pqrst strategy at tenth grade smk islam bina khalifah bangsa.

3. Documentation

The necessary data for this investigation is presented as documentation as a source of data. In this situation, scholars might examine written materials or other artifacts to comprehend the phenomena that pupils are experiencing.

furthermore, in this case, researchers also used documentation to find all the data on SMK Islam Bina Khalifah Bangsa Metro students.

F. Data Analysis Technique

The pre-test and post-test averages were used in the data analysis. In order to determine student achievement, tests were administered early and late in the cycle. Then, according to the results of the SMK Islam Bina Khalifah Bangsa Metro pupils in the tenth grade, the required minimum mastery score (KKM) for English is 72.

The following formula was used by the researchers:

$$\overline{X} = \frac{\sum x}{N}$$

Where :

$\overline{X}$: The mean score

$\sum x$: The sum of all scores

N: The number of students

In this instance, the researcher compared the pre-test and post-test results to determine the outcome. The outcome met the school's minimum requirement of at least 72. If some students didn't succeed in cycle I, the researcher would like to conduct in cycle II.[37] In CAR (Classroom Action Research), there was a two-cycle minimum, after which the cycle could be stopped provided all students met the Minimum Standard Criterion (MSC) by cycle II. The formula employed as follows is used to determine the presentage of the students' score:[38]

$$P = \frac{F}{N} x 100\%$$

Where :

P = Precentage of Students Activity

F = Frequency of the correct answer

N = Total of Students

G. Indicator of Succes

The action research's process and results serve as the success indicator. If 70% of the students received the required minimum score of at least 72, the study would be deemed successful and if the students improved, they would become more active in the teaching and learning process. Consequently, students become more active and enthusiastic in learning English, expecially reading comprehension.

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[37]Daniel R. Tomal, *"Action research for Educator. Second edition"*, (United Kingdom: Rowman & Littlefield Publisher. Inch, 2010),* p.109.

[38]Timothy C.Urdan*, "Statictics in Plain English"*,(London : Lawrence Erlbaum Associate Publisher, 2015),.p.10.

BAB IV

RESEARCH RESULT AND DISCUSSION

A. Research Setting

1. Description of Research Location

The researcher wants to present the research findings in this chapter. It contains the findings and analysis of the research that was conducted at SMK Islam Bina Khalifah Bangsa Metro, specifically for students in the tenth grade. The study's findings are as follows:

a. The History of SMK Islam Bina Khalifah Bangsa Metro

The development of the Bina Khalifah Bangsa Islamic Vocational School or known as the pink campus from the side when the foundation was first established has never received any assistance at all to build the foundation. For the development of student achievement, it is quite satisfactory and is said to be quite good and able to compete with other schools every year there is always an increase in the academic field as evidenced by getting achievement no. 2 UMBK in Metro City in the 2016/2017 and 2017/2018 school years. And also for teachers and extracurricular activities, especially in the field of scouting, it has been around for 6 years and is currently in its 7th year of self-education services. SMK Islam Bina Khalifah Bangsa Metro is located in Jl. Gelatik II Purwoasri Metro Utara, Metro, Lampung with the email of this school binakhalifahbangsa-@gmail.com

b. **Vision and Mission SMK Islam Bina Khalifah Bangsa**

Vision :

Excellent in emotional intelligence, Knowledge, Technology, and Morals Karimah

Mission:

Realizing the Bina Khalifah Nation Islamic Vocational School as a center pharmacy and technology vocational education and training nuanced Islamic national standard in 2015 and Islamic international standard in 2020. Realizing the Bina Khalifah Nation Islamic Vocational School as a center quality education and affordable costs for the community. Prepare a skilled workforce that is qualified, has high competitiveness at the middle level, productive, independent, professional in their field, have good character, emotionally intelligent, healthy physical and physical.Preparing alumni who have good Islamic competence adequate. Uphold and uphold the religion of Islam so that the ultimate, just and prosperous society is realized blessed by Allah SWT.

c. **Students quantity of SMK Islam Bina Khalifah Bangsa Metro**

Table 3
Students of SMK Islam Bina Khalifah Bangsa Metro

No	Rumble Name	Class Level	Number of Students		
			L	P	Total
1.	X Analis Kes	10	8	22	30
2.	X Farmasi	10	1	16	17
3.	X TKJ	10	6	5	11
4.	X TKR	10	11	0	11
5.	X TSM	10	13	1	14
6.	XI Analis Kes.	11	0	9	9
7.	XI Farmasi	11	2	17	19
8.	XI TKJ	11	4	5	9
9.	XI TKR	11	5	0	5
10.	XI TSM	11	8	1	9
11.	XII Farmasi	12	3	8	11

| 12. | XII TKJ | 12 | 7 | 4 | 11 |
| 13. | XII TKR | 12 | 10 | 0 | 10 |

d. The Formation of Teacher and Official at SMK Islam Bina Khalifah Bangsa Metro

Table 4

The Formation of The Teacher and Official at

SMK Islam Bina Khalifah Bangsa Metro

No	Subject	Total
1	Religion Education	4
2	Civic Education	1
3	Ips History	1
4	Pharmacy	
5	Indonesian Language	1
6	Art Ang Culture	1
7	Mathematics	1
9	English	2
10	Economy	1
11	Manaj. Information System	1
12	Biology	1
13	Physical Education	1
14	Health Analysis	1
15	Chemistry	1
16	Machining Engineering	1
17	Tik	1
18	Librarian	1
19	Conseling	1
20	Administrator	2
21	Security	3
23	Laborer	1
24	Technician	1

e. Th Building of SMK Islam Bina Khalifah Bangsa Metro

The condition and facilities in SMK Islam Bina Khalifah Bangsa Metro can be seen on the table:

Table 5
The Building of SMK Islam Bina Khalifah Bangsa Metro

No.	Type	Number of Conditions	
		Good	Damaged
1.	Chair	100	14
2.	Students Table	57	
3.	Student Lockers		
4.	Teachers Chairs in the Classroom	3	1
5.	Teachers Chairs in the Classroom	4	
6.	Blackboard	4	
7.	Cabinets in the Classroom	1	3
8.	Computers/Laptops in the Computer lab	8	3
9.	Science Teaching Aids	1	
10	Social Studies Teaching Aids	1	
11	Soccers Ball	1	1
12	Volleyball	1	1
13	Basketball		

f. The Organization structure of SMK Islam Bina Khalifah Bangsa Metro

The organization structure of Smk Islam Bina Khalifah Bangsa Metro is ilustrates in the following

STRUKTUR ORGANISASI
SMK ISLAM BINA KHALIFAH BANGSA
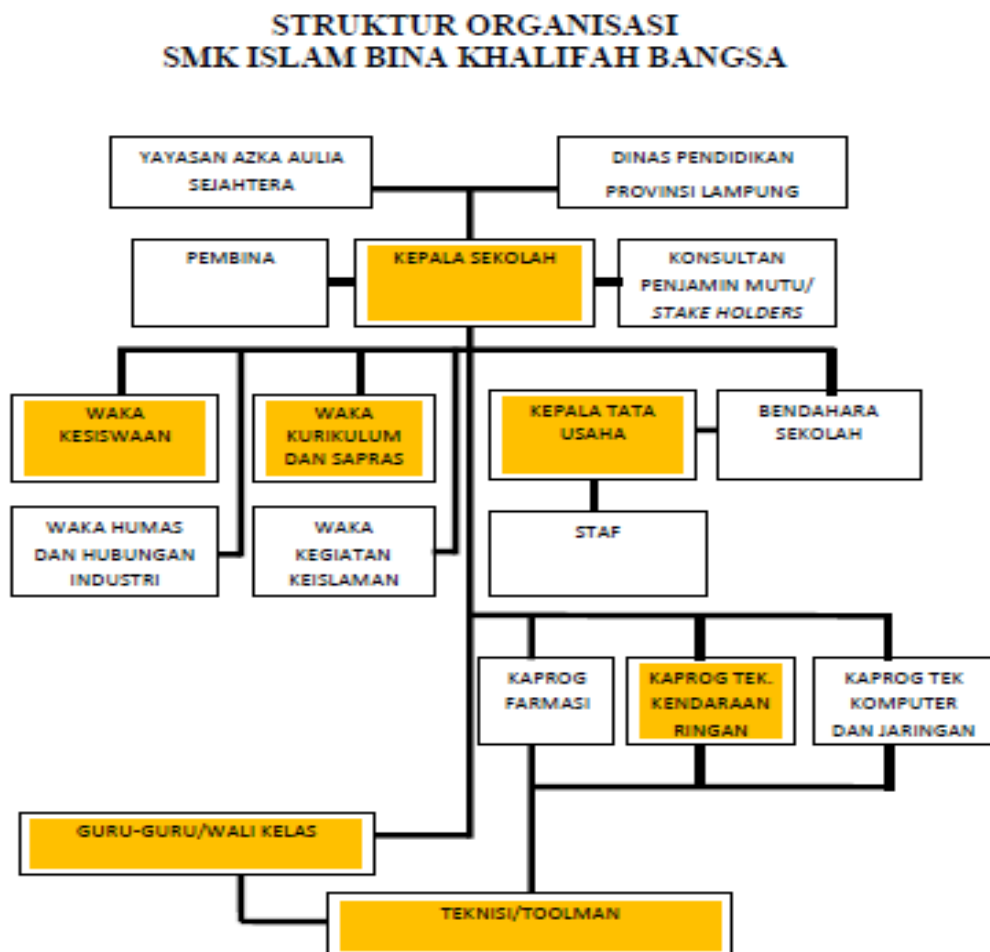
g. Location Sketch of SMK Islam Bina Khalifah Bangsa Metro
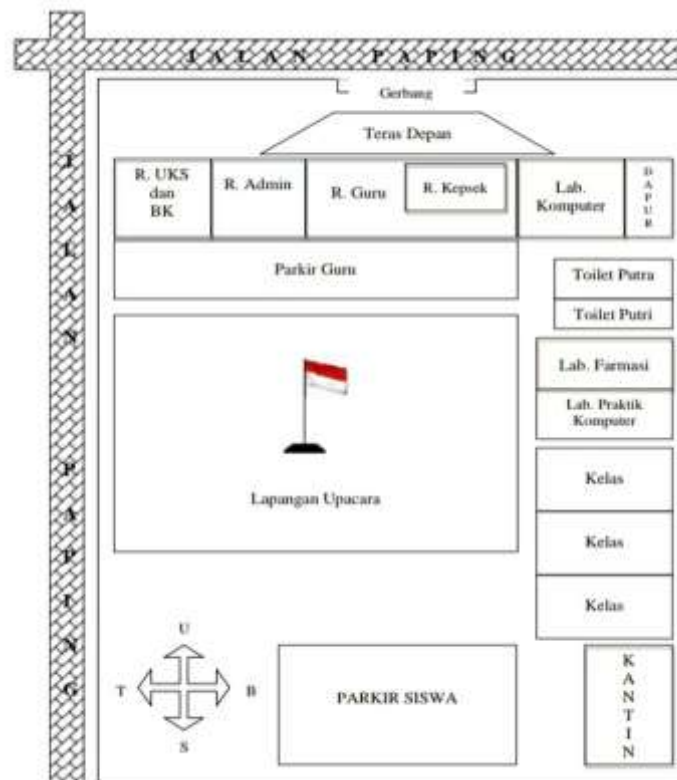
B. Research Result

1. The Nature of Teaching

The investigation was carried out by the researcher on September 12, 2022, at 10:45 a.m. When it's time to teach, all of the students are prepared. The researcher welcomes the pupils. Before doing the classroom action study, the researcher informed the students that she would conduct research in their class to assess their reading comprehension. Students are given a pre-test to complete on their own. Consistent multiple choice

questions with 20 items make up the test type. Next, the table below shows

the outcomes of the students' pre-test:

Table 6

The Result of The Pre-test Student's Reading Comprehension

No	Name	Gender	Grade	Criteria
1	ASJ	P	45	Incomplete
2	ALK	L	35	Incomplete
3	ALA	P	45	Incomplete
4	DNS	L	30	Incomplete
5	EY	P	45	Incomplete
6	FR	L	30	Incomplete
7	HSM	P	40	Incomplete
8	IMM	P	45	Incomplete
9	MIA	L	40	Incomplete
10	NAFA	L	35	Incomplete
11	NR	P	25	Incomplete
12	NS	P	30	Incomplete
13	SM	P	35	Incomplete
14	SSD	P	25	Incomplete
15	YW	P	20	Incomplete
16	ZUK	P	30	Incomplete
17	AB	P	45	Incomplete
18	RH	P	35	Incomplete
19	GCR	P	40	Incomplete
20	FF	P	25	Incomplete
21	MAR	L	20	Incomplete
22	NP	P	45	Incomplete
23	RL	P	25	Incomplete
24	YP	L	20	Incomplete
25	RAP	P	30	Incomplate
26	AF	P	25	Incomplete
27	KSP	L	45	Incomplete
28	MRA	P	35	Incomplete
29	FZ	P	45	Incomplete
30	FPA	L	30	Incomplete
∑X			**1020**	
Average			34	
High Score			45	
Lowest Score			20	

The pre-test table suggests that the majority of the students scored lower than 72. According to the Minimum Mastery Criteria (MMC), the pre-test results are categorized as follows:

Table 7

The Percentage Pre-Test Result of Students' Reading Comprehension

No	Score	Frequency	Percentage	Category
1	≥72	0	0%	Complete
2	<72	30	100%	Incomplete
	Total		100%	100%

According to the analysis of the table above, no students who received a score (MMC) of at least 30 students (100%) and failed the pre-test. On the pre-test, the lowest score was 20, and the highest was 45. This indicates that pupils at SMK Islam Bina Khalifah Bangsa Metro did not get the required score and had poor reading comprehension skills. Additionally, the researcher obtained an average of 34 from the pre-test data. The PQRST method was thus employed by the researcher to enhance pupils' reading comprehension.

Figure 2

Chart of Pre-test Score in Studens Result in Reading Comprehension
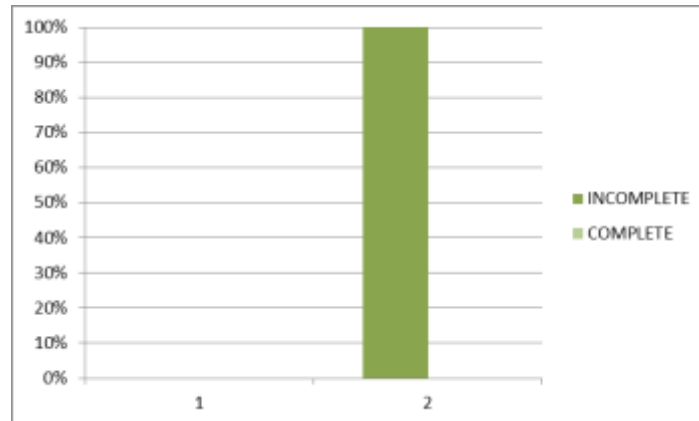
According to the analysis of the aforementioned graph, no students who received a score (MMC) of at least 30 (100%) did not pass the pre-test. On the pretest, the lowest score was 20, and the highest was 45. This indicates that students from SMK Islam Bina Khalifah Bangsa Metro did not get the required score.

a. **Cycle I**

1) **Planning**

The researcher prepared a number of items that were related to the teaching and learning process during the planning stage, including the lesson plan, the instrument that would be used as a post-test in cycle I, the material, and the observation sheet of the students' activities. The researcher also identified issues and determined their root causes at the start and end of learning activities.

2) Acting

The first meeting of cycle 1 took place on September 16, 2022, at 10.45 a.m. The researcher and the teacher would begin their learning by greeting and praying at the meeting. They would also check student attendance and inquire about the students' health.Before the class begins, the researcher explains the material using lesson plans. After that, the researcher explains the learning objectives to students by demonstrating how to use the PQRST strategy to answer questions.The PQRST function was then explained and demonstrated on the blackboard by the researcher.The researcher asked the students to read the narrative's title and the first paragraph in the preview and to make a mental note of what they read.The researcher asked them a number of questions from the text in Questions, using the terms "what," "who," and "how."and students link the text-based responses they create to their own responses. In reading, the researcher asked the students to read from the next to last paragraph and to answer their questions once more.In a nutshell, the researcher asked the students to recite the main idea of the text as a whole, the main idea of each paragraph, and the most important ideas they remembered from the passages they read and write them down in their own words.The researcher gave students examples of narrative texts after demonstrating and practicing the PQRST strategy.The researcher

then provided narrative text indicators and brief explanations of what a narrative text is, its general structure, and the tenses used in narrative texts.In addition, students on the post-test cycle I completed a similar task on a previous pre-test. The 10 types of the multiple choice question on the test.The students scored higher on the post-test 1 test than they did on the previous pre-test.The following is the post-test result:

Table 8

The Score of The Post-test I Student's Reading Comprehension

No	Name	Gender	Grade	Criteria
1	ASJ	P	73	Complate
2	ALK	L	65	Inclompale
3	ALA	P	72	Complate
4	DNS	L	50	Incomplate
5	EY	P	45	Incomplate
6	FR	L	50	Incomplate
7	HSM	P	72	Complate
8	IMM	P	70	Incomplate
9	MIA	L	60	Incomplate
10	NAFA	L	45	Incomplate
11	NR	P	60	Incomplate
12	NS	P	65	Incomplate
13	SM	P	60	Incomplate
14	SSD	P	72	Complate
15	YW	P	55	Incomplate
16	ZUK	P	60	Incomplate
17	AB	P	45	Incomplate
18	RH	P	73	Complate
19	GCR	P	40	Incomplate
20	FF	P	60	Incomplate
21	MAR	L	65	Incomplate
22	NP	P	73	Complate
23	RL	P	65	Incomplate

24	YP	L	45	Incomplate
25	RAP	P	60	Incomplate
26	AF	P	70	Incomplate
27	KSP	L	60	Incomplate
28	MRA	P	72	Complate
29	FZ	P	73	Complate
30	FPA	L	45	Incomplate
∑X			**1820**	
Average			67	
High Score			73	
Lowest Score			40	

According to the table above, 8 students received ≥ 72 and 22 received < 70. The table of students' post-test I grade results is shown below:

Table 9

The Percentage Post-test 1 Result of Students' Reading Comprehension

No	Score	Frequency	Percentage	Category
1	≥72	8	27%	Complete
2	<72	22	73%	Incomplete
Total			30	100%

Figure 3
Chart of Post-test I in Students Result in Reading Comprehension
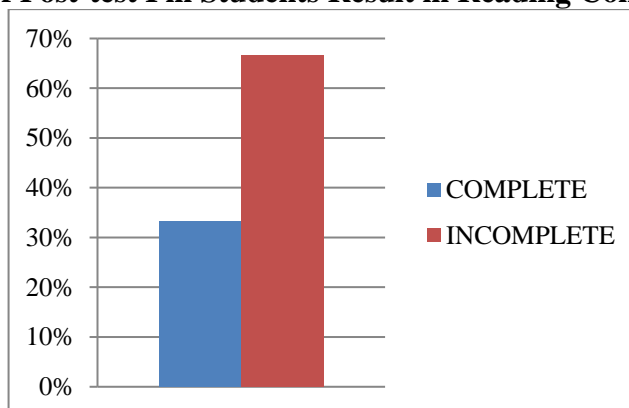
From the graph above, that explained 30% students complete and 67% students incomplete in post-test 1, it mean that the cycle 1 is not successful in reading comprehension.

3) Observing

At this step, the researcher keeps an eye on the classroom activities that the students engage in, as well as the students' own actions when those activities are happening. By marking it on the observation sheet, student action is noted in the observation sheet. The following are the outcomes of student learning activities

Table 10
The Students' Learning Activity Observation in Cycle I

No	Name	The Indicators of Students' Learning Activity				
		Paying Attention on Teacher's Explanation	Asiking or Answering the Questions	Being Active in the Class	Being Able to do the Task	Presenting the conslusion of the result Learning
1	ASJ	✓			✓	✓
2	ALK		✓	✓	✓	✓

No	Name	1	2	3	4	5
3	ALA	✓	✓			✓
4	DNS				✓	
5	EY	✓	✓			✓
6	FR			✓	✓	
7	HSM	✓				✓
8	IMM		✓			
9	MIA	✓		✓	✓	✓
10	NAFA	✓	✓	✓	✓	
11	NR					✓
12	NS	✓			✓	
13	SM		✓		✓	
14	SSD	✓		✓		✓
15	YW	✓	✓	✓		✓
16	ZUK		✓	✓	✓	
17	AB				✓	
18	RH	✓	✓			
19	GCR					
20	FF	✓		✓		✓
21	MAR		✓		✓	
22	NP	✓			✓	✓
23	RL	✓	✓			
24	YP	✓		✓		
25	RAP		✓		✓	
26	AF			✓		
27	KSP		✓			
28	MRA	✓		✓		
29	FZ		✓		✓	✓
39	FPA	✓		✓		
	Total	16	14	12	14	12

Table 11
The Percentage Students' Learning Activity Observation in Cycle I

No	Students Activity	Frequency	Percentage
1	Paying attention on teacher's explantion	16	53%
2	Asking or answering the Question	14	47%
3	Being in Activity the class	12	40%
4	Being the task	14	47%

5	Presenting the conslusion of the result Learning	12	40%
	Total students	30	
	Average	45%	

Figure 4
The Students' Learning Activity Observation in Cycle I
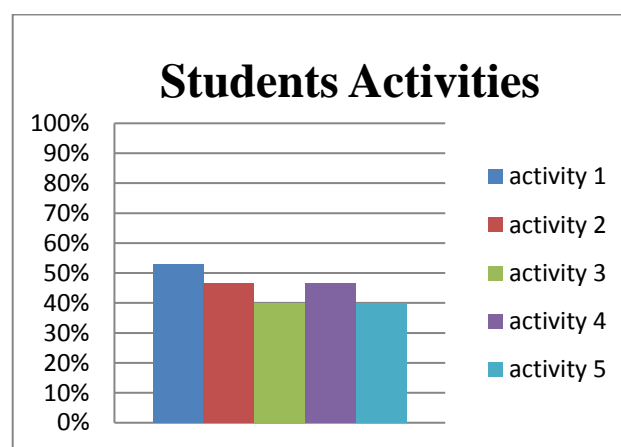
The chart demonstrated that not all pupils participated actively in their education. 16 students, or 53%, paid attentively to the teacher's explanation. 12 students were active in class (40%) while 14 students (47%) asked and answered questions. 14 students (47%) were able to complete the work, while 12 students (40%) presented the learning's conclusions.

4) **Reflecting**

The learning process has not yet met the research's Minimum Mastery Criteria (MMC), which is 72, according to the results of the cycle I learning process observation. At the conclusion of this cycle, the researcher calculated and assessed every step, including the results of the

pre-test and post-test grades for the students. Following is a comparison of

pre-test and post-test grades:

Table 12
The Result Score of Pre-Test and Post-Test I Grade in Cycle I

No	Name	Gander	Pre-test	Pos-test I	Deviation	Category
1	ASJ	P	45	73	28	Improved
2	ALK	L	35	65	30	improved
3	ALA	P	45	72	27	Improved
4	DNS	L	30	50	20	Improved
5	EY	P	45	45	0	Declined
6	FR	L	30	50	20	Improved
7	HSM	P	40	72	32	Improved
8	IMM	P	45	70	25	Improved
9	MIA	P	40	60	20	Improved
10	NAFA	L	35	45	10	Improved
11	NR	P	25	60	35	Improved
12	NS	P	30	65	35	Improved
13	SM	P	35	60	25	Improved
14	SSD	P	25	72	47	Improved
15	YW	P	20	55	35	Improved
16	ZUK	P	30	60	30	Improved
17	AB	P	45	45	0	Declined
18	RH	P	35	73	38	Improved
19	GCR	P	45	40	5	Improved
20	FF	P	25	60	35	Improved
21	MAR	L	20	65	45	Improved
22	NP	P	45	73	28	Improved
23	RL	P	25	65	40	Improved
24	YP	L	20	45	15	Improved
25	RAP	P	30	60	30	Improved
26	AF	P	25	70	45	Improved
27	KSP	L	45	60	15	Improved
28	MRA	P	35	72	38	Improved
29	FZ	P	45	73	28	Improved
30	FPA	L	30	45	15	Improved
	∑X		1025	1820		

Average	34	60
High Score	45	73
Lowest Score	20	45

Table 13
The Percantage of Students' Pre-Test and Post-Test I in Cycle I

Meeting	Scores >72	Percentage
Pre-Test	0	0%
Post-Test I	8	27%
Total Students	30	

The carth bellow will present the comparison of the Reading
Comprehension of the students in the pre-test and post-test I of the first
cycle

Figure 5
The Precentage of Students' Completeness Grade on Pre-Test and Post-Test I in Cycle I
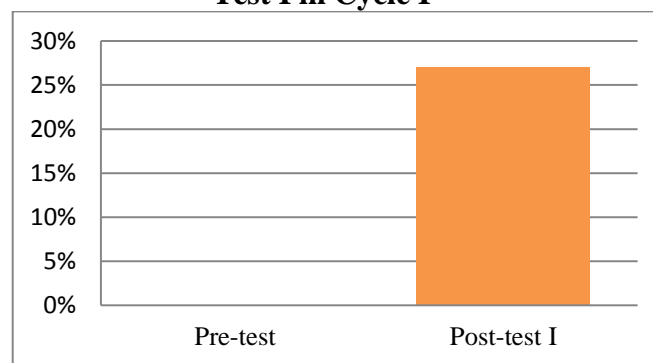
Pre-testing and post-testing were done separately for this study.
Knowing the students' before- and after-treatment characteristics was
the goal. It was determined from the pre-test and post-test I results that
the students' final score had improved. As can be seen, the pre-test
average was 34, while the post-test average was 60. Even though the
students' attainment improved, cycle 1 was unsuccessful because only 8

students (or 27%) passed post-test 1. Cycle 1 was not yet successful, as evidenced by the fact that the success indicator (72) had not been reached.

b. Cycle II

Cycle II is the same as cycle I. The strategy of teaching and giving the material is still the same from the cycle 1. It is further explained as follows:

1) Planning

The second cycle plan operates in the same manner as the first cycle plan. Based on the findings of reflection cycle I, the second cycle's planning phase is conducted. Planning is carried out to prevent the holes and barriers that surfaced in the previous cycle, both for the students and in the process of implementing learning to enhance student reading proficiency.

2) Acting

On September 21st from 10.45 to 12.00, there will be a meeting. The researcher began the lecture with a greeting, a prayer, a look at the list of attendees, and a question about the students' health. The researcher resumed the conversation from the previous meeting's material, and the topic at this meeting was the same as it was at the meeting in cycle 1: using the PQRST Strategy to find primary concepts or other topics from narrative texts. This meeting

served as the post-test II for the most recent test. The students took

the post-test that the researcher administered before gathering the

results of their individual responses at the teacher's desk. The

researcher then made corrections to the student's answer sheet. The

following table shows the post-test II results:

Table 14
The Score of Post-test II in Students Reading Comperension

No	Name	Gender	Grade	Criteria
1	ASJ	P	74	Complate
2	ALK	L	72	Complate
3	ALA	P	80	Complate
4	DNS	L	78	Complate
5	EY	P	75	Complate
6	FR	L	69	Incomplate
7	HSM	P	70	Incomplate
8	IMM	P	75	Complate
9	MIA	L	74	Complate
10	NAFA	L	79	Complate
11	NR	P	75	Complate
12	NS	P	74	Complate
13	SM	P	70	Incomplate
14	SSD	P	75	Complate
15	YW	P	80	Complate
16	ZUK	P	73	Complate
17	AB	P	81	Complate
18	RH	P	78	Complate
19	GCR	P	72	Complate
20	FF	P	78	Complate
21	MAR	L	67	Incomplate
22	NP	P	78	Complate
23	RL	P	72	Complate
24	YP	L	60	Incomplate
25	RAP	P	75	Complate
26	AF	P	72	Complate
27	KSP	L	86	Complate
28	MRA	P	75	Complate

29	FZ	P	72	Complate
30	FPA	L	55	Incomplate
∑X			**2214**	
Average			73	
High Score			86	
Lowest Score			55	

Table 15
The Percantage of Post-test II in Student's Reading Comprehension Score

No	Score	Frequency	Percentage	Category
1	≥72	24	80%	Complete
2	<72	6	20%	Incomplete
TOTAL		30	100%	

Figure 6
The Score of Post-test II in Students Reading Comprehension
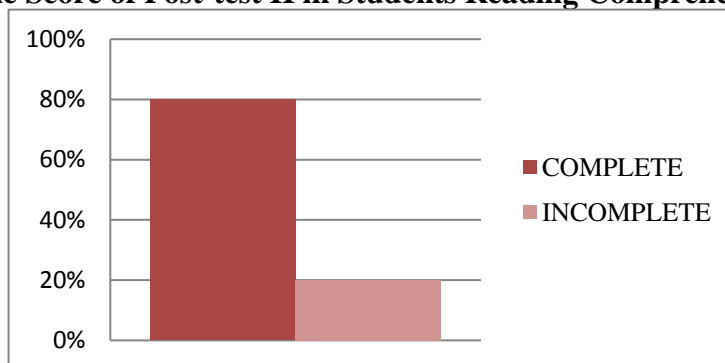
There has been an increase in the score, as can be seen from the graph above. In post-test II, the best score was 86 with an 80% and the lowest was 55 with a 20% percentage. There are 24 students in the complete category and 6 more who fall into the incomplete category. At SMK Islam Bina Khalifah Bangsa Metro, the prerequisite for English classes is a score of 72.

3) Observing

At this stage the researcher tried to pay attention to every activity in the physical activity class which would later be recorded on the observation sheet. From the observation sheet data, student activity activity can be said to be good if it is equal to or exceeds the percentage of 87 , in this cycle students are seen to be more active than in cycle I. There are more active students than those who are not active in learning. So it can be concluded that there is an increase in student activity in good lessons. The increase can be seen in the table and graph as follow:

Table 16
The Students' Learning Activity Observation in Cycle I1

No	Students Activity	Frequency	Percentage
1	Paying attention on teacher's explantion	20	67%
2	Asking or answering the Question	20	67%
3	Being in Activity the class	26	87%
4	Being the task	25	83%
5	Presenting the conslusion of the result Learning	19	63%
	Total students	30	
	Average	73%	

Figure 7
Chart of Students' Learning Activity Observation in Cycle II
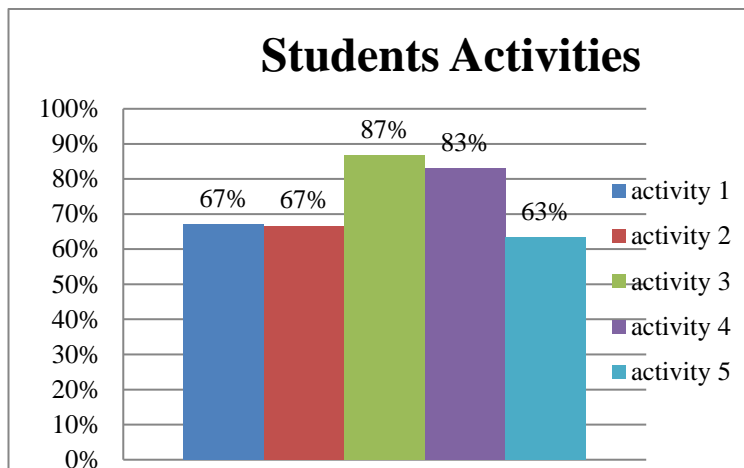
being able to participate in group activities (63%). Based on the aforementioned finding, the researcher concluded that cycle II's learning process was successful because students' learning activity received a percentage more than 70%.

4) **Reflecting**

The cycle II data showed an improvement above the cycle I score. The students in this study demonstrated a considerable improvement. Students get more engaged in their education while using the PQRST approach. They are more engaged in reading class since they all want to read English literature and aren't afraid to offer comments while they're learning. Additionally, it was discovered that once the teacher employed the PQRST technique, the students were engaged and attentive throughout the teaching and learning process. The following table shows the students' overall scores between post-test I and post-test II:

Table 17
The result of Post-Test I and Post-Test II Grade in Cycle II

No	Name	Gander	Post-test I	Pos-test II	Deviation	Category
1	ASJ	P	73	74	1	Improved
2	ALK	L	65	72	7	Improved
3	ALA	P	72	80	8	Improved
4	DNS	L	50	78	28	Improved
5	EY	P	45	75	30	Improved
6	FR	L	50	74	24	Improved
7	HSM	P	72	79	7	Improved
8	IMM	P	70	75	5	Improved
9	MIA	L	60	74	14	Improved
10	NAFA	L	45	79	38	Improved
11	NR	P	60	75	15	Improved
12	NS	P	65	74	9	Improved
13	SM	P	60	70	10	Improved
14	SSD	P	72	75	3	Improved
15	YW	P	55	80	25	Improved
16	ZUK	P	60	73	13	Improved
17	AB	P	45	81	30	Improved
18	RH	P	73	78	5	Improved
19	GCR	P	40	72	32	Improved
20	FF	P	60	78	18	Improved
21	MAR	L	65	67	2	Improved
22	NP	P	73	78	5	Improved
23	RL	P	65	72	7	Improved
24	YP	L	45	60	15	Improved
25	RAP	P	60	75	15	Improved
26	AF	P	70	72	2	Improved
27	KSP	L	60	75	15	Improved
28	MRA	P	72	86	14	Improved
29	FZ	P	73	75	2	Improved
30	FPA	L	45	55	10	Improved
∑X			1820	2231		
Average			67	73		
High Score			73	86		
Lowest Score			45	55		

Table 18
The Result of Percantage Students' Post-test I and Post-Test II in Cycle II

No	Score	Post-test I		Post-test II		Category
		F	P	F	P	
1	≥72	8	27%	24	80%	Complete
2	<72	22	73%	6	20%	Incomplete
Total		30	100%	30	100%	

Figure 8
The Precentage of Students' Completeness Grade on Post-Test I and
Post-Test II in Cycle II
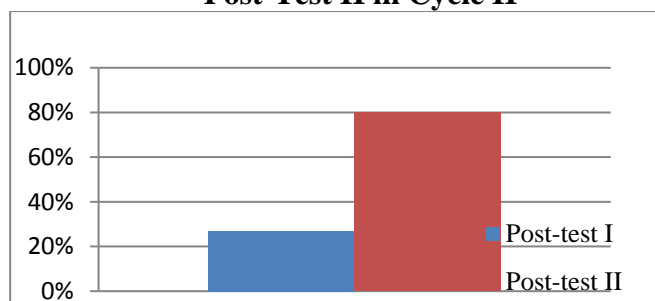
Based on the results of post-test II, the percentage of students reading comprehension is (80%) has reached a success indicator of 70%. In cycle II, most students can develop their performance. This means that the second cycle is successful. Therefore, the PQRST strategy, according to the researcher, has been shown to increase students' reading comprehension abilities. Because the success factors for this cycle had been met, the study was successful..

C. Disccusion

During the research, students are interested in the learning process. All students are always present and participate in every activity in class

from the first treatment to the last treatment. During the research, students were interested in the learning process. All students are always present and participate in every activity in the class from the first treatment to the last treatment. When they use the PQRST technique to present material in class, they are also engaged. The PQRST method helps them comprehend English-language content more quickly.

The researcher assumes that implementing the PQRST technique during instruction and learning can significantly improve students' reading comprehension. Students learn English more quickly when they adopt the PQRST technique because they can memorize it more quickly and effectively. Therefore, it is clear that when compared to other strategies, the PQRST strategy can have an impact on students' reading comprehension, especially in class X students of SMK Islam Bina Khalifah Bangsa Metro. This shows that the student's scores are changing and increasing. There are meeting for each cycle. In the cycle 1, the action managed to attract students' attention and improving students' reading skillsbut there were still weaknesses and obstacles. The purpose of using PQRST as a strategy to provide more motivation for students' reading interest. Thus, it can be said that this study was successful in enhancing students' reading comprehension abilities and learning activities. Additionally, the findings of this study support the proper impact of the PQRST technique on students' reading comprehension.

CHAPTER V

CONCLUSION AND SUGGESTION

Research might draw conclusions and offer some recommendations in the research outcome based on classroom research.

A. Conclusion

It was concluded that implementing the PQRST technique might enhance students' reading comprehension based on the results of cycles I and II. The average pre-test score of 34, the post-test I score of 67, and the post-test II score of 73 serve as indicators of this. Additionally, 0% of students passed the pre-test, 27% passed post-test I, and 80% passed post-test II, all of which met the minimum completion criteria. Because the findings of the post-test II on students' reading comprehension fulfilled the success indicators, it was decided that this research was effective. As a consequence, it was determined that between the pre-test and the post-test I and post-test II, the average score and the proportion of students who passed the test increased. Additionally, at SMK Islam Bina Khalifah Bangsa Metro, the PQRST technique can boost students' learning activities in the tenth grade. Student learning activity is 45% in Cycle I. Lastly, 73% of students engaged in learning activities during the second cycle. Because 70% of students fulfill the Minimum Completeness Criteria, the learning activities in the second cycle meet the success indicators (KKM). The PQRST strategy is effective for learning English, especially in reading comprehension, it may be inferred.

B. Suggestion

Some recommendations are made for the students, the teacher, and the other researcher in light of the foregoing result:

1. For the Students

The students should be more engaged in their English studies, particularly when employing the PQRST strategy to improve their reading comprehension. By adopting this method, the students will find it more enjoyable to follow the teacher's instructions. in order to boost understanding of English, particularly reading comprehension.

2. For the Teachers

Teachers can use PQRST as an alternative strategy for teaching English, particularly in reading comprehension, so that students can comprehend the material they are being taught. By using an engaging strategy for teaching and learning, students' motivation to learn will automatically increase, which will encourage them to accept the material being taught by the teacher as much as possible.

3. For the researcher

It is suggested that it is useful for other researchers to find out not only the theoretical side of PQRST that improves reading comprehension but also how to apply it so that students' reading skills can improve. Therefore, this research is expected to strengthen the research that has been done by other researchers.

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APPENDICES

LESSON PLAN

School Name	**: SMK ISLAM BINA KHALIFAH BANGSA METRO**
Subjects	**: English**
Class	**: XI**
Skill	**: Reading**
Learning Topic	**: Narrative Text**
Time Allocation	**: 2 x 45 minute**
	:

Core Competencies:

K.I : Understanding the meaning of short functional texts and essays in the form of narratives in the context of everyday life and to access knowledge**.**

Basic Competency and Competency Achievement Indicators

Kompetensi Dasar	Indikator pencapaian
2. Responding to the meaning and rhetorical steps in essays that use a variety of written language accurately, fluently and acceptable in the context of everyday life and to access knowledge in texts in the form of narrative	2.1. Identify the topic and main idea in narrative text 2.2. Identify the meaning of words in narrative text 2.3. Identifying certain information in narrative text 2.4. Identify the purpose of narrative text

Learning objectives:

At the end of the lesson, students are expected to be able to:

3. Students are able to identify topics in narrative texts

4. students are able to identify the main idea in narrative text

5. students are able to identify the main information in narrative text

6. Students are able to understand the meaning of sentences or words in narrative text

Learning materials:

Narrative text, cheer up the reader

Learning Strategy:

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

Learning Activities

PREFACE	a.Guru membuka kelas dengan mengucapkan salam dan mempersiapkan siswa untuk membaca doa belajar sesuai dengan agamanya masing-masing b.Guru mengapsen siswa c. Guru bertanya kepada siswa tentang materi yang berkaitan dengan strategy yang akan digunakan d. Guru menjelaskan tujuan pembelajaran yang akan dicapai**.**
CORE INTI	a. Guru memperkenalkan teknik PQRST strategy dengan menunjukkan hubungan antara pertanyaan dan jawaban. memperluas penerapannya bisa diterapkan di dalam kelas dimana siswa bisa menerapkannya. b. Guru menjelaskan bagaimana langkah-langkah dalam penggunaan PQRST strategy 1) Preview (step 1) a. read the title and the chapter objective b. Skim the introduction, looking for hits about key concepts. c. Read and think about the headings and sub headings 2) Question (Step 2) a) Read the heading. b) Predict questions based on that heading. Include questions based on who, what, when, where, why, and how. For tips on generating

	good questions, check out the critical thinking and questioning section. c) jot your questions down in the margin of your text for easy reference 3) Read (Step 3) a) look for the answer to your questions. b) Notice the bolded and underlined words or phrase. c) Reread sections that are difficult. If necessary, break lager sections down into smaller section or even paragraph 4) Summarize (Step 4) a) locate and underline the key ideas. These ideas should answer many of the questions you generated b) Summarize and record important concepts in the margins of your text. i. Test (Step 5) a) read the questions you wrote and try to answer them aloud or in writing. b) Create a mind map of different concepts from the chapter. c) Make mnemonic devices to help you memorize facts. d) Create charts to summarize large chunks of information. d. Memberi beberapa waktu untuk siswa menjawab pertanyaan dengan menggunakan strategy yang telah diajarkan
CLOSING	a.Guru dan siswa besama-sama menyimpulkan pertemuan hari ini b Guru menanyakan kesulitan kepada siswa tentang pelajaan hari ini c.Guru memberi motivasi yang berkaitan dengan pembelajaran kepada siswa d.Siswa dan guru bersama-sama membaca doa penutup pembelajaran, dan siswa mengucapkan salam

Assessment 1. Knowledge Assessment (Reading Comprehension)

Multiple Choice Instrument / Multiple Choice: Used to assess students' knowledge of the subject matter of English that has been given.

Assessment criteria:

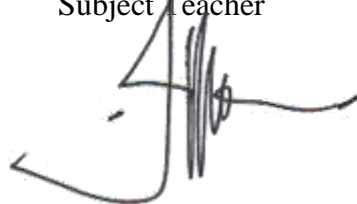| Criteria	Score
Correct Answers	10
Wrong Answers	0

Scoring Technique   = Number of correct answers x 10

= 10 x 10 = 10

Knowing:

Subject Teacher   Researcher

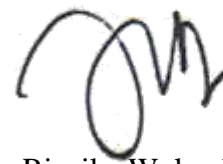Renndy Ardiansyah, S.Pd   Risqika Wulandira
                                                                    NPM 1801072031

PRE TEST

Name   :

Class/sem   :

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

The text bellow is for number 1-5

   Long ago on the top of Mount Kinabalu in Borneo, there lived a dragon. He owned a large and beautiful pearl. People believed that he controlled the weather with it. The emperor of Chine heard this and wanted the pearl. He sent his two sons, Wee Ping and Wee San to Borneo to steal it. The princes, together with one hundred soldiers, set sail for Borneo in twelve sailing junks.

   When they arrived in Borneo they set out immediately to find the famous mountain. Their journey up the rugged slopes of mount Kinabalu proved very difficult. The dragon guarded his cave very fiercely and killed many of their soldiers.

   Then Wee San had clever idea. He climbed a tall tree, so he could see the dragon's cave. He noted what time the dragon left his cave to hunt for food and what time he returned to it.

   Next he ordered his men to make a fake pearl and a large kite. He waited until the dragon left his cave. Then he placed the fake pearl in a bag, slung it across his shoulder and flew up to the mountain-top on the kite. He exchanged the real pearl for the fake one and then his brother pulled his kite back to the ground.

   The brothers quickly returned to their ships and set sail for China. They sailed safely home. The Emperor was thrilled with the pearl and gave a big party to celebrate his sons' return.

   1. Who was Wee San?

A. An Emperor from China   C. A son of Emperor

B. A dragon of Borneo   D. A Borneo's son

2. "… his men to make a fake <u>pearl</u> and large kite"

(paragraph).Whatdoes the underlined word mean?

A. Describe something important persons

C. Criticize certain

B. Inform about a good event

D. Amuse the readers

3. Paragraph 4 shows …. of the problem.

A. The orientation

C . The complication

B. The resolution

D. The evaluation

4. What does the text actually tell us about?

A. Mount Kinabalu in Borneo

B. The emperor of China to steal the pearl from dragon in Borneo

C. Dragon who keeps the pearl in Borneo

D. The emperor of China and the soldiers

The following text is for number 6-8

One morning there was a tiger who woke up and just felt great. He felt so good, he went out and concerned a small monkey and roared at him. "Who is the mightiest of all the jungle animals?" The poor little monkey replied, "You are of course, no one is mightiest than you".

A little while late, this tiger confronted a deer and bellowed out, "Who is the greatest and strongest of all the jungle animals?" The deer was shaking so hard it almost could not speak, but managed to say, "Oh great tiger, you are by far the mightiest animal in the jungle". The tiger walked proudly to an elephant that was quietly eating some weeds and roared at the top of his voice, "Who is the mightiest of all the animals in the jungle?" Then this elephant grabbed the tiger with his trunk, pick him up, slamed him down, pick him up again and shook him until the tiger was just a blur of orange and black. Finally, the elephant threw him violently into a nearly tree. The tiger staggered to his feet and looked at the elephant and said, "Man, just because you don't know the answer, you don't have to get so angry!"

5. What did the elephant do to the tiger with his trunk?

A. Grabbed him.

B. Answered his question.

C. Disturbed him.

D. Confronted him.

6. "…picked <u>him</u> up again and shook

…" (paragraph 4)The underlined word

refers to ….

A. Elephant

B. Tiger

C. Monkey

D. Deer

7. From the story above we know that ….

A. A tiger was the greatest and strongest animal

B. All of the animals were afraid of the tiger

C. The elephant was stronger than the tiger

D. The tiger was afraid to the elephant

Read the passage carefully and answer number 9-10!

Long, long time ago there lived two brothers. They had completely different characters. The big brother was very stingy and greedy. He never shared his wealth with poorpeople. The little brother was exactly the opposite. He was generous and kind to poor people. He even had no money left because he had shared it with the poor.

One day the generous brother was sitting in his garden when suddenly a little bird fell on his lap. It was wounded. He took care of it, fed it, and put it in a nice cage. After the bird was healthy, the generous brother let it fly. After some time the bird returned to him and gavehim a watermelon seed.

The generous brother, then, planted the seed and watered it until it grew into a good watermelon plant. Yet, the plant was very strange. It had only one fruit; a big and heavy one. When the watermelon was ripe enough, the generous brother picked it and cut it into two. How surprised he was. The watermelon was full of gold.

The generous brother sold the gold and became very rich. He built a big house and bought very large field. Still he never forgot to share the wealth with the poor.

8. What does the text mainly talk about?
A. The poor people and the healthy bird.

B. The stingy and the generous.

C. The kind and the generous

D. The stingy and the greedy

9.   What does the main idea of the last paragraph?

A. The young brother became poor

B. The big brother built a big house

C. The young brother became very rich

D. The young brother planted the watermelon

POST TEST

Name   :

Class/sem :

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

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

The Princess and the Pea

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

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

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

Now they knew that she was a real princess she had felt the pea right throughthe twenty mattresses and the twenty mattresses and the twenty eider-down beds. Nobody but a real princess could be as sensitive as that. No one but a true princess could be so sensitive. So, the princess married her, for now he knew that at last he hadgot hold of a true princess. And the pea was put into the royal museum, where it is still to be seen if no one has stolen it.

 1. What the text about?

A. The princess and the pea

B. The princess

C. Cinderella

D. Beautiful princess

2. What is the main idea from the first paragraph?

    A. The prince who want to marry a princess

    B. He travelled all over the world

    C. There was always something about them that was not as it should be

    D. She come again and was sad

3. What is the conclusion from the text

    A. Now they knew that she was a real princess she had felt the pea right through the twenty mattresses

    B. So, the princess married her, for now he knew that at last he had got hold of a true princess

    C. Nobody but a real princess could be as sensitive as that

    D. She said that she was a real princess.

4. What kind of princess the prince wants to marry?

    A. A princess who can sing

    B. Rich princess

    C. A perfect princess without flaws

    D. Shy princess

5. Why the prince is sure to marry with the princess?

    A. Because the princess beautiful

    B. Because the perfect princess is a princess who can feel a pea under twenty layers of the mattress

    C. Because the princess good

    D. Because the princess bad

6. "He travelled all over the world to find one"What is the meaning of travelled from the text?

    A. Liburan

    B. Berkeliling

    C. Santai

    D. Berwisata

Question 7-10: read this text below is for question number 7 up to 11. Answer basedon text.

Malin Kundang

A long time ago, in a small village near the beach in west Sumatera, a woman and her son lived. They were Malinkundang and her mother. Her mother was a single parent because malinkundang's father had passed away when he was a baby. Malinkundang had to live with his mother Malinkundang was a healthy, diligent, and strong boy. He usually went to sea to catch fish. After getting fish, he would bring itto his mother, or sold the caught fish in the town. One day, when Malinkundang was sailing, he saw merchant's ship which was being raided by a small band of pirates. Hehelped the merchant. With his brave and power, Malinkundang defeated the pirates. The merchant was so happy and thanked to him.

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

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

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

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

7. What is the main idea from text?

   A. Her mother

   B. A long time ago, in a small village near the beach in west Sumatera, a woman and her son lived.

   C. Malin kundang

   D. Malin kundang's family

8. What is the conclusion of the text?

   A. He fell on an island. It was really too late for him to avoid his curse. Suddenly he turned into a stone.

   B. I have never had mother like you

   C. He would leave the old mother again in that time she was full of both sadness and angriness.

   D. Malinkundang was a healthy, diligent, and strong boy

9. What is the topic?

   A. Her mother

   B. Her wife

   C. Stone

   D. Malin kundang

10.   she cursed Malinkundang that would turn into a…… if he did not apologize

    A. Stone

    B. Island

    C. Sea

    D. Lake

11.   Why didn't Malin kundang admit the old woman as his mother?

    A. Because she is beautiful

    B. Because she is rich

    C. Because she is dirty and ugly

    D. Because she is sweet

Observation Sheet

No	Name	The Indicators of Students' Learning Activity				
		Paying Attention on Teacher's Explanation	Asiking or Answering the Questions	Being Active in the Class	Being Able to do the Task	Presenting the conslusion of the result Learning
1	ASJ	✓		✓	✓	✓
2	ALK		✓	✓	✓	✓
3	ALA	✓	✓	✓		✓
4	DNS		✓	✓	✓	
5	EY	✓	✓		✓	✓
6	FR		✓	✓	✓	
7	HSM	✓		✓	✓	✓
8	IMM		✓	✓	✓	
9	MIA	✓		✓	✓	✓
10	NAFA	✓	✓	✓	✓	
11	NR			✓		✓
12	NS	✓	✓	✓	✓	
13	SM		✓		✓	✓
14	SSD	✓		✓		✓
15	YW	✓	✓	✓	✓	✓
16	ZUK	✓	✓	✓	✓	
17	AB	✓		✓	✓	✓
18	RH	✓	✓	✓	✓	✓
19	GCR		✓		✓	
20	FF	✓		✓	✓	✓
21	MAR		✓	✓	✓	
22	NP	✓		✓	✓	✓
23	RL	✓	✓	✓		
24	YP	✓		✓	✓	✓
25	RAP	✓	✓		✓	
26	AF	✓		✓	✓	✓
27	KSP	✓	✓	✓	✓	
28	MRA	✓	✓	✓		
29	FZ		✓	✓	✓	✓
39	FPA	✓		✓		
	Total	20	20	26	25	19

DOCUMENTATION

The Researcher as a Teacher is Delivering the Material

The Students Learning Prepation at Tenth Grade of SMK Islam Bina Khalifah Bangsa

Examplify to Introduce PQRST and Narrative Teks at Tenth Grade of SMK Islam Bina Khalifah Bangsa

Implementation on post-test on September 16th 2022

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

Nomor : B-3745/In.28/J/TL.01/09/2021
Lampiran : -
Perihal : **IZIN PRASURVEY**

Kepada Yth.,
Kepala Sekolah SMK ISLAM BINA
HALIFAH BANGSA METRO
di-
    Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama	:	**RISQIKA WULANDIRA**
NPM	:	1801072031
Semester	:	7 (Tujuh)
Jurusan	:	Tadris Bahasa Inggris
Judul	:	AN ANALYSIS OF PQRST STRATEGY IN READING COMPREHENSION ON TENTH GRADE STUDENTS AT SMK ISLAM BINA HALIFAH BANGSA OF METRO LAMPUNG

untuk melakukan prasurvey di SMK ISLAM BINA HALIFAH BANGSA METRO, dalam rangka meyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 21 September 2021
Ketua Jurusan,

Andianto M.Pd
NIP 19871102 201503 1 004

PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMK IB KHALIFAH BANGSA
Fostering Outstanding Future Islamic Leaders
"PINK CAMPUS-TERAKREDITASI B"
Bidang Keahlian:
1) Farmasi Klinis dan Komunitas, 2) Teknik Komputer dan Jaringan,
3)Teknik Kendaraan Ringan Otomotif, 4) Teknik dan Bisnis Sepeda Motor
Alamat: Jl. Gulmak II, Purwosari 24, Kec. Metro Utara, Kota Metro, Kode Pos 34118, Phone Fax (0725) 46 763
Email: bsmkhalifahbangsa@gmail.com Site: http://www.smkib/bmetro.sch.id

SURAT KETERANGAN IZIN PRA-SURVEY
No: 1443/C/BKB/2022

Assalamu'alaikum Wr. Wb.

Waba'du, menindaklanjuti surat Izin Pra-Survey dari Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri (IAIN) Metro dengan nomor surat B-3745/In.28/J/TL.01/09/2021. Kepala SMK IB Khalifah Bangsa, dengan ini memberikan izin kepada:

Nama	:	Risqika Wulandira
NPM	:	1801072031
Program Studi	:	Tadris Bahasa Inggris
Fakultas	:	Tarbiyah dan Ilmu Keguruan

Untuk melakukan Pra-Survey dalam rangka Penyelesaian Tugas Akhir/Skripsi dengan judul : "AN ANALYSIS OF PQRST STRATEGY IN READING COMPREHENSION ON TENTH GRADE STUDENTS AT SMK ISLAM BINA KHALIFAH BANGSA OF METRO LAMPUNG".

Demikian Surat Izin ini kami sampaikan untuk dapat dipergunakan sebagaimana mestinya.

Wasaalamu'alaikum Wr. Wb.

Metro Utara, 08 April   2022M
06 Ramadhan 1443H
Kepala Sekolah,

Aslihan Puja Kesuma, S.Pd.
NPA 014 042013 040490

Tembusan :

1. *Yayasan Azka Aulia Sejahtera*
2. *Arsip*

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KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor   : B-4032/In.28/D.1/TL.00/08/2022
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMK ISLAM BINA
KHALIFAH BANGSA METRO
di-
    Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-4031/In.28/D.1/TL.01/08/2022, tanggal 29 Agustus 2022 atas nama saudara:

Nama	:	**RISQIKA WULANDIRA**
NPM	:	1801072031
Semester	:	9 (Sembilan)
Jurusan	:	Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMK ISLAM BINA KHALIFAH BANGSA METRO, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING STUDENTS READING COMPREHENSION BY THE USE PQRST STRATEGY AT TENTH GRADE OF SMK ISLAM BINA KHALIFAH BANGSA METRO".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 29 Agustus 2022
Wakil Dekan Akademik dan
Kelembagaan,

Dr. Yudiyanto S.Si., M.Si.
NIP 19760222 200003 1 003

PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMK IB KHALIFAH BANGSA
Fostering Outstanding Future Islamic Leaders
"PINK CAMPUS-TERAKREDITASI B"
Bidang Keahlian:
1) Farmasi Klinis dan Komunitas, 2) Teknik Komputer dan Jaringan,
3)Teknik Kendaraan Ringan Otomotif, 4) Teknik dan Bisnis Sepeda Motor
Alamat: Jl. Gelanis 2, Purwosari 24, Kec. Metro Utara, Kota Metro, Kode Pos 34116, Phone/Fax (0725) 46713
Email binakhalifahbangsa@gmail.com Site http: www.smkibkbmetro.sch.id

SURAT KETERANGAN
No: 1560/C/BKB/2022

Assalamu'alaikum Wr. Wb.

Waba'du, menindaklanjuti surat izin Pelaksanaan Penelitian dari Institut Agama Islam Negeri (IAIN) Metro dengan nomor surat B-4032/In.28/D.1/TL.00/08/2022. Kepala SMKS IB Khalifah Bangsa menerangkan bahwa:

Nama   : Risqika Wulandira

NPM   : 1801072031

Semester   : IX (Sembilan)

Jurusan   : Tadris Bahasa Inggris

telah melaksanakan Penelitian dalam rangka penyelesaian Skripsi di SMKS IB Khalifah Bangsa. Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Wasaalamu'alaikum Wr. Wb.

Metro Utara, 03 Oktober   2022M
07 Rab. Akhir   1444H

Kepala Sekolah,

Asliman Puja Kesuma, S.Pd.
NIY 011 042013 040490

Tembusan :

1.   Yayasan Azka Aulia Sejahtera
2.   Arsip

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KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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SURAT TUGAS
Nomor: B-4031/In.28/D.1/TL.01/08/2022

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama	:	**RISQIKA WULANDIRA**
NPM	:	1801072031
Semester	:	9 (Sembilan)
Jurusan	:	Tadris Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di SMK ISLAM BINA KHALIFAH BANGSA METRO, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING STUDENTS READING COMPREHENSION BY THE USE PQRST STRATEGY AT TENTH GRADE OF SMK ISLAM BINA KHALIFAH BANGSA METRO".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 29 Agustus 2022

Mengetahui,
Pejabat Setempat

Wakil Dekan Akademik dan
Kelembagaan,

Dr. Yudiyanto S.Si., M.Si.
NIP 19760222 200003 1 003

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Risqika wulandira   Jurusan : TBI
NPM : 1801072031   Semester : 8

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Jum'at /19-09 2021		- Lampirkan data Pra-survey	
2.	Rabu /12-01 2022		- Revisi format Penulisan	
3.	Senin /31-01 2022		Chapter 1 - research question sesuaikan dgn Ra	
4.	Kamis /10-01 2022		- ACC BAB 1 Lanjut BAB II	
5.	Jum'at /11-03 2022		- ACC BAB II Lanjut BAB III	
6.	Jum'at / 25-03 2022		- ACC Seminar	

Mengetahui   Dosen Pembimbing
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NPM : 180072031 Semester :

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Rabu 20 juli 2022		-Bimbingan APD	
2.	Jum'at 29 juli 2022		Revisi APD - Tambahkan teacher activity dan Tambahkan lembar observasi untuk student activity - Bedakan postest dan pretest	
3.	Senin, 8 agustus 2022		- ACC APD	

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Jurusan : TBI
Semester : Sembilan (9)

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Rabu / 02 November 2022		Bimbingan Bab 4 dan 5	
2.	Senin/ 07 November 2022		Revisi (Penambahan) 1. Sejarah singkat 2. Struktur Organisasi 3. Keadaan gurudan staf 4. Keadaan siswa 5. Fasilitas 6. Denah lokasi	
3	Jumat/12 NOV 2022		ACC Munaqosyah	

Mengetahui
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Nomor : P-1256/In.28/S/U.1/OT.01/10/2022

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama	: Risqika Wulandira
NPM	: 1801072031
Fakultas / Jurusan	: Tarbiyah dan Ilmu Keguruan/ Pendidikan Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2022 / 2023 dengan nomor anggota 1801072031

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 28 Oktober 2022
Kepala Perpustakaan

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SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini, Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negri (IAIN) Metro menerangkan bahwa:

Nama   : Risqika Wulandira

NPM   : 1801072031

Jurusan   : Tadris Bahasa Inggris

Telah melakukan administrasi perpinjaman buku pada Jurusan/Prodi Tadris Bahasa Inggris.

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Metro, 31 Oktober 2022
Ketua Jurusan TBI

Andianto, M.Pd
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IMPROVING STUDENTS' READING COMPREHENSION BY THE USE PQRST STRATEGY AT TENTH GRADE OF SMK ISLAM BINA KHALIFAH BANGSA

by Risqika Wulandira

IMPROVING STUDENTS' READING COMPREHENSION BY THE USE PQRST STRATEGY AT TENTH GRADE OF SMK ISLAM BINA KHALIFAH BANGSA

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CURRICULUM VITAE

The name of writer is Risqika Wulandira. She was born in Pekalongan, on February 24th 1999. She is the last daughter from third siblings, Mr. Dion Komalaza and Mrs. Ratna Laila. She was enrolled her study in pekalongan at TK Pertiwi Pekalongan in 2004 and graduated in 2005. She continued her study at MIN 1 Pekalongan and graduated 2011. She continued her study at SMP Negeri 8 Kota Metro, North Metro and graduated in 2014. Having graduated from junior high school continued her study at MAN 1 Metro and graduated in 2017. In the following year of 2018, she registered as S-1 students of English Education Department of the State Institute for Islamic College (IAIN) Metro. She hopes that one day she can continue her study to Post Graduate Program.