

AN UNDERGRADUATE THESIS

**THE USE OF PQ4R STRATEGY
(*PREVIEW, QUESTION, READ, REFLECT, RECITE, REVIEW*)
TO IMPROVE THE READING COMPREHENSION IN NARRATIVE
TEXT AMONG THE TENTH GRADERS AT SENIOR HIGH SCHOOL 1
SEKAMPUNG IN THE ACADEMIC YEAR OF 2018/2019**

**By:
TIKA RIYAN ABADI
STUDENT. ID. 14122247**



**TARBIYAH AND TEACHER TRAINING FACULTY
ENGLISH EDUCATION DEPARTMENT**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1440 H / 2018 M**

THE USE OF PQ4R STRATEGY
(*PREVIEW, QUESTION, READ, REFLECT, RECITE, REVIEW*)
TO IMPROVE THE READING COMPREHENSION IN NARRATIVE TEXT
AMONG THE TENTH GRADERS AT SENIOR HIGH SCHOOL 1
SEKAMPUNG IN THE ACADEMIC YEAR OF 2018/2019

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

Written By:
TIKA RIYAN ABADI
Student ID. 14122247

Tarbiyah and Teacher Training Faculty
English Education Department

Sponsor : Dr. Umi Yawisah, M.Hum
Co-Sponsor : Trisna Dinillah Harya, M.Pd

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1440 H /2018 M

**THE USE OF PQ4R STRATEGY
(PREVIEW, QUESTION, READ, REFLECT, RECITE, REVIEW)
TO IMPROVE THE READING COMPREHENSION IN NARRATIVE
TEXT AMONG THE TENTH GRADERS OF SENIOR HIGH SCHOOL 1
SEKAMPUNG IN THE ACADEMIC YEAR OF 2018/2019**

ABSTRACT

**By:
TIKA RIYAN ABADI**

The aim of this research is to improve the student reading comprehension after using PQ4R Strategy at the tenth grade of Senior High School 1 Sekampung. This research was classroom action research type, and it was conducted in two cycles. Each cycle consisted of four steps that were planning, acting, observing, and reflecting.

The data collection method in this research was test, observation, documentation, and field note. The observation used to know the activity of students who active on teaching learning process in the class. The problems that faced the students on observation there were the students difficult to interpret the meaning of the text, the students has less vocabulary in English, the students has low motivation to increase their English ability especially in reading comprehension, and the students has low proficiency in reading comprehension

Regarding to the research result which was taken from observation and test, it could be inferred that there was significant improvement from cycle I to Cycle II. The average score of post-test I was 67,06 with percentage of students' successfulness 48,28%. Next to cycle II the average score was 76,71 with percentage of students succesfull 75,86%. It indicated that indicator of success has been achieved at least 75,86% students wascompleted the Minimum Standard Criteria (MSC) at least 70. It means that by using PQ4R Strategy could help improve students narrative comprehension at the tenth grade of Senior High School 1 Sekampung.

Key Words: reading comprehension, PQ4R strategy.

**PENGGUNAAN STRATEGI PQ4R
(PREVIEW, QUESTION, READ, REFLECT, RECITE, REVIEW)
UNTUK MENINGKATKAN KOMPREHENSI MEMBACA DALAM
TEKS NARASIDI KELAS SATU SMA NEGERI 1 SEKAMPUNG
TAHUN AJARAN 2018/2019**

ABSTRAK

**Oleh:
TIKA RIYAN ABADI**

Tujuan penelitian ini adalah untuk meningkatkan pemahaman membaca siswa setelah menggunakan Strategi PQ4R di kelas sepuluh SMA Negeri 1 Sekampung. Jenis penelitian ini adalah penelitian tindakan kelas, dan dilakukan dalam dua siklus. Setiap siklus terdiri dari empat langkah yang merencanakan, bertindak, mengamati, dan merefleksikan.

Metode pengumpulan data dalam penelitian ini adalah tes, observasi, dokumentasi, dan catatan lapangan. Observasi digunakan untuk mengetahui aktivitas siswa yang aktif dalam proses belajar mengajar di kelas. Masalah-masalah yang dihadapi siswa saat observasi adalah siswa sulit menerjemahkan arti dari teks, siswa memiliki sedikit kosa kata dalam bahasa Inggris, siswa memiliki motivasi rendah untuk meningkatkan kemampuan bahasa Inggrisnya khususnya dalam pemahaman membaca, siswa memiliki keahlian rendah dalam kemampuan membaca.

Mengenai hasil penelitian yang diambil dari observasi dan tes, dapat disimpulkan bahwa ada peningkatan yang signifikan dari siklus I ke Siklus II. Skor rata-rata post-test adalah 67,06 dengan persentase keberhasilan siswa 48,28%. Di samping siklus II, skor rata-rata adalah 76,71 dengan persentase keberhasilan siswa 75,86%. Hal ini menunjukkan bahwa indikator keberhasilan telah dicapai setidaknya 75,86% siswa telah menyelesaikan Kriteria Standar Minimum (MSC) minimal 70. Ini berarti bahwa dengan menggunakan Strategi PQ4R dapat membantu meningkatkan kemampuan menulis narasi siswa di kelas sepuluh SMA 1 Sekampung

Kata Kunci: pemahaman membaca, strategi PQ4R.



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH 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.iaim@metrouniv.ac.id

APPROVAL PAGE

Title : THE USE OF PQ4R STRATEGY (PREVIEW, QUESTION, READ, REFLECT, RECITE, REVIEW) TO IMPROVE THE READING COMPREHENSION IN NARRATIVE TEXT AMONG THE TENTH GRADERS OF SENIOR HIGH SCHOOL 1 SEKAMPUNG IN THE ACADEMIC YEAR OF 2018/2019

Name : Tika Riyan Abadi
NPM : 14122247
Department : English Education
Faculty : Tarbiyah and Teacher Training

APPROVED BY:

To be examined in Munaqosyah in Tarbiyah Faculty of State Islamic Institute of Metro.

Metro, November 2018
Co-Sponsor

Sponsor

Dr. Umi Yawisah, M.Hum
NIP. 19620424 199903 2 001

Trisna Dinillah Harya, M.Pd.
NIP. 19830511 200912 2 004

The Head of English Education Department

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014



**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

NOTIFICATION LETTER

Number :
Appendix :
Matter : **In order to hold the munaqosyah
of Tika Riyan Abadi**

To :
The Honorable of the Dean of Faculty of
Tarbiyah and Teacher Training
State Islamic Institute of (IAIN) Metro

Assalamu'alaikum, Wr. Wb

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

Name : Tika Riyan Abadi
Student Number : 14122247
Department : English Education
Faculty : Tarbiyah and Teaching Training
Title : THE USE OF PQ4R STRATEGY (PREVIEW, QUESTION, READ, REFLECT, RECITE, REVIEW) TO IMPROVE THE READING COMPREHENSION IN NARRATIVE TEXT AMONG THE TENTH GRADERS OF SENIOR HIGH SCHOOL 1 SEKAMPUNG IN THE ACADEMIC YEAR OF 2018/2019

It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Wr. Wb

Sponsor

Dr. Umi Yawisah, M.Hum
NIP. 19620424 199903 2 001

Metro, November 2018

Co-Sponsor

Trisna Dinillah Harya, M.Pd.
NIP. 19830511 200912 2 004



**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

NOTA DINAS

Nomor :
Lampiran : -
Perihal : **Mohon Dimunaqsyahkan Skripsi
Saudari Tika Riyan Abadi**

Kepada Yth.,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN) Metro
di-

Tempat

Assalamu'alaikumWr.Wb.

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

Nama : Tika Riyan Abadi
NPM : 14122247
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris (TBI)
Judul Skripsi : THE USE OF PQ4R STRATEGY (PREVIEW, QUESTION, READ, REFLECT, RECITE, REVIEW) TO IMPROVE THE READING COMPREHENSION IN NARRATIVE TEXT AMONG THE TENTH GRADERS OF SENIOR HIGH SCHOOL 1 SEKAMPUNG IN THE ACADEMIC YEAR OF 2018/2019

Sudah kami setuju dan dapat dimunaqsyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

Wassalamu'alaikumWr.Wb.

Pembimbing I

Dr. Umi Yawisah, M.Hum
NIP. 19620424 199903 2 001

Metro, November 2018
Pembimbing II

Trisna Dinillah Harva, M.Pd.
NIP. 19830511 200912 2 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111

Telp. (0725) 41507 Fax. (0725) 47296 Email: tarbiyah.iain@metrouniv.ac.id website: www.tarbiyah.metrouniv.ac.id

RATIFICATION PAGE

No: B-0016/11-28-1/D/PP-00-9/01/2019

An Undergraduate Thesis entitled: THE USE OF PQ4R STRATEGY (*PREVIEW, QUESTION, READ, REFLECT, RECITE, REVIEW*) TO IMPROVE THE READING COMPREHENSION IN NARRATIVE TEXT AMONG THE TENTH GRADERS AT SENIOR HIGH SCHOOL 1 SEKAMPUNG IN THE ACADEMIC YEAR OF 2018/2019, Written by Tika Rian Abadi, Student Number 14122247 English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on December 17st, 2018 at 11.00-13.00.

BOARD OF EXAMINERS:

Chairperson : Dr. Umi Yawisah, M.Hum

Examiner I : Ahmad Subhan Roza, M.Pd

Examiner II : Trisna Dimillah Harya, M.Pd

Secretary : Leni Setiana, M.Pd

The Dean of Tarbiyah
and Teacher Training Faculty



Dr. Abla, M.Pd

NIP. 19691008 200003 2 005

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name : TIKA RIYAN ABADI
Student Number : 14122247
Department : English Education
Faculty : Tarbiyah

States that this undergraduate thesis is originally the result of the researcher's research, in exception of certain parts which are excerpted from the bibliographies mentioned.

Metro, November 2018

Researcher,



Tika Riyan Abadi
St.Number 14122247

ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini:

Nama : Tika Riyan Abadi

NPM : 14122247

Jurusan : Tadris Bahasa Inggris

Fakultas : Tarbiyah

Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya, kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, November 2018

Yang Menyatakan



Tika Riyan Abadi

St. Number 14122247

MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا ۖ إِنَّ مَعَ الْعُسْرِ يُسْرًا ۖ

So verily, with the hardship, there is relief. Verily, with the hardship, there is relief. (QS Al-Insyirah: 5-6)

DEDICATION PAGE

This undergraduate thesis is dedicated to:

My beloved family (Mrs. Maesaroh, Mr. Ali Abadi, Mr. Misranto) who always
pray and support in their endless love.

My Sponsor and Co-sponsor, thanks for guiding.

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

ACKNOWLEDGEMENT

In the name of God, Allah SWT who has given us mercies and blessing, so we can be here in the time of favor without any obstacles and troubles. Due to His way for the sake of true religion and in the day when we are coming to real believe in His immortal power. Shalawat and Salam be always given to our leader Muhammaad SAW, the man of true goodness of everything, the brave hero of heroes from the world to the here after.

Thanks to Allah SWT, who has given His gift to the writer that she could finish her undergraduate thesis entitled “THE USE OF PQ4R STRATEGY (PREVIEW, QUESTION, READ, REFLECT, RECITE, REVIEW) TO IMPROVE THE READING COMPREHENSION IN NARRATIVE TEXT AMONG THE TENTH GRADERS AT SENIOR HIGH SCHOOL 1 SEKAMPUNG IN THE ACADEMIC YEAR OF 2018/2019”. The researcher would like to thanks for her parent for financial and spiritual support. Her deepest thanks to Dr. Umi Yawisah, M.Hum and Trisna Dinillah Harya, M.Pd for their spending time to support and guide the researcher to finish this un undergraduate thesis.

The researcher do apologiez for all mistakes writing in this under graduatedthesis. Hopefully, this writing can be a meaningful benefit for the researcher epecially and for our campus and for our readers generally.

Metro, November 2018
The Writer



Tika Riyan Abadi
14122247

TABLE OF CONTENTS

COVER	i
TITLE PAGE	ii
ABSTRACT	iii
APPROVAL PAGE	v
NOTIFICATION LETTER	vi
NOTA DINAS.....	vii
RATIFICATION PAGE	viii
STATEMENT OF RESEARCH ORIGINALITY	ix
MOTTO	xi
DEDICATION PAGE	xii
ACKNOWLEDGEMENT	xiii
TABLE OF CONTENTS	xiv
LIST OF TABLES	xvii
LIST OF FIGURES	xviii
LIST OF CHARTS	xix
LIST OF APPENDICES	xx

CHAPTER I INTRODUCTION

A. Background of the Study.....	1
B. Problem Identification.....	4
C. Problem Limitation	4
D. Problem Formulation	5
E. Objective and Benefit of Study	5

CHAPTER II THEORETICAL REVIEW

A. Concept of Reading.....	7
1. The Concept of Reading.....	7
a. Definition of Reading.....	7
b. Types of Reading	9
c. The Models of Reading.....	10
d. The Objectives of Reading.....	12
2. The Concept of Reading Comprehension	14
a. Definition of Reading Comprehension	14
b. Indicators of Reading Comprehension.....	16
c. Measurement of Reading Comprehension	17
d. The Scoring of Reading Comprehension	18

3. PQ4R.....	19
a. Definition of PQ4R.....	19
b. The Steps of PQ4R.....	20
4. Action Hypothesis.....	23

CHAPTER III RESEARCH METHOD

A. Variable and Definition Operational Variables.....	24
B. Research Setting.....	25
C. Research Subject.....	25
D. Research Procedures.....	26
E. Data Collection Technique.....	32
F. Research Instrument.....	35
G. Data Analysis.....	36
H. Indicator of Success.....	37

CHAPTER IV RESULT OF THE RESEARCH

A. Description of the Research Location.....	38
1. The History of State Senior High School 1 Sekampung.....	38
2. The Teacher Educational Background and Subjects.....	38
3. Total of The Students at State Senior High School 1 Sekampung.....	39
4. Vision and Mission of State Senior High School 1 Sekampung.....	40
5. The Organizational Structure of School.....	41
B. Description of the Research.....	42
1. Action and Learning at Pre-Test.....	42
a. Pre-Test Activity.....	42
b. The Students' Pre-Test Result.....	43
2. Cycle I.....	44
a. Planning.....	44
b. Acting.....	45
c. Observing.....	49
d. Reflecting.....	51
3. Cycle II.....	53
a. Planning.....	53
a. Acting.....	54
b. Observing.....	57
c. Reflecting.....	58

C. Interpretation.....	58
1. Action and Learning Result in Cycle I and Cycle II.....	58
2. Result of the Students' Activities	61
D. Discussion.....	63
CHAPTER V CONCLUSION AND SUGGESTION	
A. Conclusion	65
B. Suggestion	66
BIBLIOGRAPHY	
APPENDICES	
CURRICULUM VITAE	

LIST OF TABLE

Table	Page
1. The data of reading comprehension at the tenth graders of Senior High School 1 Sekampung In the Academic Year of 2017/2018	3
2. The Measurement of Reading Comprehension.....	19
3. The Number of X.IPA 2 Students	26
4. The Teachers Educational Background at Senior High School 1 Sekampung.....	38
5. Number of Teachers and The Subject at Senior High School 1 Sekampung.....	39
6. The Number of Students at Senior High School 1 Sekampung in Academic year 2018/2019.....	39
7. Vision and Mission of State Senior High School 1 Sekampung.....	40
8. The Students' Pre-Test Score	43
9. Frequency of Students' Pre-Test Score.....	43
10. The Students' Post-Test Score in Cycle I	48
11. Frequency of Students' Score in Post-Test I.....	49
12. The Students' Activities Result in Cycle I.....	50
13. The Comparison between Score of Pre-test and Post-test I.....	51
14. Frequency of students' in pre-test and post-test 1.....	52
15. The Students' Score in Post-Test II	55
16. Frequency of students' score in Post-test II.....	56
17. The Students' Activities Result in Cycle II.....	57
18. Result Score of Students' Pre-test, Post Test I, and Post Test II	59
19. The Percentage of Students' Score in Pre-Test, Post-test Cycle I and Post-test Cycle II.....	60
20. The Result of the Students' Activities in Cycle I and Cycle II.....	61

LIST OF FIGURES

Figure 1. Cyclical Classroom Action research by Kemmis and McTaggart	27
Figure 2. The Ogranizational Structure of State Senior High School 1 Sekampung	41

LIST OF CHARTS

Chart 1. The Result of the Students' Score on Pre-Test	44
Chart 2. The Result of the Students' Score on Post-Test I.....	49
Chart 3. The Comparison of the Completed of Students' Score on Pre-Test and Post-Test I.....	52
Chart 4. The Result of Students' Score in Post-Test II.....	57
Chart 5. Percentage of the Students' Score in Pre-Test, Post-Test I and Post-Test II.....	60
Chart 6. The Comparison Percentage of Students' Activities in Cycle I and Cycle II.....	62

LIST OF APPENDICES

Appendix 1. Syllabus	72
Appendix 2. Lesson Plan	76
Appendix 3. Instrument of Pre-test	87
Appendix 4. Instrument of Post-test I	92
Appendix 5. Instrument of Post-test II.....	97
Appendix 6. Answer Key	102
Appendix 7. Answer Sheet of Pre-Test.....	103
Appendix 8. Answer Sheet of Post-Test I.....	106
Appendix 9. Answer Sheet of Post-Test II.....	109
Appendix 10. Students' Attendent List	112
Appendix 11. Observation Sheet of Students' Activities.....	113
Appendix 12. Field Notes	118
Appendix 13. Documentation Guidance	120
Appendix 14. Letters	121
Appendix 15. Documentation	131

CHAPTER I

INTRODUCTION

A. Background of the Study

Language is a tool to interact and communicate to convey information from one person to another. Without language, it's difficult to provide the intend and information to be conveyed. Besides being used in the environment, people use language as a means of international communication among the nations all over the world. It is important for us to learn language especially English since it is used as a means of communication among nation in the world.

English is an international language that used by most peoples in the world. English is also called as the target language that has to be taught teaches in Indonesian schools. In fact, English has four skills (listening, speaking, reading, and writing) that have to be mastered by students.

Reading is one of the significant ways in learning English. Reading is very important for Indonesian students because it helps them to understand many books written English, either to obtain information and message for scientific purpose or just for relaxation. Success in reading is very important for students academic and vocational achievement. Reading is concerned mainly in understanding fully for the readers in creating the meaning intended by the writer. Reading is not enough for readers to understand a set of words in a sentence only. The readers also must understand the message and

information what they have read. A good reading will improve the students' ability in gathering ideas to communicate.

In Senior High School, reading is the important ways to improve the students ability. The students should learned reading to find the information according a text, but their ability in reading is poor. The problem are the students difficult understand learning English especially in reading, students lazy when they must read a text, they are difficult to conclude the content of the text, they do not mastery of vocabulary, they have a low motivation in reading comprehension. So the students need something to solve those problems.

There are some problems that faced by students. The researcher used some interesting strategies to teach them in reading comprehension. One of the strategies which can help the students to understand reading text is PQ4R. PQ4R is strategy that guides students to understand reading text based on the steps. The steps covers preview, question, read, recite, reflect and review. PQ4R strategy can help the students focus in organizing information and making it meaningful. By PQ4R we can assess the students reading ability to understand what the meaning of the text. It makes the teaching learning process getting more interested for both the teachers and the students.

There were some cases in Senior High School 1 Sekampung. Based on observation on 30 October 2017, the students have some difficulties interpret the text, poor knowlegde of vocabulary. Besides, they need long time to understand the text. Understanding a long text make them bored. The

problems make the students have low motivation to learn to read. Here is the data about their reading score when the researcher conducted pre survey at the tenth graders Senior High School 1 Sekampung.

Table.1
The data of reading comprehension among the tenth graders
at Senior High School 1 Sekampung
In the Academic Year of 2018/2019

No.	Score	Frequency	Category
1.	80-100	4	Excellent
2.	71-80	5	Good
3.	<70	20	Poor
	TOTAL	29	

Based on the data above, it can be inferred that the students mastery in reading is categorized into low level. It means that the students have a bad ability in the reading comprehension. Based on the data of pre survey it can see that just 4 students from 29 students has excellent score, and the other 5 students has good score and 20 students has poor score. Students can be said successful if 70% of students get minimum standard criteria (MNC) at least 70.

Based on the conditions, it can be said many students has low proficiency in reading comprehension. The researcher interest in studying in reading comprehension by PQ4R at the ten graders of Senior High School 1 Sekampung.

The researcher assumes that the students have low proficiency in learning English. Looking that reading is the one of significant ways to learn English. Researcher is interested for using PQ4R to make the effectiveness teaching reading in the class. Researcher will use PQ4R strategy to make the student

have more proficiency in learning english and the students can get the meaning of the text easily.

In this research, the researcher investigate the problem of reading skill at tenth graders of Senior High School 1 Sekampung through PQ4R. Because PQ4R strategy stimulates students' prior knowledge by using six steps: preview, question, read, reflect, recite and review. So the researcher choose PQ4R to solve the problem that faced by students among the tenth graders of Senior High School 1 Sekampung in the Academic Year of 2018/2019.

B. Problem Identification

Regarding to the background of the study, the researcher identifies the problem as follows:

1. The students confuse to interpret the meaning of the text.
2. The students has less vocabulary in English.
3. The students has low motivation to increase their English ability especially in reading comprehension.
4. The students has low proficiency in reading comprehension.

C. Problem Limitation

There is many problems associated with reading in Senior High School 1 Sekampung as described. The researcher limits the one of the problems that is the students have low proficiency in reading comprehension.

D. Problem Formulation

Based on the identification and the limitation of the problems above, the researcher question is formulated. The research question is stated as “can PQ4R strategy improve the tenth grade students’ reading comprehension?”

E. Objective and Benefit of Study

1. The Objective of the Research

This study is aimed to improve the tenth grade students’ reading comprehension at Senior High School Senior High School 1 Sekampung through PQ4R strategy.

2. Benefit of the Study

a. For the Students:

1. The students are able to interpret the meaning of the text easily.
2. To increase the students ability in giving and asking the question.
3. To increase the students result in the reading comprehension.

b. For the Teachers:

1. To help students to solve their problems in reading comprehension.
2. To teach the students efficient in reading comprehension.
3. As the teachers to know the influences of using PQ4R to improve the reading comprehension.

c. For the Headmaster of School

1. Improve the quality and quantity of school in learning English.

2. Improve the quality of human resources in the school environment, especially for teachers in Senior High School 1 Sekampung.

d. For the Other Researcher:

To know students' ability in reading comprehension by using PQ4R. And the researcher can improve knowledge, and the some experiences in controlling teaching and learning.

CHAPTER II

THEORETICAL REVIEW

A. Concept of Reading

1. The Concept of Reading

This chapter contains some related on reading and PQ4R strategy. It includes concept of reading comprehension and PQ4R strategy. At the same time, it embraces what is a PQ4R and the how to implement using PQ4R in reading.

In the basic idea of teaching reading is that this is imposible for people to be able understand the message and information of the text without learning to reading first. Theoritically, by mastering vocabulary is the basic skill to improve the reading comprehension.

2. Definition of Reading

Reading helps students become better writers. Through reading students have incidental contact with the rules of grammar. Students develop a sense for the structure of the language and grammar and increase their vocabulary.¹ It means that, reading is significant thing that students should be mastered in learning English.

Reading is an active process which consist of recognition and recognition and comprehension skill. Reading is an important activity in

¹Andrew P. Johnson, *Teaching reading and writing*, (USA, 2008), p.7

life with which one can update his/her knowledge. Reading comprehension is an important tool for academic success.²

The relationship between the reader's language and the writer's language influences the ease with which a text can be processed. Potentially, shared language systems can more easily produce shared understanding. It is important to remember, however, that a similarity in reader-writer language does not necessarily result in fewer miscues, only miscues that tend to be more meaningful within the context of the discourse.³

Goodman states that reading is a receptive language process. It is a psycholinguistic process in that it starts with a linguistic surface representation encoded by a writer and ends with meaning which the reader constructs.⁴

Douglas Brown says reading is likewise a skill that teachers simply expects learners that acquire. Basic, beginning-levels textbooks in foreign language presuppose a student's if only because it's a book that is medium.⁵

Based on definition above the researcher can be concluded that reading is basic of language and the important thing for student to be mastered, especially in learning English. Reading is also process of

²M.F. Patel, Praveen M.Jain, *English Language Teaching (Methods, Tools, Techniques)*, (Sunrise Publishers Distributors, 2008), p.113

³Stephen. B Kucher, *Dimension of Literacy(A Conceptual Base for Teaching Reading & Writing in School Settings)*, (Taylor & Francis, 2019) , p.129

⁴ Diaz, S& Laguado, J, *Open Writing Doors*, (Plampona Colombia, 2013), p.137

⁵H. Douglas Brown, *Language Assessment Principles and Classroom Practice*, p.185

communication between a writer and a reader. A writer has message in his/her mind, such as information, thing, ideas and argument that he/she want to share.

As reading is the basic ability that students should mastery. Reading ability not only the readers understand a set of words in the sentence. The readers also must understand the message and information what they have read.

3. Types of Reading

Each type or genre of written text its own set of governing rules and conventions. A reader must be able to ancitipate those conventions in order to process meaning efficiently. There are the types of reading:

1) Extensive Reading

Brown explain that extensive reading is carried out to achieve a general understanding of a usually somewhat longer text (book, long article, or essays, etc).⁶ Extensive reading is also to obtain a general understanding of a subject and include reading longer text for pleasure; use extensive reading is to improve general knowlegde.⁷

One of the fundamental conditions of a succesful extensive reading is that students should be reading material which they can understand. If they are struggling to understand every word, they can hardly be reading for pleasure the main goal of this activity.⁸

⁶H. Douglas Brown. *Teaching by Principles an Interactive Approach to Language Pedagogy*. (U.S: Longman), p.313.

⁷Jeremy Harmer, *The Practice of English Language Teaching*, p.212.

⁸Jeremy Harmer, *The Practice of English Language Teaching*. P. 210.

It is reading activity that in teacher encourages students to choose for themselves what they like to read and to do so for pleasure and general language improvement.

2) Intensive Reading

Brown explain that intensive reading is usually a classroom-oriented activity in which students focus on the blinguistics or semantic details of passage. Intensive reading calls students attention to grammatical form, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implication, rhetorical relationship, and the like.⁹

Intensive reading as an activity to take a text, study it line, referring at every moment to our dictionary and our grammar, comparing, analyzing, translating and retaining every expression that it contains.

4. The Models of Reading

1) Top-Down Processing

In top-down processing, readers get the information from the text, and then contrast it with their world knowledge in order to make sense of what is written. According to this model, readers bring meaning to the text based on their experiential and interpretive prior knowledge.

⁹H. Douglas brown, *Teaching by principle an Interactive Approach to Language Pedagogy*, (US: Longma), p.312

Studying eye movements during reading proved that even professional readers focused on most of the words printed on the text. Similarly, studies conducted on readers with notorious background knowledge but lower processing skill indicated that despite the predictions of top-down approach, their performance was not as expected.¹⁰

2) Bottom-Up Processing

During *bottom-up* processing, the reader takes a step by step order to process the text and the processing of each component takes place independently; therefore, it is not feasible to make use of higher-ordered reading skills such as making inferences, consequently, the reader's back-ground knowledge plays virtually a very limited role in driving and interpreting the meaning of a text

3) Interactive Model

Rumelhart withholds that in the interactive *model* of reading comprehension, meaning is not bound to the text alone; rather, it is the outcome of co-construction of the information within the text and the readers' interpretation. In practice, information picked up by the eyes is registered visually, and then sent to the pattern synthesizer. At the same time, a wide array of information about semantic, syntactic and pragmatic concepts is drawn up from the long term memory into the working memory (all these happen when reading a text). During this process, the reader is involved in driving the meaning of the text and

¹⁰ Mohammad Davoudi, "Critical Review of the Models of Reading Comprehension with a Focus on Situation Models". International Journal of Linguistics, Vol. 7, No. 5. P : 173

making inferences through constant and simultaneous interactions between the surface structure of the text and the readers' background knowledge. Finally, they integrate the activated information from these two sources into a coherent discourse and derive the meaning of the text.¹¹

5. The Objectives of Reading

Every action has purpose in doing it. Reading has several purpose or aim when it is done. According to Rivers and Temperley as quoted Nunan suggest that second language learners will want to read for the following purposes:

- 1) To obtain information for some purposes or because we are curious about some topic.
- 2) To obtain instruction on how to perform some task for our work or daily life (e.g. knowing how an appliance works).
- 3) To act in a play, play a game, do a puzzle.
- 4) To keep in touch with friends by correspondence or to understand business letter.
- 5) To know when or where something will take place or what is available.
- 6) To know what is happening or has happened (as reported in newspapers, magazines, reports).
- 7) For enjoyment or excitement.¹²

¹¹Mohammad Davoudi, "Critical Review of the Models of Reading Comprehension with a Focus on Situation Models". *International Journal of Linguistics*, Vol. 7, No. 5. P : 174

¹²David Nunan, *Designing Tasks for the Communicative Classroom*, (United Kingdom: Cambridge University Press, 1989), p. 34.

Based on the objectives above we can understand that reading need a special attention. It is not surprised if reading is one of the important skills in learning foreign language. The objectives above is reason why getting students to read. Reading is useful for other purposes too: any exposure to English (provided students understand it more or less) is a good thing for language students.

Reading is an activity with a purpose. A person may read in order to gain information or verify existing knowledge, or in order to critique a writer's ideas or writing style. A person may also read for enjoyment, or to enhance knowledge of the language being read. The purpose for reading guides the reader's selection of texts

B. The Concept of Reading Comprehension

1. Definition of Reading Comprehension

One of the goals reading is comprehension, reading can help people to improve their comprehension. Comprehension is part of life. Every waking minute, your brain is busy making sense of your world. It could be compered, in fact, to a very complicated computer. Messages are constaintly coming in about what you see, hear, smell, touch, or taste. Your brain receives these messages, interprets them, sorts them, and save them.¹³

Reading comprehension is also as the process of simultaneously extracting and constructing meaning through interaction and involvement

¹³Beatrice S. Mikulecky/Linda Jeffries, *More Reading Power*, (USA: Longman), p.14

with written language. We use the words *extracting* and *constructing* to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension.¹⁴

Reading comprehension consists of the processes of constructing conceptual knowledge from a text through cognitive interaction and motivational involvement with the text.¹⁵

Narvaez (1998) stated that comprehension of texts that contain a moral can be observed when students correctly recall moral themes or moral arguments, such as the importance of being honest with strangers. These definitions show an emphasis on the understanding that results from reading and is carried away from the text by the learner.¹⁶

Jennifer Serravallo defined Comprehension is at the heart of what it means to really read. Reading is thinking and understanding and getting at the meaning behind a text.¹⁷

Diaz says that Reading Comprehension is not just a receptive process, it implies a complex process in which the readers identify basic information and are able to predict, to infer, to argue and to recognize writers' points of view.¹⁸

A good reader will get comprehension when they read. To get comprehension we have to know some types of comprehension. Comprehension has some types, they are:¹⁹

¹⁴Snow, Catherine.E. *Reading for Understanding Toward R&D Program in Reading Comprehension*. (RAN: Reading Study Group: 2002), p.11

¹⁵John T. Guthrie, Alan Wigfield, Kathleen C. Perencevich, *Motivating Reading Comprehension*, (Mahwah, New Jersey), 2004, p:227

¹⁶John T. Guthrie, Alan Wigfield, Kathleen C. Perencevich, *Motivating Reading Comprehension*, (Mahwah, New Jersey), 2004, p:226

¹⁷Jennifer Serravallo, *Teaching Reading in Small Groups*, (Heinemann), 2010, p: 43

¹⁸Diaz, S& Laguado, J, *Open Writing Doors*, (Plampona Colombia, 2013), p. 137

- a) Literal comprehension: Reading in order to understand, remember, or recall the information explicitly contained in passage.
- b) Inferential comprehension: Reading in order to find information which is not explicitly stated in passage, using the reader's experience and intuition, and by inferring
- c) Critical/ evaluative comprehension: Reading in order to compare information in passage with the reader's own knowledge and value.
- d) Appreciate comprehension: Reading in order to gain an emotional or other kind of value response from passage.

2. Indicators of Reading Comprehension

There are a lot of indicators to measure the reading comprehension. In this research, the researcher focus on the literal comprehension. Such as kind of the criteria of reading comprehension are:

- 1) The purpose of the testing (screening, progress monitoring, assessing level of reading, research, or assessing students' competence in comparison to peers).
- 2) The specific information needed about the student's reading comprehension (types of questions missed, level).
- 3) The number of students being tested (i.e., an individual, a small group, or a whole class).

¹⁹Jack Richards, John Platt and Heidi Weber, *Longman Dictionary of Applied Linguistics*, (UK: Longman Group), p:238

- 4) The length of the test (e.g., shorter tests can be easier to give and less stressful for the student, but may not have enough questions or types of tasks to provide sufficient information about a student's performance).
- 5) Whether the test is an individually or group-administered test.
- 6) The number of forms available with the test, particularly if multiple administrations are needed (e.g., many norm-referenced tests come with two forms, making them useful for assessing progress over time—students are given one version of the test as a pretest and another as a posttest).
- 7) For norm-referenced tests, the extent to which the norming sample is similar to the students to whom the test will be administered.
- 8) The examiner's qualifications (e.g., whether the tester has the skills to give highly specific tests).
- 9) The amount of training needed to administer a test, score it, and interpret results (e.g., norm-referenced tests typically require some training).²⁰

3. Measurement of Reading Comprehension

To know how far the students' reading comprehension should be measured use the assessment of reading comprehension. There are many kind of questions of reading comprehension they are:

- 1) Pronominal Question, Imperatives

²⁰Janette K. Klinger, Sharon vaughn, Alison Boardman, *Teaching Reading Comprehension to Students with Learning Difficulties*, New York : London, 2007, p. 17

The questions require learners to make a written answer which can range in length from a single word to several paragraphs. Usually for comprehension, short answers are required and these forms of questions are called short answer questions.

2) True/False, Yes/No, Alternatives Question, Multiple-choice.

In these questions the answer is contained within the questions or instructions. Multiple-choice questions focus on detail and more general aspects of the text. The correct answer is not always shorter or longer than the distractor.

3) Transfer Information

Incomplete information can be used to measure comprehension of the text. The learners read the text and fill in the diagram with short notes.²¹

4. The Scoring of Reading Comprehension

To know the achievement of reading comprehension abilities should be measured by using the assessment of reading. There are the measurements of reading comprehension related to Grenall and Swan, as follows:²²

²¹I.S.P. Nation, *Teaching ESL/EFL Reading and Writing*, New York : Routledge, 2009, p.77-79

²² Simon Grenall and Michael Swan, *Effective Reading: Reading Skill for Advanced students: Teacher's book*, (USA: Cambridge University Press, 1994), p.34.

Table 2.
The Measurement of Reading Comprehension

No.	Criteria	Score
1.	Students can identify the meaning of the ideas in the text	0-25
2.	Students can identify the communicative purpose of the text	0-15
3.	Students can identify main idea of the text	0-25
4.	Students can identify information contained in the text	0-35
	Total	100

C. PQ4R

1. Definition of PQ4R

The beginning experience can be constructed through reading activities. With this activity the students will have a stock of knowledge. One of the strategies that can be develop in order to read is PQ4R.

Janet Allen stated that PQ4R is a variation of SQ3R; the acronym represents six cognitive stages: preview, question, read reflect, recite, and review. These systems provide a strategy for students to approach, organize, read, consider, and remember information.²³ This is the excellent strategy, which has a good concept to teach the students reading comprehension. In each step of PQ4R strategy, the students can easily comprehend the text.

PQ4R is a strategy that guides the students to understand reading text based on the steps. PQ4R strategy can help the students focus in organizing information and making it meaningful.²⁴

²³Janet Allen, *More Tools for Teaching Content Literacy*, (Stenhou Publisher), 2008.

²⁴Sanacore Joseph. 1983. Improving Reading Through Prior Knowledge and Writing. *Journal of Reading*, May, 714 -7 1.

From the above definition, it is clear that PQ4R is the right strategy to use in reading learning. This strategy can help students to remember the memory quickly.

2. The Steps of PQ4R

The steps in PQ4R strategy to improve the reading comprehension can be achieved.

- 1) **Preview.** One of the best ways to begin a new chapter is by not reading it. Instead, take a few minutes to skim the chapter. Look at the section headings and any boldface or italicized terms. Obtain a general idea of what material will be discussed, how it is organized, and how its topics relate to one another and to what you already know. Some people find it useful to preview the entire chapter once and then survey each major section in a little more detail before reading it.
- 2) **Question.** Before reading each section, stop and ask yourself what content will be covered and what information should be extracted from it.
- 3) **Read.** Read the text, but think about the material as you read. Are the questions you raised earlier being answered? Do you see the connections between the topics?
- 4) **Reflect.** As you read your text, think of examples of concepts that might apply to your own life. Create visual images that reflect the concept, and ask yourself how each concept might be related to other

concepts within that chapter and in other chapters you have already read.

- 5) **Recite.** At the end of each section, stop and recite the major points. Resist the temptation to be passive by mumbling something like, "Oh, I remember that." Put the ideas into your own words.
- 6) **Review.** Finally, at the end of the chapter, review all the material. You should see connections not only within a section but also among the sections. The objective is to see how the author has organized the material. Once you grasp the organization, the individual facts will be far easier to remember.²⁵

3. The Application of PQ4R Strategy

No.	The Steps	Teacher's Steps	Student's Steps
1.	Preview	a. Give the reading materials for students to read. b. Informing the students how to find the main idea/learning objectives to be achieved.	Reading quickly to find the main idea/learning objectives to be achieved.
2.	Question	a. Informing the students to pay attention to the meaning of the text and made the main point of the text. b. Give the students	a. Pay attention to teacher's explanation. b. Answer the question that hmade.

²⁵ Thomas, E.L. & Robinson, H.A. (1972). Improving reading in every class: sourcebook for teacher

		assignments to make the question from the main idea that they found by using “what, why, who, and how.”	
3.	Read	Give the students assignment to read and respond/answer the question that had been prepared before.	Read actively while providing a response to what has been read and answer the questions made.
4.	Reflect	Simulating/informing the materials on reading materials.	Students not only memorize and remember the subject matter but try to solve the problem of information provided by teachers with the knowledge that has been known through reading materials.
5.	Recite	Ask students to make main point from the material they have learn.	<ul style="list-style-type: none"> a. Ask and answer the question. b. See at the notes/the essence they have made before. c. Make the essence from the discussion.
6.	Review	<ul style="list-style-type: none"> a. Ask students to read the main point they have made. b. Ask students to read back the reading material, if still not sure with their answer. 	<ul style="list-style-type: none"> a. Read the essence that have been made. b. Read back the literature if still not convinced of the answer that have been made.²⁶

²⁶ Anderson, J.R. (1995). Learning and Memory. New York: John Wiley

D. Action Hypothesis

Based on the theoretical and assumption above, the researcher formulates the action hypothesis as follow:

1. By using Preview Question Read Reflect Recite Review (PQ4R) strategy, it can increase the reading comprehension among the tenth graders at Senior High School 1 Sekampung.
2. By using Preview Question Read Reflect Recite Review (PQ4R) strategy it can increase the students' learning activity among the tenth grade at Senior High School 1 Sekampung.

CHAPTER III

RESEARCH METHOD

A. Variable and Definition Operational Variables

Definition of operational variable explains about variables that used in this research. This research consists of two variables. Those are dependent variable and independent variable.

1. Dependent Variable

Dependent variable is the variable which is observed. Dependent variable of this research is reading comprehension. The increasing of students reading comprehension can be seen after using PQ4R strategy.

The way of measuring in dependent variable is through written test, and measuring instrument is items by range score 0-100. The indicator of success in reading comprehension are.

- a. The students can identify the main idea of the text.
- b. The students can identify the purpose of the text.
- c. The students can identify the meaning of the sentence.
- d. The students can identify the generic structure of narrative text.

2. Independent Variable

Independent variable is the variable that is the major variable which is hoped to investigate. It is the variable which is selected, manipulated, and measured by the writer. Independent variable of this research is the PQ4R which can be defined as the strategy that can make the students to be easier in study reading comprehension in class. PQ4R

can make students remember the contents of the text easier. By PQ4R strategy the students can be:

- a. Interested in reading.
- b. Improve their reading comprehension.
- c. More relaxed in reading.

B. Research Setting

The researcher was used Classroom Action Research (CAR) in this research. Action research can be done by the researcher or teacher as manager of teaching program. Classroom action research means that the teacher can know what the problem in the class and find the solution to dissolve the problem.

The researcher was conduct the research at Senior High School 1 Sekampung. The researcher focuses to improve the students reading comprehension at Senior High School 1 Sekampung which in located at Jl. Raya Sekampung Kec. Hargomulyo, Kab. Lampung Timur.

C. Research Subject

The subject of this research is students of the tenth grade of Senior High School 1 Sekampung, especially at X IPA 2. The students consists of 29 students, they are 9 boys and 20 girls.

Table 3
The Number of X IPA 2 Students

Class	Sex		Total
	Male	Female	
X.IPA 2	9	20	29

Source: Teacher's archive, number of students at X IPA2 class of Senior High School 1 Sekampung.

Based on the interview with the teacher, the result of English teaching-learning in this class is low than the other class, especially in learning reading process. The students are difficult to understand the essence of a passage, especially in narrative text.

D. Research Procedures

The kind of research use is Classroom Action Research (CAR). According to Tomal, action research is a systematic process of solving educational problems and making improvements.²⁷ Anne Burns's states that classroom action research is kind of research which is done by the teacher as a researcher in order to bring improvement on the result of teaching learning process.²⁸ Therefore, the main purposes in classroom action research are to solve the problems in teaching learning process and to improve the students' learning result. In addition, Kemmis and McTaggart in Anne Burns explain that CAR typically involves four steps in a cycle of classroom action research.

²⁷ Daniel RTomal , *Action Research For Educator*, (United States of America: Scarecrow Press, Inc, 2003), p.5

²⁸ Anne Burns, *Doing Action Research in English Language Teaching*, (New York: Routledge, 2010), p. 2

They are planning, acting, observing, and reflecting.²⁹ The first cycle may be continued to the next cycle until the research achieve increasing outcome. Accordingly, the cycle of this research was spiral process. The cyclical classroom action research is presented as follow:

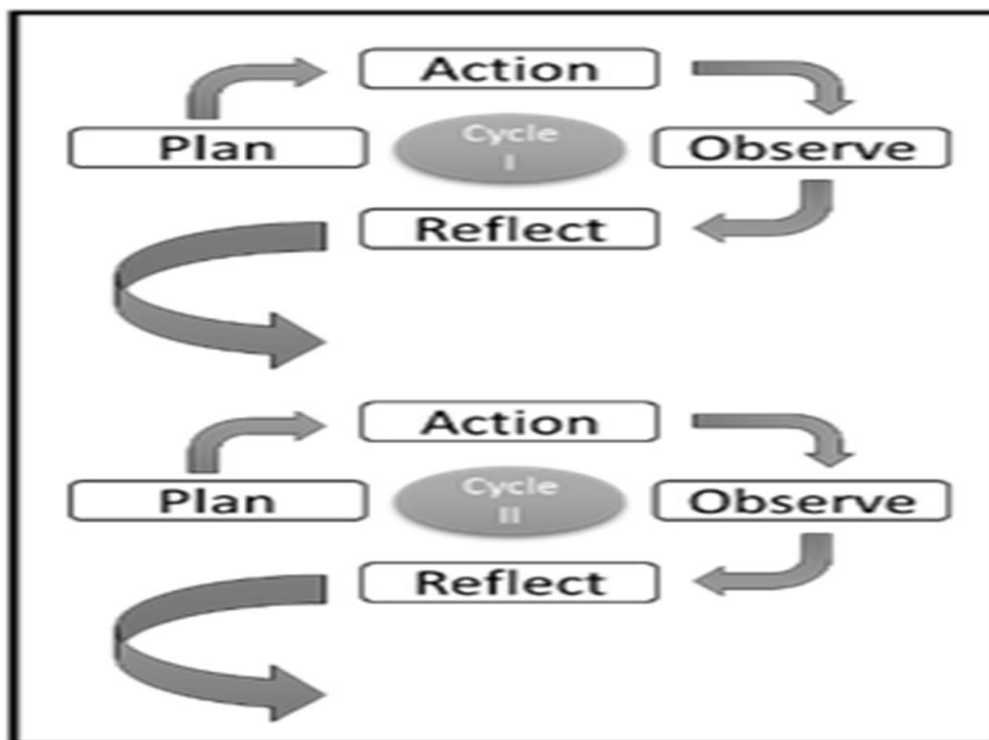


Figure 1: Cyclical Classroom Action Research by Kemmis and McTaggart

From the design above, here are the explanations about procedures that was be conducted by the researcher in classroom action research.

1. Cycle I

There are four activities in each meeting of cycle 1 such as planning, acting, observing, and reflecting.

²⁹Ibid, p. 8-9

a. Planning

Planning is the first steps in each activity. Without planning, the activity in the class does not focus.

Here are the steps that the researcher was do in planning:

- 1) Preparing the material, source, and media of learning.
- 2) Preparing the type of the learning.
- 3) Preparing the instrument of observation.

b. Acting

The second step in the action research is acting. It is the implementing of the planning. Without action, planning is that imagination that never is real. The general steps that was done by the researcher are pointed as follows:

- 1) Pre Teaching Activities
 - a) Praying and greeting the students.
 - b) Checking the attendant list.
 - c) Choosing the appropriate graphic organizers with the material going to be taught.
- 2) While Teaching Process
 - a) Applying the lesson plan that was done in learning process.
 - b) The researcher explain about generic structure in narrative reading.
 - c) The researcher gives an example about reading narrartive text.

d) The researcher explain the procedure of PQ4R strategy to students.

e) The researcher among the students to control their activities.

3) Post Teaching Activities

a) The students answer some question.

b) The researcher gives the conclusion of the material.

c) The researcher gives score for students.

c. Observing

The observing is the activity of write and action. The reseacher ask the English teacher about student's learning process in the class become observed. In observing the researcher must be able to analyze the learning process, the students' activities, the material and the result of acting. The important things in teaching learning process are noted by observer.

d. Reflecting

Reflecting is the last step in this process. The researcher was analyze the observation result during the teaching process. The researcher uses data from the evaluation to make improvement for the second cycle. The researcher decides that the next cycle focuses to solve the problems and weakness in previous cycle.

2. Cycle II

a. Planning

Planning is the first steps in each activity. In cycle II, the researcher was focus on repairing the weakness in the cycle 1. Here are the steps of the researcher in planning:

- 1) The researcher prepares the lesson plan based on the reflection of cycle I.
- 2) The researcher prepares the material, source, and type of learning.
- 3) The researcher prepares the instrument of observation.
- 4) The researcher determines the evaluation instrument of the test (pre-test and post-test).

b. Acting

The second step in the classroom action research is acting. It is the implementation of the planning. The general steps were done by the researcher as follows:

- 1) Pre Teaching Activities
 - a) Praying and greeting the students.
 - b) Checking the attendant list.
 - c) Choosing the appropriate with the material going to be taught.
- 2) While teaching process
 - a) Applying the lesson plan that will be done in learning process.
 - b) The researcher explain generic structure in narrative reading.
 - c) The researcher gives an example about reading narrartive text.

- d) The researcher explain the procedure of PQ4R strategy to students.
- e) The researcher among the students to control their activities.
- f) Post teaching activities
 - a) The students to answer some question.
 - b) The researcher gives the conclusion of the material.
 - c) The researcher gives score for students.

c. Observing

In this step, the researcher was observed the process of teaching learning by using instrument of observation. The researcher conducting the activities in this step, such as: the students activities, students comprehension of the text, vocabulary, and their summary result.

d. Reflecting

The researcher was corrected and analyzed the result of the action. By reflecting, the researcher was known the weakness and strength of the action. In the step the researcher was compare the score distribution of pre-test and post-test. The researcher reviews and reflects on the students' attitude whether it is positive or negative. So, the researcher could stop this research until cycle II.

E. Data Collection Technique

The researcher uses many techniques to collect the data in this research. They are observation, test, and documentation. Every method is explained below:

1. Observation

The objects of observation in this research are the teacher as a user of the PQ4R strategy, and students' reading comprehension. These students and the teacher's activities are observed and noticed by the observer. This technique is used to collect the data about using the PQ4R strategy, and students' reading comprehension.

In the third phase, the observer observes the student's activity, their participations, class situation during teaching and learning process, and teacher (researcher) performance by using a structured observation form and makes notes on the overall activities. Furthermore, the researcher also collected the data from the post test and the result of the student's activity.

2. Test

Brown states that a test is a method of measuring a person's ability, knowledge, or performance in a given domain.³⁰ A test is a set of questions used to measure the achievement or capability of an individual or class.

The researcher used this technique to collect the data from the students. The researcher used pre-test and post-test forms to see their ability before and after given treatment.

³⁰ Douglas Brown, *Language assessment Principles and Classroom Practices*, (San Francisco: Longman, 2004), p. 3.

a. Pre-test

Pre-test was given in the first meeting before implementing the technique, in order to know the level and ability of students' reading before doing the action research.

b. Post-test

Post-test was given in the last meeting after implementing the strategy, in order to know whether the strategy gives good contribution to the students' narrative reading comprehension at the tenth grade of Senior High School 1 Sekampung. The improvement could be known if the score of post-test is higher than pre-test and the score could achieve the passing grade.

3. Documentation

Documentation is needed to get the information from written source or documents such as book, magazines, regulation, notes or meeting and daily report. The researcher uses this technique to get data about students' reading score, history of the school, the sum of the teachers, official employed and students at Senior High School 1 Sekampung.

Here were the list of the documentation:

- a. Documentation about historical background of Senior High School 1 Sekampung.
- b. Documentation about structural organization of Senior High School 1 Sekampung.
- c. Documentation about facilities of Senior High School 1 Sekampung.

- d. Documentation about sketch of location Senior High School 1 Sekampung.
- e. Documentation about condition of the teachers and official employees of Senior High School 1 Sekampung.
- f. Documentation about students of Senior High School 1 Sekampung.

E. Field Note

Field note is observation instrument used in CAR to provide a record of what is going on during an observation which includes description of places, people, objects, acts, activities, events, purposes, time and feeling.³¹ In this research, the researcher used field note to know the student's activity during the learning process in narration form.

F. Research Instrument

Instrument is a mechanism for measuring, which was used to gather and record information for assessment, decision making, and ultimately understanding.³² In this research, the research instrument was designed by the writer. There are 3 kinds of instrument they are observation, test, and documentation. Farther more, the three kinds of instrument can be explained as a follow:

1. Observation
 - a) The students learning activity.
 - b) The students participation in learning process.

³¹ Donald Ary, et.all, *Introduction to Research*, p. 526

³² David Colton & Robert W. Covert, *Designing and Constructing Instrument for Social Research and Evaluation*. (San Francisco: Jossey, Bass, 2007), p. 5

- c) The teacher performance in the classroom.
2. Test
 - a) The students reading comprehension in narrative text.
 - b) The students summary of narrative text.
 3. Documentation
 - a) The condition of teachers and official employee
 - b) The condition of students
 - c) Learning facilities
 - d) Organization structure
 - e) Location sketch at Senior High School 1 Sekampung

G. Data Analysis

Data was analyzed by taking the average score of the pre-test and post-test. Furthermore, the researcher was comparing the score of pre-test and post-test after giving implemented treatment. Then the result was be matched by the minimum standard in this semester that is 70. If from cycle I there are some students who are not successful, so the researcher would like to conduct the next cycle, cycle II. The minimum cycle in CAR (Classroom Action Research) is two cycles. If in cycle II all of the students were successful, the cycle is able to be stopped until cycle II.

The data analysis technique in classroom action research could be done by the qualitative and quantitative analysis. The analysis of learning result is taken from the average score of pre-test and post-test in cycle I and cycle II.

Tabulating the result of the test, and finding the mean of pre-test and post test. The mean was calculated by applying the following formula:

$$\bar{X} = \frac{\sum X}{N}$$

Notes:

\bar{X} : Mean

\sum : Sum of

X : Raw score

N : The total number of subject³³

Furthermore, to know the result the researcher was compare the average score between pre-test and post-test for each cycle, and then to know the percentage of increasing score in students learning activities, the writer was used the percentage formula as follow:

$$P = \frac{\sum X}{N} \times 100\%$$

Notes:

P = Percentage

$\sum x$ = Total Score of the Students

N = Total of Students.

³³Ary Donald, et all, *Intoduction to Research in Education*, (Canada: WadsworthCengange Learning, 2010), p. 108-109

H. Indicator of Success

The indicator of success is needed to know the successful of the process and learning result. To know the gain the data was conducted in each test by taking the average score of pre-test and post-test. After the result is suitable by the minimum standard of writing descriptive in this class at least 70. This research was success or finish if 70% of students got minimum score 70, and there is significant improvement in the students learning activity which occur until the last cycle.

CHAPTER IV

RESULT OF THE RESEARCH

A. Description of the Research Location

1. The History of State Senior High School 1 Sekampung

State Senior High School 1 Sekampung is located on Jl. Raya Hargomulyo-Sekampung, East Lampung. This school was established on 2004 by a society figure of East Lampung on the 14.175m² area at Sekampung district. At the same time, this school has 11 classroom. The establishment of this school based on the NSS/NIS/NPSN 301.12.04.03.001/300110/10806079 and the number of certificate/Akta 74/Sekampung 1999. The name of State Senior High School 1 Sekampung had been changed due to the division of districts in Sekampung.

2. The Teacher Educational Background and Subjects

State Senior High School 1 Sekampung has teachers which different educational background to support the quality of learning. Specifically, the background as follows:

Table 4.
The Teachers Educational Background at Senior High School 1 Sekampung

Higher Education	Male	Female
S3/S2	5	8
S1	14	17
D3	2	6
D2	-	-
D1	1	-
SLTA	-	1
SLTP	1	-
SD	1	1
Total	57	

Source: Documentation of SMA N 1 Sekampung in the academic year 2018/2019 on 10 September 2018.

Table 5.
Number of Teachers and The Subject at Senior High School 1 Sekampung

No	Academic Subject	Total
1.	Islam Religion	1
2.	Civics	1
3.	Indonesian	3
4.	English	3
5.	Biology	2
6.	Mathematics	4
7.	Physics	3
8.	Chemistry	2
9.	Geography	1
10.	Economy	2
11.	Art and Culture	3
12.	Computer Science	2
13.	Accountancy	1
14.	Physical Science	2
15.	History	2
16.	Sociology	1
17.	Counseling	3

Source: Documentation of SMA N 1 Sekampung taken on September 10, 2018.

3. Total of The Students at State Senior High School 1 Sekampung

Total of the students divided some classes that can be identified as follows:

Table 6.
The Number of Students at Senior High School 1 Sekampung
in Academic year of 2018/2019

No.	Class	Sex		Total
		Male	Female	
1.	X IPA	39	75	114
2.	X IPS	54	83	137
3.	XI IPA	39	60	99
4.	XI IPS	52	97	149
5.	XII IPA	33	83	116
6.	XII IPS	48	63	111
Amount				747

Source: Documentation of SMA N 1 Sekampung taken on September 10, 2018.

4. Vision and Mission of State Senior High School 1 Sekampung

Table 7.

Vision and Mission of State Senior High School 1 Sekampung

Vision :	
Discipline, Performance, the Good Manners, and Taqwa	
No	Indicated by
1.	Dicipline at the teching-learning activity
2.	Performing in the intracurricular and extracurricular
3.	Have a good manners in interacting
4.	Taqwa in the religion spiritual

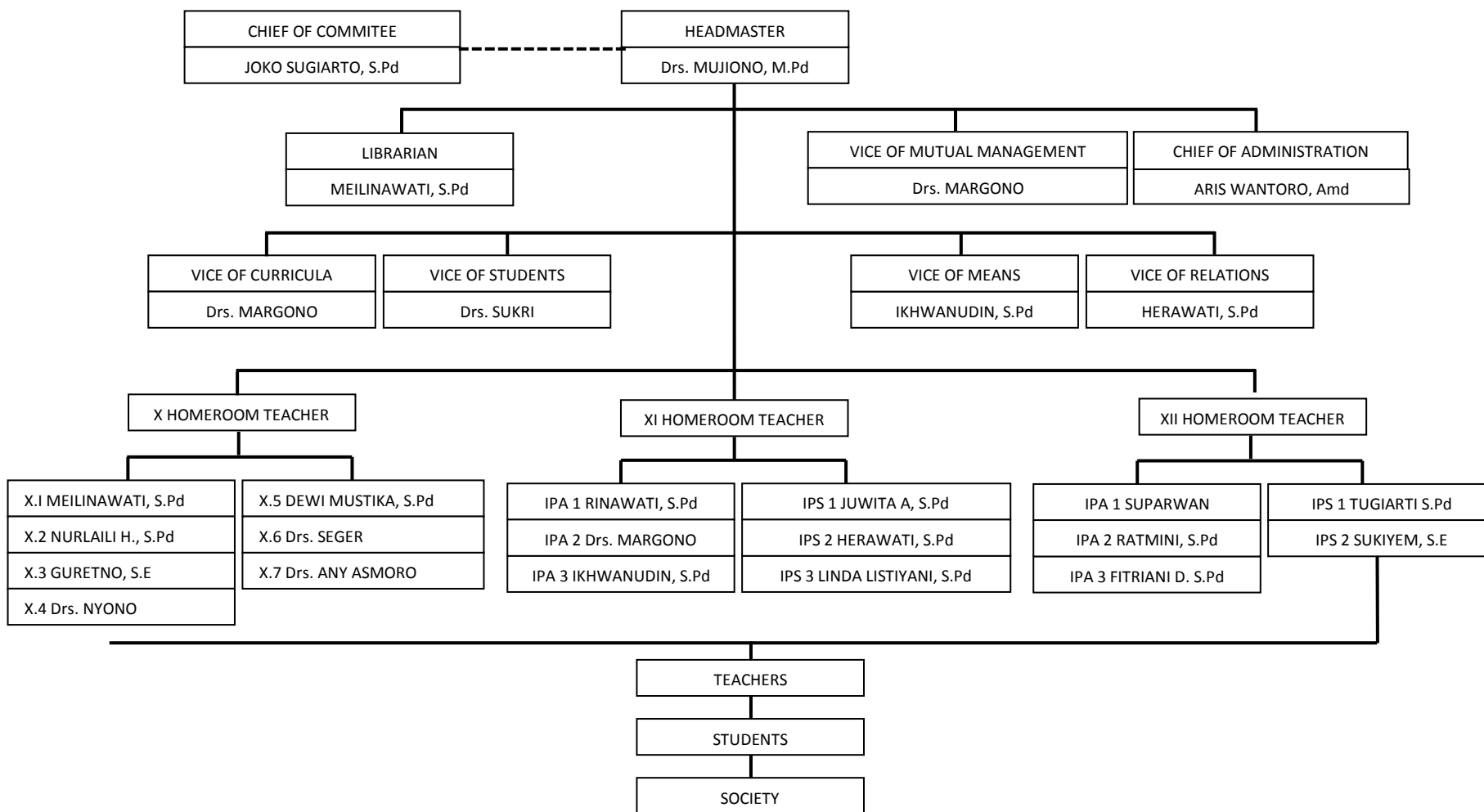
No	Mission
1.	Inure to be diciplin in all things continuously
2.	Sprout up the teachers, staff, and studnets awarenes to do the duty and obigation
3.	Implement the teaching-learning process optimally.
4.	Pushing and improving the teacher and staff professional ability, also the facilities and infrastructure
5.	Assistingand guiding students to recognize they own potential and respectful to the other.
6.	Practicing the religioun activities in the daily life.

Source: Documentation of SMA N 1 Sekampung on 10 September2018

5. The Organizational Structure of School

Figure2.

The Organizational Structure of State Senior High School 1 Sekampung in 2018/2019



B. Description of the Research

This research used classroom action research. It was conducted in two cycles. The action in cycle I and cycle II were conducted about three meetings in each cycle and each meeting in these cycles took 2x45 minutes. As it was mentioned before each cycle comprised of planning, action, observation and reflection. In relation to the problem in the class and the analysis, the researcher made lesson plan. The material of classroom action research was utilizing PQ4R Strategy to improve the students' reading comprehension in Narrative Text.

1. Action and Learning at Pre-Test

a. Pre-Test Activity

The learning was conducted on Monday, September 10th 2018 at 10.10 until 11.45. All the students had already prepared when the teaching time came. The researcher greeted the students. The researcher told the students that the researcher would conduct the research in their class in order to know their ability of reading comprehension before doing the action of the classroom action research.

The pre-test was administrated to the students to be finished individually. The kind of the test was multiple choices consisted of 20 items.

b. The Students' Pre-Test Result

Table 8.
The Students' Pre-Test Score

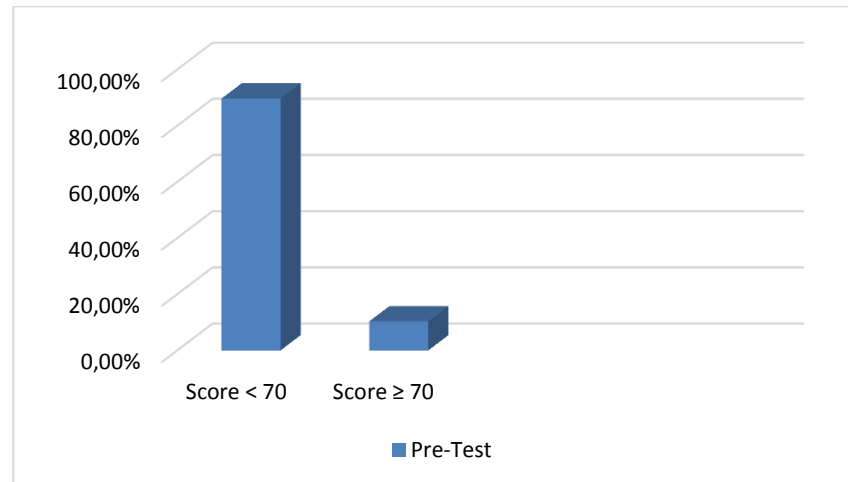
No.	Code of Respondents	Score	Description
1.	AS	60	Incomplete
2.	ASA	60	Incomplete
3.	AM	60	Incomplete
4.	AH	70	Complete
5.	A P	55	Incomplete
6.	ASP	50	Incomplete
7.	AA	60	Incomplete
8.	APS	55	Incomplete
9.	AU	55	Incomplete
10.	AI	60	Incomplete
11.	AS	70	Complete
12.	AGP	50	Incomplete
13.	AP	55	Incomplete
14.	AH	55	Incomplete
15.	ADD	45	Incomplete
16.	AK	65	Incomplete
17.	AOH	55	Incomplete
18.	BYA	45	Incomplete
19.	AND	50	Incomplete
20.	BP	70	Complete
21.	BRM	65	Incomplete
22.	BJ	60	Incomplete
23.	BS	45	Incomplete
24.	DN	60	Incomplete
25.	DA	65	Incomplete
26.	DF	50	Incomplete
27.	DA	60	Incomplete
28.	DS	45	Incomplete
29.	DWY	50	Incomplete
Total		1645	
Average		56.73	

Table 9.
Frequency of Students' Pre-Test Score

No	Grade	Category	Frequency	Percentage
1.	≥ 70	Complete	3	10.34 %
2.	< 70	Incomplete	26	89.66 %
Total			29	100 %

Source: The result score of reading pre-test at XIPA 2 class of SMAN 1 Sekampung taken on September 10, 2018.

Chart 2.
The Result of the Students' Score on Pre-Test



Based on the data above, it could be conclude that 26 students (89.66%) were not successful and 3 other students (10.34%) were successful. The successful students were those who get the minimum mastery criteria (MMC) at least 70. The successful students were fewer than those unsuccessful students. It indicated that the result of students reading comprehension ability was still low.

From the pre-test result, the researcher got the average of 56.73, so the result was unsatisfactory. Therefore, the researcher used PQ4R strategy to improve the students' reading comprehension.

2. Cycle I

a. Planning

After determining the problems related to the teaching of reading, the researcher and the collaborators began to plan the actions to solve the problems. The actions were focused on improving students' reading comprehension through the use of PQ4R strategy.

Some actions planned in Cycle I:

- 1) The first acting was using PQ4R strategy. This action aimed at improving students' reading comprehension. The students difficult to conclude the content of the text, especially in narrative text. So the researcher use PQ4R strategy to improve the reading comprehension.
- 2) The second acting was using skimming strategies. Skimming would enable the students to predict the function of the passage, the main topic and the messages of the text. The use of this strategy could also help the students to focus attention on the text.
- 3) The third acting was asking the students to guess meaning. This action could help the students when they found difficult words in the text. By using the guessing strategies, the students would not depend on the use of dictionary.

b. Acting

In this step, actions planned in the previous step are done. The actions were conducted in two meetings on 11 and 12 September 2018. In this cycle the researcher presented text narrative as the material. The researcher guided the students to analyze the text and how to comprehend it. There were two texts that were used in this cycle. Each meeting used one text.

There are the steps to apply PQ4R strategy in the class

No.	The Steps	Teacher's Steps	Student's Steps
1.	Preview	c. Give the reading materials for students to read. d. Informing the students how to find the main idea/learning objectives to be achieved.	Reading quickly to find the main idea/learning objectives to be achieved.
2.	Question	c. Informing the students to pay attention to the meaning of the text and made the main point of the text. d. Give the students assignments to make the question from the main idea that they found by using "what, why, who, and how."	a. Pay attention to teacher's explanation. b. Answer the question that hmade.
3.	Read	Give the students assignment to read and respond/answer the question that had been prepared before.	Read actively while providing a response to what has been read and answer the questions made.
4.	Reflect	Simulating/informing the materials on reading materials.	Students not only memorize and remember the subject matter but try to solve the problem of information provided by teachers with the

			knowledge that has been known through reading materials.
5.	Recite	Ask students to make main point from the material they have learn.	d. Ask and answer the question. e. See at the notes/the essence they have made before. f. Make the essence from the discussion.
6.	Review	a. Ask students to read the main point they have made. b. Ask students to read back the reading material, if still not sure with their answer.	a. Read the essence that have been made. b. Read back the literature if still not convinced of the answer that have been made.

1) The first meeting

The first meeting was conducted on Tuesday, September 11th 2018 at 9.10 until 10.50 and followed by 29 students. The meeting was started by praying, greeting and checking the attendance list.

In the preview, the researcher give the material about narrative text. Then, she asked the students to tell her what they knew about the material. The researcher give the topic of narrative text by the title “Malin Kundang”. In the question, the researcher informing the students how to find the main idea/learning objectives to be achieved the students assignment. Informing the students to pay attention to the meaning of the

text and made the main point of the text. The researcher give the students assignments to make the question from the main idea that they found by using “what, why, who, and how”. In the read, the researcher Give the students assignment to read and respond/answer the question that had been prepared before. In the reflect, the researcher Simulating/informing the materials on reading materials. In this step, the students not only memorize and remember the subject matter but try to solve the problem of information provided by teachers with the knowledge that has been known through reading materials. In the recite, the researcher ask students to make main point from the material (Malin Kundang) they have learn. In the review, the researcher ask the students to read the main point they have made and ask the students to read back the reading material, if still not sure with their answer.

2) The second meeting

The second meeting was conducted on Wednesday, September 12th 2018 at 13.15 until 14.45. This meeting was used to post-test I. The researcher began the lesson by praying, greeting, checking attendance list and asking the students' condition. The researcher gave the ice breaking and reviewed the last material shortly then gave the post-test I. Kinds of the test were multiple choices which consisted of 20 items. The

result of the students' test in post-test I was better than test in pre-test before.

Table 10.
The Students' Post-Test Score in Cycle I

No.	Code of Respondents	Score	Note
1.	AS	70	Complete
2.	ASA	75	Complete
3.	AM	70	Incomplete
4.	AH	80	Incomplete
5.	A P	60	Complete
6.	ASP	65	Incomplete
7.	AA	65	Complete
8.	APS	55	Complete
9.	AU	65	Incomplete
10.	AI	75	Complete
11.	AS	80	Complete
12.	AGP	55	Complete
13.	AP	70	Incomplete
14.	AH	70	Complete
15.	ADD	55	Incomplete
16.	AK	70	Complete
17.	AOH	60	Complete
18.	BYA	60	Incomplete
19.	AND	65	Complete
20.	BP	80	Complete
21.	BRM	70	Complete
22.	BJ	70	Incomplete
23.	BS	60	Incomplete
24.	DN	75	Complete
25.	DA	75	Complete
26.	DF	60	Complete
27.	DA	65	Complete
28.	DS	60	Complete
29.	DWY	65	Complete
Total		1945	
Average		67.06	

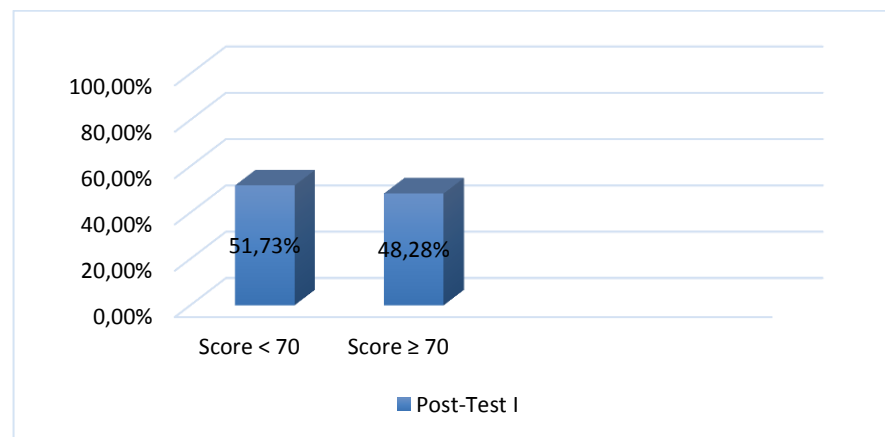
Table 11.
Frequency of Students' Score in Post-Test I

No.	Grade	Category	Frequency	Percentage
1.	≥ 70	Completed	13	48.28%
2.	< 70	Incomplete	16	51.73%
Total			29	100%

Source: The result score of reading pre-test at XIPA 2 class of SMAN 1 Sekampung on September 12th 2018.

Chart 3.

The Result of the Students' Score of the Post-Test 1



Based on the result above, it could be seen that 13 students (48.28%) got score up to the standard and 16 students (51.72%) got score less than the standard. It was higher than the result of pre-test. The criterion of students who were successful in mastering the material should get minimum mastery criteria, at least 70. Learning process was said success when 70% students got score ≥ 70 . The fact showed that the result was unsatisfying.

c. Observing

In observation, the researcher presented two meetings in cycle I of learning to find information of the text in reading lesson. The researcher explained the PQ4R Strategy to the students. The students

confused about what they should do and got the difficulty to find the information of the text.

In the second meeting, the researcher explained PQ4R Strategy before giving assignments. In this meeting, the students began active. They also began to be interested in teaching and learning process. In the post test 1, there were 14 of 29 students got good score. Although only 15 students who passed the minimum score, but the result of the students' test was better than the students' pre-test before giving treatment.

Table 12.
The Students' Activities Result in Cycle I

No	Score	First Meeting		Second Meeting		Category
		Frequency	Percentages	Frequency	Percentages	
1	4	-	-	-	-	Excellent
2	3	11	37.93%	13	44.83%	Good
3	2	9	31.03%	9	31.04%	Enough
4	1	7	24.14%	7	24.14%	Low
Total		29	100%	29	100%	

The table above showed that not all of the students are active in learning process. The mean percentage of the student's learning activity in the first meeting the students did meeting 37,93 % positive activity in learning process, 31,03% enough active and then 24,14 % not active in the class. Based on the result above, it could be inferred that the learning process is not successful compared with the indicator of success at least 70% passed the criteria.

d. Reflecting

At the end of this cycle, the researcher and the collaborator had analyzed and calculated all the processes like students' post-test I score and students' observation activities. First, the comparison of student's pre-test and post-test I score is as follow:

Table 13.
The Comparison between Score of Pre-test and Post-test I

No	Code of Respondents	Pre-test Score	Post-test I Score	Improvement Score	Note
1	AS	60	70	10	Improved
2	ASA	60	75	15	Improved
3	AM	60	70	10	Improved
4	AH	70	80	10	Improved
5	A P	55	60	5	Improved
6	ASP	50	65	15	Improved
7	AA	60	65	5	Improved
8	APS	55	55	0	Constant
9	AU	55	65	10	Improved
10	AI	60	75	15	Constant
11	AS	70	80	10	Improved
12	AGP	50	55	5	Improved
13	AP	55	70	15	Improved
14	AH	55	70	15	Improved
15	ADD	45	55	10	Improved
16	AK	65	70	5	Improved
17	AOH	55	60	5	Improved
18	BYA	45	60	15	Improved
19	AND	50	65	15	Improved
20	BP	70	80	10	Improved
21	BRM	65	70	5	Improved
22	BJ	60	65	5	Improved
23	BS	45	60	15	Improved
24	DN	60	75	15	Improved
25	DA	65	75	10	Improved
26	DF	50	60	10	Improved
27	DA	60	65	5	Improved
28	DS	45	60	15	Improved
29	DWY	50	65	15	Improved
Total Score		16455	1945	290	
Average		57	67	10	Improved

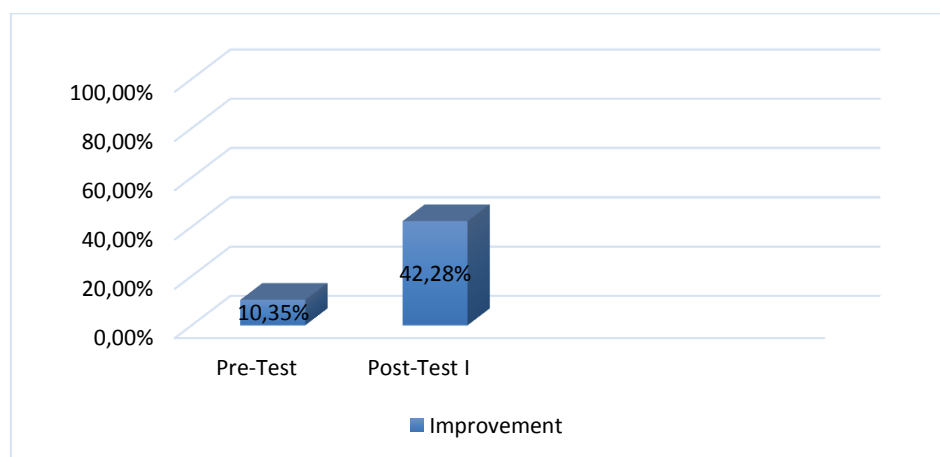
Table 14.
Frequency of students' in pre-test and post-test 1

No.	Result	Category	Frequency	Percentage
1.	Pre-test	Completed	3	10,34%
2.	Post-test 1	Completed	13	48,28%
Total			16	58,62%

Source: The result score of reading in pre-test and post-test 1.

Chart 4.

The Comparison of the Improvement Students' Score on Pre-Test and Post-Test I



The table above showed that not all of the students are active in learning process. The mean percentage of the student's learning activity in the pre-test the students did meeting 10,34% positive activity in learning process, and then the post test 1 48,28 not active in the class. Based on the result above, it could be inferred that the learning process is not successful compared with the indicator of success at least 70% passed in criteria. So, it must proceed to cycle II.

Based on the field note and observation sheet, there were some notes as the problem on learning reading comprehensio, as follows:

- 1) Some students were not active in the learning process.

- 2) Some students were not confidence in sharing ideas.
- 3) Some of the students still had difficulties in identify the meaning of words and information of the text.

The researcher and collaborator determined to continue the cycle II which consisted of planning, acting, observing, and reflecting in order to repair the weaknesses or the problems identified in cycle 1.

3. Cycle II

The action in the cycle I was not success enough, the cycle must be continued to cycle II. In Cycle I the researcher and the collaborator made some revisions in the lesson plan and some aspects in it, especially the use of instructional media.

a. Planning

Based on the activities in the cycle I, the process at cycle II was focused on the problem in the cycle I. There were some weaknesses on cycle I. Then, the researcher and collaborator planned to give the material for students in reading comprehension by narrative text with strategy of PQ4R.

The researcher and collaborator prepared the lesson plan, observation sheet of the student's activities, identified the problem, and found the causes of problem at the first and the last learning activities. The researcher also planned to give evaluation to measure the students' mastery on the given materials.

b. Acting**1) The first meeting**

The first meeting was conducted on Thursday, September 13th 2018 at 12.45 until 14.15 that followed by 29 students. The researcher greeted the students and checked the students' attendance list then the researcher asked question related to the topic orally.

For the beginning of the meeting, the researcher told a text untitled "Cinderela" in front of the class to give stimulus for the students in making interested and enjoy the lesson. Some students who knew the meaning would give their big smile and became more interested, but the others were only speechless and looked very confused.

Then, the researcher ask the students' to read the text. The researcher said, "Well guys, now please find the difficulty words, and you can ask me!" A student asked, "Ms. what is the meaning of carriage?" The researcher answered, "Carriage in bahasa is kereta". After that, the researcher asked the students read until the end.

For applying the strategy, in the preview the researcher give the material about narrative text. Then, she asked the students to tell her what they knew about the material. The researcher give the topic of narrative text by the title "Cinderela". In the question, the

researcher informing the students how to find the main idea/learning objectives to be achieved the students assignment. Informing the students to pay attention to the meaning of the text and made the main point of the text. The researcher give the students assignments to make the question from the main idea that they found by using “what, why, who, and how”. In the read, the researcher Give the students assignment to read and respond/answer the question that had been prepared before. In the reflect, the researcher Simulating/informing the materials on reading materials. In this step, the students not only memorize and remember the subject matter but try to solve the problem of information provided by teachers with the knowledge that has been known through reading materials. In the recite, the researcher ask students to make main point from the material (Cinderela) they have learn. In the review, the researcher ask the students to read the main point they have made and ask the students to read back the reading material, if still not sure with their answer.

Here, the researcher made sure that every students to find main idea of the title with used PQ4R “Preview, Question, Read, Reflect, Recite, Review. The students read the narrativetext in Task 1. After they finished reading the researcher asked them to make the main idea in the handout. The researcher checks and makes sure that everyone fill it properly.

2) The second meeting

The second meeting was conducted on Friday, September 14th 2018. This meeting used to post-test II at the end of the cycle II. In this meeting almost all of the students could answer well. It could be seen from the result of the post-test II. There were only 7 of 29 students got the score under the minimum mastery criteria at State Senior High School 1 Sekampung.

Table 15.
The Students' Score in Post-Test II

No.	Code of Respondents	Score	Note
1.	AS	75	Complete
2.	ASA	80	Complete
3.	AM	70	Complete
4.	AH	85	Complete
5.	AP	70	Complete
6.	ASP	75	Complete
7.	AA	75	Complete
8.	APS	60	Incomplete
9.	AU	70	Complete
10.	AI	85	Complete
11.	AS	85	Complete
12.	AGP	60	Incomplete
13.	AP	75	Complete
14.	AH	70	Complete
15.	ADD	60	Incomplete
16.	AK	80	Complete
17.	AOH	60	Incomplete
18.	BYA	70	Complete
19.	AND	60	Incomplete
20.	BP	85	Complete
21.	BRM	70	Complete
22.	BJ	75	Incomplete
23.	BS	70	Complete
24.	DN	80	Complete
25.	DA	70	Incomplete
26.	DF	60	Incomplete
27.	DA	70	Complete

28.	DS	60	Incomplete
29.	DWY	70	Complete
Total		2685	
Average		76.71	

Table 16.

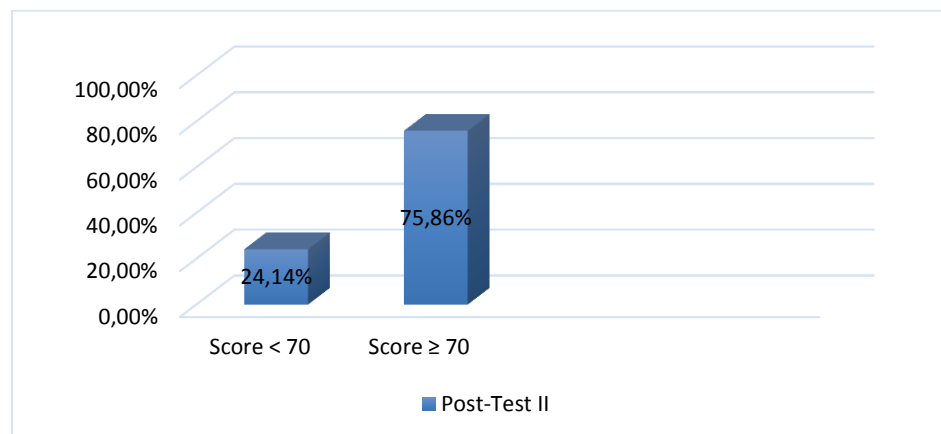
Frequency of students' score in Post-test II

No.	Grade	Category	Frequency	Percentage
1.	≥ 70	Completed	22	75,86%
2.	< 70	Incomplete	7	24,14%
Total			29	100%

Source: The result score of reading pre-test at X IPA 2 class of SMAN 1 Sekampung taken on 14 September, 2018

Chart 5.

The Result of Students' Score in Post-Test II



Based on the result above, it could be inferred that 22 students (75.86%) were successful and 7 other students (24.14%) were not successful. From the post-test II results, the researcher got the average of 77. It was higher than post-test 1 in cycle I.

3) Observing

The observing was done by the researcher that represented about two meetings in cycle II. In this phase, the students were

more active and enthusiastic in following the learning process. It could be seen as follows:

Table 17.
The Students' Activities Result in Cycle II

No	Score	First Meeting		Second Meeting		Category
		Frequency	Percentage	Frequency	Percentage	
1	4	-	-	9	31%	Excellent
2	3	18	62%	15	52%	Good
3	2	11	38%	5	17%	Enough
4	1	-	-	-	-	Low
Total		29	100%	29	100%	

According to the result of the observation above, it can be concluded that the learning process is successful. It can be inferred that the learning process has done well and the students are active in the class than cycle I.

4) Reflecting

Based on the result in cycle II learning process, the researcher analyzed that generally by using PQ4R strategy, the students' reading comprehension would improve.

Most of the students enjoyed when they were studying by using PQ4R strategy and it also made the students had good interested in reading English, although at the beginning lesson before treatment they felt confused.

Based on the observation of learning process in cycle II, it could be inferred that the result of cycle II was success. The

researcher concluded that this research was successful and would be not continued in the next cycle.

E. Interpretation

1. Action and Learning Result in Cycle I and Cycle II

There was an increasing score of the students' pre-test, post-test I, and post-test II in each cycle. This is the result score as follows:

Table 18.
Result Score of Students' Pre-test, Post Test I, and Post Test II

No	Code of Respondents	Pre-test	Post-test I	Post-test II	Improvement Score	Note
1.	AS	60	70	75	5	Improved
2.	ASA	60	75	80	5	Improved
3.	AM	60	70	70	0	Constant
4.	AH	70	80	85	5	Improved
5.	A P	55	60	70	10	Improved
6.	ASP	50	65	75	15	Improved
7.	AA	60	65	75	10	Improved
8.	APS	55	55	60	5	Improved
9.	AU	55	65	70	5	Improved
10.	AI	60	75	85	10	Improved
11.	AS	70	80	85	5	Improved
12.	AGP	50	55	60	5	Improved
13.	AP	55	70	75	5	Improved
14.	AH	55	70	70	0	Constant
15.	ADD	45	55	60	5	Improved
16.	AK	65	70	80	10	Improved
17.	AOH	55	60	60	0	Constant
18.	BYA	45	60	70	10	Improved
19.	AND	50	65	60	-5	Declined
20.	BP	70	80	85	5	Improved
21.	BRM	65	70	70	0	Constant
22.	BJ	60	65	75	10	Improved
23.	BS	45	60	70	10	Improved
24.	DN	60	75	80	5	Improved
25.	DA	65	75	70	-5	Declined
26.	DF	50	60	60	0	Constant
27.	DA	60	65	70	5	Improved

28.	DS	45	60	60	0	Constant
29.	DWY	50	65	70	5	Improved
Total Score		1645	1940	2075	130	
Average		56.72	66.9	71.55	5	Improved
Highest Score		75	80	85		
Lowest Score		45	55	60		

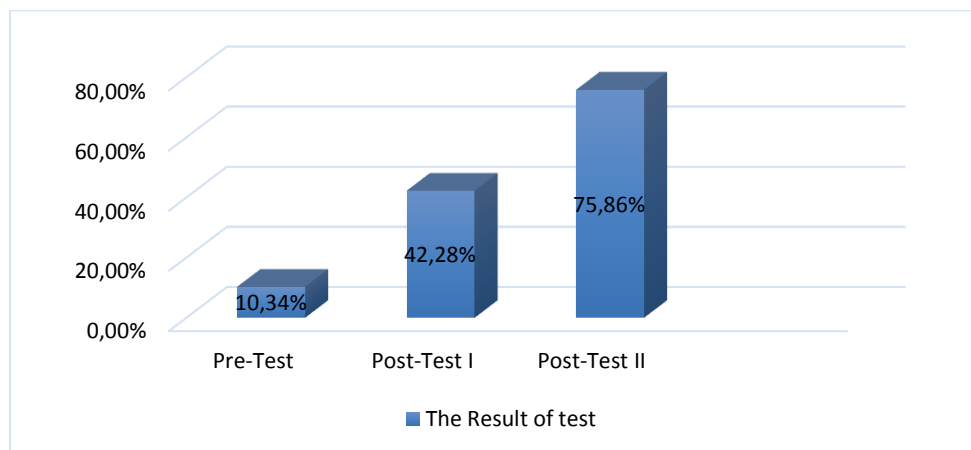
Based on the data related to the increasing the students' score in each cycle, it could be inferred that using PQ4R strategy could improve the students' reading comprehension, because the students had understood about the information of the text. It could be seen from the average 57 in cycle I become 67 in the cycle II. It means that the students could achieve the target of success that is 70% students could gain score ≥ 70 . Furthermore, the increasing score in each cycle could be seen in the chart below:

Table 19.

The Percentage of Students' Score in Pre-Test, Post-test Cycle I and Post-test Cycle II

No	Test	Category	Frequency	Percentage
1	Pre-Test	Completed	3	10.34 %
2	Post-Test I	Completed	14	42.28 %
3	Post-Test II	Completed	22	24.14 %

Chart 6.
Percentages of the Students' Score in Pre-Test, Post-test I and Post-Test II



From the table above, It can be seen that 10.34 % of students got score ≥ 70 in pre-test, 48.28 % post-test I, improved to 75,86 % in post-test II. It means that the students could achieve target, the target is 70% of the students got score ≥ 70 and they could understand the material and more active to convey their idea than before.

Based on the explanation above, the researcher concluded that the study was successful because the students' result score had achieved the indicator of success that was 70% with the Minimum Mastery Criteria was 70.

2. Result of the Students' Activities

The observation sheet result was gotten while the learning process conducted by the researcher. The result of the students' activities in Cycle I and Cycle II could be seen as follows:

Table 20.
The Result of the Students' Activities in Cycle I and Cycle II

No	Code of Respondents	Cycle 1		Cycle 2	
		Meet 1	Meet 2	Meet 1	Meet 2
1	AS	3	3	3	3
2	ASA	3	3	3	4
3	AM	2	2	3	3
4	AH	3	3	3	4
5	A P	2	1	3	4
6	ASP	3	2	3	3
7	AA	2	3	3	4
8	APS	1	1	2	3
9	AU	2	3	2	3
10	AI	3	3	3	4
11	AS	3	3	3	4
12	AGP	2	2	2	3
13	AP	2	2	3	3
14	AH	2	1	2	4
15	ADD	1	1	2	2
16	AK	3	3	3	3
17	AOH	1	2	2	3
18	BYA	1	1	2	3
19	AND	0	2	3	2
20	BP	3	3	3	4
21	BRM	2	2	2	3
22	BJ	3	3	3	3
23	BS	1	1	2	2
24	DN	3	3	3	4
25	DA	3	3	3	3
26	DF	1	2	3	2
27	DA	2	3	2	3
28	DS	0	1	3	2
29	DWY	1	2	2	3
Total		58	64	76	91
Average		2	2,21	2,62	3,13

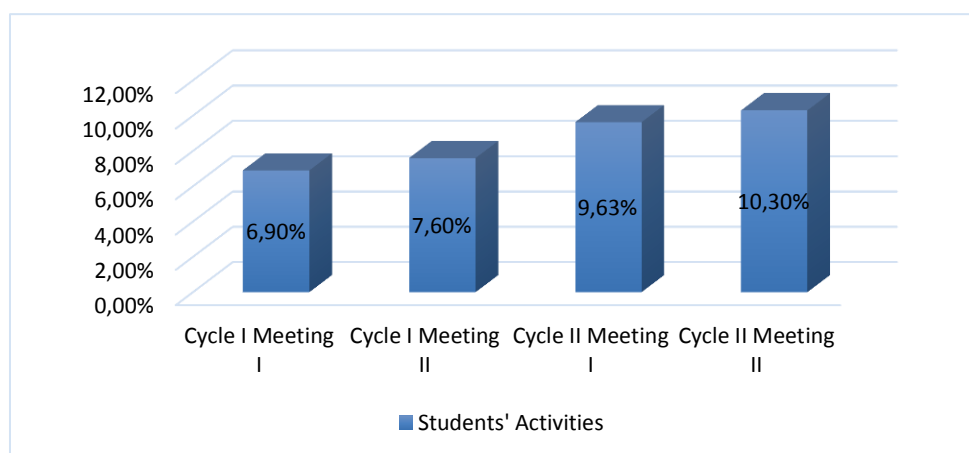
Source: The students' activities result in cycle I and cycle II

Based on the data above, it could be inferred that the students felt comfortable and active learners to follow the teaching-learning process. Most of the students showed good improving in learning activities when

PQ4R Strategy was applied in teaching and learning process from the Cycle I to Cycle II. Then, the result of the students' activities could be seen in the chart below:

Chart 7.

The Comparison Percentage of Students' Activities in Cycle I and Cycle II



Based on the chart above, it concluded that there were an improving of students' learning activity in each meeting during learning time came by using PQ4R Strategy in improving the students' reading comprehension.

Related this research until cycle II, the result score and the result activities of the students is achieved the target that is decided on indicator of success 70% from students got minimum score 70. Based on the result of this research was known that more than 70% from the students got minimum score 70. So, it can be concluded that this research is finish and did not need to be continued to the next cycle.

F. Discussion

The researcher concluded that PQ4R was an alternative strategy that had improve on the students' reading comprehension. On account for this, it

could be seen by the result of cycle 1 and cycle 2. Students of the tenth graders of Senior High School 1 Sekampung, particularly X.IPA.2 had done pre-test and post-test where by before holding the post-test, the researcher gave them certain treatment that consisted of PQ4R Strategy.

Similarly, the score they had got before and after treatment was so different that in the pre-test, the average score of class was 57. Meanwhile, the average score of class in the post-test 1 was 67, and than the average score of class in the post-test 2 was 72. In conclusion, there was a positive and significant improve of using PQ4R strategy on the students' reading comprehension in narrative text at the tenth graders of Senior High School 1 Sekampung.

To be exact, through PQ4R as an alternative strategy, the students learnt such get the main idea of the narrative text in learning English. More precisely, there is a positive and significant improve of using PQ4R strategy on the students' reading comprehension in narrative text after treatment. The fact showed that there was a change at the amount of the students who got lower scores. They were able to implement their result of narrative text especially reading comprehension. PQ4R strategy could be a solution for teaching learning process especially in reading comprehension because this strategy have a lot of advantages. So, the main advantage of PQ4R strategy is used for genuine purpose, meaning that communication should take place and than preparing the report for the class, students should considern language

form in general rather than concentration on single form. By using this strategy, teaching and learning process was more interesting.

Based on the discussion above, we could take a conclusion that the students felt comfort and active with the learning process because most of the students shawn good improving in learning activities when PQ4R strategy was applied in the learning process from the cycle 1 up to cycle 2.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research results and discussion elaborated in the previous chapters, the researcher concludes the PQ4R strategy can improve students' reading comprehension. It is proven by the increase of the students' mean score, and the PQ4R strategy can improve the class situation. The class becomes more enjoyable and fun. The students become more active both individually and in group.

1. The advantages of using PQ4R strategy in teaching reading are:
 - a. Using the PQ4R strategy in the pre-reading phase can stimulate the students' prior knowledge. By creating a semantic map based on the students' prior knowledge, the students are prepared with the topic to be discussed.
 - b. Using the PQ4R strategy in the whilst-reading phase helps the students to record the information obtained from the text. By making a PQ4R strategy while reading a text, the students are equipped with a strategy to relate their prior knowledge with the new information.
 - c. Using the PQ4R strategy in the post-reading phase provides the students with an overall description about the text and helps the teacher to assess the students' comprehension of the text.

B. Suggestion

In teaching and learning English at Junior High School, the teacher must create enjoyable, fun and interesting atmosphere, because the enjoyment is the basic modal that has to be noticed in order to get students' attention in learning. So, the students are interested in learning. The teacher can create an entertainment or enjoyment situation by giving PQ4R in delivering materials. By using PQ4R, students do not only pay attention to the material but also they can identify some grammatical structures in interesting and different way. If the students have high interest, it would not be difficult for the teacher to deliver the lesson. In addition, the students also will be easily to open their minds on understanding the material.

BIBLIOGRAPHY

- Anderson, J.R. (1995). *Learning and Memory*. New York: John Wiley
- Anne Burns, *Doing Action Research in English Language Teaching*, (New York)
- Beatrice S. Mikulecky/Linda Jeffries, *More Reading Power*, (USA: Longman)
- Daniel RTomal, *Action Research For Educator*, (United States of America: Scarecrow Press, Inc, 2003)
- David Colton & Robert W.Covert, *Designing and Constructing Instrument for Social Research andEvaluation*. (San Francisco: Jossey, Bass, 2007)
- David Nunan, *Designing Tasks for the Communicative Classroom*, (United Kingdom: Cambridge University Press, 1989)
- Diaz, S& Laguado, J, *Open Writing Doors*, (Plampona Colombia, 2013)
- H. Douglas Brown. *Teaching by Principles an Interactive Approach to Language Pedagogy*. (U.S: Longman)
- Jack Richards, John Platt and Heidi Weber, *Longman Dictonary of Applied Linguistics*, (UK: Longman Group)
- Janet Allen, “*More Tools for Teaching Content Literacy*”, (Stenhous Publisher), 2008.
- Jenniver Serravallo, *Teaching Reading in Small Groups*, (Heinemann), 2010
- Jeremy Harmer, *The Practice of English Language Teaching*
- John T. Guthrie, Alan Wigfield, Kathleen C. Perencevich, *Motivating Reading Comprehension*, (Mahwah, New Jersey), 2004
- Johnson, Andrew P. 2008. *Teaching reading and writing*. USA.
- Kucher, Stephen. B. 2019. *Dimention of Literacy(A Conceptual Base for Teaching Reading & Writing in School Settings)*, (Taylor & Francis, 2019)
- Mohammad Davoudi, “*Critical Review of the Models of Reading Comprehension with a Focus on Situation Models*”.*International Journal of Linguistics*, Vol. 7, No. 5.

- Patel, M.F. Praveen M.Jain. 2008. *English Language Teaching (Methods, Tools, Techniques)*, Jaipur: Sunrise Publishers Distributors. Routledge, 2010)
- Sanacore Joseph. 1983. Improving Reading Through Prior Knowledge and Writing. *Journal of Reading*, May, 714 -7 1.
- Snow, Catherine.E. *Reading for Understanding Toward R&D Program in Reading Comprehension*. (RAN: Reading Study Group: 2002)
- Thomas, E.L. & Robinson, H.A. (1972). Improving reading in every class: sourcebook for teacher

APPENDICES

Answer Sheet

Name : Adi Setiawan
Students ID. :
Class :

Score:
60

To indicate your answer, circle the appropriate letter for each question. If you make a mistake, cross out the letter with a cross (X) and rewrite the letter at the end of the row, for example:

Question 1	A	B	C	B	B
------------	---	---	---	--------------	---

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

Answer Sheet

Name : ADINDA SUKMA A

Students ID. :

Class :

Score:

60

To indicate your answer, circle the appropriate letter for each question. If you make a mistake, cross out the letter with a cross (X) and rewrite the letter at the end of the row, for example:

Question 1	A	B	C	D	B
------------	---	---	---	--------------	---

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

Answer Sheet

Name : Adista Margareta
Students ID. :
Class :

Score:
60

To indicate your answer, circle the appropriate letter for each question. If you make a mistake, cross out the letter with a cross (X) and rewrite the letter at the end of the row, for example:

Question 1	A	B	C	B	B
------------	---	---	---	--------------	---

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

Answer Sheet

Name : Adi Setiawan
Students ID. :
Class :

Score:

70

To indicate your answer, circle the appropriate letter for each question. If you make a mistake, cross out the letter with a cross (X) and rewrite the letter at the end of the row, for example:

Question 1	A	B	C	D	B
------------	---	---	---	--------------	---

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

Answer Sheet

Name : ADINDA SUKMA A.

Students ID. :

Class :

Score:

75

To indicate your answer, circle the appropriate letter for each question. If you make a mistake, cross out the letter with a cross (X) and rewrite the letter at the end of the row, for example:

Question 1	A	B	C	B	B
------------	---	---	---	--------------	---

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

Answer Sheet

Name : Adista Margareta
Students ID. :
Class :

Score:
70

To indicate your answer, circle the appropriate letter for each question. If you make a mistake, cross out the letter with a cross (X) and rewrite the letter at the end of the row, for example:

Question 1	A	B	C	D	B
------------	---	---	---	--------------	---

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

Answer Sheet

Name : Adi Setiawan
Students ID. :
Class :

Score:

75

To indicate your answer, circle the appropriate letter for each question. If you make a mistake, cross out the letter with a cross (X) and rewrite the letter at the end of the row, for example :

Question 1	A	B	C	D	E	B
------------	---	---	---	--------------	---	---

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

Answer Sheet

Name : ADINDA SUKMA A

Students ID. :

Class :

Score:

80

To indicate your answer, circle the appropriate letter for each question. If you make a mistake, cross out the letter with a cross (X) and rewrite the letter at the end of the row, for example :

Question 1	A	B	C	B	E	B
------------	---	---	---	--------------	---	---

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

Answer Sheet

Name : *amanda angsairi*

Students ID. :

Class :

Score:

75

To indicate your answer, circle the appropriate letter for each question. If you make a mistake, cross out the letter with a cross (X) and rewrite the letter at the end of the row, for example :

Question 1	A	B	C	D	E	B
------------	---	---	---	--------------	---	---

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

ABSEN SISWA

SMA NEGERI 1 SEKAMPUNG

NO.	NAMA	KELAS
1	Adi Setiawan	1. <i>Adi</i>
2	Adinda Sukma Anggraini	2. <i>Adinda</i>
3	Adista Margareta	3. <i>Adista</i>
4	Agung Hidayat Tuloh	4. <i>Agung</i>
5	Ajeng Pratiwi	5. <i>Ajeng</i>
6	Alfan Syahrul Pramana	6. <i>Alfan</i>
7	Amanda Anggraini	7. <i>Amanda</i>
8	Amanda Putri Santoso	8. <i>AmS</i>
9	Andi Umbara	9. <i>Andi</i>
10	Andre Irawan	10. <i>Andre</i>
11	Andre Saputra	11. <i>Andre</i>
12	Angger Galih Prakoso	12. <i>Angger</i>
13	Anggi Pratiwi	13. <i>Anggi</i>
14	Anistya Herdiana	14. <i>Anistya</i>
15	Ari Dwi Deltara	15. <i>Ari</i>
16	Ari Kurniawan	16. <i>Ari</i>
17	Arip Okta Harianto	17. <i>Arip</i>
18	Avieta Nosa Delianti	18. <i>Avieta</i>
19	Bagus Yoga Awangga	19. <i>Bagus</i>
20	Bayu Pratama	20. <i>Bayu</i>
21	Beda Ratna Meilani	21. <i>Beda</i>
22	Bella Juliyanti	22. <i>Bella</i>
23	Bima Saputra	23. <i>Bima</i>
24	Dela Novita	24. <i>Dela</i>
25	Dewi Astuti	25. <i>Dewi</i>
26	Diana Fitriani	26. <i>Diana</i>
27	Dimas Ardiansyah	27. <i>Dimas</i>
28	Dimas Saputra	28. <i>Dimas</i>
29	Dio Wiko Royfaldo	29. <i>Dio</i>



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

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

Nama : Tika Riyan Abadi
NPM : 14122247

Jurusan : TBI
Semester : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	13-08-2018		✓	Revise Instrument	Abud.
2	4/9-18		✓	Revise grammar.	Abud.
3	10/09-18		✓	Acc Instrument	Abud.

Mengetahui
Ketua Jurusan TBI

Ahmad Subhan Koza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Trisna Dinillah Harya, M.Pd.
NIP. 19830511 200912 2 004



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.iaim@metrouniv.ac.id

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

Nama : Tika Riyan Abadi
NPM : 14122247

Jurusan : TBI
Semester : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Senin 1/10-18.		✓	Revise table 4 " " 7. Revise " 12	
2.	Senin 8/10-18		✓	Revise grammar - Pay attention in using article "the"	
3.	Senin 15/10-18		✓	Revise table 19	

Mengetahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Trisna Dinillah Harva, M.Pd.
NIP. 19830511 200912 2 004



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

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

Nama : Tika Riyan Abadi
NPM : 14122247

Jurusan : TBI
Semester : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
4	Selasa 23/10-18		✓	Elaborate more your Interpretation.	
5	Selasa 30/10-18		✓	Revise description of the research	
6	Selasa 6/11-18		✓	Revise grammar - Elaborate more the explanation of chart 3.	
7	Selasa 13/11-18		✓	Acc ch. IV Continue to The 1 st Advisor	

Mengetahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Trisna Dinillah Harva, M.Pd.
NIP. 19830511 200912 2 004



**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

**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Tika Riyan Abadi
NPM : 14122247

Jurusan : TBI
Semester : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Selasa 18/9 - 18	✓		- Revision instrument	
2	Rabu 19/9 - 18	✓		acc for research instrument	

Mengetahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing I

Dr. Umi Yawisah, M.Hum
NIP. 19620424 199903 2 001



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

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

Nama : Tika Riyan Abadi
NPM : 14122247

Jurusan : TBI
Semester : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Senin, 17/-18 "			- Revision Instrument - Revision Cover	Abud.
2.	Rabu, 21/-18 "	✓		- Revision is OK - Acc for munagasyah	Abud.

Mengetahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing I

Dr. Umi Yawisah, M.Hum
NIP. 19620424 199903 2 001



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Website www.metrouniv.ac.id, e-mail: iaim@metrouniv.ac.id

Nomor : B-2315/In.28.1/J/T*.00/10/2017 30 Oktober 2017
Lamp : -
Hal : IZIN PRA-SURVEY

Kepada Yth.,
Kepala SMAN 1 Sekampung
Di -
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian tugas akhir/skripsi, mohon kiranya Bapak/Ibu berkenan memberikan izin kepada mahasiswa kami :

Nama : Tika Riyan Abadi
NPM : 14122247
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris (TBI)
Judul : The Used of PQ4R to Improve Students' Reading Comprehension in Narrative Text at Tenth Graders of SMAN 1 Sekampung in the Academic Year of 2017/2018

Untuk melakukan *pra-survey* di SMAN 1 Sekampung

Demikianlah permohonan ini disampaikan, atas perhatian dan perkenannya dihaturkan terima kasih.

Wassalamu'alaikum Wr. Wb.



Ketua Jurusan TBI
Ahmad Subhan Roza, M.Pd
NIP. 197506102008011014



PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN PEMUDA DAN KEBUDAYAAN
SMA NEGERI 1 SEKAMPUNG
AKREDITASI A



NPSN : 10806079

NSS : 301120403011

NIS : 300110

Alamat : Jl. Raya Sekampung, Desa Hargomulyo Kec. Sekampung Kab. Lampung Timur Kode Pos 34182

Nomor : 420/ 732 / 11/ SMA N I / 2017
Lampiran : -
Hal : Pemberian Izin Penelitian

Kepada Yth,

Bapak Ketua Jurusan TBI
Institut Agama Islam Negeri (IAIN)
Di,
Metro

Dengan hormat,

Berdasarkan surat permohonan izin Pra – Survey dari Ketua Jurusan TBI Institut Agama Islam Negeri (IAIN) Metro dengan nomor : B-2315/ln.28.1/ J/ TL. 00/ 10/ 2017 tertanggal 30 Oktober 2017. tentang Izin Penelitian atas nama Saudara :

N a ma : TIKA RIYAN ABADI
NPM : 14122247
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul Penelitian : “ THE USED OF PQ4R TO IMPROVE STUDENT’S
READING COMPREHENSION IN NARRATIVE TEXT AT
TANTH GRADERS OF SMAN 1 SEKAMPUNG IN THE
ACADEMIC YEAR OF 2017/ 2018”.

Pada dasarnya kami Kepala Sekolah SMA Negeri 1 Sekampung tidak berkeberatan dan memberikan izin Penelitian kepada nama tersebut diatas.

Demikian surat izin Penelitian ini dibuat, untuk dipergunakan dengan penuh rasa tanggung jawab.



Sekampung, 07 November 2017

Kepala Sekolah
SMA NEGERI 1 SEKAMPUNG
LAMPUNG TIMUR

Drs. M. MUTIONO, M. Pd

NIP. 19661020 199203 1 004



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG
FAKULTAS TARBİYAH DAN ILMU KEGURUAN

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iain@metrouniv.ac.id

Nomor : 2536 /In.28.1/J/PP.00.9/8/2018
Lamp : -
Hal : **BIMBINGAN SKRIPSI**

02 Agustus 2018

Kepada Yth:

1. Dra. Umi Yawisah, M.Hum (Pembimbing I)
 2. Trisna Dinillah Harya, M.Pd (Pembimbing II)
- Dosen Pembimbing Skripsi

Di -
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya, kami mengharapkan kesediaan Bapak/ Ibu untuk membimbing mahasiswa dibawah ini:

Nama : Tika Riyan Abadi
NPM : 14122247
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : The Use Of PQ4R "Preview, Question, Read, Reflect, Recite, Review"
Strategy To Improve The Reading Comprehension In Narrative Text At
The Tenth Grades Of Senior High School 1 Sekampung In The
Academic Year Of 2018/2019

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
 - a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing 2.
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing 1.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK pembimbing skripsi ditetapkan oleh Fakultas.
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi edisi revisi yang telah ditetapkan oleh IAIN Metro.
4. Banyaknya halaman skripsi antara 40 s.d 60 halaman dengan ketentuan sebagai berikut:
 - a. Pendahuluan \pm 1/6 bagian
 - b. Isi \pm 2/3 bagian
 - c. Penutup \pm 1/6 bagian

Demikian surat ini disampaikan untuk dimaklumi dan atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan TBI,

A. Subhan Roza, M.Pd
NIP. 197506102008011014





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH 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.iaim@metrouniv.ac.id

Nomor : B-2772/In.28/D.1/TL.00/09/2018
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMA N 1 SEKAMPUNG
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2771/In.28/D.1/TL.01/09/2018,
tanggal 06 September 2018 atas nama saudara:

Nama : **TIKA RIYAN ABADI**
NPM : 14122247
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMA N 1 SEKAMPUNG, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF PQ4R "PREVIEW, QUESTION, READ, REFLECT, RECITE, REVIEW" STRATEGY TO IMPROVE THE READING COMPREHENSION IN NARRATIVE TEXT AT THE TENTH GRADES OF SENIOR HIGH SCHOOL 1 SEKAMPUNG IN THE ACADEMIC YEAR OF 2018/2019".

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

Wassalamu'alaikum Wr. Wb.



Metro, 06 September 2018
Wakil Dekan I,

Isti Fatonah
Dra. Isti Fatonah MA
NIP. 19670531 199303 2 003



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

SURAT TUGAS

Nomor: B-2771/ln.28/D.1/TL.01/09/2018

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

Nama : TIKA RIYAN ABADI
NPM : 14122247
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris


- Untuk :
1. Mengadakan observasi/survey di SMA N 1 SEKAMPUNG, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF PQ4R "PREVIEW, QUESTION, READ, REFLECT, RECITE, REVIEW" STRATEGY TO IMPROVE THE READING COMPREHENSION IN NARRATIVE TEXT AT THE TENTH GRADES OF SENIOR HIGH SCHOOL 1 SEKAMPUNG IN THE ACADEMIC YEAR OF 2018/2019".
 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 : 06 September 2018

Wakil Dekan I,


Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

Mengetahui,
Pejabat Setempat

Drs. M. V. KONO, M. Pd




PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN PEMUDA DAN KEBUDAYAAN
SMA NEGERI 1 SEKAMPUNG
AKREDITASI A



NPSN : 10806079 NSS : 301120403011 NIS : 300110

Alamat : Jl Raya Sekampung Desa Hargomulyo Kec. Sekampung Kab. Lampung Timur

Nomor : 437/ /06/SMA N 1/2018
Lampiran : -
Hal : Keterangan Research

Kepada Yth,
Wakil Dekan I
Institut Agama Islam Negeri (IAIN)
Di_
Metro

Dengan hormat,

Berdasarkan surat permohonan Izin Research dari Wakil Dekan I Institut Agama Islam Negeri (IAIN) Metro dengan Nomor B-1963/In.28/D.1/TL.01/06/2018 tertanggal 5 Juni 2018 tentang izin penelitian atas nama Saudari:

Nama : TIKA RIYAN ABADI
NPM : 14122247
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris (TBI)
Judul Penelitian : "THE USE OF PQ4R "PREVIEW, QUESTION, READ, REFLECT, RECITE, REVIEW" STRATEGY TO IMPROVE THE READING COMPREHENSION IN NARRATIVE TEXT AT THE TENTH GRADES OF SENIOR HIGH SCHOOL 1 SEKAMPUNG IN THE ACADEMIC YEAR OF 2018/2019".

Kami Kepala Sekolah SMA Negeri 1 Sekampung menerangkan bahwasanya mahasiswa diatas telah selesai melaksanakan penelitian.

Demikian surat keterangan penelitian ini dibuat, untuk dipergunakan dengan penuh rasa tanggung jawab.

Sekampung, 14 September

Kepala Sekolah



Drs. MURJONO, M.Pd.

NIP. 1966061020 199203 1 004

CURRICULUM VITAE



The name of the researcher is **TIKA RIYAN ABADI**. She was born in Lampung, on March 2nd 1996. She is the first daughter of Mr. Ali Abadi and Mrs. Maesaroh. She has one younger sister. Her name is Fiberta Bella Abadi. She lives in Hargomulyo East Lampung.

She was enrolled her study in the Kindergarten of TK Ma'arif 13 on 2000 and graduated on 2002. She continued her study at SDN 02 Hargomulyo on 2001 until 2008. In line with her focus on the study, she continued her study at SMPN 02 Sekampung on 2008 and graduated on 2011. She decided to continue her study at SMAN 01 Sekampung and took Sciences program on 2011 until 2014. Then, at the same year, she was registered as a S1 student of English Education Department of State Institute of Islamic Studies (IAIN) of Metro.