

AN UNDERGRADUATE THESIS

**THE INFLUENCE OF USING PQRS (PREVIEW, QUESTION, READ,
SUMMARIZE, AND TEST) STRATEGY ON THE STUDENTS
READING COMPREHENSION AT THE EIGHTH GRADE
OF JUNIOR HIGH SCHOOL 4 METRO**

By:

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Tarbiyah and Teacher Training Faculty

English Education Department

STATE INSTITUTE FOR ISLAMIC STUDIES

OF METRO

1440 H / 2019 M

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

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ABSTRACT

**By:
METTY KURNIA DEWI**

The purpose of this research was to determine whether there is any positive and significant influence of using PQRST (Preview, Question, Read, Summarize, and Test) Strategy on the students reading comprehension. The problem that faced by the students is the students are low in reading comprehension. This research is carried to discuss PQRST (Preview, Question, Read, Summarize, and Test) Strategy on the students reading comprehension.

This research is quantitative research. Technique sampling used to determine the amount of sample is cluster purposive sampling. In data collecting of the researcher applied method of test, observation, and documentation. The subject of study is the eighth grade of Junior High School 4 Metro in VIII H consists of 32 students. To get the data, the writer has given multiple choice tests to students that is pre-test and post-test. After getting the data, the researcher analyzed the data by using t_{test} formula.

The result of this study shows that on the standard of significant 1% or 5%. The t_{table} shows 2,021 in 5% and 2,704 in 1%, while $t_{observed}$ is 11,18. The result of data interpretation shows $t_{observed}$ is higher than t_{table} , so, $2,021 < 11,18 > 2,704$. It means that there is influence of using PQRST Strategy on the students reading comprehension at the eighth grade of Junior High School 4 Metro.

Key words : PQRST (preview, question, read, summarize, and test) strategy,
Reading Comprehension.

**PENGARUH PENGGUNAAN STRATEGI PQRST (PREVIEW,
QUESTION, READ, SUMMARIZE, AND TEST) TERHADAP
KEMAMPUAN SISWA DALAM PEMAHAMAN MEMBACA
DI KELAS DELAPAN SMP N 4 METRO**

ABSTRAK

**Oleh:
METTY KURNIA DEWI**

Tujuan dari penelitian ini adalah untuk mengetahui apakah ada pengaruh positif dan signifikan menggunakan Strategi PQRST (Preview, Question, Read, Summarize, dan Test) terhadap pemahaman membaca siswa. Masalah yang dihadapi siswa yaitu siswa memiliki pemahaman membaca yang rendah. Penelitian ini diadakan untuk mendiskusikan bagaimana Strategi PQRST (Preview, Question, Read, Summarize, dan Test) terhadap pemahaman membaca siswa.

Penelitian ini merupakan penelitian kuantitatif. Teknik sampling yang digunakan untuk menentukan jumlah sampel adalah cluster purposive sampling. Dalam pengumpulan data peneliti menggunakan metode tes, observasi, dan dokumentasi. Subyek penelitian adalah siswa kelas VIII H di SMP N 4 METRO yang terdiri dari 32 siswa. Untuk mendapatkan data, peneliti memberikan tes pilihan ganda kepada siswa yang terdiri dari pre-test dan post-test. Setelah mendapatkan data, peneliti menghitung dengan menggunakan rumus T-test.

Hasil penelitian ini menunjukkan bahwa pada standar signifikan 1% atau 5%. Ttabel menunjukkan 2.021 dalam 5% dan 2.704 dalam 1%, sedangkan thitung adalah 11.18. Hasil interpretasi data menunjukkan thitung lebih besar dari ttabel yaitu 2,021 <11,18> 2,704. Ini berarti bahwa ada pengaruh dalam penggunaan Strategi PQRST terhadap kemampuan siswa dalam pemahaman membaca di kelas delapan SMP N 4 METRO.

Kata kunci: strategi PQRST (preview, question, read, summarize, and test),
Pemahaman membaca.



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APPROVAL PAGE

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To be discussed in the skripsi (munaqosyah) in Tarbiyah Faculty of State Institute of
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Assalamuo'alaikum Warahmatullahi Wabarakatuh

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It has been agreed so it can be continued to the Tarbiyah and Teacher Training Faculty in order to be examined in munasqosyah. Thank you very much.

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Assalamu 'alaikum Warahmatullahi Wabarakatuh

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Sudah kami setuju dan dapat diajukan untuk dimunaqosyahkan. Demikian harapan kami dan atas perhatiannya, kami ucapkan terima kasih.

Wassalamu 'alaikum Warahmatullahi Wabarakatuh

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RATIFICATION PAGE

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An Undergraduate thesis entitled: THE INFLUENCE OF USING PQRS (PREVIEW, QUESTION, READ, SUMMARIZE, AND TEST) STRATEGY ON THE STUDENTS READING COMPREHENSION AT THE EIGHTH GRADE OF JUNIOR HIGH SCHOOL 4 METRO.

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The Researcher,



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

Metro, 13 Mei 2019
Peneliti,



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MOTTO

“Everything Is Gonne Be Ok”

(Dea Oct)

.....إِنَّ اللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّىٰ يُغَيِّرُوا مَا بِأَنْفُسِهِمْ

Allah does not change a people's not unless they change what is in their hearts.
(Q.S Ar-Ra'd: 13:10)

DEDICATION PAGE

I highly dedicate this undergraduate thesis to:

- ♥ *My beloved parents and my husband who always support me in their endless love. Then, to all my friend, thanks for your inspiration, motivation, loving, praying, and always give support for me until finished this thesis, and my beloved almamater IAIN Metro.*

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CHAPTER I

INTRODUCTION

A. Background of Research

English takes a place as international language that is widely used by a lot of nations all over the world. The use of English is not only to connect people in different country, but also to support state's growth in many sectors. Many aspects are influenced by English; they are economics, science, technology, education, culture, politics, and other sectors. It makes a lot of nations put English into the curriculum of education as compulsory subject, including Indonesia.

Meanwhile in Indonesia, English is one of primarily subjects which are taught every formal school, such as in junior high school until university. It becomes one of the primary subjects to be final examination. Consequently, English has been highly implemented in Indonesia for the need of education.

Moreover, school-based curriculum has been conducted in most of schools. The curriculum introduces the concept of some types of English texts where the students are expected to be able to understand and to comprehend a reading text in the form of narrative text, recount text, descriptive text, report text, explanation text, analytical exposition, hortatory exposition and so on. The curriculum states that Junior High School students should be able to use the language in informational level. It means that the students are expected to

be able to access knowledge and information from the target language (English) by their language skill.

Nevertheless, there are four skills in English should be mastered are listening, reading, writing and speaking. Among the four skills, reading is one of the important ways to improve general language comprehension in English. It takes on a very significant role teaching English as a foreign language. By reading students can get information and expand the knowledge.

Therefore, there are some common-sense strategies that can be applied in teaching reading. One of them is the PQRSST (Preview, Question, Read, Summarize, and Test) strategies. PQRSST (Preview, Question, Read, Summarize, and Test) strategy is a strategy that intended to improve students' abilities to study and remember material presented in textbooks. In using this strategy, previews the chapter at hand to get an idea of its topics and sections, reading the chapter outlines, the section headings, the summary, then stages apply to each section and trying to answer questions.

Then, the purpose of the PQRSST strategy is to improve reading comprehension and foster curiosity of students associated with the topic that will be read. However, in implementing this strategy, text provided should be text-rich information so that students can later find the answers to the questions they have. This strategy consists of several stages: Preview, Question, Read, Summarize, and Test. Inversely proportional to the reality at the site, many students have gotten low and unsatisfying value in reading

especially in narrative text. It can be seen from their daily score in reading. Furthermore, from the data pre-survey at the eighth grade of Junior High School 4 Metro. The pre survey has been done on 23st March, 2018. The data shown as follows:

Table 1
Data Pre-survey of Reading Comprehension Test at the eighth grade of Junior High School 4 Metro

NO	NAME	SCORE	CATEGORY
1	AFM	83	Very Good
2	AMN	80	Good
3	ABF	70	Fair
4	ASS	72	Fair
5	AS	71	Fair
6	BSSP	74	Good
7	BPR	88	Very Good
8	BKS	78	Good
9	CPK	70	Fair
10	DD	77	Good
11	DGFS	72	Fair
12	DSN	89	Very Good
13	EYA	69	Fair
14	LZD	85	Very Good
15	MFZ	79	Good
16	MAS	69	Fair
17	MFFR	76	Good
18	MRMA	70	Fair
19	NS	80	Very Good
20	PRN	72	Fair
21	RMP	75	Good
22	SVN	71	Fair
23	SAE	86	Very Good
24	STR	68	Fair
25	SAN	77	Good
26	SL	70	Fair
27	SK	68	Fair
28	SJAM	70	Fair

29	W	75	Good
30	WA	70	Fair
31	ZN	77	Good
32	ZZK	72	Fair

Source: Teacher's Document of Reading test result of the eighth grade of Junior High School 4 Metro. Taken on March 23st, 2018

The researcher got the data from the students score on pre survey in reading comprehension task at the Junior High School 4 Metro. The pre survey has done on 23st March, 2018.

Table 2
Data Pre-survey of Reading Comprehension Test at the eighth grade of Junior High School 4 Metro

No	Score	Category	Frequencies	Percentage
1	50-72	Fair	16	50%
2	73-79	Good	10	31%
3	80-100	Very Good	6	19%
Total			32	100 %

Source: Teacher's Document of Reading test result of the eighth grade of Junior High School 4 Metro. Taken on March 23st, 2018

Based on the students reading comprehension result at class VIII H above, the criteria of students who are successful in mastering of material who get minimum standard score (MSS) that is 73. They have 32 students, it shows that 19% from 6 students got high score in the scale of 83-100 or 31% from 10 students got fair score in the scale 73-82, and 53-72 scale or 50% from 16 students got low score.

From the data above, it can be assumed there are students who got high, fair and also low level. The data had been showed that the 50% of students' achievement in reading comprehension is low and it must be increased.

Based on explanation above, researcher interested to conduct this research that is the influence of using PQRSST strategy on the students skill in reading comprehension.

B. Problem Identification

Based on the background above, the researcher identifies the problems as follows:

1. The students are low ability in reading comprehension.
2. The students have low understanding in reading a narrative text.
3. The students are not interested in the reading subject.
4. The students have lack vocabularies.
5. Teaching learning is still conventional.

C. Problem Limitation

Limitation of the problem is very useful for the researcher to determine the problem that will be analyzed. In this case, the researcher focuses on the first problem that the students are low ability in reading comprehension. So, the researcher will use PQRSST (Preview, Question, Read, Summarize, and

Test) Strategy on the students reading comprehension at the Eighth Grade of Junior High School 4 METRO.

D. Problem Formulation

Concerning the background of the research and problem identifications above, the researcher formulates the question in this research as follows “Is there any positive and significant influence of using PQRST (Preview, Question, Read, Summarize, and Test) Strategy on the students reading comprehension at the Eighth Grade of Junior High School 4 METRO?”

E. Research Objective

Based on the problem, the researcher formulates the objective is to know whether there is a practice an significant influence of using PQRST (Preview, Question, Read, Summarize, and Test) Strategy on the students reading comprehension at the eighth grade of Junior High School 4 METRO.

F. Benefit of The Research

Overall, this research is aimed to be information in developing the quality of reading comprehension in Junior High School 4 METRO. Specifically, it is exceedingly expected to have the benefits as follows:

1. For the students

To motivate the students to master about reading strategy, enrich their knowledge and improve their reading comprehension.

2. For the teachers

To give more information about PQRSST strategy for the English teacher, especially at the eighth grade of junior high school.

3. For the next researcher

Theoretically, this research can give additional reading knowledge for next researchers in gaining the narrative reading text.

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. The Concept of Reading Comprehension

1. The Concept of Reading

a. The Definition of Reading

There are four skills in English should be mastered, like listening, speaking, writing and reading. Reading is one of the main skills that are needed by the students from elementary school up to university. By reading, the students are able to get a lot of knowledge and information based on what they read. So, without reading the students surely never know about all of the anything which happened either change in situation of education, economic, or necessary information that occurs.

There are some experts that have opinion about the meaning of reading. Jeremy Hamer mentions that reading is useful for language acquisition. Available the students more what they read, the better they get at it. Reading also has a good influence on students' vocabulary knowledge, on their spelling and on their writing.¹ Because through reading students may find a new vocabulary and spelling practice reading students to become better.

¹ Jeremy Harmer, *How to Teach English*, (England: Ocelot Publishing, 2007), P. 99

Moreover, Caroline T. Line mentions that reading is a set of skills that involves making sense deriving meaning from the printed word. In order to read we must be able to decode the printed words and also comprehend what we read.² It means reading is a process to get to know a few words and integrate into the meaning of words into sentences and reading structures. Therefore, after reading can make the meaning of the context it self.

Whereas, According to gerald, the main thing in reading is to develop students who do read. That means motivating them to read. But how do we do that? We are helped to do it if we keep in mind an enduring teaching principle that says: “What they do is what they think it is.” That is, what students do during “reading” time is what they think is the main thing about reading.³

In studies of children and adults with lower levels of comprehension whose word reading is intact, vocabulary difficulties extend beyond simply not knowing the meanings of words. Even when these readers know something about word meanings, they may still have difficulties rapidly and effortlessly accessing a broad range of semantic connections about and

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

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

between words.⁴ Reading is an essential skill for learners of English as a second language. For most of these learners it is the most important skill to master in order to ensure success not only in learning English, but also in learning in any content class where reading in English is required. With strengthened reading skills, learners will make greater progress and development in all other areas of learning. Teaching reading usually has at least two aspects. First, it can refer to teaching learners who are learning to read for the very first time.

A second aspect of teaching reading refers to teaching learners who already have reading skills in their first language. You only learn to read once. Once you have learned how to read in one language, you do not learn how to read again in second or foreign language, but rather you learn how to transfer skills that you have already learned to the new reading context in a new language.⁵

Reading has been described as what happens when people look at a text and assign meaning to the written symbols in that text. The goal of most second or foreign language reading programs is to turn "learning to read" into "reading to learn".⁶

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

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

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

Reading is a process very much determined by what the reader's brain and emotions and beliefs bring to the reading: the knowledge or information (or misinformation, absence of information), strategies for processing text, moods, fears and joys all of it. Elizabeth said that Reading is a skill that will empower everyone who learns it.

In sum up, reading is both a psycholinguistic process (involving the mind actively processing the text) and a sociolinguistic one (with multiple social factors that can affect how one reads, how much one learns from the reading, and more). Even word identification itself can be affected by these factors, because reading is as much or more a brain to text process as a text to brain process.⁷

They will be able to benefit from the store of knowledge in printed materials and ultimately, to contribute to that knowledge. Good teaching enables students to learn to read and read to learn.

Reading is about understanding written texts. It is a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of

⁷ Heinemann, *Reading Process: Brief Edition of Reading Process and Practice*, Third Edition, (Constance Weaver: Portsmouth, NH, 2009) P. XIII

perceiving how written symbols correspond to one's spoken language.⁸

Remember that the reading process is the same whether the text is long or short, complex or simple, and the way to respond to the questions correctly is to read closely and carefully.

Based on the explanation above, the writer can draw a conclusion that reading is the process of people in order to gain the ideas and information which shared by the writer in reading device such as books, advertisements, contracts, newspapers, letters, manuals, and a host of other materials. We can see that reading is not a simple thing by reading people get something. And the writer agrees that someone has purpose when he is reading. The purpose of reading commonly is to find idea from reading passage. However, reading in foreign language needs reading skill in order to find idea. So the reader should comprehend the passage when he is reading.

b. Models of reading

There are several type model of reading such as:

1) Top-down model

Argues that readers bring prior knowledge and experiences to the text and that they continue to read as long as the text confirms their expectations. This top-down process can be

⁸ Elizabeth S. Pang, Angaluki Muaka, Elizabeth B. Bernhardt, & Michael L. Kamil, *Teaching Reading*, (UNESCO: International Bureau of Education, 2003), P. 6

explained as follows: the reader first looks at a passage or a text.

Then he or she guesses about or predicts what the text will be about (based on their prior knowledge and experience of the topic) after reading the title, the headings and sub headings. The reader then continue to read the text seeking confirmation about the topic based on their prior knowledge of that topic. So readers fit the text into knowledge an experiences they already hold.

2) Bottom-up model

Suggests that a reader reads the words and sentences and looks at the organization of the text (without relating it to experience or prior knowledge) in order to construct meaning from what was written in the text-meaning depends both on knowledge of vocabulary plus syntax. The bottom-up process can be explained as follows: when we read, one thing we do is extract the propositions from the text. How? By chunking the sentences into constituents and constructing the propositions from there. Comprehension then depends on the propositions we have extracted which serve as the basis of what we understand and recall (Richards, J. C., personal communication). This is the opposite of the top-down approach; instead of working from meaning to text (top-down),

this model has a reader working from text to meaning (with a focus at word and sentence level).

3) Interactive model

Argues that both top-down and bottom-up processes occur when a person reads a text.⁹

c. Types of Reading

1) Choral reading

Even though Choral reading is relatively incredible in modern language classes. This type of reading is still important in increasing pronunciation students. Working in groups will make students feel faithful to pronounce a word and to practice is really recommended in this method.¹⁰ It means that Choral reading helps build students' fluency, self-confidence, and motivation. Because students are reading aloud together, students who may ordinarily feel self-conscious or nervous about reading aloud have built in support.

2) Silent Reading

Silent reading is reading in the silent way that is done by the students. After the students learn the words and know how to pronounce it, the real reading can begin. It means that through silent reading. Reading silently improves students'

⁹ Thomas S. C. Farrell, *A Strategic Approach To Teaching Reading*, (Singapore: National Institute of Education, 2002) P. 134

¹⁰ Ag. Bambang setiyadi, *Teaching English As a Foreign Language*, (Jakarta; Graha Ilmu, 2012), P. 67

understanding because it helps them concentrate on what they are reading, rather than the pronunciation of individual words. The teacher also can be able to check whether the students understand what they have read, and make a test them by giving exercise based on the text, by summarizing the text.

3) Intensive Reading

Intensive reading involves learners reading in detail with specific learning aims and tasks.¹¹ It means that intensive reading can be compared with extensive reading, which involves learners reading texts for enjoyment and to develop general reading skills.

4) Extensive Reading

Extensive reading is silent reading however done there out classroom. It means that extensive reading is to read widely. The object covering as much as possible in the shortest time. The object covering as much as possible. And the material for extensive reading will be selected at a lower level of difficulty than that for intensive reading. The purpose of extensive reading will be to train the student to read directly and fluently in the target language for enjoyment, with the aid of the teacher.

¹¹ Ag. Bambang setiyadi., P. 68.

5) Supplementary Reading

Supplementary Reading is also done there out class. The students are free to choose reading materials.¹² It is consist of magazine, bulletin, or newspapers in target language. It means that when the students study in outside class, they can select reading book based on their want.

d. The Purpose of Reading

1) Reading to search for simple information

Reading to search for simple information is a common reading ability. It is used so often in reading that it is probably best seen as a type of reading ability.

In reading to search, we typically scan the text for a specific word, or a specific piece of information, or a few representative phrases.¹³ So when we read some information we read based on our ability to facilitate us in finding simple information.

2) Reading to skim quickly

Reading to skim quickly is a combination of strategies for guessing where important information might be located in the text.¹⁴ In the search for information in the form of a list, reading skimming techniques can facilitate searching some

¹² *Ibid*, P.69.

¹³ William Grabe, *Reading in Second Language*, (New York; Cambridge University Press, 2009), P. 27

¹⁴ *Ibid.*, P. 28.

information in the text through technique of reading scan. Examples such as the search for a list of phone numbers or read the list of names of absent students.

3) Reading to learn from texts

Reading to learn from texts requires abilities to:

- a) remember main ideas as well as a number of details that elaborate the main and supporting ideas in the text
- b) recognize the information in the text
- c) link the text to the reader's knowledge base

So through reading, we can get information from a text or paragraphs that can facilitate us in learning.

4) Reading for general comprehension

When accomplished by a skilled fluent reader, requires very rapid and automatic processing of words, strong skills in forming a general meaning representation of main ideas, and efficient coordination of many processes under very limited time constraints¹⁵. So comprehension requires the reader to be an active constructor of meaning. Reading research has demonstrated that readers do not simply "perceive" the meaning that is the text.

¹⁵ William Grabe, P. 29.

2. The Concept of Reading Comprehension

a. The Definition of Reading Comprehension

According to Anderson, The aim of reading is comprehension. Some individuals equate decoding with reading. Just because a learner knows how to pronounce written word correctly, does not mean that he can read.¹⁶ It means that if reading comprehension refers to reading information, understanding and entertainment. It involves higher order thinking skills and is much more complex than decoding specific words.

Reading comprehension consists of the processes of constructing conceptual knowledge from a text through cognitive interaction and motivational involvement with the text.¹⁷ It means that a motivation also helps in the understanding of a person in determining the meaning or content of a text in the reading process.

Reading comprehension is the process of making meaning from text. The purpose is to gain an overall understanding of what is described in the text rather than to get the meaning from words or sentences.¹⁸ It means that when students read some text, the students have to understand the contents of text or paragraphs

¹⁶ Caroline T. Linse, *Practical English Language Teaching: Young Learners*, (New York: McGraw-Hill Companies, 2005), P. 71

¹⁷ John T. Guthrie, Allan Wigfield, & Kathleen C. Perencevich, *Motivating Reading Comprehension: Concept-Oriented Reading Instruction*, (United State of America: Lawrence Erlbaum Associated, 2004) P. 227

¹⁸ Maryam Rohani, "The Effect of Retelling Technique on reading Comprehension", in *International Journal of Basic Sciences & Applied Research*, (Iran: University of Isyahan) Vol., 3/ 2014, P. 74

itself, without any understanding the meaning of a text it will not understand what we read.

From description above, we can conclude that a comprehension is the most important thing in reading textbooks or written materials. In other word, there are some aspects in reading comprehension that should be considered by the reader. They include the knowledge of the reader that is related to the content of the message and the knowledge of the reader on language terms. So the reader's background knowledge is absolutely needed.

b. Teaching Reading Comprehension

The good rubric to keep in mind for teaching reading is the following three-part¹⁹:

1) Before Reading (pre-activities)

Spend some time introducing a topic, encouraging skimming, scanning. Students can bring the best of their knowledge and skills to a text when they have been given a chance to “ease into” the passage. During pre-reading, the teacher should:

- a) Assess the students' background knowledge the topic and linguistic content of the text.

¹⁹ Douglas brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (Longman: Second Edition, 2012), P. 315

- b) Give the students the background knowledge necessary for comprehension of the text, or activate the existing knowledge that the students possess.
- c) Clarify any cultural information that may be necessary to comprehend the passage.
- d) Make the students aware the type of the text they will be reading and the purposes for reading.

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

Not all reading is simply extensive or global reading. There may be certain facts or theoretical devices that students should take note of while they read. In while-reading activities, students check their comprehension as they read.

In while-activities, the teacher should:

- a) Remind the students, do they obtain the information they are looking for when they are reading for the specific information?
- b) Ask the students whether they understand the story-line/ sequence of ideas well enough to enjoy reading the text?
- c) When they read for through understanding (intensive reading), ask them, do they understand each main idea and how the author supports it?

To check comprehension in this situation, students may:

- a) Stop at the end of each section to review and check their predictions, restate the main idea and summarize the section.
- b) Use the comprehension questions as guides to the text, stopping to answer them as they read.

3) After Reading (post-activities)

Comprehension questions are just one form of activity appropriate for post reading. In post-activities, the students are: Consider vocabulary study, identifying the author's purpose, discussion the author's line of reasoning, examining grammatical structures, then follow up writing exercise.²⁰

c. Reading Comprehension Strategies

1) Identify the purpose in reading

Efficient reading consists of clearly identify the aim in reading something.²¹ By doing it, you know what you are looking for and can weed out potential distracting information. Whenever you are teaching a reading technique, make sure students know their purpose in reading something. From explanation above, we can easily to get comprehension when reading something.

2) Skim the text for main ideas

Actually there are two kind of reading strategies for learners are skimming and scanning. Skimming consist of quickly running

²⁰ H Douglas brown, *Teaching by Principles An Interactive Approach to Language Pedagogy*, (Longman: Second Edition, 2012), P. 315

²¹ *Ibid*, P. 306

one's eyes across a whole text.²² Skimming gives the students benefit of being able to predict the purpose of the passage, the main topic, or message, and something that becomes supporting ideas. These strategies can make the students more focused when reading.

3) Scan the text for specific information

The second in the most important category is scanning, or quickly searching for some piece or pieces of information in content. The goal of scanning is to summarize specific information without reading the whole of a text. For academic English, scanning is absolutely essential. In vocational or general English, scanning is main in dealing with genres like schedules, and forms, etc.

4) Analyze vocabulary

One method for learners to make guessing pay off when they do not immediately recognize a word is to analyze it in terms of what they know about it. For example, look for prefixes, suffixes, etc. It means that if we have analyzed a vocabulary which we want to read, our comprehension reading is easier to understand.

d. Measurement of Reading Comprehension

The writer actually used to measure reading comprehension can be interpreted as degrees of imperfection in how well different indicators identify one or more latent variables that make up reading comprehension.

²² *Ibid.*, P. 308

The assessment of reading comprehension need to incorporate multiple indicators to enhance the precision in which the underlying latent variables are measured.

Table 3

Specification of Reading Comprehension

Number	Letter	Categories	Description of Criteria
80-100	A	Very Good	<ol style="list-style-type: none"> 1. A good reader does not only have a good understanding. They also will be able to put him/her selves into the text and will try to live the history. 2. A good reader will let the concentration mingle with the book, and not only understand the deeper meanings of the text. 3. A good reader will not only be fluent in reading, but he or she would show certain personal qualities in

			<p>reading.</p> <p>4. A good reader would love to share what he or she has read, always confident, dedicated and carefully, and be willing to read back when needed.</p>
73-79	B	Good	<p>1. A good reader does not only have a good understanding. They also will be able to put him/her selves into the test and will try to live the story (an error)</p> <p>2. A good reader will let the book, and not only understand the deeper meanings of the test (an error)</p> <p>3. A good reader will not only be fluent in reading, but he/she would show certain personal qualities in</p>

			<p>reading.</p> <p>4. A good reader would love to share what he or she has read, always confident, dedicated and carefully, and be willing to read back when needed.</p>
50-72	C	Fair	<p>1. A good reader does not only have a good understanding. They also will be able to put him/her selves into the text and will try to live the story.</p> <p>2. A good reader will let the concentration mingle with the book, and not only understand the deeper meanings of the text.</p> <p>3. A good reader will not only be fluent in reading, but he or she would show certain personal qualities in reading (an error).</p> <p>4. A good reader would love</p>

			to share what he or she has read, always confident, dedicated and carefully, and be willing to read back when needed.
10-49	D	Poor	<ol style="list-style-type: none"> 1. A good reader does not only have a good understanding. They also will be able to put him/her selves into the text and will try to live the story. 2. A good reader will let the concentration mingle with the book, and not only understand the deeper meanings of the text. 3. A good reader would love to share what he or she has read, always confident, dedicated and carefully, and be willing to read back when needed.²³

²³ William Grabe, *Reading in Second Language*, (New York: Cambridge University Press, 2009), P. 29

3. The Concept of Descriptive Text

a. The definition of Descriptive text

According to Anderson and Anderson that descriptive or description describes a particular person, place, or thing. Its purpose is to tell about the subject by describing its features without including personal opinions.²⁴ Besides, the word descriptions from two words: Scriber, meaning “to write” and de, meaning “down” or “about”. There is a hint in the describing you will follow the outline of an object visually and then write it down or “draw” it in word.²⁵

Related to Anderson statement about the definition of description, Karim and Rachmadie point out that a description is verbal picture of a person, place, or object. Thus, a description essay is the one describes a person, place, or object.

Another expert, Plooger proposed that a descriptive is used to add details about something physical: a person, place, or thing. This method uses sensory language, that is, words that appeal to the five senses,²⁶ such as sight, hearing, smell, taste, and touch. From some definition above, the experts have same concepts or similar concept about descriptive itself, they said that a

²⁴ Mark Anderson and Kathy Anderson, *Text Types in English 3*, (Australia:Macmillan Education Australia Pty Ltd, 1998), p. 26.

²⁵ Frank J. D’Angelo, *Process and thought in Composition*, (Massachusetts: Winthrop Publishers, Inc, 1977), p. 123.

²⁶ Katherine Ploeger, *Simplified Paragraph Skills*, (USA: NTC Publishing Group, 2000), p. 239.

descriptive is to describe something like a person, place, or object.

There are some features in a descriptive that we must give a serious attention, they are: the feature in construction a description. A typical description has an opening paragraph introduction the subject of the description, followed by a series of paragraph each describing one feature of the subject. There can also be a final concluding section that signal the end or the description or in another hand there are an identification and description in a descriptive text. The identification of the descriptive text is usually as a main idea of the paragraph or called as a general statement, and the description of the descriptive text is about the explanation of the general statement or main idea or supporting details to the general statement.

b. The Schematic Structures of Description

The schematic structure of descriptive paragraph consists of identification and description. Identification mention phenomenon to be described, while the description describes the parts, the qualities, and the characteristics of what has been described.²⁷

Moreover, Anderson and Anderson stated that to construct a description usually uses an opening paragraph introducing a subject of the description, followed by a series of paragraph each

²⁷ Pardiyono, *Teaching Genre-Based Writing, Metode Mengajar Writing Berbaris Genre Secara Efectif*, (Yogyakarta: CV AndiOffset, 2007), p. 34.

describing one feature of the subject. There can also be a final concluding section that signals the end of the description.²⁸

B. The Concept of PQRST (Preview, Question, Read, Summarize, and Test)

1. The Definition of PQRST (Preview, Question, Read, Summarize, and Test)

In relation to the teaching reading comprehension, technique is useful to use. The use of PQRST strategy may support the process of teaching reading comprehension. Moreover, conceptually the PQRST strategy is one the teaching strategies which comprise of five stages: Review, Question, Read, Summarize, and Test. It provides a step-by step guidance to students before, during, and after their reading process which is essential for their comprehension. Each stage gives benefits to students in facilitating their learning. The stages in the PQRST strategy underline the constructivist nature of learning noting that reading is an active, often necessarily selective, effortful and iterative process.

One of the best-known techniques for improving memory from reading is called the PQRST strategy (Preview, Question, Read, Summarize, and Test). The strategy is intended to improve

²⁸ Anderson, *op. cit.*, P. 26-27.

students' abilities to study and remember material presented in textbooks. In the first step, the reader previews the chapter at hand to get an idea of its topics and sections, reading the chapter outlines, the section headings, and the summary. The second, third, and fourth stages apply to each section. Trying to answer questions like what?, who?, when?, where?, how?, and why? improve our learning. An active reader adds structure to the text and summarizes the text with keywords. The fifth step, the test, takes place after finishing the work with the chapter.²⁹

It is means in this step, the reader previews the chapter at hand to get an idea of its topics and sections, reading the chapter outlines, the section headings, and the summary. One of the best-known strategy for improving memory from reading is called the PQRST (Preview, Question, Read, Summarize, and Test).

In teaching reading comprehension, PQRST strategy can lead the students to find the ideas and help them in the vocabularies problem. In this case, the use of PQRST strategy is very helpful for the students as many of students are weak in finding details information.

One of the widely used study strategies to gain students' comprehension especially in content area reading is PQRST, which

²⁹ Rune Pettersson, *Information Design: An introduction*, (Amsterdam/Philadelphia: John Benjamins Publishing Company, 2002), P. 242

stands for Preview, Question, Read, Summarize, and Test.³⁰ PQRST is a memory trick itself it's an acronym that stands for: Preview, Question, Review, State, Test. Here is how the method would work if you were preparing for a major test.³¹

That means one of the generally utilized investigation methodologies to pick up students' appreciation particularly in content region perusing is PQRST, which remains for Preview, Question, Review, Summarize, and Test.

PQRST strategy during a training session offered by my school district several years ago. The basic format that students should follow when reading a chapter is: a) P *Preview* to identify the main parts; b) Q Develop *questions* to which you want to find answers; c) R *Read* the material; d) S *Summarize* the central idea or theme; e) T *Test* yourself by answering questions, or *teach* it to a classmate.

The PQRST strategy relies on three basic principles for improving memory: (1) organizing the material, (2) elaborating the material, and (3) practising retrieval.³²

³⁰ Alfi Hidayatu Miqawati, & Gunadi Harry Sulistyono, "The Pqrst Strategy, Reading Comprehension, and Learning Styles" in *Indonesian Journal of Applied Linguistic*, (East Java: University of Bondowoso & State University of Malang), Vol. 4 No. 1/ July 2014, P.126

³¹ Carol Turkington, *Memory: A Self-Teaching Guide*, (United States of America: John Wiley & Sons, Inc., 2003), P.62

³² Rune Pettersson, *Information Design: An introduction*, (Amsterdam/Philadelphia: John Benjamins Publishing Company, 2002), P. 242

The main goal of PQRST strategy is to help students to advance their reading comprehension. PQRST strategy consists of these 5 steps below:³³

1. P (Preview)

In this first step, the reader determine what the entire text is about by skimming through it all so they know they're going to be covering. One way to do this is to read the title, and then notice the graphs, pictures, diagrams in the text. Next, read the introduction and summary or the first paragraph, also notice the organizational structure text. The point is to get an idea of the main topic and sections of the text.

One of the best things about previewing is that it takes very little time to do. Once they've had some practice, they'll usually be able to preview a text quickly. If they have a general idea about what a reading assignment covers, they will be able to determine how it relates to the course for which they're reading, and what they want to learn from it.

2. Q (Question)

After preview the text, the students as the readers determine what they are exactly looking for while reading. The students should make question based on what they have read before. The questions can lead them to find further information of text.

³³ Carol Turkington, *Memory: A Self-Teaching Guide*, (United States of America: John Wiley & Sons, Inc., 2003), P. 64

They should avoid adding questions that might distract or change the subject.

With specific questions in mind about a reading assignment, they will know exactly what information to look for, and they will be motivated to find it. This will help them to learn as much as they can from reading. The questions are maybe a. Who is/are the major character/s? b. What do/does the major character/s look like? c. Where did the story take place?

3. R (Read)

The third step is R or Read. In this step, the readers read the whole text. And while reading it, they also try to find the answers of the questions they made before. Here, they should remember the features that they notice during the last two steps: heading, special term, pictures, and summaries. Those can be used to guide them toward the main ideas.

4. S (Summary)

After reading the text, the readers should know how much they can recall the information they get from the text and state it by their own words. Highlight, only the most important words. Without looking at the book, ask the students to recite the main idea of the text generally and the main idea of each paragraph. Then tell themselves in a sentence or two what

they've read. Finally, scan over the section quickly to pick up any essential points they may have missed.

5. T (Test)

The last step is T or Test. At the end of the reading activity, the reader checks their knowledge by testing themselves to know how far their understanding of the text they read is. It can be done by reviewing all the material and storing it into their long term memory

From description above, the researcher was supposed to do teaching reading by using PQRST strategy. The researcher assumed that using such this strategy is necessary to help the students in reading comprehension. The PQRST strategy helps not only the teacher in teaching process, but also helps the students to read the text and find the details easily.

2. Advantages and Disadvantages of PQRST (Preview, Question, Read, Summarize, and Test) Strategy in Teaching Reading

There some advantages and disadvantages of using PQRST strategy in teaching reading comprehension:

a. The Advantages of PQRSST Strategy

The following are the advantages of PQRSST strategy:

- 1) The PQRSST strategy has been empirically shown to be able to improve students' reading comprehension.³⁴
- 2) The PQRSST is a time-honored way of learning effectively. But there are other things to keep in mind that can help you record, retain, and retrieve information very effectively.³⁵
- 3) The PQRSST is another useful internal technique to be applied for retaining lists of information.
- 4) Use the PQRSST method and similar devices for making sense of reading assignments, for instance, from textbooks.³⁶
- 5) This strategy made the students well-planned in reading the text. It made the reading process more effective in order to reach the goals. By knowing this ahead of time, the students able to look for and recognize the most important points when they do read for details. They did not waste time stumbling through the book and finding a starting point (Staton: 1982).
- 6) PQRSST is an instructional strategy that has been shown to be effective to improve a readers understanding, and his/her

³⁴ Alfi Hidayatu Miqawati, & Gunadi Harry Sulistyono, "The Pqrst Strategy, Reading Comprehension, and Learning Styles" in *Indonesian Journal of Applied Linguistic*, (East Java: University of Bondowoso & State University of Malang), Vol. 4 No. 1/ July 2014, P. 126

³⁵ Carol Turkington, *Memory: A Self-Teaching Guide*, (United States of America: John Wiley & Sons, Inc., 2003), P. 64

³⁶ Rick Wormeli, *Meet Me in the Middle: Becoming an Accomplished Middle-Level Teacher*, (Portland: Stenhouse Publishers, 2001), P. 16

ability to recall information. In other words, the reader is more likely to learn, and to learn more, of the material he/she is reading.

- 7) Steps in PQRST are also beneficial for aiding the students in comprehending a text.
- 8) It is simple to remember, and it uses sound practices for reading comprehension.³⁷

b. The Disadvantages of PQRST

The following are the disadvantages of PQRST:

- 1) This strategy was time consuming, because it had several stages that should be done by the students in reading. So, it would rather difficult for the students who have difficulties in reading. To solve the problem, the teacher used the simple or short text in order to make the effective time. The students also did the group work to discuss the text in some part of learning process.
- 2) In some stages, the students may get difficulties in doing the step of PQRST strategy. For example, there are some students with low capability in summarizing, because they are weak to recognize the most important points to find the details. Only the students who have upper knowledge level are able to recall the important points. So, it was dominated

³⁷ Rick Wormeli, Summarization in any subject : 50 techniques to improve student learning, (Alexandria, Virginia USA: Association for Supervision and Curriculum Development, 2005) P. 131

by some students who can do this stage. To solve this problem, the teacher divided the class in some groups or pairing works to discuss the difficult terms. The teacher also asked the students to consult their dictionary.³⁸

3. The Steps of Teaching Reading Comprehension through PQRST (Preview, Question, Read, Summarize, and Test) Strategy

There are some processes in teaching reading through PQRST strategy that consist of six stages (Westwood, 2001). It could be done well if the teacher gave the appropriate ways in teaching process as follows:³⁹

a. Step 1

In the first step, the teacher introduced the concept of PQRST strategy and the effectiveness in learning process. The teacher could also tell them main purpose using this strategy. So, the students had motivation to use this strategy.

b. Step 2

The students were given the text of reading by the teacher. As the first step of PQRST strategy; previewing. The students can immediately preview the entire chapter by skimming through it to get an idea of the major topics. This is done by

³⁸ Nikmatul Khoiriah, “*The Implementation of P-Q-R-S-T Strategy To Improve Students’ Reading Comprehension Ability At Smki Assya’roniyyah Mataram Baru*”, (Lampung, University of Lampung, 2017) P. 25

³⁹ *Ibid.*, P. 21-23

reading the chapter outline, and then skimming the chapter, paying special attention to headings of main sections and sub-sections, the kind of the text, the orientation of the text, the verb that is used in the text, and glancing at picture, figure, number, italic words in the text, also noticing the organizational structure text. If there is a summary, take time to consider each point in the summary, questions will come to mind that should be answered later as the students read the full text. The preview stage will give the students an overview of the topics covered in the chapter and how they are organized. The point is to get an idea of the main topics and sections of the text.

c. Step 3

The next step is questioning. In this step, the students tried to ask specific questions in their mind about reading assignment. The students could start this stage by turning the chapter headings and sub headings into questions. The teacher guided the students to generate questions to help focus reader's reading and find the key points in each section. They could use the standard questions such as who, what, why, which, when, where or how. The questions can lead them to find further information of text.

d. Step 4

Next, the students read the material in detail. As the students read, they tried to answer the question which asked in the step Question. Besides, they could give underline the difficult word and pay attention the main idea. If the students get difficulties in comprehending the text, they may read the text twice.

e. Step 5

After the students finished reading the section, the students tried to recall the main ideas and recite the information. Summarizing is a powerful means of fixing the material on the students' memory. The students try to recite the information and they should know how much they can recall the information they get from the text and state it by their own words. Summarizing will reveal blanks in the students' knowledge and help them organize the information in their mind. The students could take notes from the passage they have read.

f. Step 6

In this final step of PQRSST strategy, to know and remember what the students have read. It can be started by recalling as much as they can without looking at the book or their recitation notes. It helps them to think about the relevance of what they learned and how it all fits together. The reader checks their knowledge by testing themselves to know how far

their understanding of the text they read is. It can be done by reviewing all the material and storing it into their long-term memory.

Based on the explanation above, the procedure in teaching reading through PQRST strategy has six steps. These steps can be applied well if there is the good interaction between the teacher and the students.

A. Theoretical Framework and Paradigm

1. Theoretical Framework

This research is composed of two variables. They are independent variable (X) and dependent variable (Y). The independent variable (X) is PQRST strategy. Then the dependent variable (Y) is the students reading comprehension.

Essentially, children level ability is divided into two layers namely actual ability (owned by children) and potential capability (possible to be mastered). Zona between both the actual ability and potential capability is zona proximal development. The children need the PQRST strategy to achieve their potential capability.

PQRST Strategy is a learning process that requires direct teaching or companion can be done by teachers or people who are more expert in order to help students to understand what was learned. Therefore almost identical to guided reading. The importance of

using PQRST Strategy is to guide students in order that they can read and understanding of text.

Descriptive text reading is the material in English learning that must be master by the students. This is the skill that students are required to produce read work in all their core subjects. They are required to hand in reports, recount and descriptive essays, biographies, as well as other forms of reading needed in their various class and homework assignments.

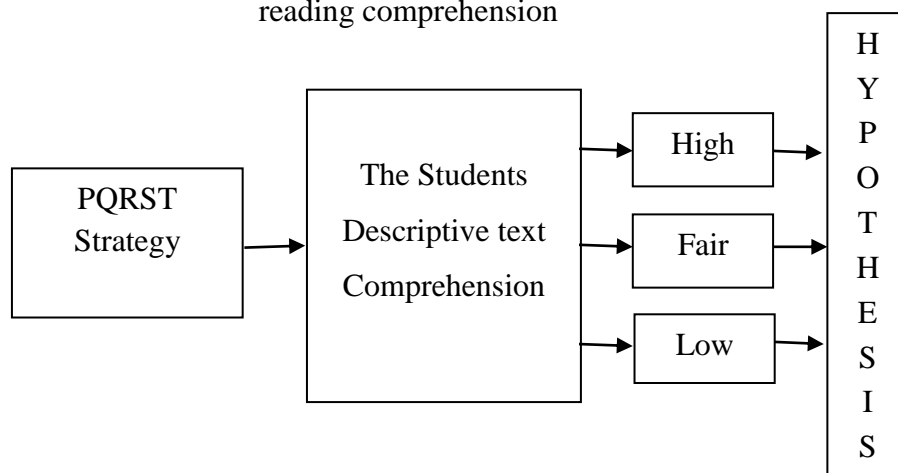
Therefore, there is an important need for them to be instructed and provided with practice activities to develop their reading skill in order to ensure their success in their school life.

2. Paradigm

Based on that explanation, the researcher describes the paradigm as follows:

Figure 1

Paradigm of the influence of using PQRST Strategy on the students reading comprehension



Based on the paradigm above, it can be seen that if using PQRS strategy is high, the grade of students reading comprehension is also high, so they were any positive and significant influence of using PQRS strategy on the reading comprehension at the eighth grade of Junior High School 4 Metro. Furthermore, if by using PQRS strategy is fair the grade of students reading comprehension is also fair. So that, if by using of PQRS strategy is low, the grade of students reading comprehension is also low, that there is no influence or significant influence of using PQRS strategy toward reading comprehension in descriptive text.

3. Hypothesis

a. Hypothesis Formulation

According to John W. Creswell state hypotheses are the predictions the research holds about the relationship among variables.⁴⁰ It means that hypotheses of the research are the statement about the distribution of variables that is researched.

The hypothesis of this research can be described as follows:

1) Alternative Hypothesis (H_a)

There is a positive and significant influence of using PQRS (Preview, Question, Read, Summarize, and Test) Strategy and the students reading comprehension is

⁴⁰ John W. Creswell, *Research Design*, (University of Nebraska: SAGE Publication, 2003), P. 12

descriptive text at the eighth grade of Junior High School 4 Metro.

2) Null Hypothesis (H_0)

There is not positive and significant influence of using PQRST (Preview, Question, Read, Summarize, and Test) Strategy and the students reading comprehension in descriptive text at the eighth grade of Junior High School 4 Metro.

b. Statistical Hypothesis

A statistical hypothesis is the null hypothesis. It is called the null hypothesis because it states that there is no relationship between the variables in the population. Statistical test are used to determine the probability that the until hypothesis is true. If the tests indicate that observed relationships had only a slight probability of occurring by chance, the null hypothesis becomes in unlikely explanation and the researcher selects it.

The statistical hypothesis in this research would be formulated as follow:

- 1) If $F_0 > F_t$, So H_a is accepted and H_0 is rejected
- 2) If $F_0 < F_t$, So H_a is rejected and H_0 is accepted

CHAPTER III

RESEARCH METHOD

A. Research Design

The researcher used the quantitative research. Quantitative research is study variables, which are characteristics that take on different values across people or things⁴¹, the research by which numeric data are used to find knowledge. It means that the researcher is described about PQRS strategy and it is to investigate whether there is any significant influence in students reading comprehension after giving the treatment.

Creswell stated that a quantitative approach is one in which the investigator primarily uses positive claims for developing knowledge (i.e. cause and effect thinking, reduction to specific variables and hypotheses and questions, use of measurement and observation, and the test of theories), employs strategies of inquiry such as experiments and surveys, and collects data on predetermined instruments that yield statistical data.⁴²

Moreover, quantitative research is based on the measurement of quantity or amount.⁴³ Therefore, the researcher concludes that this research is quantitative research because the research used the numerical data that taken from the students. Since it is a true experimental research which applying pre-

⁴¹ Donald Ary and Lucy Cheser, *Introduction to Research In Education*, (Wadsworth Cengage Learning, 2010), p.26.

⁴² John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Methods Approaches*. (London: Sage Publications, 2003), p.21.

⁴³ CRKathori, *Research Methodology Methods and Technique, Second Revised Edition* (New Delhi: New Age international publisher. 2004), p. 3.

test, post-test control group design. Jhon W. Best stated that “Experimental research is the description and analysis of what will be or what will occur, under carefully controlled condition.”⁴⁴

Based on the quotation above, the researcher was focus on the expression of the influence of using independent variable toward dependent variable. This research involves two variables, the independent variable that is PQRST strategy (X) and dependent variable that is students reading comprehension (Y).

This research is to investigate whether “PQRST” Strategy can influence the students reading comprehension significantly by comparing between the score of pre-test and post-test. Firstly, the researcher gives a pre-test to the students to identify their reading comprehension. After that, the researcher gives the treatment with “PQRST Strategy”. Then, the researcher gave a post-test to identify their achievement on reading after being the treatment by using “PQRST Strategy”. If the score pre-test is higher than post-test, it indicates that “PQRST Strategy” cannot influence the students reading comprehension significantly.

However, if the score of post-test is higher than pre-test, it shows that “PQRST” Strategy can influence students reading comprehension significantly. In this research; the researcher investigates at the eighth grade of Junior High School 4 Metro.

⁴⁴ Yogesh Kumarsingh, *Fundamental of Research Methodology and Statistics*,(New Delhi, New Age International (P) Limited, 2006), p. 134.

B. Population, Sample and Sampling Technique

1. Population

Jack R. Frankel and Norman E. Wallen explain that “The population, in other words, is the group of interest to the researcher, the group to whom the researcher would like to generalize the results of the study.”⁴⁵

According to Kumar Singh, “population or universe means the entire mass of observation, which is the parent group from which a sample is to be formed”.⁴⁶ It means that the population is all subject which will be presumed in this research.

The researcher was conducted at the eighth grade of Junior High School 4 Metro. The total of population is taken from the eighth grade students. There are eight classes and every class consists of 30 until 32 students. The amounts of the population are 251 students.

Table 4
The Population of the Eighth Grade in Junior High School 4 Metro

No	Class	Students
1	VIII A	30
2	VIII B	32
3	VIII C	31
4	VIII D	31
5	VIII E	32
6	VIII F	31
7	VIII G	32
8	VIII H	32
Total		251

⁴⁵Jack R. Frankel and Norman E. Wallen, *How to Design and Evaluate Research*, (England: McGraw-Hill Inc, 2008), p. 91

⁴⁶Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics*, (New Delhi: New Age International (P) Limited, 2006), p. 82

2. Sample

Sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population.⁴⁷ Part of population named sample that hoped can representative population. It means that sample is small unit of population.

The sample of this research was take one class of the eighth graders of Junior High School 4 Metro consist of 32 students who are included into VIII H.

3. Sampling Technique

Sample is needed in this research to describe population condition. Marczyket.al defined sample as” a subset of the population.”⁴⁸ It means that sample is the part of population which represents that population which will be researched. The researcher used cluster sampling technique in this research.

According to Donald Ary, cluster sampling is the unit chosen is not an individual but, rather, a group of individuals who are naturally together.⁴⁹ By using purposive cluster sampling, the researchers choose VIII H for doing this research. This technique is used to know the influence of using PQRST strategy toward reading comprehension.

⁴⁷ Jhon W. Creswell. *Educational research fourth edition*. (Pearson .2012). p.142

⁴⁸Geoffrey Marczyket.al., *Essential of Research Design and Methodology*,(New Jersey:Jhon Willey and Sons Inc., 2005), p.18.

⁴⁹ Donald Ary, *et al.*, *Introduction to Research in Education: 8th Edition*, p. 154.

C. Operational Definition of Variables

“Variables are connected or related to one another although we do not view one variable as affecting or causing a change in the other. (Correlation is an example of a statistical procedure that tests relationships).”⁵⁰ There are two variables in this research, while the operational definitions of variables are follows:

1. Independent Variable

The independent variables are variable (probably) cause, influence or effect outcome. They are also called treatment. The variables examine are classified into independent and dependent variable. Independent variable of this research is PQRST strategy as the variable (X). PQRST strategy is one of the strategies in teaching reading that make the students more active in learning process.

In this research, researcher will collect the data by using a multiple choice test to know about the condition of the student, especially in the score of reading subject and also to know the strategy that uses by teacher when they are teaching reading. Then, the researcher will analyze the data and write in the observation list, as the result of pre-survey data.

The researcher uses the quantitative research, which pre-test and post-test design. In this design, the pre-test and post-test intended to investigate whether using PQRST strategy can be uses to influence reading comprehension.

⁵⁰ Evelyn and Anne Lazaraton, *THE RESEARCH MANUAL: Design and Statistics for Applied Linguistics*, (University of California, Los Angeles, 1991), p. 63.

Moreover, the indicators of this variable are follows:

- a. The students are able to preview when they read text.
- b. The students are able to make questions to remember information in a text.
- c. The students are able to read the text completely, without taking notes.
- d. The students are able to state the answer to key questions out loud.

2. Dependent Variable

Dependent variable is the major variable that will be measured in the research.⁵¹ Dependent variable in this research is the students reading comprehension in descriptive text (Y). Furthermore, the researcher decides some indicators in mastering reading comprehension in descriptive text.

The indicators of dependent variable (Y) are:

- a. The students able to mention main idea of each paragraph.
- b. The students able to find specific information of the text.
- c. The students able to find interpret words, phrases or sentences in the text.
- d. The students able to find reference of the text and deduce of the meaning (vocabulary).

⁵¹*ibid.*, p. 63

To measure students reading comprehension, the researcher is given a test guidance to read and answer the question of multiple choices about the descriptive text. The researcher also establishes the measurement of good paragraph and fluency in reading.

D. Data Collection Technique

In collecting the data, the researcher uses the techniques as follows:

1. Test

Anderson and Arsenault said that “instrument includes test and questionnaire, observation schedules and any other tool used to collect data”.⁵² It means that the valid data can be gained through several techniques of data collection method, one of which test.

Therefore, in this research, test will be used as data collection method to measure both variables. The researcher uses reading text test of some texts to measure student’s prior knowledge in reading descriptive text. Furthermore, the researcher uses test to collect the data that consist of pre-test and post-test as data collection method to measure of the students reading comprehension in descriptive text.

a. Pre-test

The researcher will give the pre-test to the students. This step will be done before give presenting the special treatment to find out the

⁵²Gary Anderson with Nancy Arsenault, *Fundamentals of Educational Research*, (USA: Falmer Press, 2005), p. 94.

capability and to know how far the students descriptive text reading comprehension.

b. Post-test

The post-test will be administered in the last meeting after doing treatments to find out whether the treatments give any contribution to the students achievement in the class or not.

2. Documentation

The researcher also used documentation as the instrument. Another method to collecting the data is documentation. Documentation is data collection method by investigating object written such as book, magazine, document, note and others.⁵³

The researcher used English teacher's documentation who competences to collect the data and to get detail information about students' English result in reading comprehension among the eighth grade of Junior High School 4 Metro.

E. Research Instrument

Based on David and Robert explains that "instrument is a tool of the research for measuring phenomena, which is used together and record information for assessment, which is used in each method."⁵⁴ It means that instrument is a tool or facilities that are used by the researcher to collect the data completely and systematically.

⁵³*ibid.* pg.57.

⁵⁴David Colton and Robert W. Covert, *Designing and Constructing Instruments for Research and Evaluation*, (San Fransisco: Jossey-Bass,2007), p. 5.

Furthermore, the research instruments which are used involve:

1. Instrument Blueprint

The writer used Pre-test before treatment as a control and Post-test instrument after treatment as an experimental. The research about reading comprehension, so the research instrument which is used in present research is in the form of reading comprehension test.

Here is the blue print, such as:

- a. The instrument which will be used in test in this research, it included the pre-test and post-test about English learning result. The researcher used the written test that is multiple choice tests. It consists of 10 items.
- b. The instrument which will be used in documentation method was documentation guidance, as follow; 1) Documentation about condition of the teachers and officials in the Junior High School 4 Metro ; 2) Documentation about the students of state Junior High School 4 Metro; 3).Documentation about the organization structure of Junior High School 4 Metro.
- c. The instrument which will be used in observation method was observation guidance, as follow; 1) Observation of the strategy that is used by the teacher in teaching reading comprehension of Junior High School 4 Metro; 2) Observation the location sketch of Junior High School 4 Metro; 3) Observation the

establishment of Junior High School 4 Metro; 4) Observation about building of Junior High School 4 Metro.

Instrument blueprint in this research is an illustration of the test consist of indicate of each variable. They are PQRST strategy and reading comprehension.

In addition, the researcher demonstrated the research instrument test as follows:

Table 5
The Instrument Test for Reading Comprehension
by using PQRST Strategy

No	Variable	Indicator Indicator	Item Number	Question Form
1.	Independent Variable (X) PQRST	a. The students are able to preview when they read text. b. The students are able to make questions to remember information in a text. c. The students are able to read the text completely, without taking notes. d. The students are able to state the answer to key questions out loud.	1-10	Multiple choice

2.	Dependent Variable (Y) Reading Comprehension	a. The students able to mention main idea of each paragraph. b. The students able to find specific information of the text. c. The students able to find interpret words, phrases or sentences in the text. d. The students able to find reference of the text and deduce of the meaning (vocabulary).	1-10	Multiple choice
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2. Instrument Calibration

Instrument calibration is a scale of measurement that used in describes the instrument standard that is used. Test form by using multiple choice tests which consist of four options (A, B, C, D and E). Multiple choices use to give the right answer from the questions that given through the test. The researcher used the instrument with using the pre-test and post-test. The pre-test uses to get the score before the treatment conducted. This test uses to know the knowledge of students in reading comprehension. The researcher uses objective tests.

F. Data Analysis Technique

To investigate whether there is a significant influence of using PQRST (Preview, Question, Read, Summarize, and Test) strategy on the students reading comprehension at the eighth grade of Junior High School 4 Metro.

In applying experimental research to find out the differences between two samples is utilized Chi-Square formulation. The formula of Chi-Square was used to find out the differences of significant between the frequencies which used to observe and the frequencies in hope. The writer analyzes the data by using Chi-Square.

The formulation of Chi-Square:

$$\chi^2 = \sum \left[\frac{(f_o - f_e)^2}{f_e} \right]$$

Note:

χ^2 = Value of chi square

f_o = Observed frequency

f_e = Expected frequency.⁵⁵

The researcher used one class that compared between pre-test and post-test. Here, the researcher analyzes the data by using T-test with using SPSS. According to Donal Ary the formulation of T-test as follows :

⁵⁵Donald Aryand Lucy Cheser Jacobs, *Introduction to Research in Education*. (Canada: WadworthCengage Learning, 2010), P. 188.

T-test :

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Explanation:

t : t (Ratio)

D : Average difference

$\sum D^2$: Different scores squared, then summed

$(\sum D)^2$: The scores summed, then squared

N : Number of pairs ⁵⁶

⁵⁶ Donald Ary *et al.*, *Introduction to research*, p.177

CHAPTER IV

RESULT OF THE RESEARCH

A. Descriptions of the Data

1. Research Setting

a. Brief History about the Establishment of Junior High School 4 Metro

Junior high school 4 Metro is a transition school from SKKP in 1979 in the provincial metro city of Lampung. In 2006 Junior High School 4 Metro were designated as national standard schools (SSN) and in 2010 received the title of a (very good) based on the assessment of the school accreditation.

In 2007 it was declared the champion of the hope of a national level healthy school competition.

In 2008 it was established as an international standard school preparation school based on the decision of the junior high school guidance directorate of the elementary and secondary education management directorate general in 2008 that Junior High School 4 Metro were designated as international standard pioneering schools (RSBI).

In 2012, it was awarded as a national level Adiwiyata School by the minister of living environment of the Republic of Indonesia.

In 2015 received an award as a school with integrity from the Minister of Education and Culture of the Republic of Indonesia.

During Junior High School 4 Metro trip there have been several changes in leaders, namely:

1. Hj. Nurmaida (1978-1992)
2. Drs. Haki Akhyar (1992-1998)
3. Drs. Supriyadi (1998-2002)
4. Sunanto, S.Pd (2002-2004)
5. Sri Rahayu, S. Pd (2004-2010)
6. Riyanto Suwarno, S. Pd., M. Pd. (2010-2015)
7. Fatimah, S. Pd., MM. (2015-2017)
8. Sunanto, S. Pd., M. Pd. (2017-Now)

b. The Teachers Educational Background in Junior High School 4 Metro

The number of teacher educational background at Junior High School 4 Metro in the academic year of 2018/2019 that can be identified as follows:

Table 6
Teachers Educational Background in Junior High School 4 Metro in the Academic Year of 2018/2019

No	Qualification Academic	Status			
		PNS		NON PNS	
		Male	Female	Male	Female
1	> S2	2	3		60
2	S1	13	30		5
3	D3/D2/D1/SMA		1		65

c. Students Quantity of Junior High School 4 Metro

The students' quantity of Junior High School 4 Metro in the Academic Year of 2018/2019 is that can be identified as follows:

Table 7
The Students Quantity of Junior High School 4 Metro in the Academic Year of 2018/2019

No	Class	Male	Female	Total
1	VII A	12	16	28
2	VII B	13	15	28
3	VII C	12	16	28
4	VII D	14	14	28
5	VII E	13	16	29
6	VII F	14	14	28
7	VII G	13	15	28
8	VII H	13	15	28
9	VIII A	13	17	30
10	VIII B	16	16	32
11	VIII C	14	17	31
12	VIII D	13	18	31
13	VIII E	14	18	32
14	VIII F	13	18	31
15	VIII G	14	18	32
16	VIII H	14	18	32
17	IX A	14	16	30
18	IX B	14	15	29
19	IX C	13	16	29

20	IX D	13	16	29
21	IX E	13	17	30
22	IX F	13	17	30
23	IX G	13	17	30
24	IX H	13	17	30
Total		321	392	713

d. Structure Organisation of Junior High School 4 Metro

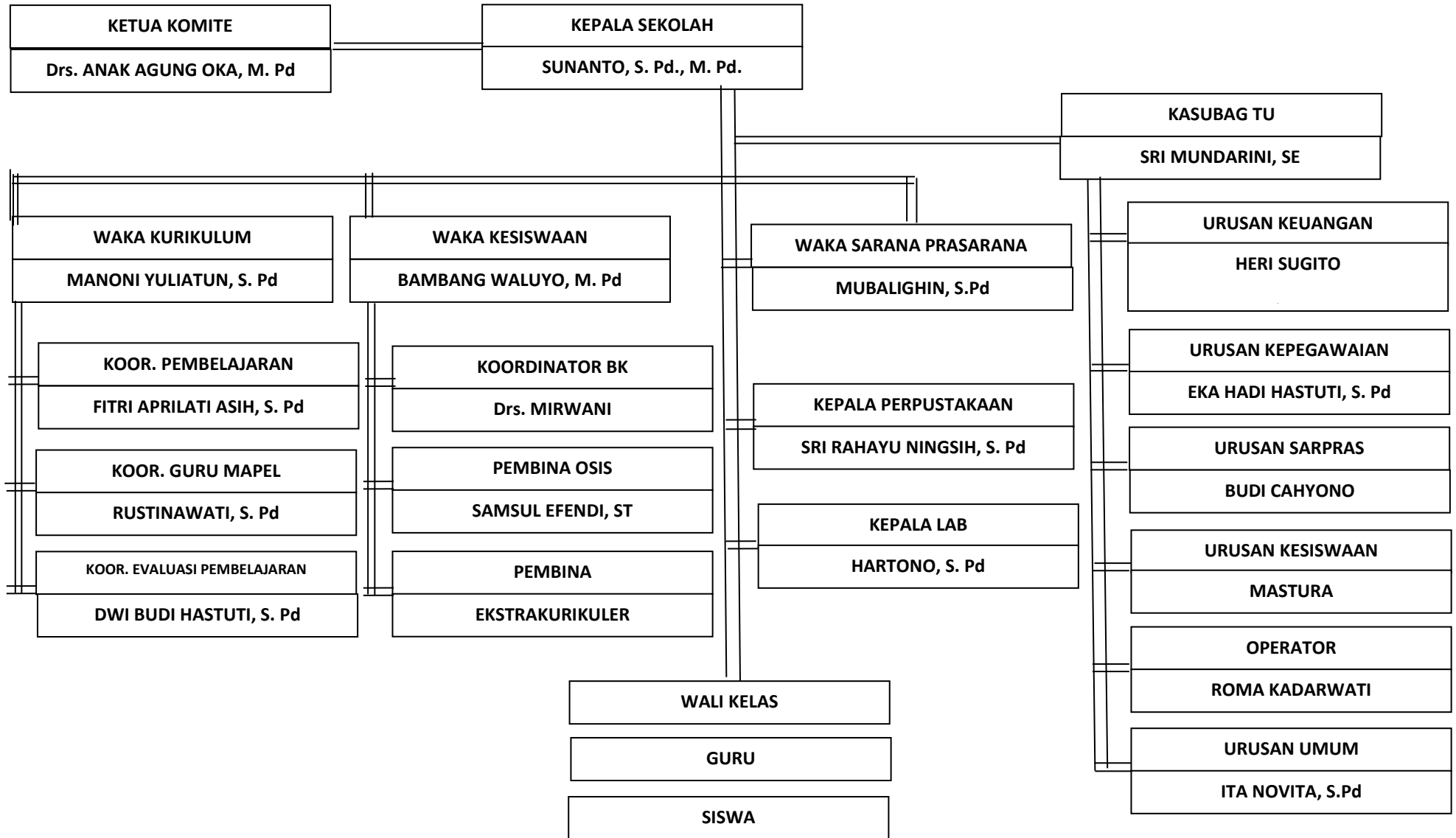
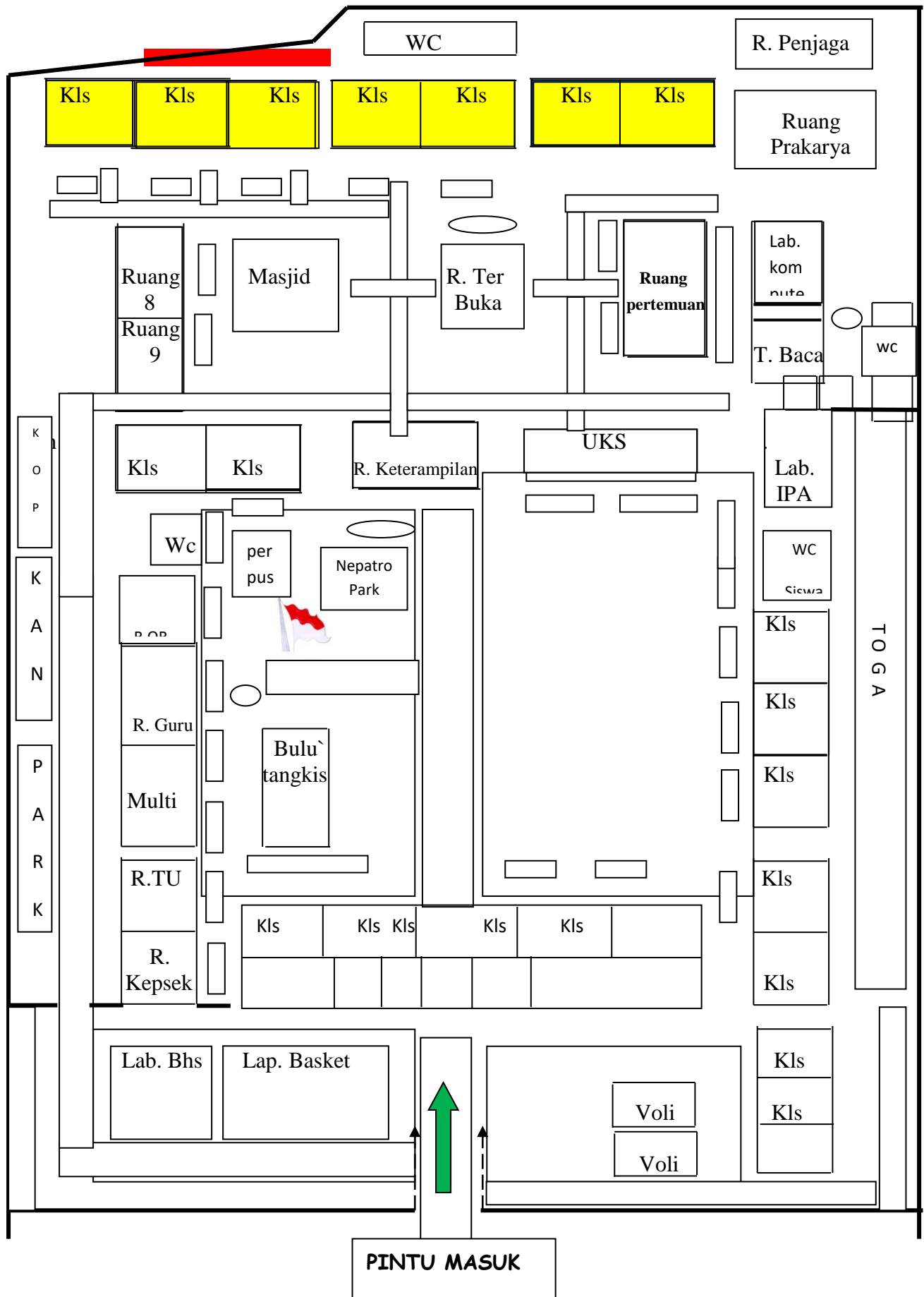


Figure 2. Structure Organization of Junior High School 4 Metro in the Academic Year of 2018/2019

e. Sketch of Junior High School 4 Metro



2. The Data of Research

a. The Pre-Test Result

The research conducted pre-test in the first meeting of the research in order to find out the initial differences between the groups who have similar level. The pre-test used in this research is in the form of multiple choices.

The pre-test result can be identified as follows:

Table 8

The Result of the Students' reading comprehension in Pre-Test at the Eighth of Junior High School 4 Metro the Academic Year of 2018/2019

NO	Students Name	Question Number										Pre-Test Score	Category
		1	2	3	4	5	6	7	8	9	10		
1	AFM	10	10	10	-	10	-	-	-	10	-	50	Fair
2	AMN	10	10	10	10	-	-	-	10	-	-	50	Fair
3	ABF	10	-	10	10	10	-	10	-	-	-	50	Fair
4	ASS	10	10	-	-	-	-	-	-	-	10	30	Poor
5	AS	10	-	10	-	-	-	-	-	10	10	40	Poor
6	BSSP	10	10	-	-	-	-	-	-	10	-	30	Poor
7	BPR	10	10	10	-	10	-	-	-	10	10	60	Fair
8	BKS	10	10	10	-	10	-	10	-	10	10	70	Fair
9	CPK	10	10	10	-	10	-	-	-	10	10	60	Fair
10	DD	10	10	10	-	-	-	-	10	-	-	40	Poor
11	DGFS	10	10	10	-	-	-	-	10	10	-	50	Fair
12	DSN	10	-	-	-	-	-	-	-	-	10	20	Poor
13	EYA	10	10	10	-	-	-	-	10	10	10	60	Fair
14	LZD	10	10	10	10	-	10	-	10	10	10	80	Very Good
15	MFZ	-	-	10	-	-	10	-	-	-	-	20	Poor
16	MAS	10	10	10	-	-	-	10	10	10	-	60	Fair
17	MFFR	10	10	-	-	-	-	-	-	-	10	30	Poor
18	MRMA	10	10	10	-	-	10	-	10	-	10	60	Fair
19	NS	10	10	10	-	-	-	10	10	10	-	60	Fair
20	PRN	10	10	-	-	10	10	-	10	10	10	70	Fair
21	RMP	10	10	10	-	-	10	-	10	-	-	50	Fair
22	SVN	10	-	10	10	10	-	-	10	10	-	60	Fair
23	SAE	10	10	10	-	-	-	-	-	10	10	50	Fair
24	STR	10	10	-	-	10	10	10	-	10	10	70	Fair
25	SAN	10	-	10	-	10	-	10	10	-	10	60	Fair

26	SL	-	10	-	-	10	10	10	-	10	10	60	Fair
27	SK	10	-	-	10	-	-	-	10	10	10	50	Fair
28	SJAM	10	-	10	10	10	-	10	10	-	-	60	Fair
29	W	-	-	10	10	10	10	10	-	-	-	50	Fair
30	WA	10	10	10	-	10	-	-	-	10	-	50	Fair
31	ZN	10	-	-	10	-	10	10	-	-	10	50	Fair
32	ZZK	10	10	10	10	10	-	-	10	-	10	70	Fair
TOTAL												1670	
AVERAGE												52,18	
HIGHEST SCORE												80	
LOWEST SCORE												20	

Source: The result of pre-test in experiment class on November 16th, 2018.

The test is followed by 32 students which were cluster selected the highest score was 80 and the lowest score was 20 with total score was 1670 and the average of the score 52,18.

Based on the table above, the researcher measured the class interval.

R = Range

K = a lot of classes that will be created

P = class interval

R = the highest score – the lowest score

$$= 80 - 20$$

$$= 60$$

K = $1 + 3,3 \log n$

$$= 1 + 3,3 \log 32$$

$$= 1 + 4,96$$

$$= 5,496 \rightarrow 6$$

P = $\frac{R}{K} = \frac{60}{6} = 10$

After knowing the class interval, the data taken from interval above was put on the table of frequency distribution as follows:

Table 9

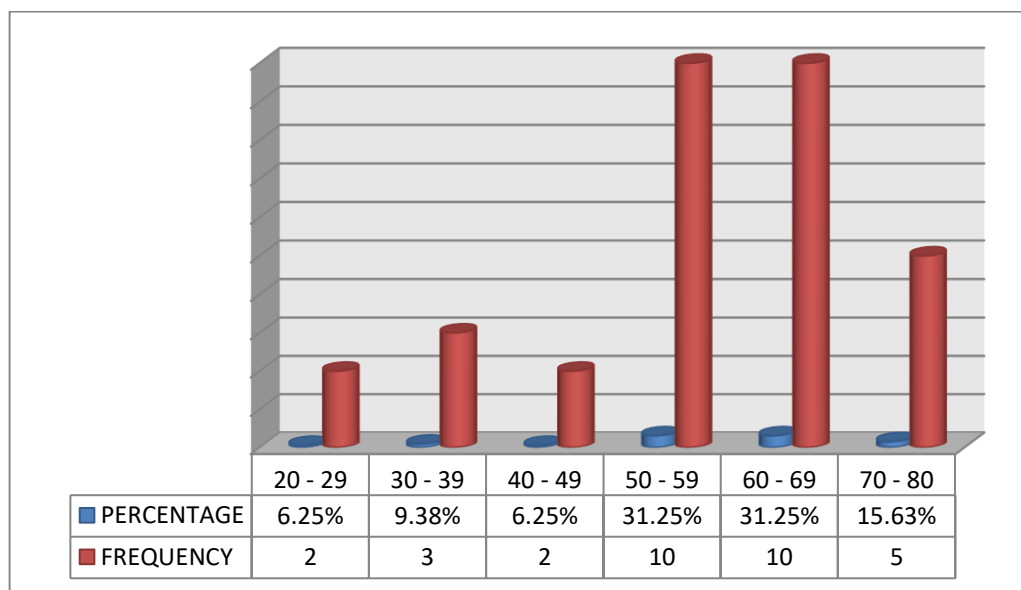
Frequency Distribution of the Students' reading comprehension in Pre-Test at the Eighth Grade of Junior High School 4 Metro the Academic Year of 2018/2019

Class Interval	Frequency	Percentage %
70 - 80	5	15.63
60 - 69	10	31.25
50 - 59	10	31.25
40 - 49	2	6.25
30 - 39	3	9.38
20 - 29	2	6.25
Total	32	100 %

Based on the table distribution above, it can inferred that from 32 students as the research sample, there were 5 students who got the score 70-80 (15.63 %), 10 students who got the score 60-69 (31.25 %), 10 students who got the score 50-59 (31.25 %), 2 students who got the score 40-49 (6.25 %), 3 students who got 30-39 (9.38 %) and the last there were 2 students who got the score 20-29 (6.25 %). It shows that the result of students' reading comprehension in pre-test was unsatisfactory because there was many students got bad score. In addition, the chart below illustrated the frequency distribution of the students' reading comprehension in pre-test.

Diagram I

The Chart of Frequency Distribution of the Students' reading comprehension in Pre Test at the Eighth Grade of Junior High School 4 Metro the Academic Year of 2018/2019



b. The Post-Test Result

Post-test was employed in the last program of this research after giving some treatments and exercises to the students. The test used in present research was the same type as pre-test but in different title and it is more developed. The post-test was carried out in order to know the students' achievement after treatments. The result of the students' pre-test and post-test is to find out whether the treatments by using PQRST strategy to influenced the students' reading comprehension. The result of students' post-test can be identified as follows:

Table 10
The Result of the Students' reading comprehension in Post-Test at the Eighth of Junior High School 4 Metro the Academic Year of 2018/2019

NO	Students Name	Question Number										Post-Test Score	Category
		1	2	3	4	5	6	7	8	9	10		
1	AFM	10	10	10	10	10	-	10	10	10	-	80	Very Good

2	AMN	-	10	10	10	10	10	10	10	10	-	80	Very Good
3	ABF	10	10	10	10	-	10	10	10	10	-	80	Very Good
4	ASS	-	10	10	10	10	10	10	10	10	-	80	Very Good
5	AS	10	-	10	10	-	-	-	10	10	10	60	Fair
6	BSSP	-	10	10	10	-	10	10	10	10	10	80	Very Good
7	BPR	-	10	10	10	10	10	10	10	10	-	80	Very Good
8	BKS	-	10	10	10	-	10	10	10	10	10	80	Very Good
9	CPK	-	10	10	10	10	10	10	10	10	-	80	Very Good
10	DD	-	10	10	10	10	10	10	10	10	-	80	Very Good
11	DGFS	10	10	10	10	10	10	10	10	10	-	90	Very Good
12	DSN	-	-	10	10	10	10	10	10	10	10	80	Very Good
13	EYA	-	10	10	10	-	10	10	10	10	10	80	Very Good
14	LZD	10	10	10	10	10	10	10	10	10	10	100	Very Good
15	MFZ	-	10	10	10	10	10	10	10	-	-	70	Fair
16	MAS	-	10	10	10	-	10	10	10	10	10	80	Very Good
17	MFRR	-	10	10	10	-	10	10	10	10	10	80	Very Good
18	MRMA	10	10	10	10	10	10	10	10	10	10	100	Very Good
19	NS	-	10	10	10	-	10	10	10	10	10	80	Very Good
20	PRN	-	10	10	10	10	10	10	10	10	10	90	Very Good
21	RMP	-	10	10	10	10	10	10	10	10	10	90	Very Good
22	SVN	10	10	10	10	-	10	10	10	10	-	80	Very Good
23	SAE	-	10	10	10	-	10	10	10	10	10	80	Very Good
24	STR	10	10	10	10	-	10	10	10	10	10	90	Very Good
25	SAN	10	10	10	10	10	10	10	10	10	10	100	Very Good
26	SL	10	10	10	10	-	10	10	10	10	-	80	Very Good
27	SK	-	10	10	10	10	10	10	10	-	-	70	Fair
28	SJAM	-	10	10	10	-	10	10	10	10	10	80	Very Good
29	W	-	10	10	10	10	10	10	10	10	-	80	Very Good
30	WA	10	10	10	-	-	-	10	-	10	-	50	Fair

31	ZN	10	10	10	-	-	-	10	10	10	-	60	Fair
32	ZZK	-	10	10	10	10	10	10	10	10	-	80	Very Good
TOTAL												2570	
AVERAGE												80,31	
HIGHEST SCORE												100	
LOWEST SCORE												50	

Source: The result of post-test of reading comprehension experimental class by PQRST strategy toward the students' reading comprehension on November 23th, 2018.

The test is followed by 32 students which were cluster selected the highest score was 100 and the lowest score was 50 with total score was 2570 and the average of the score 80,3.

Based on the table above, the researcher measured the class interval.

R = Range

K = a lot of classes that will be created

-

$$\begin{aligned}
 R &= \text{the highest score} - \text{the lowest score} \\
 &= 100 - 50 \\
 &= 50
 \end{aligned}$$

$$\begin{aligned}
 K &= 1 + 3,3 \log n \\
 &= 1 + 3,3 \log 32 \\
 &= 1 + 4,96 \\
 &= 5,96 \longrightarrow 6
 \end{aligned}$$

$$P = \frac{R}{K} = \frac{50}{6} = 8,33 \longrightarrow 8$$

After knowing the class interval, the data taken from interval above was put on the table of frequency distribution as follows:

Table 11

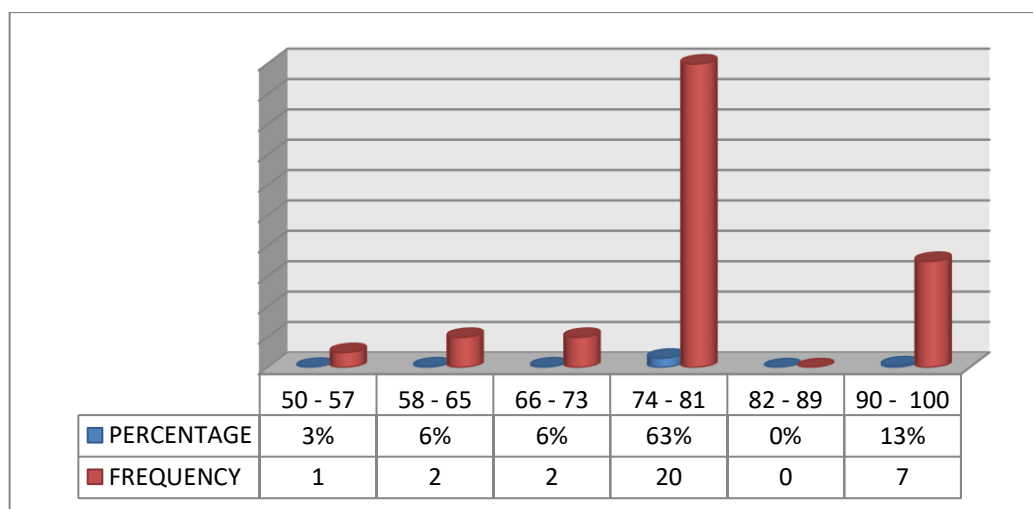
Frequency Distribution of the Students' reading comprehension in Post-Test at the Eighth Grade of Junior High School 4 Metro the Academic Year of 2018/2019

Class Interval	Frequency	Percentage %
90 - 100	7	21,9
82 - 89	0	0
74 - 81	20	62,5
66 - 73	2	6,25
58 - 65	2	6,25
50 - 57	1	3,1
Total	32	100 %

Based on the table of frequency distribution above, it can be inferred that all of students have full fill of value standard, which is 73. Therefore, it can be inferred that the student's word formation in post-test was improved.

Diagram 2

The Chart of Frequency Distribution of the Students' reading comprehension in Post Test at the Eighth Grade of Junior High School 4 Metro the Academic Year of 2018/2019



The chart of table frequency distribution above described that the result of the student's score of post-test. There was 1 students (3%) who got score 50-57, 2 students (6%) got score 58-65, 2 students (6%) got score 66-73, then 20 students (63%) got score 74-81, 0 students (0%) got score 82-89, and 7 students (13%) got score 90-100.

It means that the result of student's reading comprehension after using PQRST strategy was satisfactory. It has difference score between pre-test and post-test.

B. Hypothesis Testing

After applying the test and getting the documentation, the researcher analyzed the data by using analysis t-test in order to prove whether there is the influence of using PQRST Strategy on the students reading comprehension at the Eighth Grade of Junior High School 4 Metro, as followed:

1. Preparing the Table

Preparing the table in order to prove whether there is the influence of using PQRST Strategy on the students reading comprehension at the Eighth Grade of Junior High School 4 Metro.

Table 12
The Score Pre-test and Post-test result
of the Students Reading Comprehension

No	Name	Pre-test (X ₁)	Post-test(X ₂)	D (X ₂ -X ₁)	D ² (X ₂ -X ₁) ²
1	AFM	50	80	30	900
2	AMN	50	80	30	900
3	ABF	50	80	30	900
4	ASS	30	80	50	2500
5	AS	40	60	20	400
6	BSSP	30	80	50	2500
7	BPR	60	80	20	400
8	BKS	70	80	10	100
9	CPK	60	80	20	400
10	DD	40	80	40	1600
11	DGFS	50	90	40	1600
12	DSN	20	80	60	3600

13	EYA	60	80	20	400
14	LZD	80	100	20	400
15	MFZ	20	70	50	2500
16	MAS	60	80	20	400
17	MFFR	30	80	50	2500
18	MRMA	60	100	40	1600
19	NS	60	80	20	400
20	PRN	70	90	20	400
21	RMP	50	90	40	1600
22	SVN	60	80	20	400
23	SAE	50	80	30	900
24	STR	70	90	20	400
25	SAN	60	100	40	1600
26	SL	60	80	20	400
27	SK	50	70	50	2500
28	SJAM	60	80	20	400
29	W	50	80	30	900
30	WA	50	50	0	0
31	ZN	50	60	10	100
32	ZZK	70	80	10	100
Total		$\sum X_1 = 1670$	$\sum X_2 = 2570$	$\sum D = 930$	$\sum D_2 = 33700$
Average		52,18	80,31	29,0625	1053.125

The average of $\sum D = (930 : 32) = 29,0625$

Chi-Square and T-test in order to prove whether there is a positive and significant influence of using PQRST (Preview, Question, Read, Summarize, and Test) Strategy on the students reading comprehension at the Eighth Grade of Junior High School 4 METRO, as follows:

2. Putting the data by using of Chi-Square (χ^2)

After administering the written test method, the researcher analyzed the data by using Chi-Square (χ^2) with two variable in order to prove whether using PQRST (Preview, Question, Read, Summarize, and Test) Strategy on the students reading

comprehension at the Eighth Grade of Junior High School 4 METRO has normal distribution or not, as follows:

$$\chi^2 = \sum \left[\frac{(F_o - F_e)^2}{F_e} \right]$$

Table 13

The Contingency Table of the Expected Frequency at the Result of the Students Reading Comprehension in Pre Test and Post Test

Variables	Total			Total
	Very Good	Good	Fair	
Pre test	1	2	3	r _N = 32
	1	0	31	
Post test	4	5	6	r _N = 32
	7	20	5	
Total	c _N = 8	c _N = 20	c _N = 36	N = 64

Hypothesis testing by using Chi-Square analyzed as follows:

Table 14
The Testing of Data

Sel:	f_o	$f_e = \frac{Cn \times Rn}{N}$	$f_o - f_e$	$(f_o - f_e)^2$	$\frac{(f_o - f_e)^2}{f_e}$
1	1	$\frac{8 \times 32}{64} = 4$	-3	9	2,25
2	0	$\frac{20 \times 32}{64} = 10$	-10	100	10

3	31	$\frac{36 \times 32}{64} = 18$	13	169	9,4
4	7	$\frac{8 \times 32}{64} = 4$	3	9	2,25
5	20	$\frac{20 \times 32}{64} = 10$	10	100	10
6	6	$\frac{36 \times 32}{64} = 18$	-12	144	8
Total	N = 64	$f_e = 64$	0	-	$\chi^2 = 41,9$

Furthermore, put the data into the formula of Chi-Square. It can be calculated by using the formula as below:

$$\chi^2 = \sum \left[\frac{(F_o - F_e)^2}{F_e} \right]$$

$$\chi^2 = \frac{9}{4} + \frac{100}{10} + \frac{169}{18} + \frac{9}{4} + \frac{100}{10} + \frac{144}{18}$$

$$\chi^2 = 2,25 + 10 + 9,4 + 2,25 + 10 + 8$$

$$\chi^2 = 41,9$$

From the data above, the value of Chi-Square was 41,9. Then, to know the critical value of Chi-Square the researcher firstly counted df. It was degree of freedom.

The formulation of df as follows:

$$Df = (c-1) (r-1)$$

$$Df = (3-1) (2-1) = 2$$

Note :

Df = Degrees of freedom

c = Column

r = Row

Table 15
The Table of Critical Value of Chi-square

Level of significant	5%	1%
Df 2	5,9914	9,2103

- a. The critical value of X^2 table for 5% level was 5,9914
- b. The critical value of X^2 for 1% level was 9,2103

From all data analysis above, it could be known that:

- a. $X^2_{\text{observed}} = 41,9$
- b. $X^2_{\text{table of expectancy}} = 5\% (5,9914) \text{ and } 1\% (9,2103)$
- c.

The degrees of freedom is 2, so the values of X^2_{table} on degrees of freedom are 5% = 5,9914 and 1% = 9,2103. In this research, the students have done the entire test individually and group. It was benefit to know the influence of using PQRST (Preview, Question, Read, Summarize, and Test) Strategy on the students reading comprehension from the result of those tests.

From the data above the comparison X^2_{bar} with X^2_{table} was: $5,99146 < 41,9 > 9,2103$ in 5% and 1% significant. It means that the alternative hypothesis (H_a) explains “ there is positive and significant influence of using PQRST (Preview, Question, Read, Summarize, and Test) Strategy on the students reading comprehension.”

3. Putting the data into formula t-test

Putting the data above into the formula of t-test in order to get “ t_{observed} ”

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$t = \frac{29,0625}{\sqrt{\frac{33700 - \frac{(930)^2}{32}}{32(32-1)}}$$

$$t = \frac{29,0625}{\sqrt{\frac{33700 - \frac{864900}{32}}{32(31)}}$$

$$t = \frac{29,0625}{\sqrt{\frac{33700 - 27028,125}{992}}$$

$$t = \frac{29,0625}{\sqrt{\frac{6671,875}{992}}$$

$$t = \frac{29,0625}{2,6}$$

$$t = 11,18$$

Therefore, $t_{\text{observation}}$ is 11,18 as result of the counting by using t_{test} formula above.

To know the critical value of t_{test} (t_{table}), the researcher firstly counted df, df is degree of freedom. The formulation of $df = N-1$. N is the number of research population:

$$\begin{aligned} df &= N-1 \\ &= 32-1 \\ &= 31 \end{aligned}$$

Furthermore, the researcher demonstrated the data which was analyzed by using t_{test} in SPSS in the table below:

Table 16
Descriptive Statistic

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	32	20.00	80.00	52.1875	14.53236
Posttest	32	50.00	100.00	80.3125	10.62085
Valid N (listwise)	32				

The table above demonstrated that the total sample of pre-test or before treatment was 32 with the minimum value was 20 and maximum 80, mean of pre-test was 52.1875 with the standard deviation was 14.53236. Meanwhile the total sample of post-test or after treatment was 32 with the minimum value was 50 and maximum 100, it mean of post-test was 80.3125 with the standard deviation 10.62085. Moreover, the table below illustrated the result of the calculation of t_{test} in SPSS.

After considering the t_{test} table by using df 31, so it can be found that:

Table 17
Critical Value of t_{table}

Level of significant	5%	1%
df 31	2,021	2,704

- 1) The critical value of t-test (t_{table}) for the 5% level is
- 2) The critical value of t-test (t_{table}) for the 1% level is

Based on the data analysis above, it can be found that:

- 1) “ t_{observed} ” = 11,18
- 2) “ t_{table} ” level of 5% = 2,021
- 3) “ t_{table} ” level of 1% = 2,704

Its mean that “ t_{observed} ” higher that “ t_{table} ” or it can be written as $2,021 < 11,18 > 2,704$. From the value above, it can be inferred that there is positive and significant influence of using PQRST Strategy on the students reading comprehension at the Eighth Grade of Junior High School 4 Metro.

C. Interpretation $t_{\text{observation}}$

The researcher has formulated the Alternative hypothesis (H_i) and Null hypothesis (H_o) as follows:

a. Alternative hypothesis (H_i)

There is a significant the influence of using PQRST Strategy on the students reading comprehension at the Eighth Grade of Junior High School 4 Metro.

b. Null hypothesis (H_o)

There is not a significant the influence on using PQRST Strategy on the students reading comprehension at the Eighth Grade of Junior High School 4 Metro.

After H_i and H_o above were formulated the writer consulted $t_{\text{observation}}$ to t_{table} as follows:

- If $t_{\text{observed}} > t_{\text{table}}$, H_a is accepted and H_o is rejected.
- If $t_{\text{observed}} < t_{\text{table}}$, H_a is rejected and H_o is accepted.

Finally, the data confirmed that “ t_{observed} ” = 11,18 is higher than “ t_{table} ” 2,021 in 5% and 2,704 in 1%. Therefore, it can be concluded that “ there is a positive and significant influence of using PQRST strategy on the students reading comprehension at the eighth grade of Junior High School 4 Metro.”

D. Discussion

In this research there are two variables, independent variable that is PQRST Strategy (X) and dependent variable, that is Reading Comprehension (Y). The variables were tested by using formula of t-test to investigate whether there is a positive and significant influence of using PQRST Strategy on the students reading comprehension at the Eighth Grade of Junior High School 4 Metro.

During the research, the writer observed that the students are interesting learning English material through using PQRST strategy. They were enthusiastic during the learning process. They were also active in the class during the presentation of the material by using PQRST strategy.

They were able to understand the English material through using PQRST strategy more easily. The writer assumed that teaching and learning by using PQRST strategy can influence students’ Reading Comprehension well. Through using PQRST as strategy, the students learn English easier way because the students can memorize it’s more easily and effectively, they learned by seeing PQRST strategy. So it has proved that using PQRST strategy can influence the students’

Reading Comprehension than the other strategy especially for the students at the Eighth Grade of Junior High School 4 Metro.

Furthermore, the result of this research confirmed about the influence of PQRSST strategy toward the Students' Reading Comprehension was right. This research also clarified that the theory of the influence of using PQRSST Strategy on the students reading comprehension at the Eighth Grade of Junior High School 4 Metro.

In other words, the result of the research may vary on the other educational institutions. It depends on several factors such as condition, situation, research setting, and subject of the research.

E. Limitation

This research was conducted at Junior High School 4 Metro. The subjects of the research were the eighth grade of Junior High School 4 Metro. The choice the subject was PQRSST strategy. The result of this research did not discuss all of the problems that faced by the students. The instruments were suitable with the subject that learnt by students, but focus on the students reading comprehension problem in learning English as a foreign language. So, the result of it cannot be generalized.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

After implementing Quantitative research at the eighth grade of Junior High School 4 Metro and according to the result of pre-test and post-test, it could be summarized that there was a positive and significant influence before and after implementing PQRST strategy in teaching reading comprehension. It means that using PQRST strategy in teaching reading comprehension is helpful. It can be shown from the result of pre-test and post-test.

There was a significant influence of PQRST strategy on the students reading comprehension at the eighth grade of Junior High School 4 Metro. It could be seen from the data confirmed that “ $t_{\text{observed}} = 11,18$ was higher than “ t_{table} ” in $5\% = 2,021$, and $1\% = 2,704$.

Based on the analysis of the research data, the researcher concludes in this research use PQRST (Preview, Question, Review, Summarize, and Test) as strategy is an alternative strategy that can influence the students' reading comprehension. It can be seen from the result of the pre-test and post-test. The students at the eighth grade of Junior High School 4 Metro, especially class VIII H.

B. Suggestion

The researcher had done the research at the eighth grade of Junior High School 4 Metro in the academic year of 2018/2019, the researcher would like to give some suggestion as follows:

1. For the Headmaster

The headmaster should support the English learning process by preparing some facilities of teaching and learning.

2. For the teachers

The teacher can choose the PQRST an alternative strategy in teaching English especially in reading comprehension in order that the student can understand the material delivered by the teacher, because by an interesting strategy in teaching learning, it can automatically improve the students motivation in learning process and it can make them try best effort to accepting the material taught by the teacher.

3. For the students

The students should be more active in learning English especially in reading comprehension by using PQRST strategy, because using PQRST strategy can help the students to enjoy in following the material that the teacher given. So it can increase their knowledge in learning English.

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APPENDIXES

ATTENDANCE LIST

Day/Date : Jum'at 16 November 2018

Class : VIII H







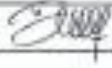
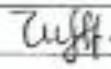




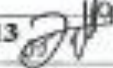



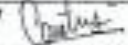











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2.	Silmina Kholisah	2
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4.	Sapira Amalia Ependi	4
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12.	Bima kurnia Sondi	12
13.	M. ALFADH Setiawan	13
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27.	Ari Syifa Setiara	27
28.	Panastuga Respati Niti	28





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30.	Ahmad Fadel M	30 Ahmad
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32.	Nanda Saputri	32 Nanda
33.		33
34.		34
35.		35

ATTENDANCE LIST

Day/Date : Jum'at / 23 November 2018

Class : VII H

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10.	M. F. H. F. R.	10 
11.	Surya Jaya Agus Maharotika	11 
12.	Birna Kurnia Sandi	12 
13.	M. ALFADH SETIAWAN	13 
14.	Fitri Nadha A	14 
15.	Mohammad Fitra Zamora	15 
16.	Daffigo D	16 
17.	Cathlya putri khairunnisa	17 
18.	Handa Saputri	18 
19.	DEWIANG GHEFIRA FARAHILA S	19 
20.	Sekitira Urdhita Kalthonia	20 
21.	Anisa Binar	21 
22.	Shifa Larasati	22 
23.	Muhammad Malik Alghazi	23 
24.	Latipah Zicko Dilya	24 
25.	Wilda Arifah	25 
26.	Anisa Balsabih	26 
27.	Ani Syifa Septina	27 
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30.	Shafarani Alca N.	30	
31.	Pandhoga Respati Niti	31	
32.	Ahmed Fakhri M.	32	
33.		33	
34.		34	
35.		35	

SILABUS BAHASA INGGRIS

Kompetensi Inti

KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni budaya terkait fenomena dan kejadian tampak mata

KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

Kompetensi Dasar		Materi Pokok	Pembelajaran
3.1	Siswa mampu : Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapi, sesuai dengan konteks penggunaannya	<ul style="list-style-type: none"> • Fungsi Sosial Menjaga hubungan interpersonal dengan guru dan teman • Struktur Teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan a.l. <i>Excuse me, Is it clear?, Great, I think so., dsb.</i> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan lisan tangan 	<p><u>Masing-masing menggunakan prosedur yang sama</u></p> <p>Mengamati</p> <ul style="list-style-type: none"> • Siswa terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain menyatakan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan serta responnya, dalam bahasa Inggris. • Siswa dituntut untuk mencontoh kebiasaan tersebut dengan menyebutkan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan serta responnya, dalam bahasa Inggris. <p>Menanya Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara cara menyebutkan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan serta responnya, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb.</p>
4.1	Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan meminta	<ul style="list-style-type: none"> • Topik <p>Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di</p>	

	<p>perhatian, mengecek pemahaman, menghargai kinerja, serta meminta dan mengungkapkan pendapat, dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>dalam maupun di luar kelas, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, dan bertanggung jawab.</p>	<p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> • Siswa mendengarkan dan menyaksikan banyak contoh interaksi dengan menyebutkan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan serta responnya dalam bahasa Inggris dari film, kaset, buku teks, dsb. • Siswa menirukan contoh-contoh interaksi dengan menyebutkan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan serta responnya dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar. • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi menyebutkan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan serta responnya. • Secara kolaboratif, siswa berusaha menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan serta responnya dalam konteks pembelajaran, simulasi, <i>role-play</i>, dan kegiatan lain yang terstruktur. <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan ungkapan menyebutkan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan serta responnya yang telah dikumpulkan dari berbagai sumber tersebut di atas. • Siswa membandingkan ungkapan menyebutkan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan 	<p>C K S P n P P k n P O (u s • • • • • • P P te se te be</p>
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			<p>serta responnya yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain.</p> <ul style="list-style-type: none"> • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa menggunakan bahasa Inggris setiap kali muncul kesempatan untuk menyebutkan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan serta responnya, di dalam dan di luar kelas. • Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. • Siswa membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan serta responnya dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia. 	m m m da m pe da
3.2	<p>Siswa mampu : Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait kemampuan dan kemauan, melakukan</p>	<ul style="list-style-type: none"> • Fungsi Sosial Menjaga hubungan interpersonal dengan guru dan teman • Struktur Teks - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan - Ungkapan 	<p><u>Masing-masing menggunakan prosedur yang sama</u></p> <p>Mengamati</p> <ul style="list-style-type: none"> • Siswa terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain (a) memberi instruksi, (b) mengajak, (c) melarang, (d) minta izin serta meresponnya, dalam bahasa Inggris, dengan unsur kebahasaan yang dapat mendekatkan hubungan interpersonal. 	K • •

4.2	<p>an suatu tindakan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>can, will</i>)</p> <p>Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait kemampuan dan kemauan, melakukan suatu tindakan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>kemampuan dan kemauan yang sesuai, dengan modal: <i>can, will</i>.</p> <ul style="list-style-type: none"> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan <p>Topik</p> <p>Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar kelas, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, dan bertanggung jawab.</p>	<ul style="list-style-type: none"> • Siswa dituntut untuk mencontoh kebiasaan tersebut dengan (a) memberi instruksi, (b) mengajak, (c) melarang, (d) minta ijin serta meresponnya, dalam bahasa Inggris. <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara ungkapan (a) memberi instruksi, (b) mengajak, (c) melarang, (d) minta ijin, serta responnya, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> • Siswa mendengarkan dan menyaksikan banyak contoh interaksi (a) memberi instruksi, (b) mengajak, (c) melarang, (d) minta ijin serta responnya dalam bahasa Inggris dari film, kaset, buku teks, dsb. • Siswa menirukan contoh-contoh interaksi (a) memberi instruksi, (b) mengajak, (c) melarang, (d) minta ijin, serta responnya dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar. • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi (a) memberi instruksi, (b) mengajak, (c) melarang, (d) minta ijin, serta responnya. • Secara kolaboratif, siswa berusaha menggunakan bahasa Inggris untuk (a) memberi instruksi, (b) mengajak, (c) melarang, (d) minta ijin, serta responnya dalam konteks pembelajaran, simulasi, <i>role-play</i>,
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			<p>dan kegiatan lain yang terstruktur.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan ungkapan (a) memberi instruksi, (b) mengajak, (c) melarang, (d) minta ijin, serta responnya yang telah dikumpulkan dari berbagai sumber tersebut di atas. • Siswa membandingkan ungkapan (a) memberi instruksi, (b) mengajak, (c) melarang, (d) minta ijin, serta responnya yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain. • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa menggunakan bahasa Inggris setiap kali muncul kesempatan (a) memberi instruksi, (b) mengajak, (c) melarang, (d) minta ijin, serta responnya, di dalam dan di luar kelas, dengan unsur kebahasaan yang dapat mendekatkan hubungan interpersonal. • Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. • Siswa membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk (a) memberi instruksi, (b) mengajak, (c) melarang, (d) minta ijin, serta responnya dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia. 	
3.3	Siswa mampu : Menerapkan	• Fungsi sosial Menyuruh, melarang,	<u>Masing-masing menggunakan prosedur</u>	

4.3	<p>fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keharusan, larangan, dan himbauan, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan <i>must, should</i>)</p> <p>Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keharusan, larangan, dan himbauan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>dan menghimbau.</p> <ul style="list-style-type: none"> • Struktur teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan <ul style="list-style-type: none"> - Ungkapan keharusan, larangan, himbauan dengan modalmust, (<i>don't</i>) <i>have to...</i>, <i>should</i>, - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan <p>Topik</p> <p>Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar kelas, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, dan bertanggung jawab.</p>	<p>yang sama</p> <p>Mengamati</p> <ul style="list-style-type: none"> • Siswa terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain (a) memberi instruksi, (b) mengajak, (c) melarang, (d) minta ijin serta meresponnya, dalam bahasa Inggris, dengan unsur kebahasaan yang dapat mendekatkan hubungan interpersonal. • Siswa dituntut untuk mencontoh kebiasaan tersebut dengan (a) memberi instruksi, (b) mengajak, (c) melarang, (d) minta ijin serta meresponnya, dalam bahasa Inggris. <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara ungkapan (a) memberi instruksi, (b) mengajak, (c) melarang, (d) minta ijin, serta responnya, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> • Siswa mendengarkan dan menyaksikan banyak contoh interaksi (a) memberi instruksi, (b) mengajak, (c) melarang, (d) minta ijin serta responnya dalam bahasa Inggris dari film, kaset, buku teks, dsb. • Siswa menirukan contoh-contoh interaksi (a) memberi instruksi, (b) mengajak, (c) melarang, (d) minta ijin, serta responnya dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar. • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri
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			<p>(fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi (a) memberi instruksi, (b) mengajak, (c) melarang, (d) minta ijin, serta responnya.</p> <ul style="list-style-type: none"> • Secara kolaboratif, siswa berusaha menggunakan bahasa Inggris untuk (a) memberi instruksi, (b) mengajak, (c) melarang, (d) minta ijin, serta responnya dalam konteks pembelajaran, simulasi, <i>role-play</i>, dan kegiatan lain yang terstruktur. <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan ungkapan (a) memberi instruksi, (b) mengajak, (c) melarang, (d) minta ijin, serta responnya yang telah dikumpulkan dari berbagai sumber tersebut di atas. • Siswa membandingkan ungkapan (a) memberi instruksi, (b) mengajak, (c) melarang, (d) minta ijin, serta responnya yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain. • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa menggunakan bahasa Inggris setiap kali muncul kesempatan (a) memberi instruksi, (b) mengajak, (c) melarang, (d) minta ijin, serta responnya, di dalam dan di luar kelas, dengan unsur kebahasaan yang dapat mendekatkan hubungan interpersonal. • Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan 	<p>u s • • • P P te se te be m m m da m te ke</p>
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			<p>rapi.</p> <p>Siswa membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk (a) memberi instruksi, (b) mengajak, (c) melarang, (d) minta izin, serta responnya dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.</p>	
3.4	<p>Siswa mampu : Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyuruh, mengajak, meminta ijin, serta menanggapi, sesuai dengan konteks penggunaannya</p>	<ul style="list-style-type: none"> • Fungsi sosial Menjaga hubungan interpersonal dengan guru dan teman. • Struktur teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan a.1 <i>let's ... , can you ... , would you like ... , may I, please.</i> - Nominal singular dan plural dengan atau tanpa <i>a, the, this, those, my, their,</i> dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar 	<p><u>Masing-masing menggunakan prosedur yang sama</u></p> <p>Mengamati</p> <ul style="list-style-type: none"> • Siswa mencari (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>), termasuk yang menggunakan bahasa Indonesia. • Siswa mengumpulkan gambar dan foto (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>) dari berbagai sumber termasuk internet, buku teks, dsb. • Siswa memberikan komentar dan pandangannya tentang fungsi (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>), ketepatan unsur kebahasaannya, format, tampilan, dsb. <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan dalam hal fungsi sosial, struktur teks, dan unsur kebahasaan, antara (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>) dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak ada, dsb.</p>	
4.4	<p>Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyuruh, mengajak, meminta ijin, dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan</p>			

			<ul style="list-style-type: none"> • Siswa membuat lebih banyak (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>) dalam bahasa Inggris untuk fungsi sosial nyata di kelas, sekolah, dan rumah. • Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. <p>Siswa membicarakan permasalahan yang dialami dalam membuat (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>) dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.</p>	
3.5	Siswa mampu : Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk <i>greeting cards</i> , dengan memberi dan meminta informasi terkait dengan hari-hari spesial, sesuai dengan konteks penggunaannya	<p>Teks tulis (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>) sangat pendek dan sederhana <u><i>Masing-masing diajarkan secara terpisah</i></u></p> <ul style="list-style-type: none"> • Fungsi sosial Menjaga hubungan interpersonal dengan guru dan teman. • Struktur Teks Teks <i>greeting cards</i> dapat mencakup <ul style="list-style-type: none"> - Identifikasi (nama peristiwa, hari istimewa) bersifat khusus - Ungkapan khusus yang relevan - Gambar, hiasan, komposisi 	<p><u><i>Masing-masing menggunakan prosedur yang sama</i></u></p> <p>Mengamati</p> <ul style="list-style-type: none"> • Siswa mencari (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>), termasuk yang menggunakan bahasa Indonesia. • Siswa mengumpulkan gambar dan foto (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>) dari berbagai sumber termasuk internet, buku teks, dsb. • Siswa memberikan komentar dan pandangannya tentang fungsi (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>), ketepatan unsur kebahasaannya, format, tampilan, dsb. <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan dalam hal fungsi sosial, struktur teks, dan unsur kebahasaan,</p>	K • • • • C
4.5	Menyusun teks khusus dalam bentuk <i>greeting cards</i> , sangat pendek dan sederhana, terkait hari-hari spesial dengan memperhatikan			

	<p>fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>warna</p> <ul style="list-style-type: none"> • UnsurKebahasaan <ul style="list-style-type: none"> - Ungkapan a.l. <i>Congratulations. Well done. Good job.</i>, dll. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik <p>Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar kelas, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, dan bertanggung jawab.</p> <p>Multimedia:</p> <p>Layout dan dekorasi yang membuat tampilan teks lebih menarik.</p>	<p>antara (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>) dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak ada, dsb.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> • Siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>). • Siswa membaca secara lebih cermat semua (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>) yang telah terkumpul dalam bentuk gambar dan foto tersebut di atas, untuk memberikan komentar dan pandangannya tentang fungsi sosial, 	<p>K r E s f O (u s • • • P P t s P h n P s t h P</p>
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			<p>struktur teks, dan unsur kebahasaannya.</p> <ul style="list-style-type: none"> • Secara kolaboratif siswa meniru contoh-contoh yang ada untuk membuat (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>) untuk fungsi nyata di lingkungan kelas, sekolah, rumah, dan sekitarnya. <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari berbagai (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>) yang telah dikumpulkan dari berbagai sumber tersebut di atas. • Siswa membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari berbagai (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>) yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain. • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa membuat lebih banyak (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>) dalam bahasa Inggris untuk fungsi sosial nyata di kelas, sekolah, dan rumah. • Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. <p>Siswa membicarakan permasalahan yang dialami dalam membuat (a) undangan pribadi dan (b) ucapan selamat (<i>greeting</i></p>	<ul style="list-style-type: none"> • <p>K te un uc ca</p>
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			card) dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.	
3.6	Siswa mampu : Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>there is/are</i>)	<p>Teks lisan dan tulis untuk menyatakan dan menanyakan keberadaan orang, benda, binatang dalam jumlah yang tidak tertentu</p> <p><i>Fungsi sosial</i></p> <p>Menjelaskan, membanggakan, memuji, mengagumi, mengkritik, dsb.</p> <p><i>Struktur teks</i></p> <p><i>There are only a few students left in school. Where are the others?; How many chairs are there in this classroom? A lot.; There is not much water in the dry season. So we have to save water.; It's said that there very few monkeys in the zoo, and some are very thin., dan sebagainya.</i></p> <p><i>Unsur kebahasaan</i></p> <p>(1) Ungkapan dengan <i>There ...</i></p> <p>(2) Kosa kata: kata benda, Kata jumlah yang tidak tertentu: <i>little, few, some, many, much, a</i></p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya. Siswa dituntut untuk mencontoh kebiasaan tersebut dengan menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya. <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara cara menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> Siswa mendengarkan dan menyaksikan banyak contoh interaksi dengan menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu dalam bahasa Inggris dari film, kaset, buku teks, dsb. Siswa menirukan contoh-contoh 	K
4.6	Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks			C

		<p><i>lot (of).</i></p> <p>(3) Kata kerja, dan kata sifat yang terkait dengan orang, binatang, benda di kelas, sekolah, rumah, dan sekitarnya</p> <p>(4) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal</p> <p>(5) Ucapan, tekanan kata, intonasi,</p> <p>(6) Ejaan dan tanda baca</p> <p>(7) Tulisan tangan.</p> <p>Topik</p> <p>Keberadaan orang, binatang, benda, di kelas, sekolah, rumah, dan sekitarnya yang memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, dan bertanggung jawab.</p>	<p>interaksi dengan menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar.</p> <ul style="list-style-type: none"> • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi menyebutkan dan menanyakan tentang (keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu). • Secara kolaboratif, siswa berusaha menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu dalam konteks pembelajaran, simulasi, <i>role-play</i>, dan kegiatan lain yang terstruktur. <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan ungkapan menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu yang telah dikumpulkan dari berbagai sumber tersebut di atas. • Siswa membandingkan ungkapan menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain. • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur 	<p>t</p> <p>O</p> <p>(</p> <p>u</p> <p>s</p> <p>•</p> <p>•</p> <p>•</p> <p>•</p> <p>•</p> <p>P</p> <p>P</p> <p>t</p> <p>s</p> <p>I</p> <p>b</p> <p>n</p> <p>k</p> <p>b</p> <p>t</p> <p>k</p> <p>T</p> <p>M</p> <p>ya</p> <p>da</p>
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			<p>kebahasaan yang digunakan.</p> <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa menggunakan bahasa Inggris setiap kali muncul kesempatan untuk menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu, di dalam dan di luar kelas, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya. • Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. • Siswa membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia. 	te te m te be ju
3.7	<p>Siswa mampu :</p> <p>Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan/ kejadian yang dilakukan/ terjadi secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya</p>	<p>Teks lisan dan tulis untuk menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum</p> <p><i>Fungsi sosial</i></p> <p>Menghargai alam semesta, memberi contoh kebiasaan baik/jelek, membanggakan, dsb.</p> <p><i>Struktur teks</i></p> <p><i>The sun shines</i></p>	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya. • Siswa dituntut untuk mencontoh kebiasaan tersebut dengan menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan 	K • • •
4.7	<p>Menyusun teks</p>			

	<p>lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan / terjadi secara rutin atau merupakan kebenaran umum, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p><i>everyday in Indonesia, so it is mostly very green. My father is very healthy because he wakes up early and excersises everyday. We have English on Monday and Wednesday. Do you get up early? Yes, I help my Mom before I go to school; I clean the house and wash the dishes.</i>, dan sebagainya.</p> <p>Unsur kebahasaan</p> <p>(1) Kata kerja dalam Simple Present Tense.</p> <p>(2) Adverbia: <i>always, often, sometimes, never, usually, every ...</i></p> <p>(3) Kosa kata: kata benda, kata kerja, dan kata sifat yang terkait dengan orang, binatang, benda di kelas, sekolah, rumah, dan sekitarnya</p> <p>(4) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal</p>	<p>fungsi sosialnya.</p> <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara cara menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> • Siswa mendengarkan dan menyaksikan banyak contoh interaksi dengan menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum dalam bahasa Inggris dari film, kaset, buku teks, dsb. • Siswa menirukan contoh-contoh interaksi dengan menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar. • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum. • Secara kolaboratif, siswa berusaha menggunakan bahasa Inggris untuk menyatakan dan menanyakan tentang 	<p>•</p> <p>C</p> <p>K</p> <p>S</p> <p>P</p> <p>b</p> <p>n</p> <p>n</p> <p>t</p> <p>c</p> <p>a</p> <p>u</p> <p>O</p> <p>(</p> <p>u</p> <p>s</p> <p>•</p> <p>•</p>
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		<p>(5) Ucapan, tekanan kata, intonasi,</p> <p>(6) Ejaan dan tanda baca</p> <p>(7) Tulisan tangan.</p> <p>Topik</p> <p>Tindakan, kejadian, keadaan, di kelas, sekolah, rumah, dan sekitarnya yang memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, dan bertanggung jawab.</p>	<p>tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum dalam konteks pembelajaran, simulasi, <i>role-play</i>, dan kegiatan lain yang terstruktur.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan ungkapan menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum yang telah dikumpulkan dari berbagai sumber tersebut di atas. • Siswa membandingkan ungkapan menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain. • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa menggunakan bahasa Inggris setiap kali muncul kesempatan untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, di dalam dan di luar kelas, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya. • Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan
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			<p>rapi.</p> <ul style="list-style-type: none"> Siswa membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia. 	
3.8	<p>Siswa mampu : Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang sedang dilakukan/berlangsung saat diucapkan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>present continuous tense</i>)</p>	<p>Teks lisan dan tulis yang menyatakan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini</p> <p><i>Fungsi sosial</i> Menjelaskan, memberi alasan, memberi contoh tindakan, dsb..</p> <p><i>Struktur teks</i> <i>What are you doing here? Waiting for her; Don't play around. Look! Everybody is doing their task.; I need to see the Principal. May I see him now? No, he's having a meeting.; Be quiet, please. The baby is sleeping.</i> , dan sebagainya.</p> <p><i>Unsur kebahasaan</i> (1) Kata kerja untuk kegiatan dan tindakan dalam Present</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya. Siswa dituntut untuk mencontoh kebiasaan tersebut dengan menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya. <p>Menanya Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara cara menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> Siswa mendengarkan dan 	K
4.8	<p>Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta</p>			

	<p>informasi terkait keadaan/tindakan/kegiatan/kejadian yang sedang dilakukan/berlangsung saat diucapkan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>Continous tense.</p> <p>(2) Kosakata: kata benda, kata kerja, dan kata sifat yang terkait dengan orang, binatang, benda di kelas, sekolah, rumah, dan sekitarnya</p> <p>(3) Kata kerja untuk keadaan: <i>be, have</i>, dalam Present Continuous Tense.</p> <p>(4) Adverbial: <i>now</i></p> <p>(5) Kata ganti obyek: <i>me, you, him, her, us, dst.</i></p> <p>(6) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal</p> <p>(7) Ucapan, tekanan kata, intonasi,</p> <p>(8) Ejaan dan tanda baca</p> <p>(9) Tulisan tangan.</p> <p>Topik</p> <p>Tindakan, kejadian, keadaan, di kelas, sekolah, rumah, dan sekitarnya yang memberikan keteladanan tentang</p>	<p>menyaksikan banyak contoh interaksi dengan menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini dalam bahasa Inggris dari film, kaset, buku teks, dsb.</p> <ul style="list-style-type: none"> • Siswa menirukan contoh-contoh interaksi dengan menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar. • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini. • Secara kolaboratif, siswa berusaha menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini dalam konteks pembelajaran, simulasi, <i>role-play</i>, dan kegiatan lain yang terstruktur. <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan ungkapan menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini yang telah dikumpulkan dari berbagai sumber tersebut di atas. • Siswa membandingkan ungkapan menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber 	<p>C K S P b n t S S O (u s • • • • P I t</p>
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		<p>perilaku jujur, disiplin, percaya diri, dan bertanggung jawab.</p>	<p>lain, atau dengan yang digunakan dalam bahasa lain.</p> <ul style="list-style-type: none"> Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa menggunakan bahasa Inggris setiap kali muncul kesempatan untuk menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, di dalam dan di luar kelas, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya. Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. Siswa membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia. 	
3.9	<p>Siswa mampu : Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait perbandingan jumlah dan sifat</p>	<p>Teks lisan dan tulis yang menyatakan dan menanyakan perbandingan jumlah dan sifat orang, binatang, benda</p> <p><i>Fungsi sosial</i></p> <p>Mengidentifikasi, mengenalkan, memuji, mencela,</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain menyebutkan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya. Siswa dituntut untuk mencontoh kebiasaan tersebut dengan menyebutkan dan menanyakan 	

4.9	<p>orang, binatang, benda, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan degree of comparison)</p> <p>Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait perbandingan jumlah dan sifat orang, binatang, benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>mengagumi</p> <p>Struktur teks</p> <p><i>Who is taller? Your sister or your brother?; No one in the class is big as Candra. He is the biggest. He is bigger than any other student in the class.; To me, writing is more difficult than reading. Listening is the most difficult. Our library have more books than the community library., dan semacamnya.</i></p> <p>Unsur kebahasaan</p> <p>(1) Kosakata: kata benda dan kata sifat yang terkait dengan orang, binatang, benda di kelas, sekolah, rumah, dan sekitarnya</p> <p>(2) Perbandingan sifat: <i>as ... as, -er, -est, more ..., the most ...</i></p> <p>(3) Perbandingan jumlah: <i>more, fewer, less</i></p> <p>(4) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their,</i> dsb secara tepat dalam frasa</p>	<p>tentang perbandingan jumlah dan sifat orang, binatang, benda, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya.</p> <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara cara menyebutkan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> • Siswa mendengarkan dan menyaksikan banyak contoh interaksi dengan menyebutkan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda dalam bahasa Inggris dari film, kaset, buku teks, dsb. • Siswa menirukan contoh-contoh interaksi dengan menyebutkan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar. • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi menyebutkan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda. • Secara kolaboratif, siswa berusaha menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang perbandingan jumlah dan
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		<p>nominal</p> <p>(5) Ucapan, tekanan kata, intonasi,</p> <p>(6) Ejaan dan tanda baca</p> <p>(7) Tulisan tangan.</p> <p>Topik</p> <p>Sifat orang dan benda di kelas, sekolah, rumah, dan sekitarnya yang memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, dan bertanggung jawab.</p>	<p>sifat orang, binatang, benda dalam konteks pembelajaran, simulasi, <i>role-play</i>, dan kegiatan lain yang terstruktur.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan ungkapan menyebutkan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda yang telah dikumpulkan dari berbagai sumber tersebut di atas. • Siswa membandingkan ungkapan menyebutkan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain. • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa menggunakan bahasa Inggris setiap kali muncul kesempatan untuk menyebutkan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda, di dalam dan di luar kelas, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya. • Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. • Siswa membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang perbandingan jumlah dan sifat orang, 	<ul style="list-style-type: none"> • • <p>P</p> <p>I</p> <p>t</p> <p>s</p> <p>I</p> <p>b</p> <p>n</p> <p>P</p> <p>C</p> <p>t</p> <p>k</p> <p>T</p> <p>M</p> <p>ya</p> <p>da</p> <p>te</p> <p>te</p> <p>m</p> <p>te</p> <p>da</p> <p>be</p>
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			binatang, benda dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.	
3.10	Siswa mampu : Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/ kejadian yang dilakukan/terjadi, rutin/maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>simple past tense</i>)	<p>Teks lisan dan tulis untuk menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau</p> <p><i>Fungsi sosial</i> Melaporkan, menceritakan, menjelaskan</p> <p><i>Struktur teks</i> <i>What did you do after school yesterday? My brother and I went fishing in the river.; Who opened the box? Yusuf did.; She got an accident. She was riding on her motorcycle and hit the lamp post., dan sebagainya.</i></p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya. Siswa dituntut untuk mencontoh kebiasaan tersebut dengan menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya. 	K
4.10	Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/ kejadian yang dilakukan/terjadi,	<p>Unsur kebahasaan</p> <ol style="list-style-type: none"> Kata kerja dalam Simple Past Tense, Past Continuous Tense Kata sambung: <i>when, while, after, before, dll.</i> Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the,</i> 	<p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara cara menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb.</p>	C
			<p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> Siswa mendengarkan dan menyaksikan banyak contoh interaksi dengan menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau dalam bahasa Inggris dari film, kaset, buku teks, dsb. 	K

	<p>rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p><i>this, those, my, their</i>, dsb secara tepat dalam frasa nominal</p> <p>(4) Ucapan, tekanan kata, intonasi,</p> <p>(5) Ejaan dan tanda baca</p> <p>(6) Tulisan tangan.</p> <p>Topik</p> <p>Kegiatan dan tindakan yang terjadi di masa lalu di sekolah, rumah, dan sekitarnya dan yang relevan dengan kehidupan siswa sebagai pelajar dan remaja, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, dan bertanggung jawab.</p>	<ul style="list-style-type: none"> • Siswa menirukan contoh-contoh interaksi dengan menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar. • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau. • Secara kolaboratif, siswa berusaha menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau dalam konteks pembelajaran, simulasi, <i>role-play</i>, dan kegiatan lain yang terstruktur. <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan ungkapan menyebutkan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda yang telah dikumpulkan dari berbagai sumber tersebut di atas. • Siswa membandingkan ungkapan menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain. • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. <p>Mengkomunikasikan</p>	<p>I O (u S • • • • P P t S I b n t C l C T M ya da</p>
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			<ul style="list-style-type: none"> • Siswa menggunakan bahasa Inggris setiap kali muncul kesempatan untuk menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau, di dalam dan di luar kelas, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya. • Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. • Siswa membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia. 	te te m te di la
3.11	Siswa mampu : Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks <i>personal recount</i> lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya	<p>Teks <i>recount</i> pendek dan sederhana tentang kegiatan, kejadian, dan peristiwa</p> <p>Fungsi sosial</p> <p>Melaporkan, meneladani, membanggakan, berbagi pengalaman, dsb.</p> <p>Struktur text (gagasan utama dan informasi rinci)</p> <p>a. Memberikan pendahuluan (orientasi) dengan menyebutkan orang(-orang) yang terlibat, tempat,</p>	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa menyalin dengan tulisan tangan yang rapi beberapa teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana dari berbagai sumber, dengan menggunakan ejaan dan tanda baca dengan benar. • Siswa membaca dan mendengarkan teks-teks tersebut untuk memahami isi pesannya. • Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci) dari setiap teks tersebut. <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari</p>	K • • • •
4.11 4.11.1	Teks <i>recount</i> Menangkap makna secara kontekstual			•

<p>4.11.2</p>	<p>terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks <i>recount</i> lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (<i>personal recount</i>)</p> <p>Menyusun teks <i>recount</i> lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (<i>personal recount</i>), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>waktu, dsb dari peristiwa/kejadian/ pengalaman yang akan disampaikan</p> <p>b. Menguraikan urutan kejadian secara kronologis, urut dan runtut.</p> <p>c. Menutup dengan memberikan komentar atau penilaian umum tentang peristiwa/kejadian/ pengalaman yang telah disampaikan (opsional).</p> <p>Panjang teks: kurang lebih 6 (tiga) kalimat.</p> <p>Unsur kebahasaan</p> <p>(1) Kata kerja dalam Simple Past tense, Past Continuous Tense</p> <p>(2) Kosa kata: kata kerja yang menunjuk tindakan atau kegiatan</p> <p>(3) Adverbia penghubung waktu: <i>first, then, after that, before, at last, finally</i>, dsb.</p> <p>(4) Adverbia dan frasa preposisional penunjuk waktu: <i>yesterday, last</i></p>	<p>setiap teks tersebut.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> • Secara kolaboratif, siswa mencari dan mengumpulkan beberapa teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb. • Siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana. • Siswa membaca semua teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana yang telah terkumpul tsb., secara lebih cermat dengan cara mengidentifikasi dan menyebutkan: <ul style="list-style-type: none"> - fungsi sosial setiap teks - orang(-orang) yang terlibat, tempat, waktu, dsb dari peristiwa/kejadian/pengalaman yang akan disampaikan - urutan kejadian secara kronologis, urut dan runtut - komentar atau penilaian umum tentang peristiwa/kejadian/pengalaman yang telah disampaikan (opsional, jika ada) - kosa kata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan • Secara kolaboratif siswa meniru contoh-contoh yang ada untuk membuat teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana untuk mencapai fungsi sosial yang berbeda-beda, dengan
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		<p><i>month, on Monday, an hour ago, immediately,</i> dsb.</p> <p>(5) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their,</i> dsb secara tepat dalam frasa nominal</p> <p>(6) Ucapan, tekanan kata, intonasi</p> <p>(7) Ejaan dan tanda baca</p> <p>(8) Tulisan tangan</p> <p>Topik</p> <p>Peristiwa, kejadian, pengalaman yang terjadi di sekolah, rumah, dan sekitarnya dan yang relevan dengan kehidupan siswa sebagai pelajar dan remaja, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama, dan bertanggung jawab.</p>	<p>struktur teks, dan unsur kebahasaan yang sesuai konteks.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari beberapa teks <i>recount</i> tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana yang telah dikumpulkan dari berbagai sumber tersebut di atas. • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam teks-teks yang mereka hasilkan. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa membuat beberapa teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana yang ada dalam kehidupan siswa di rumah, kelas, sekolah, dan sekitarnya dalam bahasa Inggris, dengan struktur teks dan unsur kebahasaan yang sesuai dengan fungsi sosial nyata yang hendak dicapai (melaporkan, meneladani, membanggakan, berbagi pengalaman, dsb). • Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. • Siswa membicarakan permasalahan yang dialami dalam membuat teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia. 	<p>P</p> <p>t</p> <p>s</p> <p>I</p> <p>h</p> <p>n</p> <p>t</p> <p>c</p> <p>k</p> <p>T</p> <p>M</p> <p>y</p> <p>c</p> <p>t</p> <p>c</p> <p>P</p> <p>•</p> <p>•</p> <p>•</p>
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	<p>pemberitahuan (<i>notice</i>), sangat pendek dan sederhana, terkait kegiatan sekolah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p><i>progress. Please be quite.</i></p> <p>Unsur kebahasaan</p> <ol style="list-style-type: none"> (1) Kosakata terkait dengan kegiatan, kejadian, peristiwa, dan hari penting bagi siswa dan guru (2) Tata bahasa: Kalimat imperatif positif, kalimat imperatif negatif (3) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal (4) Ucapan, tekanan kata, intonasi (5) Ejaan dan tanda baca (6) Tulisan tangan <p>Topik</p> <p>Berbagai kegiatan, kejadian, peristiwa, dan hari penting bagi siswa dan guru, dengan memberikan keteladanan tentang perilaku santun, peduli, percaya diri, kerjasama, dan bertanggung jawab..</p> <p>Multimedia:</p>	<p>(<i>notice</i>) yang telah terkumpul dalam bentuk gambar dan foto tersebut di atas, untuk memberikan komentar dan pandangannya tentang fungsi sosial, struktur teks, dan unsur kebahasaannya.</p> <ul style="list-style-type: none"> • Secara kolaboratif siswa meniru contoh-contoh yang ada untuk membuat (a) pesan singkat dan (b) pengumuman/ pemberitahuan (<i>notice</i>) untuk fungsi nyata di lingkungan kelas, sekolah, rumah, dan sekitarnya. <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari berbagai (a) pesan singkat dan (b) pengumuman/ pemberitahuan (<i>notice</i>) yang telah dikumpulkan dari berbagai sumber tersebut di atas. • Siswa menganalisis perbedaan dan persamaan dalam hal fungsi sosial, struktur teks, dan unsur kebahasaan dari berbagai (a) pesan singkat dan (b) pengumuman/ pemberitahuan (<i>notice</i>) yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain. • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa membuat lebih banyak (a) pesan singkat dan (b) pengumuman/ pemberitahuan (<i>notice</i>) dalam bahasa Inggris untuk fungsi sosial nyata di kelas, sekolah, dan rumah. • Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, 	
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		Layout dan dekorasi yang membuat tampilan teks lebih menarik.	intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. <ul style="list-style-type: none"> Siswa membicarakan permasalahan yang dialami dalam membuat (a) pesan singkat dan (b) pengumuman/ pemberitahuan (<i>notice</i>) dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.
3.13	Siswa mampu : Menafsirkan fungsi sosial dan unsur kebahasaan dalam lirik lagu terkait kehidupan remaja SMP/MTs	<ul style="list-style-type: none"> Fungsi sosial Mengembangkan nilai-nilai kehidupan dan karakter yang positif Unsur kebahasaan - Kosakata dan tata bahasa dalam lirik lagu - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan <p>Topik</p> <p>Hal-hal yang memberikan keteladanan dan inspirasi untuk berperilaku peduli dan cinta damai.</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa menyalin dengan tulisan tangan beberapa lagu berbahasa Inggris sangat sederhana yang memberikan keteladanan atau menginspirasi di dalam buku koleksi lagunya. Siswa berusaha memahami isi pesan lagu dengan menguasai unsur kebahasaan di dalamnya. Hanya jika memungkinkan semuanya, siswa menyanyikan lagu-lagu tersebut. <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan isi pesan dan unsur kebahasaan yang digunakan.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> Siswa membaca (dan jika memungkinkan, mendengarkan) salah satu lagu yang telah disalin. Siswa menirukan membaca nyaring (dan jika memungkinkan, menyanyikan) lagu tsb. Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri (isi pesan dan unsur kebahasaan) lagu tsb. Siswa menuliskan pendapat dan perasaannya tentang isi lagu tsb.
4.13	Menangkap makna secara kontekstual terkait dengan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMP/MTs		

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RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan	: SMP N 4 METRO
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII/Satu
Materi Pokok	: I can Do It and I Will Do It
Alokasi Waktu	: 4 x 40 Menit (2 Pertemuan)

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan member dan meminta informasi terkait kemampuan dan kemauan, melakukan suatu tindakan sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan can, will	3.2.1 Melengkapi fungsi sosial teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta informasi terkait kemampuan melakukan suatu tindakan sesuai konteks penggunaannya. 3.2.2 Menyesuaikan struktur teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta informasi terkait kemampuan melakukan suatu tindakan, sesuai dengan konteks penggunaannya. 3.2.3 Menyesuaikan unsur kebahasaan teks interaksi interpersonal lisan yang melibatkan tindakan meminta informasi terkait kemampuan melakukan suatu tindakan, sesuai dengan konteks penggunaannya. 3.2.4 Menyesuaikan unsur kebahasaan teks interaksi interpersonal tulis yang melibatkan tindakan meminta informasi terkait kemampuan serta menanggapiinya sesuai dengan konteks penggunaannya.

	<p>3.2.5 Melengkapi fungsi sosial teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta informasi terkait kemauan melakukan suatu tindakan sesuai konteks penggunaannya.</p> <p>3.2.6 Melengkapi fungsi sosial teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta informasi terkait kemauan melakukan suatu tindakan sesuai konteks penggunaannya.</p> <p>3.2.7 Menyesuaikan unsur kebahasaan teks interaksi interpersonal lisan yang melibatkan tindakan meminta informasi terkait kemauan melakukan suatu tindakan sesuai dengan konteks penggunaannya</p>
<p>4.2 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang kemampuan dan kemauan melakukan suatu tindakan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>4.2.1 Membuat pertanyaan mengenai kemampuan dan kemauan melakukan suatu tindakan yang akan ditanyakan kepada temannya.</p> <p>4.2.2 Melakukan suatu kegiatan yaitu menempel gambar aktivitas dibuku mengenai kemampuan dalam melakukan suatu tindakan dalam Bahasa Inggris.</p>

C. Tujuan Pembelajaran

1. Menyebutkan pengertian dan tujuan dari teks deskriptif.
2. Menganalisis struktur teks dan unsur kebahasaan *can* dan *will* pada teks berbentuk teks Deskriptif.
3. Menangkap ide pokok dalam teks deskriptif.
4. Menangkap makna tersirat dalam teks deskriptif.

D. Materi Pembelajaran

- Reviewing, mengingat pembelajaran sebelumnya tentang *can* dan *will* dalam menanyakan dan menyatakan kemampuan dan kemauan dalam Bahasa Inggris.
- Menjelaskan pengertian dan struktur teks deskripsi. Deskriptif teks adalah teks yang menjelaskan gambaran seseorang atau benda. Tujuannya adalah untuk

menggambarkan atau mengungkapkan orang, tempat atau benda tertentu.

Bisa dikatakan juga bahwa deskriptif teks adalah teks yang menjelaskan tentang seperti apakah orang atau benda yang dideskripsikan, baik bentuknya, sifat-sifatnya, jumlahnya dan lain-lain.

Struktur Descriptive Text (Generic Structure) adalah :

1. Identification (identifikasi) adalah pendahuluan, berupa gambaran umum tentang suatu topik.
 2. Description (deskripsi) adalah berisi ciri-ciri khusus yang dimiliki benda, tempat, atau orang yang dideskripsikan.
- Membuat kegiatan dan latihan soal – soal Bahasa Inggris dalam teks deskripsi.

E. Metode Pembelajaran

- PQRST Strategy

F. Media Pembelajaran

- Descriptive Text

G. Sumber Pembelajaran

Buku teks *When English Rings a Bell*, kamus dan buku Bahasa Inggris lain yang relevan, internet.

H. Langkah-langkah Kegiatan Pembelajaran

1. Pertemuan 1 (2 JP)

a. Pendahuluan (10 menit)

- 1) Guru menyampaikan salam, mencari perhatian siswa menggunakan ungkapan attention, dan menanyakan kehadiran peserta didik.
- 2) Salah satu peserta didik memimpin doa dengan Bahasa Inggris.
- 3) Brainstorming, Guru bertanya kepada peserta didik menggunakan Bahasa Inggris apakah mereka bisa membaca Al - Qur'an.
- 4) Guru memperkenalkan konsep strategi PQRST dan efektivitas dalam proses pembelajaran. Guru juga dapat memberi tahu mereka tujuan utama menggunakan strategi ini. Jadi, para siswa memiliki motivasi untuk menggunakan strategi ini.

b. Kegiatan inti (60 menit)

- 1) Peserta didik membentuk kelompok yaitu semua peserta didik yang duduk paling depan adalah kelompok 1 (sekitar 7 - 8 anak).

Mengamati:

- 2) Peserta didik diberi teks bacaan oleh guru. Sebagai langkah pertama strategi PQRS; pratinjau. Peserta didik dapat segera mempratinjau seluruh bab dengan membaca sekilas di dalamnya untuk mendapatkan ide tentang topik utama. Tahap pratinjau akan memberikan peserta didik gambaran untuk mendapatkan gagasan tentang topik utama dan bagian dari teks.

Menanya:

- 3) Setelah mengamati, peserta didik mencoba mengajukan pertanyaan spesifik dalam pikiran mereka tentang teks bacaan tersebut. Para peserta didik dapat memulai tahap ini dengan mengubah judul bab dan sub judul menjadi pertanyaan. Guru membimbing peserta didik untuk membuat pertanyaan untuk membantu fokus pembaca dan menemukan poin-poin penting di setiap bagian. peserta didik bisa menggunakan pertanyaan standar seperti siapa, apa, mengapa, yang mana, kapan, di mana atau bagaimana. Pertanyaan dapat mengarahkan mereka untuk menemukan informasi lebih lanjut dari teks.

Mengeksplorasi:

- 4) Peserta didik di minta membaca materi secara rinci. Ketika peserta didik membaca, mereka mencoba menjawab pertanyaan yang ditanyakan pada Langkah Pertanyaan. Selain itu, mereka bisa memberi garis bawah kata yang sulit dan memperhatikan gagasan utama. Jika siswa mengalami kesulitan dalam memahami teks, mereka dapat membaca teks dua kali.
- 5) Setelah para siswa selesai membaca teks tersebut, para siswa mencoba untuk mengingat gagasan utama dan informasi bacaan. Guru meminta peserta didik untuk meringkas atau merangkum teks yang telah mereka baca.

Mengasosiasi:

- 6) Dengan bimbingan guru, peserta didik dapat menyelesaikan latihan yang di berikan.

Mengkomunikasikan:

- 7) Setelah mengikuti kegiatan pembelajaran peserta didik bersama- sama dengan guru melakukan refleksi tentang materi yang telah diajarkan.
- 8) Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahami topik tentang “teks deskriptif” atau belum.

c. Penutup (10 menit)

- 1) Peserta didik bersama guru menyimpulkan hasil pembelajaran pada pertemuan ini.
- 2) Guru memberitahu akan ada soal post-test dipertemuan berikutnya.
- 3) Guru menutup dengan salam dan mengucapkan ungkapan berpisah dalam Bahasa Inggris.

2. Pertemuan 2 (2 JP)

a. Pendahuluan (10 menit)

- 1) Guru menyampaikan salam, mencari perhatian siswa menggunakan ungkapan attention, dan menanyakan kehadiran peserta didik.
- 2) Salah satu peserta didik memimpin doa dengan Bahasa Inggris.
- 3) Brainstorming, Guru menanyakan kemauan peserta didik untuk menutup pintu dalam Bahasa Inggris.
- 4) Guru menyampaikan tujuan pembelajaran hari ini.

b. Kegiatan inti (60 menit)

Mengamati:

- 1) Peserta didik membentuk kelompok yaitu semua peserta didik yang duduk paling depan adalah kelompok 1 (sekitar 7 - 8 anak).

Mengamati:

- 2) Peserta didik diberi teks bacaan oleh guru. Sebagai langkah pertama strategi PQRS; pratinjau. Peserta didik dapat segera mempratinjau seluruh bab dengan membaca sekilas di dalamnya untuk mendapatkan ide tentang topik utama. Tahap pratinjau akan memberikan peserta didik gambaran

untuk mendapatkan gagasan tentang topik utama dan bagian dari teks.

Menanya:

- 3) Setelah mengamati, peserta didik mencoba mengajukan pertanyaan spesifik dalam pikiran mereka tentang teks bacaan tersebut. Para peserta didik dapat memulai tahap ini dengan mengubah judul bab dan sub judul menjadi pertanyaan. Guru membimbing peserta didik untuk membuat pertanyaan untuk membantu fokus pembaca dan menemukan poin-poin penting di setiap bagian. peserta didik bisa menggunakan pertanyaan standar seperti siapa, apa, mengapa, yang mana, kapan, di mana atau bagaimana. Pertanyaan dapat mengarahkan mereka untuk menemukan informasi lebih lanjut dari teks.

Mengeksplorasi:

- 4) Peserta didik di minta membaca materi secara rinci. Ketika peserta didik membaca, mereka mencoba menjawab pertanyaan yang ditanyakan pada Langkah Pertanyaan. Selain itu, mereka bisa memberi garis bawah kata yang sulit dan memperhatikan gagasan utama. Jika siswa mengalami kesulitan dalam memahami teks, mereka dapat membaca teks dua kali.
- 5) Setelah para siswa selesai membaca teks tersebut, para siswa mencoba untuk mengingat gagasan utama dan informasi bacaan. Guru meminta peserta didik untuk meringkas atau merangkum teks yang telah mereka baca.

Mengasosiasi:

- 6) Dengan bimbingan guru, peserta didik dapat menyelesaikan latihan yang di berikan.

Mengkomunikasikan:

- 7) Setelah mengikuti kegiatan pembelajaran peserta didik bersama- sama dengan guru melakukan refleksi tentang materi yang telah diajarkan.
- 1) Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahami topik tentang “teks deskriptif” atau belum.

c. Penutup (10 menit)

- 4) Peserta didik bersama guru menyimpulkan hasil pembelajaran pada pertemuan ini.

- 5) Guru memberi motivasi pada peserta didik untuk persiapan ujian akhir sekolah.
- 1) Guru menutup dengan salam dan mengucapkan ungkapan berpisah dalam Bahasa Inggris.

I. Penilaian

1. Penilaian Pengetahuan (Reading Comprehension)

Instrumen Digunakan untuk menilai pengetahuan peserta didik
Multiple Choice/ pada materi pokok Bahasa Inggris yang telah di berikan.
Pilihan Ganda:

Kriteria Penilaian:

Kriteria	Skor
Jawaban Benar	10
Jawaban Salah	0

$$\begin{aligned} \text{Teknik Penskoran} &= \text{Jumlah jawaban benar} \times 10 \\ &= 10 \times 10 = 100 \end{aligned}$$

2. Bentuk Instrumen 1

The Island of Wingo

The Island of Wingo is by the Islan of Singa. In the water arround Wingo Island, There are hundreds of sharks. They are so many that the water bubbles like a whirlpool. People can only get to Wingo Island by boat. The boat has a rocket on it. The rocket takes people over the sharks and onto the island.

Wingo island has no sand but it has green moss. At night the moss sparkles like stars. Tall stars called Fruji grow everywhere. The Fuji trees have purple leaves at the top and yellow fruit all over them. When a fruit falls off, another grows in a minute.

The weather on Wingo Island is very hot but at twelve o'clock, everyday, it rains. Sometimes, there are windstorm. They happen when too many animals fly around at the same time. People who stay on Wingo Island sleep in a big-gloo. It is like an igloo but it is on long poles. It has a ladder to get up and a slide to come down. The big-gloo has a moss bed, chairs, and tables that are made of Fruji trees.

There is no television on Wingo Island. So is the telephone and computer. It is a place to listen to the leaves whispering. It is a place to lie on soft green moss and look at the clouds. It is really a place to dream.

1. Fruji is the on Wingo Island
 - a. Name of river
 - b. Name of a mountain
 - c. Name of a tree
 - d. Name of someone who lives
2. What are the chairs and tables in that island made of?
 - a. Iron
 - b. Moss
 - c. Trees
 - d. Fruji trees
3. What causes windstorm at Wingo?
 - a. Moss
 - b. The sand
 - c. Animals
 - d. The sea around Wingo
4. Where do the people of the island live in?
 - a. In the houses
 - b. In the forest
 - c. In the tree holes
 - d. In the big-gloos
5. "People can only get to Wingo Island by boat." The sentence implies that Wingo Island is....
 - a. Near to other islands
 - b. Close to another island
 - c. Near to another island
 - d. Far from other islands
6. What is the story about?
 - a. A lake
 - b. A river
 - c. An island
 - d. A continent
7. "it is a place to listen to the leaves whispering." The underlined word refers to...
 - a. The telephone
 - b. The computer
 - c. An island
 - d. Wingo Island
8. "people can only get to Wingo Island by boat." (paragraph 1) what does the word "boat" mean?
 - a. A rocket
 - b. An island
 - c. A small ship
 - d. A helicopter

5. According to passage, which of the following is not true?
 - a. Wingo is an island
 - b. Many sharks are in Wingo Island
 - c. The weather in Wingo Island is tropic all the time.
 - d. Rain always falls in Wingo Island.
10. “it is place to listen to the leaves whispering.” (last paragraph) the closest meaning of the underlined word is.....
 - a. Talking in a soft way
 - b. Singing
 - c. Laughing
 - d. Make a soft sound

3. Bentuk Instrumen 2

The Yogya Kembali Monument

The Yogya Kembali Monument is located in Yogyakarta. It is three kilometres north of the Yogya city centre in the Jongkang village of the Sleman Regency. The monument was inaugurated on June 29th, 1985 to commemorate the historic Indonesian struggle for independence. Yogya Kembali means Yogya Returns, as a reminder of the returning of the Indonesian Republic Government.

There are two sections of the Yogya Kembali Monument. The first section of the Cureng Aircraft is on the eastern gate, while the other section of Guntai Aircraft stands closer to the western entrance of the monument. The Monument has two wheeled-machine guns which can be seen from a podium towards the eastern and the western side. In the southern end of the yard, there is a wall engraved with 420 names of freedom fighters who lost their lives during a great struggle, from December 19th, 1948 to June 29th, 1949. A poem by Chairil Anwar, titled Karawang Bekasi, is written on one side of the wall dedicated to these unknown patriots.

The Yogya Kembali Monument is surrounded by fish ponds. It is divided into four alleys which lead to the main building. The main building consists of different floors displaying a wide range of collections during and after the war times. It shows dioramas, carved reliefs or collection of clothes and weapons.

1. What can be found in the western entrance of the monument?
 - a. Two wheeled machine guns
 - b. A replica of the Guntai Aircraft
 - c. A replica of the Cureng Aircraft
 - d. A wall engraved with 420 names of freedom fighters
 - e. A picture of the Guntai Aircraft
2. The type of the text above is a/an?
 - a. Report
 - b. Recount
 - c. Anecdote
 - d. Narrative
 - e. Descriptive
3. What is the topic of the text above?
 - a. Yogyakarta
 - b. The Guntai Aircraft
 - c. The Yogya Kembali Monument
 - d. The history of Indonesian struggle
 - e. The Yogya City Centre
4. What is the function of paragraph 1?
 - a. As an identification
 - b. As an orientation
 - c. As a thesis
 - d. As a classification
 - e. As an abst
5. Where is the Yogya Kembali Monument located?
 - a. three kilometres north of the Yogya city centre in the caturtunggal village of the
6. When is the Yogya Kembali Monument was legitimated?
 - a. The monument was inaugurated on July 29th, 1985
 - b. The monument was inaugurated on June 29th, 1985
 - c. The monument was inaugurated on June 27th, 1985
 - d. The monument was inaugurated on mei 29th, 1985
 - e. The monument was inaugurated on June 19th, 1985
7. The word 'struggle' in the text means?
 - a. Succulent
 - b. Dense
 - c. Fight
 - d. High
 - e. Arid
8. Who is the writer poem entitled 'Karawang Bekasi'?
 - a. W. S Rendra
 - b. Taufiq Ismail
 - c. Chairil Anwar
 - d. Supardi Djoko Damono
 - e. Sitor Situmorang
9. How many names of freedom fighters who lost their?
 - a. 240 names
 - b. 420 names
 - c. 224 names
 - d. 242 names
 - e. 220 names
10. From the text above we can conclude that?
 - a. The collection during and after the war is displayed outside the building

- Sleman Regency
- b. three kilometres north of the Bandung city
 - c. three kilometres west of the Yogyakarta city centre in the Jongkang village of the Sleman Regency
 - d. three kilometres south of the Yogyakarta city centre in the Jongkang village of the Sleman Regency
 - e. three kilometres north of the Yogyakarta city centre in the Jongkang village of the Sleman Regency
- b. The Yogyakarta Kembali Monument is surrounded by fish ponds
 - c. Dioramas can be seen in one of the four alleys
 - d. The main building has only one floor
 - e. The wall dedicated to these unknown patriots

KUNCI JAWABAN

A. Kunci Jawaban Instrumen 1

- 1. C
- 2. D
- 3. C
- 4. D
- 5. C
- 6. C
- 7. C
- 8. D
- 9. C
- 10. D

B. Kunci Jawaban Instrumen 2

- 1. B
- 2. E
- 3. C
- 4. A
- 5. E
- 6. B
- 7. C
- 8. C
- 9. B
- 10. B

Guru Mapel Bahasa Inggris

Metro, November 2018
Peneliti

RATMININGSIH, S.Pd.I.
NIP.19620606 198609 2 001

METTY KURNIA DEWI
13107687

Mengetahui,
Kepala UPTD SMP Negeri 4 Metro,

SUNANTO, S.Pd.,M.Pd.
NIP.19670705 199202 2 002

READING COMPREHENSION TEST

(PRE-TEST)

Direction:

1. Read the text carefully then answer the question by crossing (×) a, b, c, d or e.
2. Do the test in 40 minutes.
3. Ask to teacher if you don't understand about the task.
4. Do the task individually.

Please read the text below and choose the correct answer based on the description.

The Island of Wingo

The Island of Wingo is by the Island of Singa. In the water around Wingo Island, There are hundreds of sharks. They are so many that the water bubbles like a whirlpool. People can only get to Wingo Island by boat. The boat has a rocket on it. The rocket takes people over the sharks and onto the island.

Wingo island has no sand but it has green moss. At night the moss sparkles like stars. Tall stars called Fruji grow everywhere. The Fruji trees have purple leaves at the top and yellow fruit all over them. When a fruit falls off, another grows in a minute.

The weather on Wingo Island is very hot but at twelve o'clock, everyday, it rains. Sometimes, there are windstorm. They happen when too many animals fly around at the same time. People who stay on Wingo Island sleep in a big-gloo. It is like an igloo but it is on long poles. It has a ladder to get up and a slide to come down. The big-gloo has a moss bed, chairs, and tables that are made of Fruji trees.

There is no television on Wingo Island. So is the telephone and computer. It is place to listen to the leaves whispering. It is a place to lie on soft green moss and look at the clouds. It is really a place to dream.

6. Fruji is the on Wingo Island
 - e. Name of river
 - f. Name of a mountain
 - g. Name of a tree
 - h. Name of someone who lives
7. What are the chairs and tables in that island made of?
 - e. Iron
 - f. Moss
 - g. Trees
 - h. Fruji trees
8. What causes windstorm at Wingo?
 - e. Moss
 - f. The sand
 - g. Animals
 - h. The sea around Wingo
9. Where do the people of the island live in?
 - e. In the houses
 - f. In the forest
 - g. In the tree holes
 - h. In the big-gloos
10. According to passage, which of the following is not true?
 - e. Wingo is an island
 - f. Many sharks are in Wingo Island
 - g. The weather in Wingo Island is tropic all the time.
 - h. Rain always falls in Wingo Island.
11. "People can only get to Wingo Island by boat." The sentence implies that Wingo Island is....
 - e. Near to other islands
 - f. Close to another island
 - g. Near to another island
 - h. Far from other islands
12. What is the story about?
 - e. A lake
 - f. A river
 - g. An island
 - h. A continent
13. "it is place to listen to the leaves whispering." The underlines word refers to...
 - e. The telephone
 - f. The computer
 - g. An island
 - h. Wingo Island
14. "people can only get to Wingo Island by boat." (paragraph 1) what does the word "boat" mean?
 - e. A rocket
 - f. An island
 - g. A small ship
 - h. A helicopter
15. "it is place to listen to the leaves whispering." (last paragraph) the closest meaning of the underlined word is.....
 - e. Talking in a soft way
 - f. Singing
 - g. Laughing
 - h. Make a soft sound

READING COMPREHENSION TEST

(POST-TEST)

Direction:

1. Read the text carefully then answer the question by crossing (×) a, b, c, d or e.
2. Do the test in 40 minutes.
3. Ask to teacher if you don't understand about the task.
4. Do the task individually

Please read the text below and choose the correct answer based on the description.

The Yogya Kembali Monument

The Yogya Kembali Monument is located in Yogyakarta. It is three kilometres north of the Yogya city centre in the Jongkang village of the Sleman Regency. The monument was inaugurated on June 29th, 1985 to commemorate the historic Indonesian struggle for independence. Yogya Kembali means Yogya Returns, as a reminder of the returning of the Indonesian Republic Government.

There are two sections of the Yogya Kembali Monument. The first section of the Cureng Aircraft is on the eastern gate, while the other section of Guntai Aircraft stands closer to the western entrance of the monument. The Monument has two wheeled-machine guns which can be seen from a podium towards the eastern and the western side. In the southern end of the yard, there is a wall engraved with 420 names of freedom fighters who lost their lives during a great struggle, from December 19th, 1948 to June 29th, 1949. A poem by Chairil Anwar, titled Karawang Bekasi, is written on one side of the wall dedicated to these unknown patriots.

The Yogya Kembali Monument is surrounded by fish ponds. It is divided into four alleys which lead to the main building. The main building consists of different floors displaying a wide range of collections during and after the war times. It shows dioramas, carved reliefs or collection of clothes and weapons.

1. What can be found in the western entrance of the monument?
 - f. Two wheeled machine guns
 - g. A replica of the Guntai Aircraft
 - h. A replica of the Cureng Aircraft
 - i. A wall engraved with 420 names of freedom fighters
 - j. A picture of the Guntai Aircraft
2. The type of the text above is a/an?
 - f. Report
 - g. Recount
 - h. Anecdote
 - i. Narrative
 - j. Descriptive
3. What is the topic of the text above?
 - f. Yogyakarta
 - g. The Guntai Aircraft
 - h. The Yogya Kembali Monument
 - i. The history of Indonesian struggle
 - j. The Yogya City Centre
4. What is the function of paragraph 1?
 - f. As an identification
 - g. As an orientation
 - h. As a thesis
 - i. As a classification
 - j. As an abst
5. Where is the Yogya Kembali Monument located?
 - f. three kilometres north of the Yogya city centre in the caturtunggal village of the Sleman Regency
 - g. three kilometres north of the bandung city
 - h. three kilometres west of the Yogya city centre in the Jongkang village of the Sleman Regency
 - i. three kilometres south of the Yogya city centre in the Jongkang village of the Sleman Regency
 - j. three kilometres north of the Yogya city centre in the Jongkang village of the Sleman Regency
6. When is the Yogya Kembali Monument was legitimated?
 - f. The monument was inaugurated on July 29th, 1985
 - g. The monument was inaugurated on June 29th, 1985
 - h. The monument was inaugurated on June 27th, 1985
 - i. The monument was inaugurated on mei 29th, 1985
 - j. The monument was inaugurated on June 19th, 1985
7. The word 'struggle' in the text means?
 - f. Succulent
 - g. Dense
 - h. Fight
 - i. High
 - j. Arid
8. Who is the writter poem entitled 'Karawang Bekasi'?
 - f. W. S Rendra
 - g. Taufiq Ismail
 - h. Chairil Anwar
 - i. Supardi Djoko Damono
 - j. Sitor Situmorang

9. How many names of freedom fighters who lost their?
- f. 240 names
 - g. 420 names
 - h. 224 names
 - i. 242 names
 - j. 220 names
10. From the text above we can conclude that?
- f. The collection during and after the war is displayed outside the building
 - g. The Yogya Kembali Monument is surrounded by fish ponds
 - h. Dioramas can be seen in one of the four alleys
 - i. The main building has only one floor
 - j. The wall dedicated to these unknown patriots

KEY ANSWERS

The Key Answer of Pre -Test

1. C
2. D
3. C
4. D
5. C
6. C
7. C
8. D
9. C
10. D

The Key Answer of Post-Test

1. B
2. E
3. C
4. A
5. E
6. B
7. C
8. C
9. B
10. B

Table A.2 Table of *t* Values

<i>df</i>	Level of Significance for a Directional (One-Tailed) Test					
	.10	.05	.025	.01	.005	.0005
	Level of Significance for a Nondirectional (Two-Tailed) Test					
	.20	.10	.05	.02	.01	.001
1	3.078	6.314	12.706	31.821	63.657	636.619
2	1.886	2.920	4.303	6.965	9.925	31.598
3	1.638	2.353	3.182	4.541	5.841	12.941
4	1.533	2.132	2.776	3.747	4.604	8.610
5	1.476	2.015	2.571	3.365	4.032	6.859
6	1.440	1.943	2.447	3.143	3.707	5.959
7	1.415	1.895	2.365	2.998	3.499	5.405
8	1.397	1.860	2.306	2.896	3.355	5.041
9	1.383	1.833	2.262	2.821	3.250	4.781
10	1.372	1.812	2.228	2.764	3.169	4.587
11	1.363	1.796	2.201	2.718	3.106	4.437
12	1.356	1.782	2.179	2.681	3.055	4.318
13	1.350	1.771	2.160	2.650	3.012	4.221
14	1.345	1.761	2.145	2.624	2.977	4.140
15	1.341	1.753	2.131	2.602	2.947	4.073
16	1.337	1.746	2.120	2.583	2.921	4.015
17	1.333	1.740	2.110	2.567	2.898	3.965
18	1.330	1.734	2.101	2.552	2.878	3.922
19	1.328	1.729	2.093	2.539	2.861	3.883
20	1.325	1.725	2.086	2.528	2.845	3.850
21	1.323	1.721	2.080	2.518	2.831	3.819
22	1.321	1.717	2.074	2.508	2.819	3.792
23	1.319	1.714	2.069	2.500	2.807	3.767
24	1.318	1.711	2.064	2.492	2.797	3.745
25	1.316	1.708	2.060	2.485	2.787	3.725
26	1.315	1.706	2.056	2.479	2.779	3.707
27	1.314	1.703	2.052	2.473	2.771	3.690
28	1.313	1.701	2.048	2.467	2.763	3.674
29	1.311	1.699	2.045	2.462	2.756	3.659
30	1.310	1.697	2.042	2.457	2.750	3.646
40	1.303	1.684	2.021	2.423	2.704	3.551
60	1.296	1.671	2.000	2.390	2.660	3.460
120	1.289	1.658	1.980	2.358	2.617	3.373
∞	1.282	1.645	1.960	2.326	2.576	3.291

Source: From *Statistical Tables for Biological, Agricultural, and Medical Research*, edited by R. A. Fisher and F. Yates. Pearson Education Limited. Copyright © 1938 by Oliver and Boyd. Reproduced with permission of the publisher.

DOCUMENTATIONS LIST

For helping the research, the researcher needs some documentation for the research. They are:

1. The location of SMP N 4 Metro.
2. The history of SMP N 4 Metro.
3. The infrastructure of SMP N 4 Metro.
4. The condition of students and teacher's employment.
5. The structure of organization of SMP N 4 Metro.

**The Result of the Students' reading comprehension in Pre-Test at the Eighth
of SMP N 4 METRO the Academic Year of 2018/2019**

NO	Student's Name	Question Number										Pre-Test Score
		1	2	3	4	5	6	7	8	9	10	
1	AFM	10	10	10	-	10	-	-	-	10	-	50
2	AMN	10	10	10	10	-	-	-	10	-	-	50
3	ABF	10	-	10	10	10	-	10	-	-	-	50
4	ASS	10	10	-	-	-	-	-	-	-	10	30
5	AS	10	-	10	-	-	-	-	-	10	10	40
6	BSSP	10	10	-	-	-	-	-	-	10	-	30
7	BPR	10	10	10	-	10	-	-	-	10	10	60
8	BKS	10	10	10	-	10	-	10	-	10	10	70
9	CPK	10	10	10	-	10	-	-	-	10	10	60
10	DD	10	10	10	-	-	-	-	10	-	-	40
11	DGFS	10	10	10	-	-	-	-	10	10	-	50
12	DSN	10	-	-	-	-	-	-	-	-	10	20
13	EYA	10	10	10	-	-	-	-	10	10	10	60
14	LZD	10	10	10	10	-	10	-	10	10	10	80
15	MFZ	-	-	10	-	-	10	-	-	-	-	20
16	MAS	10	10	10	-	-	-	10	10	10	-	60
17	MFFR	10	10	-	-	-	-	-	-	-	10	30
18	MRMA	10	10	10	-	-	10	-	10	-	10	60
19	NS	10	10	10	-	-	-	10	10	10	-	60
20	PRN	10	10	-	-	10	10	-	10	10	10	70
21	RMP	10	10	10	-	-	10	-	10	-	-	50
22	SVN	10	-	10	10	10	-	-	10	10	-	60
23	SAE	10	10	10	-	-	-	-	-	10	10	50
24	STR	10	10	-	-	10	10	10	-	10	10	70
25	SAN	10	-	10	-	10	-	10	10	-	10	60
26	SL	-	10	-	-	10	10	10	-	10	10	60
27	SK	10	-	-	10	-	-	-	10	10	10	50
28	SJAM	10	-	10	10	10	-	10	10	-	-	60
29	W	-	-	10	10	10	10	10	-	-	-	50
30	WA	10	10	10	-	10	-	-	-	10	-	50
31	ZN	10	-	-	10	-	10	10	-	-	10	50
32	ZZK	10	10	10	10	10	-	-	10	-	10	70
TOTAL											1670	
AVERAGE											52,18	
HIGHEST SCORE											80	
LOWEST SCORE											20	

Source: The result of pre-test in experiment class on November 16th, 2018.

The Result of the Students' reading comprehension in Post-Test at the Eighth of SMP N 4 METRO the Academic Year of 2018/2019

NO	Student's Name	Question Number										Post-Test Score
		1	2	3	4	5	6	7	8	9	10	
1	AFM	10	10	10	10	10	-	10	10	10	-	80
2	AMN	-	10	10	10	10	10	10	10	10	-	80
3	ABF	10	10	10	10	-	10	10	10	10	-	80
4	ASS	-	10	10	10	10	10	10	10	10	-	80
5	AS	10	-	10	10	-	-	-	10	10	10	60
6	BSSP	-	10	10	10	-	10	10	10	10	10	80
7	BPR	-	10	10	10	10	10	10	10	10	-	80
8	BKS	-	10	10	10	-	10	10	10	10	10	80
9	CPK	-	10	10	10	10	10	10	10	10	-	80
10	DD	-	10	10	10	10	10	10	10	10	-	80
11	DGFS	10	10	10	10	10	10	10	10	10	-	90
12	DSN	-	-	10	10	10	10	10	10	10	10	80
13	EYA	-	10	10	10	-	10	10	10	10	10	80
14	LZD	10	10	10	10	10	10	10	10	10	10	100
15	MFZ	-	10	10	10	10	10	10	10	-	-	70
16	MAS	-	10	10	10	-	10	10	10	10	10	80
17	MFFR	-	10	10	10	-	10	10	10	10	10	80
18	MRMA	10	10	10	10	10	10	10	10	10	10	100
19	NS	-	10	10	10	-	10	10	10	10	10	80
20	PRN	-	10	10	10	10	10	10	10	10	10	90
21	RMP	-	10	10	10	10	10	10	10	10	10	90
22	SVN	10	10	10	10	-	10	10	10	10	-	80
23	SAE	-	10	10	10	-	10	10	10	10	10	80
24	STR	10	10	10	10	-	10	10	10	10	10	90
25	SAN	10	10	10	10	10	10	10	10	10	10	100
26	SL	10	10	10	10	-	10	10	10	10	-	80
27	SK	-	10	10	10	10	10	10	10	-	-	70
28	SJAM	-	10	10	10	-	10	10	10	10	10	80
29	W	-	10	10	10	10	10	10	10	10	-	80
30	WA	10	10	10	-	-	-	10	-	10	-	50
31	ZN	10	10	10	-	-	-	10	10	10	-	60
32	ZZK	-	10	10	10	10	10	10	10	10	-	80
TOTAL											2570	
AVERAGE											80,31	
HIGHEST SCORE											100	
LOWEST SCORE											50	

Source: The result of post-test of reading comprehension experimental class by PQRST strategy toward the students' reading comprehension on November 23th, 2018.

The Research in the Class VIII H

Date : November, 16th 2018



Give explanation about the material



Give the explanation to the student how to do the task and guided the students to do the task

Date : November, 23th 2018



Give explanation about the material using PQRST Strategy



Give the explanation to the student how to do the task



Guided the students to do the task



The students do the test by group



Ask the student weather is there any difficulties to do the test.



The students submit the task

APPENDIXES



KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN) JURAI SIWO METRO
JURUSAN TARBİYAH

Sekretariat : Jl. Ki. Hajar Dewantara 13 A Metro, Telp (0725) 41307

Nomor : St.06/JST/PP.00.9/3471/2016 Metro, 04 November 2016
Lamp : -
Hal : **IZIN PRA SURVEY**

Kepada Yth.,
Kepala Sekolah SMP N 4 Metro
Di -
Tempat

Assalamu 'alaikum Wr. Wb.

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

Nama : Metty Kurnia Dewi
NPM : 13107687
Jurusan : Tarbiyah
Prodi : PBI
Judul : The Influence of Using PQRS (Preview, Question, Read, Summarize, and Test) Strategy toward Students Reading Comprehension at the Eight Grade of SMP N 4 Metro in the Academic Year 2016/2017

Untuk melakukan *PRA SURVEY* di SMP N 4 Metro.

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

Wassalamu 'alaikum Wr. Wb.

Ketua Jurusan

Dr. Akia, M.Pd
NIP. 19691008 200003 2005



**DINAS PENDIDIKAN KEBUDAYAAN
SMP NEGERI 4 METRO**

Jl. Paria 15 A Iring Mulyo Metro Timur - Kota Metro
Telp./Fax. 0725 - 41405 E-Mail : smpn4@smpn4metro.com
Website : <http://www.smpn4metro.com>



Nomor : 107/L.12.3/SMP.03/LL/2017

Metro, 23 Maret 2017

Lamp. : -

Perihal : Surat Balasan

Kepada Yth

Ketua STAIN Jurai Siwo Metro

di ..

Metro

Berdasarkan surat nomor : Sli.06/UST/PP.00.9/3471/2016 tertanggal 04 November 2016 perihal izin Pra Survey maka kami berkenan memberikan izin, berikut nama mahasiswa yang akan melaksanakan survey:

Nama : METTY KURNIA DEWI

NPM : 13107687

Jurusan : Tarbiyah

Program Studi : PBI

Judul : The Influence of using PCRST (Preview, Question, read, Summarize, and Test) Strategy toward Students Reading Comprehension at the Eight Grade of SMP N 4 Metro in the Academic Year 2016/2017.

Demikian surat ini kami buat, kami ucapkan terima kasih.

Kepala Sekolah,

FATIMAH, S.Pd.
NIP. 19670705 199202 2 002



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

Jalan Ki. Hajar Dewantara Kampus 15 A Inggremulyo 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

SURAT TUGAS

Nomor: B-3438/In.28/D.1/TL.01/10/2018

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

Nama : **METTY KURNIA DEWI**
NPM : **13107687**
Semester : **11 (Sebelas)**
Jurusan : **Pendidikan Bahasa Inggris**

- Untuk :
1. Mengadakan observasi/survey di SMP N 4-METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF USING PQRS (PREVIEW, QUESTION, READ, SUMMARIZE, AND TEST) STRATEGY ON THE STUDENTS READING COMPREHENSION AT THE EIGHTH GRADE OF SMP N 4 METRO".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

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

Dikeluarkan di : Metro
Pada Tanggal : 31 Oktober 2018

Diketahui,
Pejabat Setempat

NIP. 19680608 199205 1 007


Wakil Dekan I,

Isti Fatimah MA
NIP. 19670531 199303 2 003



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

Jalan Ki. Hajar Dewantara Kampus 15 A Ringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507, Faksimili (0725) 47299, Website: www.tarbiyah.metrouniv.ac.id, e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-3439/In.28/D.1/TL.00/10/2018
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMP N 4 METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-3438/In.28/D.1/TL.01/10/2018,
tanggal 31 Oktober 2018 atas nama saudara:

Nama : **METTY KURNIA DEWI**
NPM : 13107687
Semester : 11 (Sebelas)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP N 4 METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF USING PQRS (PREVIEW, QUESTION, READ, SUMMARIZE, AND TEST) STRATEGY ON THE STUDENTS READING COMPREHENSION AT THE EIGHTH GRADE OF SMP N 4 METRO".

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

Wassalamu'alaikum Wr. Wb.



Metro, 31 Oktober 2018
Wakil Dekan I,

[Signature]
Dan Isti Fatmah MA
19670531 199303 2 003



**DINAS PENDIDIKAN KEBUDAYAAN
UPTD SMP NEGERI 4 METRO**

Jl. Para 15 A Iring Mulyo Metro Timur - Kota Metro
Telp./Fax. 0725 - 41405 E-Mail : [smpn4@metro.com](mailto:smpn4@metro.smpn4metro.com)
Website : <http://www.smpn4metro.com>



Nomor : 116/1.12.3/SMP.04/LL/2018

Metro, 28 Nopember 2018

Lamp. : -

Perihal : Surat Balasan

Kepada Yth

Wakil Dekan I Fakultas Tarbiyah IAIN Metro

di

Metro

Berdasarkan surat nomor: B-3438/In.28/D.1/TL.01/10/2018 tertanggal 31 Oktober 2018 perihal Izin Penelitian maka kami berkenan memberikan izin, berikut nama mahasiswa yang akan melaksanakan penelitian:

Nama : Metty Kurnia Dewi
NPM : 13107687
Program Studi : Pendidikan Bahasa Inggris
Semester : 11 (Sebelas)
Judul Penelitian : THE INFLUENCE OF USING PQRS (PREVIEW, QUESTION, READ, SUMMARIZE, AND TEST) STRATEGY ON THE STUDENTS READING COMPREHENSION AT THE EIGHT GRADE OF SMP N 4 METRO

Demikian surat ini kami buat, kami ucapkan terima kasih.

Metro, 28 Nopember 2018

Kepala UPTD,



SUNANTO, S.Pd., M.Pd.

NIP. 196309021989031003



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

Jl. Kl. 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 : 3302 /In.28.1/JPP.00.9/10/2018
Lamp :-
Hal : BIMBINGAN SKRIPSI

24 Oktober 2018

Kepada Yth:

1. Dr. Widhiya Ninsiana, M.Hum (Pembimbing I)
2. Ahmad Subhan Roza, M.Pd (Pembimbing II)

Dosen Pembimbing Skripsi

Di -

Tempat

Assalamu'alaikum Wr. Wb.

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

Nama : Metty Kurnia Dewi
NPM : 13107687
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : The Influence of Using PQRS (Preview, Question, Read, Summarize, and Test) Strategy on the Students Reading Comprehension at the Eighth Grade of SMP N 4 Metro

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.





KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
Telp. (0725) 41907 Fax. (0725) 47298 Email: iaimetro@iaimetro.ac.id www.iaimetro.ac.id

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

Nama : Metty Kurnia Dewi
NPM : 13107687

Jurusan : TBI
Semester : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Monday/ 25 th Oct 17	✓		- Title - Background of research - Problem identification - Problem limitation - Benefit of research - Paradigm - Hypothesis - Population - Independent Variable	
2	Friday/ 13 th Oct 17	✓		- Cover - Background of research - Problem Identification - Problem Limitation	

Mengetahui :
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**FORMULIR KONSULTASI BIMBINGAN PROPOSAL
MAHASISWA FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Metty Kurnia Dewi

Jurusan : TBI

NPM : 13107687

Semester : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
3	Monday/ 23rd Oct 17	✓		<ul style="list-style-type: none">- Problem formulation- Name of Paradigm- Sampling technique- Independent Variable- Dependent Variable- Research Variable <ul style="list-style-type: none">- Problem Identification- Problem Limitation- Independent variable- Sampling technique- Sample- Paradigm- Bibliography	 

Mengetahui :

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Nama : Metty Kurnia Dewi

Jurusan : TBI

NPM : 13107687

Semester : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
4	08/08/08	✓		<ul style="list-style-type: none">- Cover- Problem Identification- Problem Limitation- Independen Variable- The Instrumen test	
5	09/08/10	✓		Ace to Senang	

Mengetahui :

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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
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IAIN METRO

Nama : Metty Kurnia Dewi

Jurusan/Fakultas : TBI

NPM : 13107687

Semester : XII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Mon, 17 th Dec 2018	✓		- Revise cover - " Abstract - Dedication Page - Chapt IV	
2.	Thu, 14 th Feb 2019	✓		- Revise Abstract	
3.	Fri, 15 th Mar 2019	✓		face to Musangrah	

Mengetahui :
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FORMULIR KONSULTASI BIMBINGAN

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Jurusan/Fakultas : TBI/Tarbiyah & Ilmu Keguruan
Semester/TA : VIII / 2017

No	Har/ Tanggal	Hal Yang Dibicarakan	Tanda Tangan
1	Friday / 15 th Sept, 2017	Revisi : - Number - References of reading rubric - Organization of document- ation - Word order	
2	Monday / 18 th Sept, 2017	- Specs of paragraph - Bibliography	
3	Wednesday / 20 th Sept, 2017		

Mengetahui,
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Nama : Metty Kurnia Dewi
NPM : 13107687

Jurusan : TBI
Semester : XII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Mon, 10 th Dec 2018		✓	- Cover - Table of content - Motto - font	
2.	Wed, 12 th Dec 2018		✓	- Abstract - Acknowledgment - Page of tables - Page of chart IV	
3.	Mon, 17 th Dec 2018		✓	See above.	

Mengetahui
Ketua Jurusan TBI

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CURRICULUM VITAE



Metty Kurnia Dewi was born on October 01th, 1994.

She was born in Margasari, Labuhan Maringgai, East Lampung. She comes from Javanese family descent.

She is the first child of Mr. Maskur and Mrs. Nur'aini. She lives in Margasari, Labuhan Maringgai, East Lampung. She took her elementary school in SDN 3 Margasari and graduated in 2006.

After that, she took her educational at Mts Ma'arif 20 Sriminosari and graduated in 2009. Having graduated from junior high school, she continued her study in MAN 2 Metro and graduated in 2012. After graduating from senior high school, she decided to have lecture in English Education Department in IAIN Metro. She hopes that one day she can continue her study to master of degree.