

AN UNDERGRADUATE THESIS
THE USE OF PQ4R METHOD
TO IMPROVE THE STUDENTS' READING COMPREHENSION
AT THE EIGHT GRADE OF SMPN 2 METRO
IN THE ACADEMIC YEAR 2017/2018

By:

ALFI PURNAMA DEWI KEMALA

STUDENT.ID.13106477

Tarbiyah and Teacher Training Faculty

English Education Department



STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1439 H / 2018 M

AN UNDERGRADUATE THESIS

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IN THE ACADEMIC YEAR 2017/2018

Presented as a Partial Fulfillment of the Requirements
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in English Education Department

By:

Alfi Purnama Dewi Kemala

Student Number: 13106477

Tarbiyah and Teacher Training Faculty
English Education Department

Sponsor : Dra. Umi Yawisah, M.Hum.

Co-Sponsor : Trisna Dinillah Harya, M.Pd.

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1439 H / 2018 M



**KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Inringmulyo Metro Timur Kota Metro Lampung 34111

Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

APPROVAL PAGE

Title : THE USE OF PQ4R METHOD TO IMPROVE THE STUDENTS'
READING COMPREHENSION AT THE EITHGH GRADE OF SMPN
2 METRO

Name : Alfi Purnama Dewi Kemala

Students Number : 13106477

Faculty : Tarbiyah and Teacher Training

Department : English Education

APPROVED BY:

To be discussed in the thesis (munaqosyah) in Tarbiyah Faculty of State Institute of Islamic Studies (IAIN) of Metro.

Sponsor

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

Metro, January 2018
Co-sponsor

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

The Head of English Education Department

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



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INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan K. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0726) 47295; Website: www.metrouniv.ac.id E-mail: iaimetro@metrouniv.ac.id

NOTIFICATION LETTER

Number :
Appendix :
Matter : **In order to hold the munaqosyah
of Alfi Purnama Dewi Kemala**

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

Assalamu'alaikum, Wr. Wb

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

Name : Alfi Purnama Dewi Kemala
Student Number : 13106477
Title : THE USE OF PQ4R METHOD TO IMPROVE THE
STUDENTS' READING COMPREHENSION AT THE
EIGHTH GRADE OF SMPN 2 METRO

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

Wassalmu'alaikum Wr.Wb

Sponsor

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

Metro, January 2018
Co-sponsor

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



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FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Inggimulyo Metro Timur Kota Metro Lampung 34111

M E T R O Telp. (0726) 41507; Faksimili (0726) 47296; Website: www.metroiniv.ac.id E-mail: iainmetro@metroiniv.ac.id

NOTA DINAS

Nomor :
Lampiran :
Perihal : **Mohon dimunaqosyahkan Skripsi
Saudari Alfi Purnama Dewi Kemala**

Kepada yth,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN) Metro

Assalamualaikum Wr.Wb.

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

Nama : Alfi Purnama Dewi Kemala
NPM : 13106477

Judul Proposal : THE USE OF PQ4R METHOD TO IMPROVE THE STUDENTS'
READING COMPREHENSION AT THE EIGHTH GRADE OF
SMPN 2 METRO

Sudah kami dapat setuju dan dapat diajukan untuk munaqosyahkan, demikian harapan kami atas perhatiannya kami ucapkan terimakasih.

Dosen Pembimbing I,

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

Metro, Januari 2018
Dosen Pembimbing II,

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



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

Jl. Ki Hajar Dewantara Kampus 15 A Iringmulo Kota Metro 34111
M E T R O Telp. (0725) 4167, Fax (0725) 47286 Email: stainmetro@yahoo.com website: www.stain_metro.as.id





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An undergraduate thesis entitled: THE USE OF PQ4R METHOD TO IMPROVE THE STUDENTS' READING COMPREHENSION AT THE EIGHTH GRADE OF SMPN 2 METRO IN THE ACADEMIC YEAR OF 2017/2018

Written by Alfi Purnama Dewi Kemala, student number. 13106477, English Education Department, had been examined (Munaqosyah) in Terbiyah and Teacher Training Faculty on February 07, 2018 at 13.00-15.00.


BOARD OF EXAMINERS:

Chairperson	: Dra. Umi Yawisah, M.Hum	
Examiner I	: Dedi Irwansyah, M.Hum	
Examiner II	: Trisna Dirillah Harya, M.Pd.	
Secretary	: Eka Yuniasih, M.Pd	



The Dean of Tarbiyah
and Teacher Training Faculty




Dr. Akla, M.Pd.
NIP. 19691008 200003 2 005

**THE USE OF PQ4R METHOD TO IMPROVE THE STUDENTS'
READING COMPREHENSION AT THE EIGHT GRADE OF SMPN 2
METRO IN THE ACADEMIC YEAR 2017/2018**

ABSTRACT

BY:

Alfi Purnama Dewi Kemala

The objective of the study is to find out whether the use of PQ4R Method will be able to improve the students reading comprehension in descriptive text at the SMPN 2 Metro. Reading is the activity to read, that has a purpose to get information from the reading material. If we want to learn language especially English, we have to study reading because reading is very important to get information when we learn English as a foreign language. In teaching learning process, the teacher should be able to create or choose the suitable and good strategy. PQ4R Method is one of the technique that can be applied in the teaching English, especially teaching reading comprehension.

In this research, the researcher conducts classroom action research (CAR) which is done in two cycles. Each cycle consist of planning, acting, observing, and reflecting. The subjects of this research is 32 students in VIII class of SMPN 2 Metro In collecting data, the researcher used test (pre-test, post test 1 and post test 2), observation and documentation. The research is conducted collaboratively with an English teacher of SMPN 2 Metro.

The result of this research showed that *PQ4R Method as a method* had positive result in improving the students' reading comprehension at the eighth grade of SMPN 2Metro. It can be proven by the students' average score from pre-test to post-test. The average score in pre-test was 40.6, post-test 1 was 70.9 and post-test 2 was 87.5. It mean that the using of PQ4R Method as a method could improve the students' reading comprehension.

Keyword :Reading Comprehension, PQ4R Method, Classroom action research

**PENGGUNAAN METODE PQ4R UNTUK MENINGKATKAN
KEMAMPUAN MEMBACA SISWA TERHADAP KELAS VIII DI SMPN 2
METRO
TAHUN 2017/2018**

ABSTRAK

OLEH:

Alfi Purnama Dewi Kemala

Tujuan penelitian ini adalah untuk mengetahui apakah penggunaan dari metode PQ4R akan dapat meningkatkan kemampuan membaca di SMPN 2 Metro. Membaca adalah aktivitas membaca, tujuannya untuk mendapatkan informasi dari materi bacaan. Jika kita ingin mempelajari bahasa khususnya bahasa Inggris, kita harus belajar membaca karena membaca sangat penting untuk mendapatkan informasi ketika kita mempelajari bahasa Inggris seperti bahasa asing. Dalam proses belajar mengajar, guru harus bisa menciptakan atau memilih sebuah teknik yang baik dan sesuai dengan keadaan siswa. Metode PQ4R merupakan salah satu metode yang biasa digunakan dalam pembelajaran bahasa Inggris khususnya mengajarkan kemampuan membaca siswa.

Dalam penelitian ini, peneliti melaksanakan penelitian tindakan kelas yang dilakukan dalam dua siklus. Setiap siklus terdiri dari perencanaan, pelaksanaan, observasi dan refleksi. Subjek penelitian ini adalah 32 siswa kelas delapan SMPN 2 Metro. Dalam pengumpulan data, peneliti menggunakan tes (pre-test, post test 1 and post test 2), observasi dan dokumentasi. Penelitian ini bekerjasama dengan guru Bahasa Inggris SMPN 2 Metro.

Hasil dari penelitian ini menunjukkan bahwa metode PQ4R sebagai metode memiliki hasil positif dalam meningkatkan kemampuan membaca siswa di kelas delapan SMPN 2 Metro. Hal ini dapat dibuktikan berdasarkan nilai pre-test adalah 40.6, post-test 1 adalah 70.9 dan post-test 2 adalah 87.5. Ini berarti bahwa penggunaan Metode PQ4R sebagai metode dapat meningkatkan kemampuan membaca siswa.

Kata kunci: Kemampuan Pemahaman membaca, Metode PQ4R, Penelitian tindakan kelas

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name : Alfi Purnama Dewi Kemala
Student Number : 13106477
Faculty : Tarbiyah and Teacher Training Faculty
Department : English Education

States that this undergraduate thesis is original except certain parts of it quoted from the bibliography mentioned.

Metro, January 2018
The writer



ALFI PURNAMA DEWI KEMALA
Student Number: 13106477

ORISINALITAS PENELITIAN

Yang bertanda tangan di bawah ini :

Nama : Alfi Purnama Dewi Kemala
NPM : 13106477
Fakultas : Tarbiyah
Jurusan : Pendidikan Bahasa Inggris

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

Metro, Januari 2018

Yang Menyatakan



ALFI PURNAMA DEWI KEMALA
Student Number: 13106477

MOTTO

لَا تَحْزَنُ إِنَّ اللَّهَ مَعَنَا ﴿سورة التوبة: 40﴾

“Do not be sorrowful, Because Allah always with us.” (Q.S. At-Taubah :40)

DEDICATION PAGE

This Piece of work is dedicated to:

*My beloved parents
(Mr.Heru Misnardi and Mrs.Amiatun)*

*My beloved brother and sister
(Bima Laksana Prasetya and Chusnul Khotimah)*

My Almamater IAIN METRO

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Thank to Allah SWT as the One who always gives all what we need and sends the good figures around us to face this life. Thanks also to our idol of life, the man of perfection, Prophet Muhammad SAW, his families and companions.

This research undergraduate thesis entitle "THE USE OF PQ4R METHOD TO IMPROVE THE STUDENTS' READING COMPREHENSION AT THE EIGHT GRADE OF SMPN 2 METRO".

Regarding to the research undergraduate thesis, the writer offers her big thank to the Dra. Umi Yawisah, M.Hum as the sponsor and to Trisna Dinillah Harya, M.Pd as the co-sponsor. May Allah SWT give them His better reward for their spending time to support and guide during research undergraduate thesis writing process.

As human being the writer completely realize that this research undergraduate thesis still has a plenty of weaknesses. The writer do apologizes for all mistakes he has made in writing and presentation items. All constructive comments and suggestions are very welcomed to measure the quality of this research undergraduate thesis. Hopefully, this research undergraduate thesis can be a meaningful benefit for the writers especially and for our campus and all readers generally.

Metro, January 2018
The Writer,



Alfi Purnama Dewi Kemala
ST.N 13106477

TABLE OF CONTENT

COVER	i
TITLE	ii
APPROVAL PAGE	iii
NOTIVICATION PAGE	iv
NOTA DINAS	v
RATIFICATION PAGE	vi
ABSTRACT	vii
ABSTRAK	viii
STATEMENT OF RESEARCH ORIGINALITY	ix
ORISINILITAS	x
MOTTO	xi
DEDICATION PAGE	xii
ACKNOWLEDGEMENTS	xiii
TABLE OF CONTENTS	xiv
LIST OF TABLE	xvii
LIST OF FIGURE	xviii
LIST OF GRAPH	xix
LIST OF APPENDICES	xx

CHAPTER I INTRODUCTION

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

CHAPTER II REVIEW OF THE RELATED THEORIES

A. Concept of Reading Comprehension	6
1. The concept of Reading	6
a. Definiton of reading	6

b. The purpose of reading	8
c. Kinds of reading	8
2. The Concept Of Reading Comprehension	10
a. The definition of reading comprehension	10
b. The strategies of reading comprehension	11
c. The measurement of reading comprehension	15
B. The Concept PQ4R Method	16
1. The definition of PQ4R method	16
2. The Procedures of PQ4R Method	17
3. The implementation of teaching reading using PQ4R method	19
3. Advantages and Disadvantages PQ4R Method	20
C. Action Hypothesis.....	22

CHAPTER III RESEARCH METHODOLOGY

A. Operational Definition of Variables	23
B. Location Setting	24
C. Subject of the Study	24
D. Research Procedure	25
E. Data Collecting Technique	31
F. Research Instrument	33
G. Data analysis method	33
H. Indicator of Success	34

CHAPTER IV RESULT OF THE RESEARCH AND INTERPRETATION

A. Result of The Research	36
1. The Description of Research Location	36
a. The History of SMP Negeri 2 Metro	36
b. The Profile of SMP Negeri 2 Metro	38
c. The Structural Organization of SMP Negeri 2 Metro.....	39
d. The Condition of Teachers and Official Employers at SMP Negeri 2 Metro	41

e. The Building of SMP Negeri 2 Metro	42
f. The Sketch of Location of SMP Negeri 2 Metro	44
B. The Description of Research Data	45
1. Action and Learning Activity in cycle1	48
a. The first meeting	48
b. The Second Meeting	50
2. Action and Learning Activity in cycle2	55
a. The First meeting	56
b. The Second Meeting	57
C. Interpretation	65
D. Discussion	72

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion	74
B. Suggestion	75

BIBLIOGRAPHY

APPENDIXES

CURRICULLUM VITAE

LIST OF TABLE

1. Pra survey of students' reading score	2
2. Students Reading Score Frequency	3
3. The Measurement of Reading Comprehension	15
4. The Condition of Teacher and Official Employees in SMP Negeri 2 Metro	41
5. The Building of SMP Negeri 2 Metro	41
6. The Students' Pre-Test Result of Reading Comprehension	42
7. Percentage Students' Mark of Pre-Test of Reading Comprehension	47
8. The Schedule of Action in Cycle 1	49
9. The Students' Post-Test 1 Result of Reading Comprehension in Cycle I	52
10. Frequency of students' mark of Post-Test 1 of Reading Comprehension	53
11. The Result of Students' Activity in Cycle I	54
12. Table the result score of students' reading comprehension Post-Test II ..	58
13. Percentage students' mark of post test in cycle II.....	59
14. The Students' Activities Result in Cycle II	61
15. The Result Mark of Students' Pre Test, Post Test 1	63
16. The Recapitulation of Students' Complete Score of Pre-Test and Post- Test 1	64
17. The Result Mark of Students' Post-Test I and Post-Test II	66
18. The Recapitulation of Students' Complete Score of Post-Test 1 and Post-Test 2	67
19. The Result Mark of Students', Pre-Test, Post-Test I and Post-Test II.....	68
20. The Recapitulation of Students' Complete Score of Post-Test 1 and Post-Test 2	69
21. The Result of The Students' Activity in Cycle I & II	70
22. The Percentage of Students' Result Activity in Cycle I and Cycle II	71

LIST OF FIGURES

1. The Structural Organization of SMP Negeri 2 Metro..... 39
2. The Sketch of Location of SMP Negeri 2 Metro 40

LIST OF GRAPH

1. The Percentage of the students' score of Pre-Test	47
2. The Percentage of students' score of Post-Test 1	53
3. The Percentage of the students' score of Post-Test 2	60
4. The Complete Percentage of the Students' Mark on Pre-Test and Post-Test 1	65
5. The Complete Percentage of the Students' Mark on Post-Test 1 and Post-Test 2	67
6. The Complete Percentage of the Students' Mark on Pre-Test, Post-Test 1 and Post-Test 2	69
7. The Comparison of Percentage Students' Activity in Cycle I and Cycle II	71

LIST OF APPENDICES

APPENDICES 1

23. Syllabus
24. Lesson Plan
25. Instrument of Pre-Test of Students Reading Comprehension
26. Instrument of Post-Test I of Students Reading Comprehension
27. Instrument of Post-Test II of Students Reading Comprehension
28. Observation Sheet
29. Score of Pre-Test, Post-Test 1 and Post-Test 2
30. Observation Sheet of The Teacher Activities

APPENDICES 2

1. Surat Izin Pra Survey
2. Surat Balasan Pra Survey
3. SK Bimbingan Skripsi
4. Surat Tugas
5. Surat Izin Reasearch
6. Surat Balasan Research
7. Surat Keterangan Bebas Prodi
8. Surat Keterangan Bebas Pustaka
9. Curriculum Vitae

CHAPTER I

INTRODUCTION

A. Background of the Study

English is broadly used for communication in oral or written form in most part of the world. Many kind of books such as science, technology, economics, politics are written in English. In doing so, the people has to learn English to get the knowledge. Meanwhile, reading is one of the language skill should be mastered by students. Reading is one of the most fundamental activities in the learning process and the activity is often done when students learn in school. However, many students who are less interested in reading the text because reading skill is less attractive. In fact, by reading the students will be smart in language and it also gives more knowledge and new information.

Reading is useful for language acquisition. Reading also has a positive effect on students' vocabulary knowledge, on their spelling, and their writing . In teaching English, reading skill is one skill that must be mastered by the students because reading will add to knowledge and information. Reading is viewed as a process decoding written symbol, working from smaller units (individual) letters to larger ones (word, clauses and sentences). Purpose of reading is that students are able to read fluently, they are able to comprehend and to understand the contents of the

text that students read. Therefore, the students' understanding on reading material provided by the teacher can be controlled properly.

Reading comprehension is the process of constructing meaning by coordinating a number of complex processes that includes word reading, word knowledge, and fluency. However, in reality there are many students who have not been able to understand the reading because students' ability and interest in reading is still lacking. This is a problem for teachers in teaching reading.

The common problem which is frequently faced by the students is reading comprehension. Their reading comprehension is not good, because they got difficulties to comprehend the text. Another problem is the students also get difficulty to define unfamiliar words because they have limited mastery of vocabulary. The students said that reading is difficult for them because they have problems to comprehend the text, and to translate unfamiliar words. Moreover, the students said if they are lazy to read because of the complicated writing, difficult to comprehend and pronouncing the word.

Based on the data result for the reading comprehension examination at the pre survey in 12 August 2017, only 12.5 % the students who passed for the material of reading comprehension with the highest grade 75 and 87.5 % the students failed with the lowest grade 37,5. The data can be shown as follows:

Table 1

The Data of Pre-Survey in July 2017 at the Eight Grade of SMPN 2
METRO at the First Semester

No	Grade	Explanation	Frequencies	Percentage
1	< 75	Failed	28	87.5
2	≥ 75	Passed	4	12.5
		Total	32	100 %

Based on the data result of pre test on pre survey at the eighth grade of SMPN 2 METRO, the writer can conclude that in teaching and learning reading, the teacher and the students face many problems. One of the problem is the students find difficulties to comprehend the text and lack of vocabulary mastery.

It is very important for the teachers to solve these problems. The teachers need method or strategy in teaching learning process that can motivate the students and the teacher to get the teaching reading effectively. In this case, the researcher would like to propose an alternative method for teaching and learning reading, that is PQ4R method. PQ4R is the abbreviation for Preview, Question, Read, Reflect, Recite, And Review. This method is a method that is related to work of educational psychologist. The PQ4R method stimulates students to actively engage the subject matter. The PQ4R method is one of the elaboration which can help the students to remember what they read, so that students will gain new

information. This method also helps the students understand and improve their reading comprehension skill. By this method, the students are expected not only to understand the content of the reading text but also the social message in the reading text.

B. Problem Identification

Referring to the background above, the problems can be identified as follows:

1. The students still have difficulties of reading to comprehend the reading text.
2. Many students have low motivation that causes them not interested in reading.
3. The students still have lack of vocabulary.

C. Problem Limitation

Based on the identified problems above, this research will focus on the difficulties of students' reading comprehension at the eight grade of SMPN 2 Metro.

D. Problem Formulation

Referring to the background of the problem of the research above, the writer formulates the problem as the following :

“How can the use of PQ4R method improve the students' reading comprehension at the eighth grade of SMPN 2 Metro ?”

E. Objective and Benefits of the Research

1. Objective of the Research

Based on the problem formulation above, the writer aimed to know whether PQ4R Method can improve the students reading comprehension at the eighth grade of SMPN 2 Metro.

2. Benefits of the Research

a. For the Student

By using PQ4R Method as one of the methods which is applied in learning process, it would be expected that can make easily for students and more interested in learning English especially in reading comprehension. So, their reading comprehension ability will be increased.

b. For the English Teacher

This research is as the inspiration for the teachers at SMPN 2 METRO to teach reading subject. It hopefully could help the teachers to solve the problem in reading subject in their class.

c. For the Headmaster

It is hopefully could be a positive contribution and as information to increase quality of learning English at SMPN 2 METRO.

CHAPTER II

REVIEW OF THE RELATED THEORY

A. Concept of Reading Comprehension

1. The concept of Reading

a. Definition of Reading

Reading is the most fundamental activities that is done by students with the purpose to get information that they have not known before, by reading the students will gain knowledge and wide insight. By reading the students will also be able to communicate with other people through written material.

According to Moreillon “Reading is an active process that requires a great deal of practice and skill”, because in reading we must activate brain, eyes, and mouth work. Reading is not just reading but also understanding. Based on the Moreillon explanation that reading is a process of communication and active skills because it involves the eyes, mouth, ears and brain and requires a lot of exercises or a series of activities to ring a symbol - a symbol of form letters that plugs into words that have a special meaning.¹

Harmer stated that “Reading is useful for language acquisition”.²In this case, reading has positive effect on students’ vocabulary knowledge

¹ Moreillon, *Collaborative Strategies for Teaching Reading Comrehension Maximizing Your Impact*, (Chicago: American Library Association, 2009), p.10

² Harmer, *Collaborative Strategies for Teaching Reading Comrehension Maximizing Your Impact*, (Chicago: American Library association, 2007), p.283

and reading also useful to improve comprehension of the text that they read. Reading is the most important skill and it influences in teaching and learning because by reading students can expand knowledge of the material.

According to Johnson “Reading is the practice of using text to create meaning”.³ Johnson explanation, reading is a process where students practice reading a word by using text to create meaning within a text. Reading can also be regarded as a second language which divides problems and questions in reading ability in which students can take information in the text and then take conclusions of text that students read.

Based on the statement above reading is one of language skill that demand people so that they can master to read and understand the text or material. Reading also has purpose to comprehend text, because if people do not have good reading skill, they can not extend information to other people.

b. The Purpose of Reading

Reading is an interactive process that goes on between the reader and the text, that resulting in comprehension. The text presents letters, words, sentences, and paragraphs that encode meaning. The reader uses

³ Johnson, *Teaching Reading and Writing: a guidebook for Tutoring and Remediating Students*. (United States of America: Rowman and Littlefield Publisher, 2008), p.3

knowledge, skills, and strategies to determine what that meaning.

Reading is an activity with a purpose.

Based on the statement above the purpose of reading is to gain information or verify existing knowledge, or in order to critique a writer's idea or writing style and for enjoyment, or to enhance knowledge of the language being read. The purpose of reading also determines the appropriate approach to reading comprehension.

c. Kinds of Reading

In teaching reading activity, it can be differentiated into reading aloud, silent reading, reading comprehension and independent reading.⁴

1) Reading Aloud

An applying the technique of reading aloud is purpose in order the students can read with pronunciation/ speech right. Reading aloud is aim to speech out word, phrases, and sentence english correctly. Therefore, teacher must have skills and good english language skills. So that the students learned about how to conduct a good hard read.

2) Silent Reading

Reading a discourse or text without sound is also an activity reading skill that need implemented in a higher class. Silent reading

⁴ Kasihani K.E. Suyanto, *English for Young Learners*, (Jakarta : PT Bumi Aksara, 2005),p.64-66.

practice to really focus care or mind in order to understand the content of discourse or text.

3) Reading Comprehension

This activity aim to get information from the text or material that they read. Therefore, students should be actually trained to read order to get information about the cotent of reading. This technique is used to determine whether students are having understood about content of the text reading that they read. For the example is in descriptive text. Descriptive text is text which say what a person, thing is like. It purpose to describe and reveal particular person, place and thing. The generic structure of descriptive text are :

- a) Identification (Identifes something that will describe)
- b) Description (It describe parts, qualities, characteristic)

4) Independent Reading

This technique can help the students become independent readers is an attend to develop students' language skill. For the example, after reading the students asked to retell about the text that they read or the students tell their friends about text that they read.

Based on the explanation about teaching reading above, the researcher can take the conclusion that all the technique above have the same purpose to understanding the text and to get information about the text that they read.

2. The Concept of Reading Comprehension

a. The Definition of Reading comprehension

Based on Oxford Advanced Learner's Dictionary the word of "comprehension" is explained that :

- a) The ability to understand
- b) An exercise to trains the students to understand the language.⁵

It means that comprehension is an exercise which trains students to improve their ability in understanding language. "reading comprehension is the search for meaning, actively using our knowladge of the world and of texts to understandeach new thing we read⁶ So,the more knowledge the reader can bring, the more likely it is that the material will be understood.

Based on these explanation above the researcher can get conclusion that comprehension is the reading process which requires delicate information, understanding, and interpretation from reading material and students can understand it with their background knowledge and experience.

There are many expert that have different definition of reading comprehension. Doughlas Brown states that reading comprehension primarily a matter of developing appropriate,

⁵ As Homby, *Oxford Advance*, p. 296.

⁶ Jean Wallace Gillet and Charles Temple, *Understanding Reading Problem Assesment and Instruction*, (USA : Harper Collin College Publisher, 1994), p.40.

efficient comprehension strategies.⁷ It means that reading comprehension purpose is efficiency of reading. Furthermore, in reading activities, the students should have good reading comprehension to get information from the reading text.

Jannette states that reading comprehension involves much more than reader's responses to text. Reading Comprehension is multi component, highly complex process that involves many interaction between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text it self.⁸

It means that reader's should active their prior knowledge and are familiar with variety of text structures that were found in the text to comprehend new information.

Based on the explanation above, the researcher can assume that reading comprehension is skill should active reader's prior knowledge to search the meaning of the text to understand and to get all new thing we have read.

b. The strategies for Reading Comprehension

Following are ten such strategies, each of which can be practically applied to your classroom techniques.

1) Identify the purpose in reading.

⁷ H. Douglas Brown, *Teaching by Principle and Interactive Approach to Language Pedagogy*, (San Francisco : State University, 2001), p. 306.

⁸ Janette K.Klinger, Sharo Vaogis and Allison Brandman, *Teaching Reading Comprehension to Students with Learning Difficulties*, (USA : The Guilford Press, 2007), p. 8.

How many times have you been told to read something yet you don't know why you're being asked to read it? You did only a mediocre job of retaining what you "read" and perhaps were rather slow in the process. Efficient reading consists of clearly identifying the purpose in reading something.

- 2) Use graphemic rules and patterns to aid in bottom-up decoding.

At the beginning levels of learning English, one of the difficulties students encounter in learning to read is making the correspondences between spoken and written English. In many cases, learners have come acquainted with oral language and have some difficulty learning English spelling conventions.

- 3) Use efficient silent reading techniques for relatively rapid comprehension.

If you are teaching beginning level students, this particular strategy will not apply because they are still struggling with the control of a limited vocabulary and grammatically.

- 4) Skim the text for main ideas.

Perhaps the two most valuable reading strategies for learners (as well as native speakers) are skimming and scanning. Skimming consists of quickly running one's eyes across a whole text (such as an essay, article, or chapter) for its gist. Skimming gives readers the advantage of being able to

predict the purpose of the passage, the main topic, or message, and possibly some of the developing or supporting ideas. This gives them a head start as they embark on more focused reading. You can train students to skim passage by giving them, say, thirty seconds to look through a few pages of material, close their books, and then tell you what they learned.

1) Scan the text for specific information.

The second in the most valuable category is scanning, or quickly searching for some particular piece of information in a text. Scanning exercise may ask students to look for names or dates, to find a definition of a key concept, or to list a certain number of supporting details. The purpose of scanning is to extract specific information without reading through the whole text for academic english, scanning is absolutely essential.

2) Use the semantic mapping or clustering.

Readers can easily be overwhelmed by a long string of ideas or events. The strategy of semantic mapping, or grouping ideas into meaningful clusters, helps the readers to provide some order to the chaos. Making such semantic maps can be done individually, but they make for a

productive group work technique as students collectively induce order and hierarchy to a passage.

3) Guess when you aren't certain

This is an extremely broad category. Learners can use guessing to their advantage to.

- a) Guess the meaning of a word
- b) Guess a grammatical relationship
- c) Guess a discourse relationship
- d) Infer implied meaning
- e) Guess about a cultural reference
- f) Guess content messages.

4) Analyze vocabulary

One way for learners to make guessing pay off when they don't immediately recognize a word is to analyze it in terms of what they know about it.

5) Distinguish between literal and implied meanings

This requires the application of sophisticated top-down processing skills. The fact that not all language can be interpreted appropriately by attending to its literal, syntactic surface structure makes special demands on readers.

6) Capitalize on discourse markers to process relationships.

Many discourse markers in English signal relationship among ideas as expressed through phrases, clauses, and sentences. A clear comprehension of such markers can greatly enhance learners' reading efficiency.⁹

Many Strategies For Reading Comprehension which has been explained by Brown. The researcher concludes that all of the categories must be included in Strategies For Reading Comprehension to understand and comprehend the language to achieve the aim of teaching reading.

c. The Measurements of Reading comprehension

To know the achievement of reading comprehension should be measured use the assessment of reading. There are the measurements of reading comprehension according to Grenall and Swan, as follows:¹⁰

⁹ H. Douglas Brown, *Teaching by Principle and Interactive Approach to Language Pedagogy*, (San Francisco.page.306-31

¹⁰ Simon Grenall and Michael Swan, *Effective Reading:Reading comprehension for advanced students: Teacher's Book*, (Cambridge: Cambridge University Press, 1994), P. 34

Table 2

The Measurement of Reading comprehension

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

B. The Concept of PQ4R (Preview, Question, Read, Reflect, Recite and Review) Method

1. The Definition of PQ4R Method

There are many methods of language teaching that may be selected for teaching reading comprehension. One of the methods appropriate to improve reading comprehension is PQ4R. PQ4R is a learning method that a part of cooperative learning which aimed to improve to comprehend and remember of the material. According to Hayes, PQ4R is an analytical reading procedure for leading students through the study of texts systematically.¹¹ One of the best-known study techniques for helping students understand and remember what they

¹¹Hayes, David A, *A Sourcebook Of Interactive Methods For Teaching With Text.* (Massachusetts: Allyn And Bacon,1992)

read is called the PQ4R method. PQ4R is a method which involves six phase Preview, Question, Read, Reflect, Recite And Review.¹²

Suprijono states that person must have stock of knowledge in reading skill and PQ4R method is one of the other way to develop reading effectiveness.¹³ A good method can help students increase their ability because it can be attract their attention in reading activity. Therefore, the teacher should be able to have an ability to develop students interesting to increase their students reading skill.

The basic for study techniqe such as the PQ4R method (preview, question, read, reflect, recite,review), which instruct readers to ask, answer, and reflect on questions during the course of their reading Based on the statement above that PQ4R is a method used to help students understand, remember what they read and help the learning processing class with reading activities.

2. The Steps of PQ4R Method

The basic idea why we teach reading, because reading is the most important basic to improve comprehension of text or the material, we can also improve vocabulary and get information of what we read. To improve reading comprehension, we can choose method that appropriate, and one of method is PQ4R method. There are six steps of using PQ4R method in teaching reading : preview, question, read,

¹² Thomas, E. L. and robinson, H. A, *Improving Reading in Every Class.* (A Source Book For Teachers : Boston, 1972)

¹³ Suprijono, A, *Cooperative Learning.* (Yogyakarta: Pustaka Belajar, 2009)

reflect, recite, and review. Slavin explained that there are steps of PQ4R method for students as follows¹⁴:

a. Preview

Survey or scan the material quickly to get an idea of general organization and major topics and subtopics. Pay attention to headings and subheadings, and identify what you will be reading about and studying.

b. Question

Ask yourself questions about the material before you read it. Use headings to invent question using the 5W+H words : who, what, why, where, when, and how.

c. Read

Read the material. Do not take extensive written notes. Try to answer the question that you posed prior to reading.

d. Reflect on the material

Try to understand and make meaningful the presented information by (1) relating it to things you already know, (2) relating the subtopics in the text to primary concepts or principles, (3) trying to resolve contradictions within the presented information, and (4) trying to use the material to solve problems suggested by the material.

¹⁴ Slavin, Robert E, *Educational Psychology Theory and Practice*, (Sydney: Pearson, 2006), p.195

e. Recite

Practice remembering the information by stating points out loud and asking and answering question. You may use headings, highlighted words, and note on major ideas to generate those questions

f. Review

In the final step, actively review the material and re-read the reading students when students are still not sure of the answers.

3. The Implementation of Teaching Reading Using PQ4R Method

In teaching learning reading teachers need methods to keep students motivated and able to understand the material they read, and one of the methods that are effective in helping students understand and remember the material they read is PQ4R method.

There are procedures to teach reading comprehension by using PQ4R Method:

- a. Preview, teachers provide reading materials for students to read, and then inform the students to read with a quick glance reading material and find the main idea. The focus of the preview is to find the main ideas developed in the literature. Through a preview of students already have an idea of what he learned.
- b. Question, informing the students to pay attention to reading and then assign the task to make the questions by using the 5W+H

(what, where, who, when, why and how). Experience has shown that when people read to answer a number of questions that will make him or careful reading in order to remember what a good read.

- c. Read, the teacher asks the students to read the literature are studied in detail and students are expected to find the answers to all the questions that had been developed previously.
- d. Reflect, the material informs the reading is not just to remember or memorize the material but students should be able to understand the information provided teachers with the knowledge that has been known through reading.
- e. Recite, students were asked to summarize or reflect on the information they have learned. Then students answer the questions and see the notes they have made.
- f. Review, students are asked to read a summary of which they have made, and re-read the readings students when students are still not sure of the answers that have been made.

4. Advantages and Disadvantages of PQ4R method

There are some advantages and disadvantages of PQ4R such as:¹⁵

- a. Advantages :

There are some advantages of PQ4R such as:

¹⁵ Suparwoto Sapto Wahono, “ *Using PQ4R to Increase the Students Reading Comprehension*”, Malang: vol. 13, no. 2/ October 2014

- 1) It helps to make individual to know what to learn. It focuses students' attention, increasing interest, relating new ideas to previously known concepts and building comprehension.
- 2) The students are encouraged to actively interact with the material while reading by the following organizing techniques.
- 3) PQ4R is easy to use and can be applied to readings in most academic.

b. Disadvantages :

- 1) It requires the ability to skim texts which involve the rapid reading of chapter elements such as introduction, conclusion, summary, first and the last lines of paragraph, etc.
- 2) It also requires the ability to scan texts which involves careful search for specific facts and examples.
- 3) This method can be not suitable for the young students as it may be difficult for them.

Opinions about the advantages and disadvantages of PQ4R method can be concluded that the excess being used to review the lessons that can help students improve reading comprehension in the English text, improve skills and raise the curiosity associated with these subjects.

And to the disadvantage that the difficulty means students' books that are not available in schools, and also not be effectively accomplished with the number of students learning in class very much that teachers can not guide students to the maximum.

C. Action Hypothesis

Referring to theory of some concepts above, the credible results of the previous studies, and the conceptual framework, the researcher would like to state the action hypothesis of this research as the following. The use of PQ4R can improve the students' reading comprehension at the Eighth Grade of SMP Negeri 2 Metro.

CHAPTER III

RESEARCH METHODOLOGY

A. Operational Definition of Variables

Variable is the condition or characteristics when experiment can be manipulated, controled or observed. The variables in this research are PQ4R method and students' reading comprehension. Based on the statement above, the operational defines as follows:

1. Independent Variable

Independent variable is the major variable which is hoped to investigate. It is the variable which is selected, manipulated and measured by the research. Independent of this research is PQ4R method.

In this research, the writer will use PQ4R method to observe the eighth grade students' reading comprehension of SMP Negeri 2 Metro. In addition, the writer will collect the data by using multiple choice test. This test is to gain information on students' reading comprehension.

2. Dependent Variable

Dependent variable is the variable which is observed and measured to determine the effect of independent variable. Dependent variable of this research is students' reading comprehension. It is can be defined as knowledge in identification the text that students have been read. This variable will be measured by giving written test.

This variable will be measured by giving pretest and posttest. Pretest and posttest instruments consist of 10 questions in multiple choice form and 5 essay. Question with the range score 0 – 100. When the students can answer all of the question correctly they will get 100 score, and when the students cannot answer all the question correctly they will get 0 score. The time to the test is 40 minutes.

B. Location Setting

This research will be conducted at SMP Negeri 2 Metro in the academic year 2017/2018. It is located in jalan Ki Hajar Dewantara 91/15A Iringmulyo, Metro Timur, Kota Metro. It is approximately three kilometers from the district town. This also makes students easily to access to education resources. That's why a lot of parents send their children to this school instead they choose better quality school which is geographically easy to access using public transport.

C. Subject of the Study

The subjects of the research are the students of grade VIII.H of SMP Negeri 2 Metro. This grade consisted of thirty two students, fifteen boy students and seventeen girl students. The skills of English, specially reading, of this grade students was the lowest among others. Most of the students of grade VIII.H were low motivated and not very interested in learning English. Moreover, only two of the students of grade VIII.H join either speech or storytelling extracurricular to improve their reading skill.

Those are the main reasons which the researcher takes into consideration in choosing this class as the researched class.

D. Research Procedure

1. The Concept of Classroom Action Research

In this research, the researcher chooses classroom action research because the researcher wants to encourage the students to active in learning process activities and improving students' reading comprehension vocabulary by using PQ4R method.

The main aim of this research is to identify reading problems that the the writer and students consider worth looking more deeply and systematically. The point is that, as a teacher, the writer often sees gaps between what is actually happening in his teaching situation and what the writer would ideally like to see happening.¹⁶

The central idea of the action part of this action research is to intervene in a deliberate way by implementing PQ4R method in order to bring about changes and, even better, improvements of reading skills.

According to Donald "Classroom action research is one of the approach in action research. Classroom action research will Involves

¹⁶ Burn, A. *Doing Action Research In English Language Teaching: a guide for practitioners*, (New York: Routledge Taylor & Francis Group, 2010), p.2

teachers in their classrooms and can involve groups of teachers examining common issues”.¹⁷

Morton-Cooper suggests that action research may not be a method of research at all, or even a set of methods, but a way of approaching the study of human beings from a philosophical construct.¹⁸

From the explanation above, it can be inferred that classroom action research is a research in teaching and learning in the class which the aim is to solve problem or to repair something.

Action research deals with social practice and it involves the direct interaction of teachers and group of students. It is portrayed as a cyclical spiral process involving step of planning, acting, observing, and reflecting.

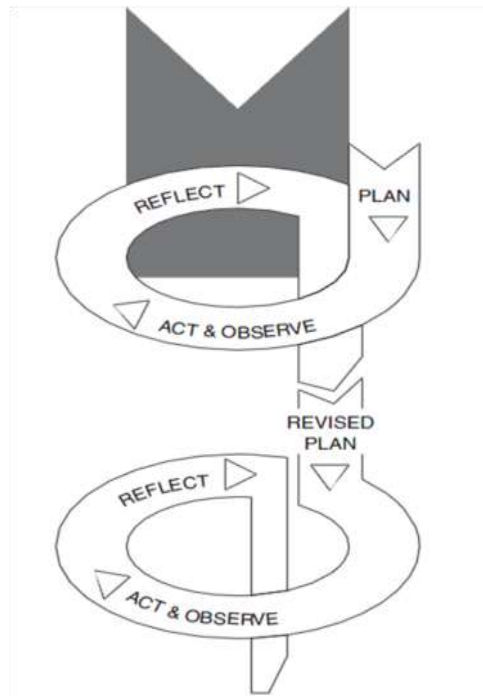
Here is step of classroom action research design:

(Activities in CAR, adapted from Mc Taggart design)¹⁹

¹⁷ Donald, Ary. *Introduction to Research in Education. Eight edition*(USA. Wadsworth. 2010)p.515

¹⁸ Paul McIntosh, *Action Research and Reflective Practice*, (New York:Taylor & Francis e-Library, 2010) p. 32

¹⁹ Valsa Khosy,*Action Research for Improving Practice: A Practical Guide* (London: Paul Chapman Publishing, 2005) p.4



2. Action Plan

Classroom Action Research (CAR) Cycles are:

a. *Cycle I*

1) *Planning*

Planning is the first step in every activity, a plan is developed for taking action and or for gathering information and data in order to observe or capture the experience or monitor the practice.

Without planning, the researcher's activity will not focus. The planning will be reference in doing action. Here are the steps that the researcher did in planning:

- a) The researcher identified the problem causes and finds the problem solving.
- b) The researcher made a lesson plan.

- c) The researcher prepared the material, approach and technique of teaching.
- d) The researcher prepared the source of learning
- e) The researcher prepared format to observe.
- f) The researcher prepared the instrument of evaluation.

2) *Acting*

Doing action is the second step in activity. The researcher implements the plan or changes a practice and collects data. Data may be collected from a variety of sources. Without the action the planning just imagination that never can be real.

After finishing the planning, the learning process has done in the eighth grade of SMP Negeri 2 Metro. It described about teaching procedures of the research. There are the steps that the researcher did in the action:

- a) The researcher applied the lesson plan.
- b) The researcher explained the teacher' role and the students' role in teaching learning by using PQ4R method.
- c) The researcher collaborate with the teacher in teaching reading comprehension by using PQ4R method.
- d) In the last researcher take the pre-test to the students. It have to done for one meeting.

3) *Observing*

Observing is activity when researcher synthesizes and analyzes the data. Key issues related to the problem are identified. The observation is done in teaching learning process.

Based on the observation, the researcher can determine whether there is anything that the researcher has to be improved soon in order that the action can achieve the aim of researcher wants. In this step, the researcher observed the process of teaching learning by using form of observation.

4) *Reflecting*

By reflection, the researcher analyzed and discussed result during teaching learning like the weakness and strength done by the researcher and the students during teaching learning process. The researcher decides that the next cycle focused on the weakness in preview cycle.

b. *Cycle II*

1) Planning

- a) The researcher identified the problem and found the problem from the first cycle
- b) The researcher prepared a lesson plan
- c) The researcher prepared the material, method and strategy of teaching
- d) The researcher prepared the source of learning

- e) The researcher prepared format to observe
- f) The researcher prepared the instrument of evaluation.

2) *Acting*

This stage designed on the basis of result of planning of cycle II.

3) *Observing*

In this step, the researcher observed the process of teaching learning by using format of observation to collect the data in action plan II.

4) *Reflecting*

In this step, the researcher compared the score of pre-test and post test. The researcher reviewed and reflected on students' activity and teacher performance whether it is positive or negative, the second cycle enough or need for the next step.

CAR is applied in this study. It is regarded important for the researcher to improve students' vocabulary of VIII.H grade students at SMP Negeri 2 Metro by using PQ4R method. By applying this method, it was expected to solve student's problems in teaching learning process of improving reading comprehension.

The classroom action research design applied in this study is a collaborative classroom action research. In conducting the research, the researcher collaborated with the real English teacher of SMP Negeri 2 Metro as an observer and collaborator. The researcher plays a role as an

English teacher who teaches reading comprehension to the students', while the real English teacher's role is as an observer who observes the action of the study while teaching learning activities happens in the classroom. Also acts as a collaborator when helps the research in designing lesson plan, carrying out the reflection, and determining the follow up of the study. Here, the researcher is not only as an observer but she also took actions by making lesson plan and giving assesment. Then, she also collected and analyzed data.

E. Data Collecting Technique

In collecting the data, the writer used the following technique:

1. Test

In this research the writer used test as data collection method to measure dependent of variables. The test is divided into two kinds of test.

a) Pre test

The pre-test is given in the first meeting before doing treatments in order to know ability of the students before doing the action research.

b) Post-test

The post-test is given in the last meeting after doing treatments to find out whether the treatments gave any contribution to the students' achievement in the class or not. The improvement can be

seen if the average score of the post-test is higher than pre-test. This step was done after the treatment to know the improving of students' reading comprehension by PQ4R method.

2. Observation

Observation is a monitoring and recording systematically to the phenomenon that is investigates. It's mean that observation is a data collection strategy in which the activities of subjects are visually examined.

The research uses observation method to get the complete data about the profile of the school, the condition of the school, teachers and the students, and the facilities in SMP Negeri 2 Metro. Observation also will be used to get information from relatively source of the students at the eighth grade of SMP Negeri 2 Metro.

The purpose of the observation is to explain the situation being investigated: activities, people, or individuals are involved in an activity and the relationship among them.

3. Documentation

Documentation is data collection method by investigating object written such as book, magazine, document, note and others. The researcher applies the document to collect the data. Documentation is a way to get the data from the written language, is including the relevant book, the rules, report activity, photos, score of students' reading test at

the eighth grade of SMP Negeri 2 Metro and the data which is relevant to help observation.

F. Research instrument

The researcher and the english teacher conducted class observation and interview with be the research members and teachers to identify the problems. The researcher also gave a questionnaire and reading test to the students.

The researcher use three kinds of the instrument to collect the data, there are test, observation and documentation.

G. Data Analysis Method

1. The Analysis of Learning Result Data

After setting the data from the result of pre test and post test the researcher will analyze the data based on the limitation of the problem and objective of the research. To know whether there is any improvement or not for the students reading comprehension use after the students was given treatment. In this research, the researcher used very simple statistical formula for comparing the result of pre test and post test. To know the increase of the average score. The result of individual subject was put in the table. The researcher (teacher) analyzed the data and related the result of the treatment. To find the average score, the data was analyzed by using:²⁰

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

²⁰ Donald Ary, Introduction To Research In Education, Eighth Edition, p.108

Note:

\bar{x} = Mean (Average score)

Σ = Sum of

X = Raw score

N = Total of Students

Formula percentage

$$p = \frac{F}{N} 100\%$$

Furthermore, to know the result the researcher will compare between pre test and post test. Then, the result is matched by minimum standard at the school at least 75. If from the cycle 1, there are some students are not successful so we conduct cycle 2. The minimum cycle in classroom action research is two cycles. So, if in cycle 2 all of the students are successful. It will not be continued to the next cycle.

H. The Indicator of Success

The results of this research are supposed to be successful if at least 75% of the students of grade VIII.H get improvement in their reading skills through storytelling activities, and the quality of learning process significantly improves which is indicated by the writer's and the students' better behaviour toward the process of teaching and learning, and better atmosphere in teaching and learning process. The indicators of the success are presented below.

1. The students have more frequent opportunities to practise reading through PQ4R method.

2. The students are actively involved in the learning process.
3. The students tell story in English confidently.
4. The students have initiation to practise reading in target language.
5. The students can minimize the interference errors of the native language.
6. The writer has set up the teaching learning activities properly.
7. The writer corrects the students' mistakes in a good way.
8. The writer provides vocabulary beforehand that the students need in reading activities.
9. The writer provides interesting teaching materials referring to various simple reading texts.
10. The writer places a high value on communicating in English for all students.

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

A. Result of The Research

1. The Description of Research Location

a. The History of SMP Negeri 2 Metro

SMP Negeri 2 Metro was originally a filial school from SMP Negeri 2 Metro which became a diffed state school with the Decree of the Minister of Education and Culture of the Republic of Indonesia Number: 0364 / O / 1977, dated August 25th 1977. This school is one of the excellent schools of Metro. Geographically SMP Negeri 2 Metro is located on the border with East Lampung Regency. Such conditions provide opportunities for elementary school graduates to compete to become studentss of SMP Negeri 2 Metro.

Demographically, the livelihood of the parents / guardians of studentss is very heterogeneous, such as profession as civil servant / civil servant, private employee, entrepreneur, farmer, trader, laborant and other unskilled laborers. This has implications for income levels that bring a diversity of their socio-economic level. The socio-economic condition of the community had an impact on supporting parents towards school programs, let alone the local government for free education. Meanwhile, the local government has not responded to the education budget of 20% of APBN and APBD I and APBD II, so many schools that cannot develop as expected.

In 2007 SMP Negeri 2 Metro was verified to be the organizer of National Standard School Stubs (SSN) based on the Decree of Director of Junior High School Development, Directorate General of National Education Management Number: 818a / C3 / KEP / 2007, April 24th, 2007, it provides motivation and spirit new for all school citizens to be more active in improving quality, learning innovation, and school achievement.

Since becoming an SSN provider, SMP Negeri 2 Metro has implemented a school program emphasis on the fulfillment of eight standards as mandated by Government Regulation Number 19 Year 2005 on National Education Standards (SNP), both content standards, processes, competencies of graduates, educators and personnel education, management, infrastructure, financing, and assessment standards.

Since its establishment until 2016, SMP Negeri 2 Metro has experienced on leadership change of 11 (eleven) times, namely:

1. Hi. Moehammad, from 1977 until 1983
2. Doedoen Abdoelah, from 1983 until 1984
3. Soewito, from 1984 until 1990
4. Hi. Sugeng Hendro Atmojo, from 1990 until 1996
5. Drs. Hi. Syarif Barzan, S.H. , from 1996 until 1998
6. Drs. Sutarjo, from 1998 until 1999
7. Drs. Tukiman S., from 1999 until 2000
8. Dra. Indrawati, from 2001 until 2006

9. Drs. Bambang Irawan, from (2006 until November 2009)
10. Drs. Suwarno, from (November 2009 until January 12, 2012)
11. Suyitno, S.Pd. (January 13, 2012 until. now)

b. The profile of SMP Negeri 2 Metro

1. School Name : SMP NEGERI 2 METRO
2. No. School Statistics : 201120904002
3. NPSN : 10807602
4. School Address : Jl. Ki Hajar Dewantara 91 / 15A PO
Box 138 Metro
: Metro East District, Metro City,
Lampung
5. Phone / HP / Fax : (0725) 41016 / Fax. 0725-41016
6. School Accreditation Value : A
7. Land Area, Number of Rombel :
Land Area : 7,850 m²
The amount of space on the 1st floor : 55
The amount of space on the 2nd floor: 1
Number of Rombels : 23

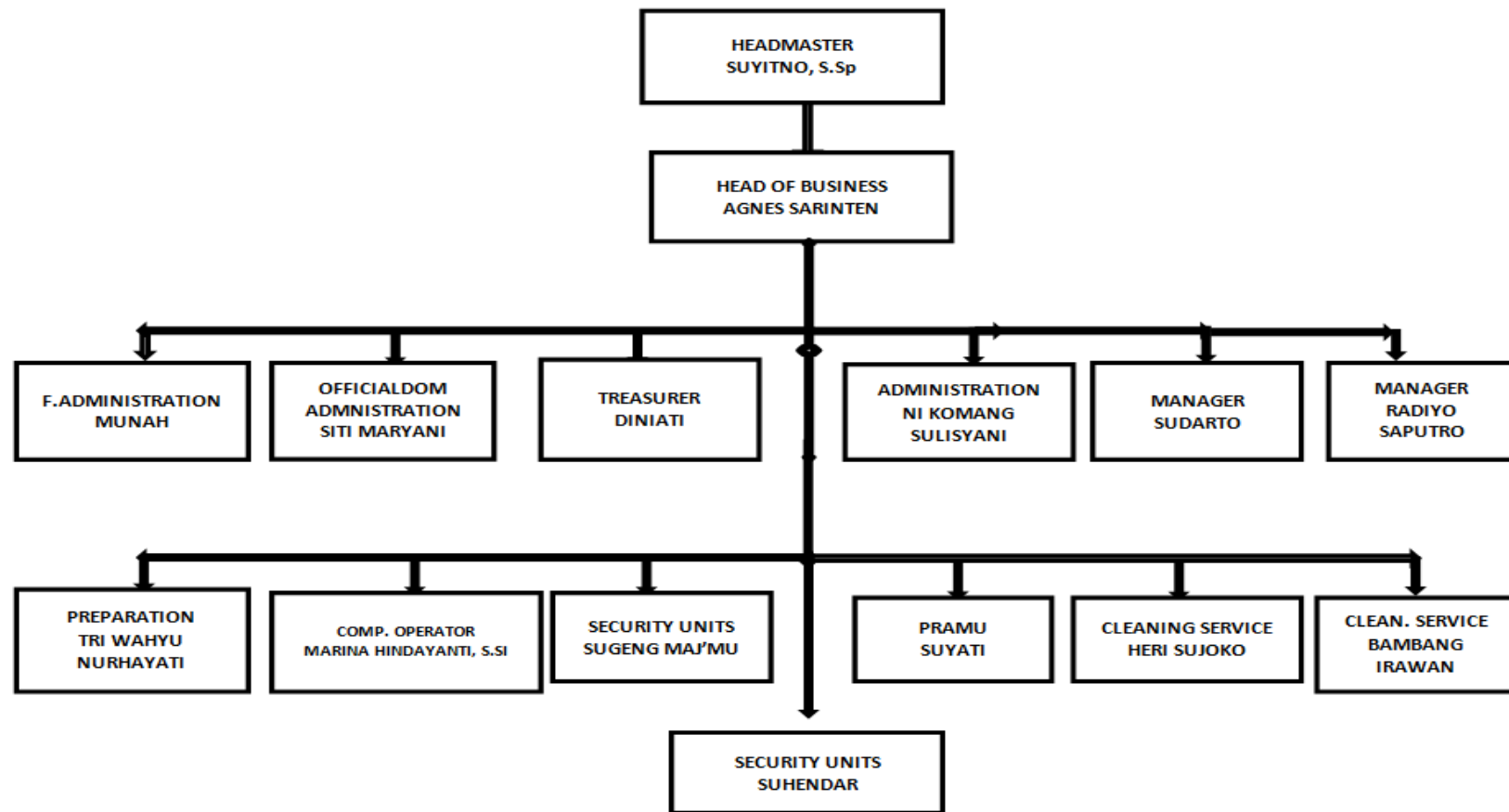
SMP Negeri 2 Metro has believed from the Government of Indonesia as the National Standart School and an accreditation status. It happened because SMP Negeri 2 Metro develop and keep on the quality of education

c. The Structural Organization of SMP Negeri 2 Metro

The structural organization of SMP Negeri 2 Metro in academic year 2017/2018 as follows:

Figure 2

The organization structure of SMP Negeri 2 Metro



d. The Condition of Teachers and Official Employees in SMP Negeri 2

Metro

The number of teacher and official employers in SMP Negeri 2 Metro in academic year of 2017/2018 that can be identified as follows:

Table 3

The Condition of Teachers and Official Employers at SMP Negeri 2 Metro

No	Level of Education	Number and Status of Teachers				Total
		GT/PNS		GTT/Honor		
		L	P	L	P	
1.	S3/S2	1	2	-	-	3
2.	S1	6	27	1	1	35
3.	D-4	-	-	-	-	-
4.	D3/Sarmud	1	-	-	-	1
5.	D2	-	-	-	-	-
6.	D1	2	3	-	-	5
Total		10	32	1	1	44

Source: Documentation of SMP Negeri 2 Metro

Table 4

Number of teachers with teaching assignments in accordance with the background education

No.	Teacher	Number of teachers with educational background in accordance with the teaching task				Number of teachers with educational background who is not in accordance with teaching duties				Total
		D1/D2	D3/Sarmud	S1/D4	S2/S3	D1/D2	D3/Sarmud	S1/D4	S2/S3	
1.	Science	-	1	6	-	-	-	-	-	7
2.	Mathematics	-	-	4	2	-	-	-	-	6
3.	Indonesian	-	-	5	-	-	-	-	-	5

	Language									
4.	English language	-	-	5	-	-	-	-	-	5
5.	Religious education	-	-	3	-	-	-	-	-	3
6.	IPS	-	-	4	1	-	-	-	-	5
7.	Penjasorkes	1	-	2	-	-	-	-	-	3
8.	Art and culture	2	-	-	-	-	-	-	-	2
9.	PPKn	-	-	2	-	-	-	1	-	3
10.	TIK	-	-	-	-	-	-	-	-	-
11.	Art	1	-	-	-	-	-	-	-	1
12.	BK	-	-	2	-	-	-	-	-	2
13.	Others:									
	a. Lampung Language		-	-	-	-	-	2	-	2
	b. Librarian	-	-	-	-	1	-	-	-	1
	Total	3	1	32	3	1	-	3	-	44

Source: Documentation of SMP Negeri 2 Metro

e. The building of SMP Negeri 2 Metro

The conditions of SMP Negeri 2 Metro have rooms division and building, there is:

Table 5

Table of building SMP Negeri 2 Metro

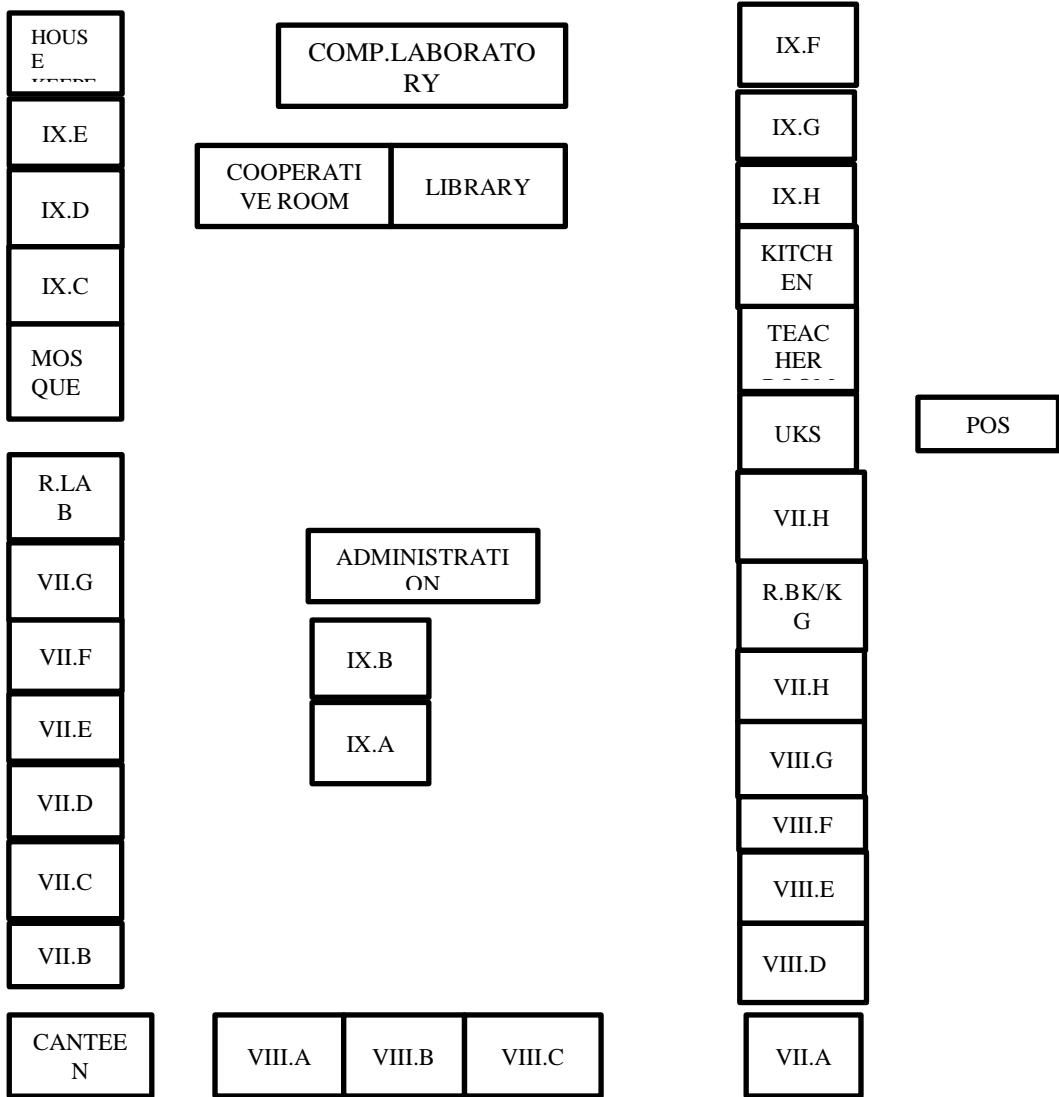
No.	Room Type	Total (Room)	Size (m ²)	Condition
1.	Headmaster	1	9 x 5	Good
2.	Vice Principal	1	9 x 3	Good
3.	Teacher	1	18 x 7	Good
4.	Administration	1	7 x 9	Good

5.	Room Guest	1	5 x 3	Good
6.	Library	1	14 x 7	Good
7.	Science Laboratory	1	14 x 8	Good
8.	Skills	1	14 x 8	Good
9.	Multimedia Room	1	12 x 8	Good
10.	Art	1	9 x 7	Good
11.	Language Laboratory	1	14 x 8	Good
12.	Computer lab	1	12 x 7	Good
13.	Hall	1	15 x 8	Good
14.	Warehouse	1	4 x 4	Good
15.	Kitchen	1	6 x 3	Good
16.	Teacher Toilet	3	3 x 2	Good
17.	Students Toilet	12	2 x 1,5	Good
18.	Counseling Guidance	1	7 x 5	Good
19.	UKS	1	9 x 7	Good
20.	PMR / scout	-	-	Good
21.	OSIS	1	9 x 3	Good
22.	Mosque	1	8 x 7	Good
23.	Cooperative	1	3 x 4	Good
25.	Canteen	1	9 x 3	Good
26.	Pump House Water Tower	2	2 x 2	Good
27.	Vehicle Ward	2	9 x 7	Good
28.	House Keeper	1	9 x 6	Good
29	Security post	1	3 x 3	Good

Source: observation result in SMP Negeri 2 Metro in academic year 2017/2018

f. The Sketch of Location of SMP Negeri 2 Metro

Figure 3
The Location Sketch of SMP Negeri 2 Metro



1. Action and Learning at Pre-Test

This research used classroom action research whose had purpose to improve the students activity and the result of the study in SMP N 2 Metro. It was conducted in two cycles. The researcher used PQ4R Method to improve the studentss Reading Comprehension.

In this research before the process of cycle one, the research conducted the pre test on Saturday, January 6th 2018. The researcher gave a pre-test for the studentss to see how far the students reading comprehension before the treatment was given. In pre-test activity, the researcher gave an test. The researcher gave the questions that were consist of multiple choice ,Then the result of pre-test could be seen on the table below:

B. The Description of Research Data

1. Action and Learning at Pre-Test

This research used classroom action research whose had purpose to improve the students activity and the result of the study in SMP N 2 Metro. It was conducted in two cycles. The researcher used PQ4R Method to improve the students Reading Comprehension.

In this before the process of cycle one, the research conducted the pre-test on Saturday, January 6th 2018. The researcher gave a pre-test for the students to see how far the students reading comprehension before the treatment was given. In pre-test activity, the researcher gave an test. The

researcher gave the questions that were consist of multiple choice, then the result of pre-test could be seen on the table below:

Table 6
The Students Pre-test Result of Reading Comprehension

No	Name	Score	Note
1	ABP	30	Incomplete
2	AP	80	Complete
3	ASS	50	Incomplete
4	AS	80	Complete
5	ADP	60	Incomplete
6	AAD	80	Complete
7	AFD	60	Incomplete
8	AA	40	Incomplete
9	DPH	40	Incomplete
10	DA	40	Incomplete
11	DAW	30	Incomplete
12	FRP	50	Incomplete
13	FSK	40	Incomplete
14	GS	30	Incomplete
15	MA	30	Incomplete
16	MKA	30	Incomplete
17	MAA	20	Incomplete
18	MMP	20	Incomplete
19	PP	20	Incomplete
20	RR	20	Incomplete
21	RDA	40	Incomplete
22	RCW	50	Incomplete
23	RCA	40	Incomplete
24	RCS	20	Incomplete
25	SN	30	Incomplete
26	SSP	30	Incomplete

27	SAS	30	Incomplete
28	TDP	80	Complete
29	UKR	20	Incomplete
30	YAE	20	Incomplete
31	YTH	70	Incomplete
32	ZA	20	Incomplete
Total		1300	
Average		40,6	
High Score		80	
Low Score		20	

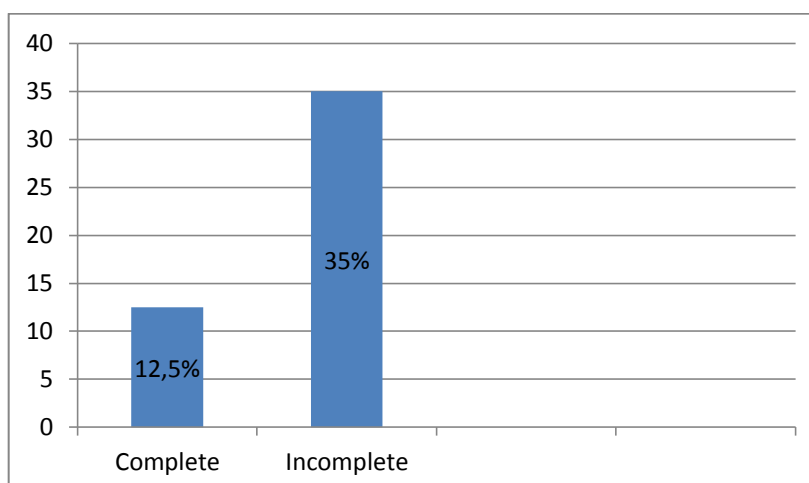
Source: The result of Pre-test on January 6th 2018

Table 7
Percentage Students Mark of Pre-test of Reading Comprehension

No	Mark	Frequency	Percentages	Category
1	≥ 75	4	12,5%	Complete
2	< 75	28	87,5%	Incomplete
Total		32	100%	

Source: The result of Pre-test on January 6th 2018

Graph 1
The Percentage of the students scores of Pre-Test



Based on table above, it can be seen just only 4 students were complete and 28 students were incomplete. while standard minimum for English lesson in SMP N 2 Metro is least 75. It was the reason why the researcher implemented the PQ4R Method to improve their reading comprehension

1. Action and Learning Activity in cycle1

a. The first meeting

The first meeting was conducted on Saturday, January 6th 2018, for 2x40 minutes. The steps of learning activity at the first meeting as follows:

a) Planning

In this step, the researcher prepared the lesson plan, material and media that would be used in teaching learning process. The material was descriptive text. The material included the definition, the generic structure, the language features and the example of descriptive text. Moreover, the researcher made an observation sheet that consists of list of students name and list of the students activities that will be observed during teaching learning process.

b) Acting

Acting is the second step in this research. The researcher conducted this cycle in two meetings. The schedule of action in this cycle is as follows:

Table 8

The Schedule of Action in Cycle 1

Meeting	Day/Date	Time
1 st	Saturday, January 6 th 2018	10.30 – 11.50 a.m
2 nd	Thursday, January 9 th 2018	07.30 – 09.50 a.m

The first meeting was conducted on Saturday, January 6th 2018, for 2x40 minutes. The meeting was started by praying, At the beginning of teaching learning process, the researcher greeted studentss by saying “Assalamualaikum wr.wb and good morning” and all of students answered by saying “Walaikumsalam wr. Wb and good morning miss” . Then, the researcher asked about their condition first before checked attendance list.The condition of the class was less effective because the collaborator handed the class to make sure the students effectiveness before the researcher was doing research in the class. It showed that some students gave their full nice attention to the researcher during the learning process. The researcher started the lesson by asking question about the students daily activity. After that, the researcher explained material about descriptive text.

After finishing the explanation, the researcher gave the students a chance to ask question. He asked them “do you understand about descriptive text? Is there any question?” there

was no comment or question from the students. Yes miss, the students answered. Then, the researcher proposed students to read a text, after it the researcher asked the students about the text. “do you understand about the text?” There were some students who understood about it.

In this session, the students were more active to follow the teaching learning process, because they enjoyed following the learning process. But, there were still some problems faced by students. Such as many students just silent when the teacher gave a question, there were some students who were passive when learning process and some students difficult to comprehend the story.

After 2 x 40 minutes the bell rang and the researcher closed the lesson and reminded the students that it would be discussed in the next meeting.

c) Observing

The observing was done by researcher during learning process; there was observation that had been done such as, observation on the students activities.

b. The Second meeting

The second meeting was conducted on Tuesday, January 9th 2018, for 2x40 minutes. The steps of learning activity at the first meeting as follows:

1) Planning

- a) Preparing the material of Descriptive text.
- b) Preparing the lesson plan.
- c) Making the learning media.
- d) Making instruments of data collection that are the observation sheet of the teacher's activities and the students activities.

b) Acting

The second meeting was done on Tuesday, January 9th 2018. The researcher greeted the students and they answered it friendly. Then, the researcher checked the attendance list. The activity continued by giving some explanation more about descriptive text. The researcher propose the students to read the text. After it the researcher asked students "do you understand about the text. Most of students did not understand. After gave the clue the researcher asked students to image it. Then, at the end of this meeting the researcher gave post-test cycle 1 with the similar task on pre-test before. The students had to answer the questions that are consist of multiple choice that was given in 40 minutes. The students did it seriously. It seemed that the students score will be improved. The score of post-test cycle 1 can be seen on the table below:

Table 9
The Students Post-test 1 Result of Reading Comprehension in Cycle I

No	Name	Score	Note
1	ABP	50	Incomplete
2	AP	80	Complete
3	ASS	80	Incomplete
4	AS	80	Complete
5	ADP	80	Incomplete
6	AAD	80	Complete
7	AFD	80	Incomplete
8	AA	60	Complete
9	DPH	80	Incomplete
10	DA	80	Incomplete
11	DAW	50	Incomplete
12	FRP	80	Complete
13	FSK	60	Incomplete
14	GS	80	Incomplete
15	MA	80	Incomplete
16	MKA	50	Incomplete
17	MAA	60	Incomplete
18	MMP	80	Complete
19	PP	60	Incomplete
20	RR	50	Incomplete
21	RDA	80	Incomplete
22	RCW	80	Complete
23	RCA	80	Complete
24	RCS	60	Incomplete
25	SN	80	Incomplete
26	SSP	80	Complete
27	SAS	40	Incomplete
28	TDP	80	Complete

29	UKR	80	Incomplete
30	YAE	80	Incomplete
31	YTH	80	Complete
32	ZA	50	Incomplete
Total		2270	
Average		70,9	
High Score		80	
Low Score		40	

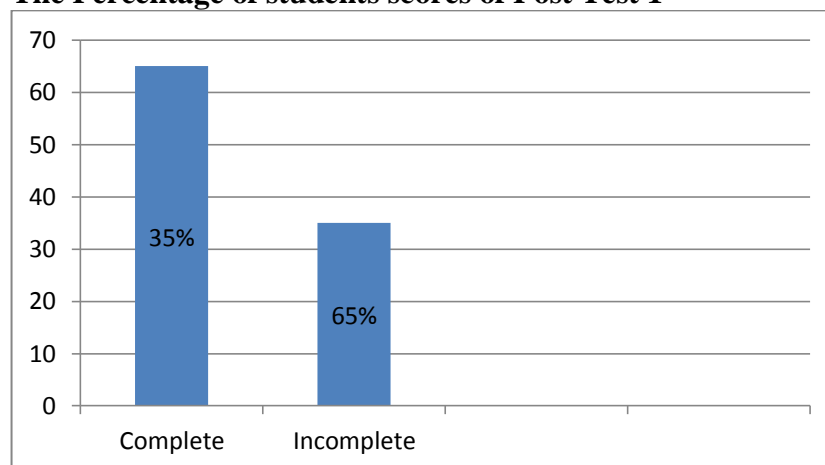
Source: The result of Post-test1 on Tuesday 9th 2018

Table 10
Frequency of Students Mark of Post test I of Reading Comprehension

No	Mark	Frequency	Percentages	Category
1	≥ 75	21	65%	Complete
2	< 75	11	35%	Incomplete
Total		32	100%	

Source: The result of Post-test1 on Tuesday 9th 2018

Graph 2
The Percentage of students scores of Post Test 1



Based on the data above, it can be seen that 21 students got high mark and 11 students got average mark. It was higher than the result of pre-test. The criterion of students who got minimum mark

75. Learning process is said success, when 65% got mark above 75.

The fact showed that the result was unsatisfactory.

c) Observing

While the treatment was given, observation was also conducted. Here, the researcher was as teacher and the English teacher was as a collaborator who observes the students activities during teaching learning process.

After doing the treatment and observation, the researcher got the result of the students learning activities from the collaborator as follows:

Table 11
The Result of Students Activity in Cycle 1

No	Aspect Of The Research	Frequency	Percentage
1	Attention to teacher explanation	28	87,5%
2	Giving respond	4	12,5%
3	Making Notes	16	50%
4	Following Teacher Instruction	16	50%
5	Doing the task	32	100%
Total			300%
Average			60%

From table above, it was revealed that there were 28 studentss (87,5%) who paid attention to the teacher explanation, 4 studentss (12,5%) giving respond in learning process, 16 studentss (50%) made the notes from the material, 16 studentss (50%)

Following Teacher Instruction and 32 studentss doing the task, the average from the cycle 1 60%.

According to the result of observation above, it can be concluded that the learning process was sufficient. The weaknesses in the implementation of the learning process in cycle I were the some studentssmade noisy and still confuse with the material was given.

d) Reflecting

From the result of cycle I, it showed that there was an improving of the result at pre-test and post-test 1. The studentss was interested enough in learning process, but the research should be continued to the next cycle because the condition of learning process still uncontrolled, some studentss still did not focus on the material and made the class noisy and the students average have not achieved the standard minimum criteria yet.

Based on the analyzing above, the researcher concluded that this research should be continuing in cycle II.

2. Action and Learning Activity in cycle 2

The actions in the cycle 2 consist of 2 meetings, one meeting for the action, and one meeting for the test 2 as follows:

a. The First Meeting

a. Planning

In the planning of cycle 2, the researcher and collaborator discussed about some of problems that found in cycle 1. Therefore, in this step the researcher would to prepare the lesson plan, material and media that would be used in teaching learning process. The material was descriptive text. The material included the definition, the generic structure, and the example of descriptive text. Moreover, the researcher made an observation sheet that consists of list of students name and list of the students activities that will be observed during teaching learning process.

b. Acting

In this session, they were looked more enthusiasm and more active in following the learning process. They more asked the question or answered it. They also could deliver their result discussion well. The first meeting was done on January 12th 2018. At the beginning of the class, the researcher greeted the students friendly. The students answered it friendly also.

The learning process in the cycle 2 was focused on the weakness of cycle 1. The researcher found the students problems were in finding the main idea and drawing conclusion the text. The researcher asked about the previous material before she explained more about it. After that, the researcher explained again what is

descriptive and how to understand it. Then, the researcher gave an example of descriptive text.

Next, the researcher gave a text. The students read the text, and then researcher asked students about the text. Most of students did not understand. The researcher said “Let’s reread the text researcher describe about the text. Then, students create image in their mind about the text. The students looked very enthusiastic to read the text. In this second meeting, the students seemed more active than previous meeting.

Finally, the bell rang after 2 x 40 minutes. It means that the time was up and the researcher closed the lesson and reminded the students to study again about descriptive text.

b. The Second Meeting

1) Planning

Based on the problem, faced in the first cycle, the researcher made a lesson plan that focused on it, she also prepared observation sheet of the students.

2) Acting

The second meeting was done on Saturday, January 13th 2018 at 10.30 – 11.50 p.m. The researcher began the class by greeted the students. After that, the researcher asked about their condition and checked the attendance list. The researcher reviewed explanations the material of descriptive text. The

researcher gave the text. Then, students creat image in their maind. The researcher gave the clue untill the last page. The researcher asked to the students whether they have any question about the material. Then, the researcher gave feedback to the students about their question.

After that, the researcher gave post-test cycle 2 with the similar task on post-test cycle 1 before. He gave 40 minutes to the students to finish their task. The score of post-test cycle 2 can be seen on the table below:

Table 12
Table of the result Score of Students Reading Comprehension Post Test II

No	Name	Score	Note
1	ABP	80	Complete
2	AP	90	Complete
3	ASS	90	Complete
4	AS	90	Complete
5	ADP	90	Complete
6	AAD	90	Complete
7	AFD	90	Complete
8	AA	90	Complete
9	DPH	90	Complete
10	DA	90	Complete
11	DAW	80	Complete
12	FRP	90	Complete
13	FSK	80	Complete
14	GS	90	Complete
15	MA	90	Complete
16	MKA	80	Complete

17	MAA	80	Complete
18	MMP	90	Complete
19	PP	80	Complete
20	RR	80	Complete
21	RDA	90	Complete
22	RCW	90	Complete
23	RCA	100	Complete
24	RCS	80	Complete
25	SN	90	Complete
26	SSP	90	Complete
27	SAS	80	Complete
28	TDP	90	Complete
29	UKR	100	Complete
30	YAE	90	Complete
31	YTH	90	Complete
32	ZA	80	Complete
Total		2800	
Average		87.5	
High Score		100	
Low Score		80	

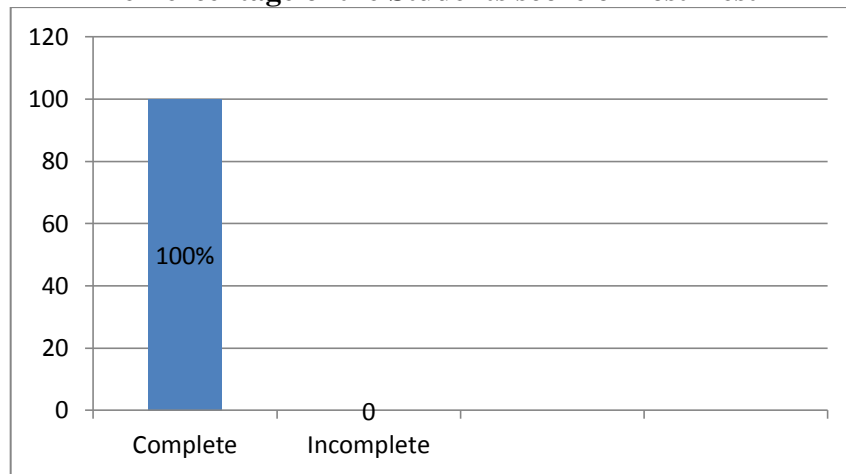
Source: The result of Post-test on January 13th 2018

Table 13
Percentage Students Mark of Post-test in Cycle II

No	Mark	Frequency	Percentages	Category
4	≥ 75	32	100%	Complete
5	< 75	-		Incomplete
Total		32	100%	

Source: The result of Post-test on January 13th 2018

Graph 3
The Percentage of the Students score of Post-Test 2



Based on the table above, it could be seen that the students average score in post-test II was 87,5. The highest score was 100 and lowest score 80. According to minimum mastery criteria (MMC). There were 32 students (100%) whose the scores of post-test completed the minimum mastery criteria (MMC). Most of the students could improve their reading comprehension. It means that cycle II was successful.

3) Observing

In this stage, the observation was done by the researcher. There were some observations that had been done such as; observation on the students activities, and observation on the result of the evaluation.

The observing was done by the researcher that is presented in meeting II in cycle 2. After doing the treatment and

observation, the researcher got the result of the students learning activities from the collaborator as follows:

Table 14
The Students Activities Result In Cycle II

No	Aspect of The Research	Frequency	Percentage
1	Attention to teacher explanation	30	94%
2	Giving respond	18	56%
3	Making Notes	24	75%
4	Following Teacher Instruction	24	75%
5	Doing the task	32	100%
Total			400%
Average			80%

From table above, it was revealed that there were 30 students (94%) who paid attention to the teacher explanation, 18 students (56%) giving respond, 24 students (75%) made the notes from the material, 24 (75%) following Teacher Instruction and 32 students (100%) doing the task. Based on table above, it can be seen that the activity of the studentss is better than before and there was increase from the cycle 1 and cycle 2. It is from the average of the cycle 1 about 60% to be 80%, it could be concluded that the learning process was success full. It can be inferred that the learning process has done well and the students were active in the class than cycle I.

4) Reflecting

The result of cycle II is better than cycle I, it can be seen that the most of the students have not difficulty to find the main idea and drawing conclusion of text. It happened because the students was easy to predicting in their maind. The students have serious in doing the assignment. In this meeting, most of the students got good score. It happened caused the teacher and the researcher has revised and improved the teaching and learning process in cycle I. In the cycle II, the students were also active to do the assignment and test than before.

Finally, the researcher concluded that the problem had been solved by using PQ4R Method. The teacher help students to comprehend the text by PQ4R in their main, so they was easy to understand about the text. And their reading comprehension were improving.

C. Interpretation

1. The Result of Pre Test

To see the students reading comprehension before implementing the treatment, the researcher conducted the pre-test. It carried out on Saturday, January 6th 2018.

Based on the result of the students pre-test, just 4 (12,5%) students passed The Standard Minimum Criteria that was 75. In pre-test, the researcher found the students problem such as they still

confused to understand about the text. The problem could be seen by the students score in pre-test. There were 28 students who got score less than 75. It showed that the result of students reading comprehension was still low. So, it needs improvement by using PQ4R Method.

2. Action and Learning Result at Cycle I

English learning process at cycle I was successful enough, although the students average mark is low. Nevertheless, there was an improvement mark of the students post test 1 than pre-test mark. This is the illustration mark in cycle I.

Table 15
The Result Mark of Students Pre-test and Post-test 1

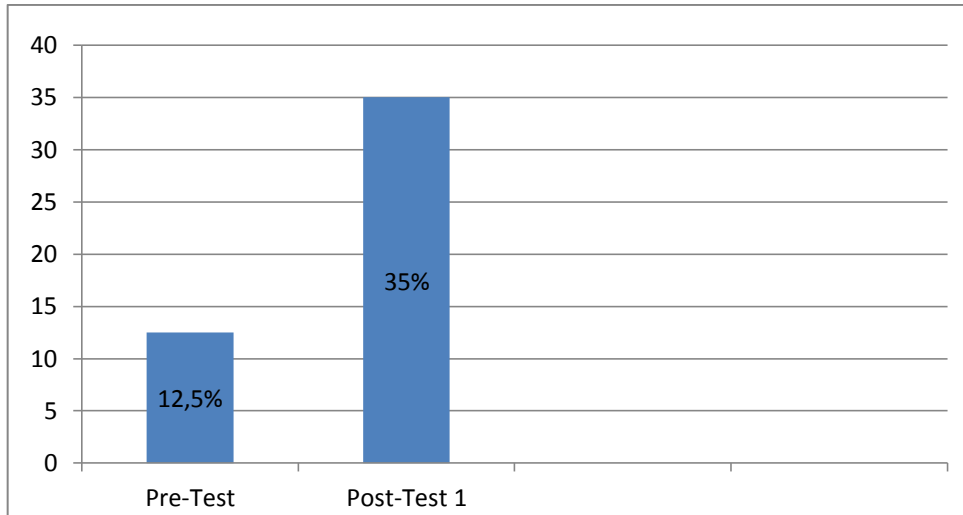
NO	Students Code	Students Result			Category
		Pre test	Post test 1	Improve	
1	ABP	30	50	20	Improve
2	AP	80	80	0	Constant
3	ASS	50	80	30	Improve
4	AS	80	80	0	Constant
5	ADP	60	80	20	Improve
6	AAD	80	80	0	Constant
7	AFD	60	80	20	Improve
8	AA	40	60	20	Improve
9	DPH	40	80	40	Improve
10	DA	40	80	40	Improve
11	DAW	30	50	20	Improve
12	FRP	50	80	30	Improve
13	FSK	40	60	20	Improve
14	GS	30	80	50	Improve
15	MA	30	80	50	Improve
16	MKA	30	50	20	Improve
17	MAA	20	60	40	Improve
18	MMP	20	80	60	Improve

19	PP	20	60	40	Improve
20	RR	20	50	30	Improve
21	RDA	40	80	40	Improve
22	RCW	50	80	30	Improve
23	RCA	40	80	40	Improve
24	RCS	20	60	40	Improve
25	SN	30	80	50	Improve
26	SSP	30	80	50	Improve
27	SAS	30	40	10	Improve
28	TDP	80	80	0	Constant
29	UKR	20	80	60	Improve
30	YAE	20	80	60	Improve
31	YTH	70	80	10	Improve
32	ZA	20	50	30	Improve
Total	Average	1300	2270		
Average	High score	40,6	70,9		

Table 16
The Recapitulation of Students Complete Score of Pre-Test and Post-Test 1

Mark	Pre-Test		Post-Test 1		Category
	F	%	F	%	
≥ 75	4	12,5%	11	35%	Complete
Total Students				32	
Percentage				100%	

Graphic 4
The Comparison of Quantity Students Activity in Pre test and Post Test



Source: the result of pre test and post test 1

In this research, the researcher gave pre-test and post-test. It aimed to know the students ability before and after treatment. From the average mark of pre-test and post-test 1 above, it can be seen that there was an improving of students Reading Comprehension. The average mark in pre-test is 40,6 improved to 70,9 in post test 1, so there is an improving 30,3 points.

3. Action and Learning Result at Cycle II

Teaching and learning process at cycle II was on climax situation. The students mark was improve significantly and the condition in the class conducive.

Table 17
The Result Mark of Students Post test 1 and Post-test II

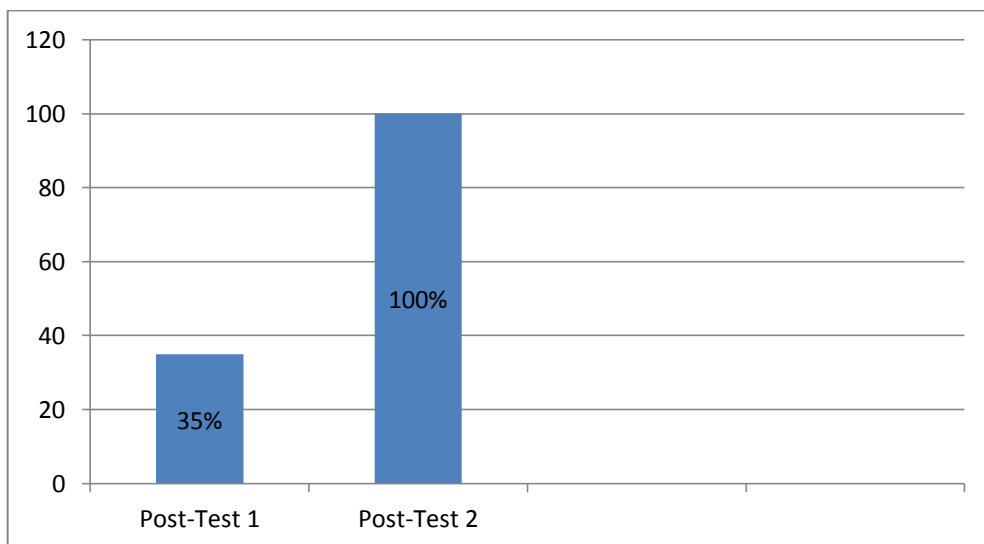
No	Name	Students Result			Category
		Post test 1	Post test 2	Improve	
1	ABP	50	80	30	Improve
2	AP	80	90	10	Improve
3	ASS	80	90	10	Improve
4	AS	80	90	10	Improve
5	ADP	80	90	10	Improve
6	AAD	80	90	10	Improve
7	AFD	80	90	10	Improve
8	AA	60	90	30	Improve
9	DPH	80	90	10	Improve
10	DA	80	90	10	Improve
11	DAW	50	80	30	Improve
12	FRP	80	90	10	Improve
13	FSK	60	80	20	Improve
14	GS	80	90	10	Improve
15	MA	80	90	10	Improve
16	MKA	50	80	30	Improve
17	MAA	60	80	20	Improve
18	MMP	80	90	10	Improve
19	PP	60	80	20	Improve
20	RR	50	80	30	Improve
21	RDA	80	90	10	Improve
22	RCW	80	90	10	Improve
23	RCA	80	100	20	Improve
24	RCS	60	80	20	Improve
25	SN	80	90	10	Improve
26	SSP	80	90	10	Improve
27	SAS	40	80	40	Improve
28	TDP	80	90	10	Improve
29	UKR	80	100	20	Improve
30	YAE	80	90	10	Improve
31	YTH	80	90	10	Improve
32	ZA	50	80	30	Improve
Total		2270	2800		
Average		70.9	87.5		

Source: The result of post test 1 and post test 2

Table 18
The Recapitulation of Students Complete of Post-Test 1 and Post-Test 2

Mark	Pre-Test		Post-Test 1		Category
	F	%	F	%	
≥ 75	11	35%	32	100%	Complete
Total Students			32		
Percentage			100%		

Graphic 5
The Quantity of Students Mark on Post-test I and Post-test II



Source: The result of post test I and post test II

1. The Result of Students Mark Pre-test, Pos test I and Post test II

Never Thales, there is an improve mark of the students post test I than pre-test. At the cycle II, the improve of post test II better than post test I. This is the illusion mark of them.

Table 19
The Result Mark of Students Pre-test, Post test I and Post test II

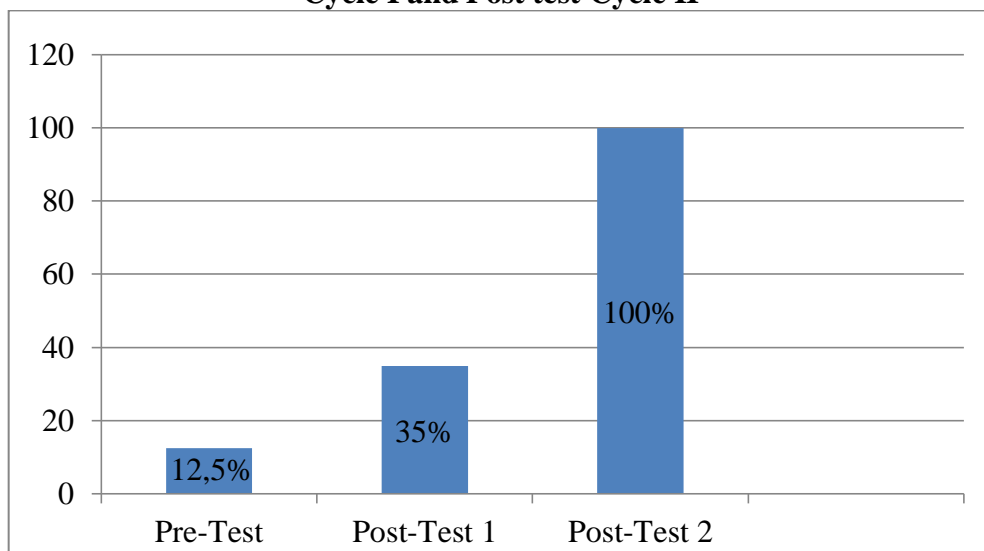
No	Name	Students Result			Category
		Pre test	Post test I	Post test II	
1	ABP	30	50	80	Improve
2	AP	80	80	90	Improve
3	ASS	50	80	90	Improve
4	AS	80	80	90	Improve
5	ADP	60	80	90	Improve
6	AAD	80	80	90	Improve
7	AFD	60	80	90	Improve
8	AA	40	60	90	Improve
9	DPH	40	80	90	Improve
10	DA	40	80	90	Improve
11	DAW	30	50	80	Improve
12	FRP	50	80	90	Improve
13	FSK	40	60	80	Improve
14	GS	30	80	90	Improve
15	MA	30	80	90	Improve
16	MKA	30	50	80	Improve
17	MAA	20	60	80	Improve
18	MMP	20	80	90	Improve
19	PP	20	60	80	Improve
20	RR	20	50	80	Improve
21	RDA	40	80	90	Improve
22	RCW	50	80	90	Improve
23	RCA	40	80	100	Improve
24	RCS	20	60	80	Improve
25	SN	30	80	90	Improve
26	SSP	30	80	90	Improve
27	SAS	30	40	80	Improve
28	TDP	80	80	90	Improve
29	UKR	20	80	100	Improve
30	YAE	20	80	90	Improve
31	YTH	70	80	90	Improve
32	ZA	20	50	80	Improve
Total		1300	2270	2800	
Average		40.6	70.9	87.5	

Source: The Result of pre test, post test I and post test II

Table 20
The Recapitulation of Students Complete Score of Post-test 1 and Post-test 2

Mark	Pre-Test		Post-Test 1		Post Test 2		Category
	F	%	F	%	F	%	
≥ 75	4	12,5%	11	35%	32	100%	Complete
Total Students			32				
Percentage			100%				

Graphic 6
The Quantity of the Average of The Students Mark at Pre test, Post test Cycle I and Post test Cycle II



Source: the result of pretest, post test 1 and post test II

4. The Result of the Students Activity

This observation sheet result was gotten when the learning process happened by the researcher. The result of the students activities in cycle I and cycle II can be seen as follow:

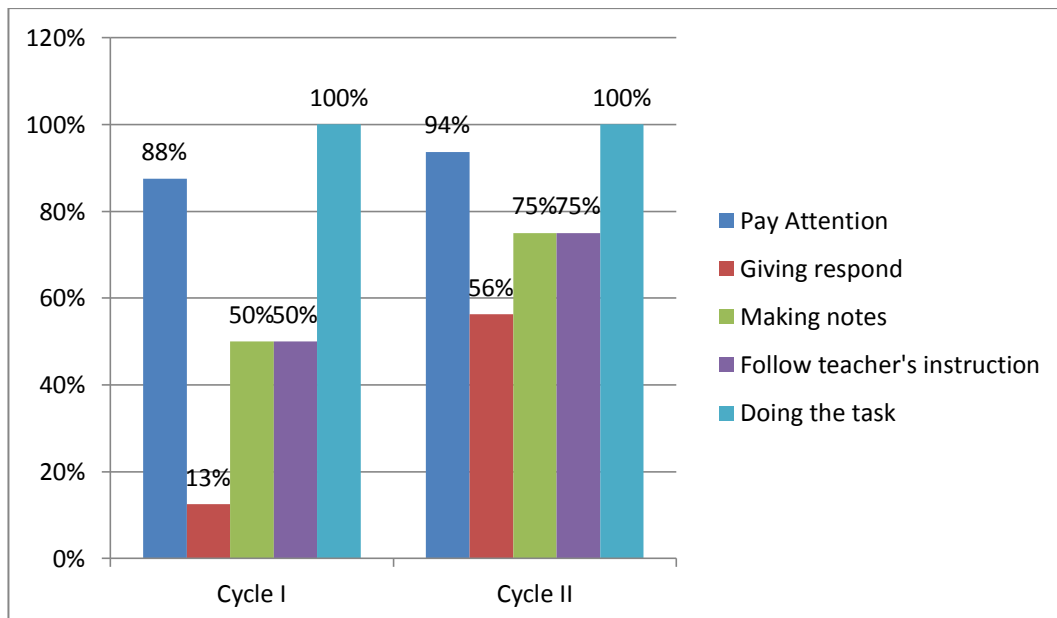
Table 21
The Result of The Students Activity in Cycle I&II

No	Name	Cycle 1	Cycle II
1	ABP	3	4
2	AP	2	4
3	ASS	3	3
4	AS	3	4
5	ADP	3	4
6	AAD	3	4
7	AFD	3	4
8	AA	3	5
9	DPH	3	4
10	DA	3	4
11	DAW	3	4
12	FRP	3	4
13	FSK	4	4
14	GS	3	4
15	MA	3	3
16	MKA	4	5
17	MAA	3	4
18	MMP	4	4
19	PP	3	4
20	RR	3	3
21	RDA	3	4
22	RCW	3	5
23	RCA	2	4
24	RCS	4	4
25	SN	3	5
26	SSP	3	3
27	SAS	3	5
28	TDP	3	3
29	UKR	3	4
30	YAE	2	4
31	YTH	3	4
32	ZA	2	4
Total		96	128
Average		3	4

Table 22
The Percentage of Students Result Activity in Cycle I and Cycle II

No	Students Activities	Cycle I		Cycle II		Increasing
		F	Percentage	F	Percentage	
1	The studentss pay attention to the teacher explanation	28	87,5%	30	94%	6,5%
2	The Studentss giving respond from the teacher explanation	4	12,5%	18	56%	43,5%
3	The studentss making notes	16	50%	24	75%	25%
4	The studentss are Following the teacher instruction	16	50%	24	75%	25 %
5	The studentss are able to do the task	32	100%	32	100%	0

Graph 7
The Comparison of Percentage Students Activity in Cycle I and Cycle II



Based on the table and graphic above, it could be concluded that there was an improving of students activities during the learning process

of cycle I and cycle II through using imaging strategy. It means that PQ4R Method had positive effect to improve the teaching learning process.

Related this research until cycle II, the result mark and the result activities of the studentss was achieved the target that was decided on indicator of success 75% from studentss got minimum mark 75. Based on the result of this research was known that more than 75% from the studentss got minimum mark 75. So, it can be said that this research was finish and didn't need to be continued to the next cycle.

D. Discussion

In teaching reading at the grade of SMP N 2 Metro based on pre-survey there were some problems, such as some students difficulties to understand about text in reading. The researcher choose PQ4R Method to improve the students reading comprehension.

Based on the explanation of cycle I and cycle II, it could be inferred that the use of predicting strategy could improve the students reading comprehension. There was a progress average score from pre-test was 40,6, post-test I was 70,9 and become 87,5 in post-test II. We could be seen that there was an improvement on the average score and total of the studentss who passed the test from pre-test, post-test I and post-test II.

In improving the students reading comprehension, the researcher used PQ4R as a Method to train the students reading comprehension and made the studentss more understand descriptive text in reading also interested in

learning english reading. The students score improved because the students had trained with PQ4R as a Method.

Moreover, the researcher used the PQ4R Method which could be improve the students reading comprehension. The researcher gave a text to the studentss which contained of descriptive text. The students read the text. This activity was did until the end of the meeting. After did the the cycle I, and cycle II the students reading comprehension improve because the researcher used PQ4R Method.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the use of PQ4R in reading comprehension, it can be concluded that there is the improvement of reading comprehension by using PQ4R at the eight grade of SMPN 2 Metro. Therefore, the use PQ4R can be effective method and it can be used as an alternative way in teaching reading, because it is easy to be implemented and it is one of the improving strategies which is very closed to the students' learning activities. The students are involved actively in teaching learning process. It makes the students to be easier to understand the material in multiple choice so it can improve the students reading comprehension.

It is supported by the improvement of the students' average score from pre test 40.6% to post test I 70.9% became 87.5% in post test II. In cycle 1, there were 21 students passed the test. Moreover, in cycle II there were 32 students who got score ≥ 75 . It means that the result of cycle II had already reached the indicator of success that was 100 % students fulfill the minimum mastery criteria (MMC). It was clear that PQ4R Method could be used to improve the students' reading comprehension.

B. Suggestions

Based on the result of the research, the researcher would like to give some suggestion as follows:

1. The students are suggested to be active in learning process in order to they can understand the material and improve their result especially in descriptive text.
2. The English Teacher are suggested to use PQ4R because this method is effective to improve the students reading comprehension in learning process.
3. The principle is supposed to give more motivation to the students in order to the students can be more excite in English learning.

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APPENDIX

DOCUMENTATION

1st Meeting Treatment (Saturday, January 6th 2018)



2nd Meeting Treatment (Tuesday, January 9th 2018)



3rd Meeting Post-Test 1 (Wednesday, January 10th 2018)



4th Meeting Treatment (January, Friday 12th 2018)



5th Meeting Post-Test 2 (Saturday, January 13th 2018)





CURRICULUM VITAE

Alfi Purnama Dewi Kemala was born on September 29th 1993 in Metro. She is the first child of Mr. Heru misnardi and Mrs. Amiatun.

She took her elementary school at SDN 4 Metro Barat (2000-2006). Then, she continued to junior high school at SMPN 2 Metro (2006-2009). Having graduated from junior high school, she took her study on SMA Muhammadiyah 1 Metro and finished in 2012. Actually, in the year of 2013, she was registered as a S1 student of English Education Study Program of State Islamic Institute of Metro.