AN UNDERGRADUATE THESIS

IMPROVING STUDENTS` READING COMPREHENSION BY USING PREVIEW QUESTION READ SUMMARIZE AND TEST (PQRST) STRATEGY AT THE EIGHTH GRADERS OF JUNIOR HIGH SCHOOL 2 SEKAMPUNG EAST LAMPUNG

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STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

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Presented as a Partial Fulfillment of the Requirements
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English Education Department

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ABSTRACT

By:
RUDI HARTANTO

The purposes of this research are to show that using of Preview, Question, Read, Summarize, and Test (PQRST) strategy improve reading comprehension and learning activity at the eighth grades of Junior High School 2 Sekampung East Lampung. The writer had outlined the problem in this research that focused on improvement reading comprehension. It is related on the problem identification the students are not interested in the reading material, they have not good vocabulary, and the techniques which are used in the learning process are boring.

Moreover, the kind of this research is classroom action research (CAR) which was conducted in two cycle. each cycle consists of plan, action, observation, and reflection. Object of this research is students reading comprehension. In collecting data used written test, observation sheet, and documentation sheet.

Finally, the finding research is average score of pre-tests, post-test I and pos test II showed that there was progressing score. the average of students' scores of the eighth grades of Junior High School 2 Sekampung East Lampung in pretest 36 to post-test I 54 became 74 in post-test II. Based on the result Preview, Question, Read, Summarize and Test (PQRST) strategy could improve reading comprehension and learning activity at the eighth grades of Junior High School 2 Sekampung East Lampung.

Keywords: Improving students` reading comprehension by using Preview, Question, Read, Summarize and Test (PQRST)strategy

MENINGKATKAN PEMAHAMAN MEMBACA SISWA DENGAN MENGGUNAKAN STRATEGI PREVIEW QUESTION READ SUMMARIZE AND TEST (PQRST) UNTUK SISWA KELAS DELAPAN DI SEKOLAH MENENGAN PERTAMA NEGERI 2 SEKAMPUNG LAMPUNG TIMUR

ABSTRAK

By:
RUDI HARTANTO

Tujuan dari penelitian ini adalah untuk menunjukan bahwa menggunakan strategi Preview, Question, Read, Summarize and Test (PQRST) bisa meningkatkan pemahaman membaca siswa dan aktifitas kegiatan belajar mengajar terhadap siswa kelas delapan di Sekolah Menengan Pertama Negeri 2 Sekampung Lampung Timur. Permasalahan yang diangkat oleh penulis dalam penelitian ini berkaitan dengan perkembangan pemahaman membaca siswa. Hal ini berdasarkan pada permasalahan yang telah dipaparkan bahwasanya siswa tidak tertarik dengan membaca materi, mereka hanya memiliki sedikit kosa kata, dan teknik mengajar yang digunakan membosankan.

Selain itu, jenis dari penelitian ini adalah Peneletian Tindakan Kelas (PTK) yang dilakukan dalam dua siklus. Setiap siklus terdiri dari rencana, tindakan, pengamatan, pemikiran. Objek dari penelitian ini adalah pemahaman membaca siswa. Dalam mengumpulkan data menggunakan tes tertulis, lembar pengamatan, lembar dokumentasi.

Ahirnya, Hasil peneletian ini adalah nilai rata-rata pre-test, post-test I, post-test-II menunujukan peningkatan hasil. Nilai rata-rata siswa kelas delapan dari Sekolah Menengan Pertama Negeri 2 Sekampung Lampung Timur di pre-test adalah 36 post-test I adalah 54 menjadi 74 pada post-test II. Berdasarkan hasil tersebut, strategi Preview, Question, Read, Summarize and Test (PQRST) bisa meningkatkan pemahaman membaca siswa dan aktifitas kegiatan belajar mengajar terhadap siswa kelas delapan di Sekolah Menengan Pertama Negeri 2 Sekampung Lampung Timur.

Kata kunci: Meningkatkan pemahaman membaca siswa dengan menggunakan strategi Preview, Question, Read, Summarize and Test (PQRST)

APPROVAL PAGE

Assalaamu'alaikum Wr.Wb

Title : IMPROVING STUDENTS' READING COMPREHENSION BY USING PREVIEW QUESTION READ SUMMARIZE AND TEST (PQRST) STRATEGY AT THE EIGHTH GRADERS OF JUNIOR HIGH SCHOOL 2 SEKAMPUNG EAST LAMPUNG

Name : Rudi Hartanto
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APPROVED BY:

To be discussed in the thesis (munaqosyah) in Tarbiyah and Teacher Training Faculty of State Islamic Institute of Metro.

Wassalaamu'alaikum Wr.Wb

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NOTIFICATION LETTER

Number   :

Appendix   :

Matter   : **In order to hold the Munaqosyah**
of Rudi Hartanto

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

Assalamu'alaikum, Wr. Wb

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

Name   : Rudi Hartanto

Students Number : 1501070300

Title   : IMPROVING STUDENTS' READING COMPREHENSION BY USING PREVIEW QUESTION READ SUMMARIZE AND TEST (PQRST) STRATEGY AT THE EIGHTH GRADERS OF JUNIOR HIGH SCHOOL 2 SEKAMPUNG EAST LAMPUNG

    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

                                           Metro, 15 July, 2020

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NOTA DINAS

Nomor   :

Lampiran :

Perihal   : **Mohon dimunaqosyahkan Skripsi**
             Rudi Hartanto

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 skripsi yang disusun oleh:

Name   : Rudi Hartanto

Students Number : 1501070300

Judul Skripsi   : IMPROVING STUDENTS' READING COMPREHENSION BY USING PREVIEW QUESTION READ SUMMARIZE AND TEST (PQRST) STRATEGY AT THE EIGHTH GRADERS OF JUNIOR HIGH SCHOOL 2 SEKAMPUNG EAST LAMPUNG

Sudah kami dapat setujui dan dapat diajukan untuk dimunaqosyah, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

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RATIFICATION PAGE

No. B-2187/In.28.1/D/PP.00 9/07/2020

An Undergraduate thesis entitled: IMPROVING STUDENTS' READING COMPREHENSION BY USING PREVIEW QUESTION READ SUMMARIZE AND TEST (PQRST) STRATEGY AT THE EIGHTH GRADERS OF JUNIOR HIGH SCHOOL 2 SEKAMPUNG EAST LAMPUNG, written by Rudi Hartanto, student number 1501070300, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teachers Training Faculty on Monday, 21th July at 09.00-11.00 am.

BOARD OF EXAMINERS:

Chairperson : Ahmad Subhan Roza, M.Pd (..........................)

Examiner I : Drs. Kuryani, M.Pd (..........................)

Examiner II : Andianto, M.Pd (..........................)

Secretary : Leny Setiyana, M.Pd (..........................)

The Dean of Tarbiyah and Teachers Training Faculty

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STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name   : Rudi Hartanto

St Number   : 1501070300

Faculty   : Tarbiyah and Teacher Training

Department : English Education Department

States that this undergraduate thesis is originally the result of the writer's research, in expectation of certain parts which are excerpted from the bibliography mentioned.

Metro, July 2020

The writer

Rudi Hartanto

1501070300

ORISINALITAS PENELITIAN

Yang bertandatangan dibawah ini:

Nama   : Rudi Hartanto

Npm   : 1501070300

Fakultas   : Tarbiyah dan Ilmu Keguruan

Jurusan   : Tadris Bahasa Inggris

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

Metro, Juli 2020
Yang membuat pernyataan

Rudi Hartanto
1501070300

MOTTO

<div dir="rtl">

وُسْعَهَا إِلَّا نَفْسًا ٱللَّهُ يُكَلِّفُ لَا .... ۚ

</div>

Allah does not burden a person but according to his ability.

(Q.S Al Baqarah: 286)

Do the best and pray. God will take care of the rest.

(Wise Word)

DEDICATION PAGE

This Undergraduate thesis specially dedicated to:

My beloved parents, *Mr.Tarmuji* and *Mrs. Sumarni* who always pray and support in their endless love.

My beloved friends, *Fatimatul Latifah, Diki Anggara, Agus Prasetiyo, M. Irsyad Safi'i, Naufal Rafiq Yusuf, Deni Setiono, Ahmad Cahyono, Ibnu Nasikin, M. Halimi, Singgih Prayogo,* and *all of D class who always support me*.

Finally, *my beloved almamater of state institute for Islamic studies metro*.

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Praise thanks to Allah who has been giving His blessing and mercy to the writer to complete a research entitled "Improving Students` Reading Comprehension by Using Preview Question Read Summarize and Test (PQRST) Strategy at the Eighth Graders of Junior High School 2 Sekampung East Lampung".

Sholawat and Salam are being upon our prophet Muhammad SAW, the great leader of moral awakening in the world. In these opportunities, the Writer would like to express her deepest gratitude especially to:

1. Prof. Dr. Hj. Enizar, M.Ag, as the Head of IAIN Metro Lampung.
2. Dr. Akla, M.Pd, as the dean of the Tarbiyah and Teacher Training Faculty of IAIN Metro Lampung.
3. Ahmad Subhan Roza, M.Pd, as the chief of English Education Department of IAIN Metro Lampung.
4. Ahmad Subhan Roza, M.Pd as the first advisor and Andianto, M.Pd as the second advisor, thank you so much for kindness and valuable knowledge and for your support in finishing this undergraduate thesis.
5. All lecturers of the English Education Department of IAIN Metro Lampung who have given their thought and shared their experience to the researcher.
6. Headmaster, Teacher, Staff of the Junior High School 2 Sekampung East Lampung who gives permission to the Writer conduct the research in this school.
7. All of her friends in IAIN Metro, thanks for everything in helping to finish this undergraduate thesis.

The writer does apologize for all mistakes that she has made in writing and presentation items. All comment and criticizes are really welcomed to lighten up the quality of this a research.

Hopefully, this undergraduate thesis can be a meaningful benefit for the Writer especially and for our campus and all readers generally.

Metro, July 2020

RUDI HARTANTO
NPM.1501070300

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INTRODUCTION

A. Background of the study

Language is a means of human communication. With language we can express our ideas, opinion, discussion and transferring information to the other people and others. Language is the most important thing to human life, because without language the people can not communicate and understand each other. In order to be successful to join to the communicative interaction, the people must use their language according to the conventional rules among their communities in order to they can interaction and communication well.

In order tomaster English, the students must study four basic English skills, they are listening, speaking, reading and writing. Moreover, the primary aim of teaching learning English is the student can communicate each other in spoken or written language.

Furthermore, Reading is an active activity of getting the meaning from text or passage and of getting the information from the researcher. To gain the meaning from text is not easy. We have to read and try to comprehend it. To get a better comprehending, it is better for the students to translate the text.

In addition, Students must know the aim of why they are learning that language. Including in reading or understanding about the text and the information because of their own problem. Reading is one of the supporting

in learning of English, because in reading we will know about the important information. In fact, many students cannot read fluently and they think reading is difficult to learning. Because they have limited vocabulary and difficult to remember these vocabularies. Cause the spelling, writing, and meaning are not same.

One of the problem in this research are the students have low mastery in reading comprehension. The students are low interest in learning process, the technique or strategy which is used by teachers lack of interest, because the students fell afraid with a new language. The students should learn reading to find the information according a text, but their ability in reading is poor.

In English there is a lesson read the reading comprehension that means reading with understanding what is read or understanding. Reading textbooks are usually designed in the form of discourse that is accompanied by questions about the discourse to see if readers can understand what is read.

Students feel bored and lazy when they must read and answer a question about the discourse, they tend to work on other issues first than the questions regarding the content of discourse understanding (reading comprehension) because they do not only have the low vocabulary mastery but also have the low ability of structure and grammar. Moreover, some students have low motivation in reading comprehension and teaching technique used by teacher of students unattractive and monotonous. In

addition, they are lazy to read the text because they thing that it is very difficult to keep the objectivity, completeness and balance of the passage. Therefore, some students think that to read the text needed for a long time.

In fact, there are many kinds of readingtechnique. However, they do not choose and use one of the effective and efficient techniques in reading. In fact, some students with reading comprehension interpret word by word which are inefficient in reading comprehension.

In addition, the researcher had investigated student's reading comprehension problems by conducting pre-survey among the students of the eighth grades at SMP N 2 Sekampung. Reading problems are obtained from the results of pre survey that have been carried out Wednesday, July 24th, 2019 problems of SMP N 2 Sekampung students 31 are presented in the following table:

Table 1

Classification of Students' Reading Comprehension at SMP N 2Sekampung.

No	Grade	Category	Total	Percentage
1	≥ 72	Complete	8	26%
2	< 72	Incomplete	23	74%
Result			31	100%

Source:Pra-survey Result on July, 24th, 2019

Based on the results of the pre-survey above, it is found that most students did not reach the Minimum Mastery Criteria (MMC). That is

because there are as many as 31 students (74%) in English, while the number of students who are able to reach Minimum Mastery Criteria (MMC) in English is 8 students (26%). Moreover, based on the information given by the teacher, it can be concluded that the class eighth SMP N 2 Sekampung has limited reading comprehension.

According to the teacher, the problems got by the eighth graders of SMP N 2 Sekampung are caused because students have limited number of English vocabulary so that they are not able to understand the contents of the entire contents of the reading properly. Problems in reading of the eighth grades students of SMP N 2 Sekampung are also caused by feeble grammar studies, so they are not able to detention important messages in reading, problems in reading experienced by eighth grade student SMPN 2 Sekampung are caused by inability in determining main ideas and supporting ideas in the text. They also have a low motivation to read English texts. Therefore, it is concluded that eighth grade SMP N 2 Sekampung students have problems in reading comprehension.

In relation with reading problems got by students in the eighth grade at SMP N 2 Sekampung country, efforts to improve the reading ability is an effort that must be made. Improving the reading comprehension of eighth grades students in SMP N 2 Sekampung can be done by applying the right teaching strategy, one of which is the right teaching strategy, to improve reading is the Preview, Question, Read, and Summarize, and Test (PQRST) strategy. PQRST strategy consists of Preview, in this step, need to preview

the chapter by scanning it and identifying the introductory statement, headlines, graphic aids, and chapter summary. Question, students forms some questions about the text in his/her mind. Read, activity to get some information in the texts. Summarize, is arranging notes or making a summary about main ideas or content of the text. Test, the reader checks their knowledge by testing themselves to know how far their understanding of the text they read it.

Based on the explanation above, in this case the researcher will carry out Classroom Action Research (CAR) in an effort to improve students' reading comprehension of the eighth grades students of SMP N 2 Sekampung. The researcher will use PQRST strategy in research. It is hoped that the use of PQRST strategy can improve students' reading comprehension of eighth grades SMP N 2 Sekampung. Therefore, the title of this research is Improving Students` Reading Comprehension by Using Preview, Question, Read, Summarize, and Test (PQRST) Strategy at The Eighth Grades of Junior High School 2 Sekampung East Lampung.

B. Problem Identification

Based on the description of the background study the researcher has identified several research problems, among others, as follows:

1. The students are not interested in the reading material
2. The students have not good vocabulary

3. The techniques which are used in the learning process are boring.

C. Problem Limitation

For there is a great number of problems dealing with reading comprehension, the researcher will only focus on the teaching technique using by teacher in reading comprehension therefore, the researcher limits the problem only to "Improving Students` Reading Comprehension by Using Preview, Question, Read, Summarize, and Test (PQRST) Strategy at The Eighth Grades of Junior High School 2 Sekampung East Lampung".

D. Problem Formulation

The researcher has formulated the research as follows:

1. Can the use of PQRST strategy improve students' reading comprehension at the eighth grades of Junior High School 2 Sekampung East Lampung?

2. Can the use of PQRST strategy improve students' learning activity at the eighth grades of Junior High School 2 Sekampung East Lampung?

E. Objective and Benefit of the Study

1. Objective of the study

Based on problem formulation, this research aims to improve students' reading comprehension and learning activity by using PQRST strategy among the eighth grades of SMP N 2 Sekampung East Lampung.

2. **Benefits of the study**

This research is expected to be beneficial not only for students but also for teachers and schools. There are the benefits of the study:

a) **For the student**

The use of PQRST strategy is expected to improve students' reading comprehension of students. In addition, using PQRST strategy can make the students to understand the contents of a text, add vocabulary, know a word formation, improve motivation to read, and determine a main idea in the text.

b) **For the teacher**

The use PQRST strategy inspires students to facilitate reading comprehension in students. It is very effective for teachers to help students determine key ideas, improve vocabulary, and help students find meaning from a text. With this strategy also helps teachers by creating learning processes in the classroom.

c) **For the Other Writer**

This research is expected to be a reference for the next writer to improve reading comprehension using PQRST strategy. This study is useful as a guideline for the next writer, regarding the application of PQRST strategy in teaching reading comprehension in class.

F. **Prior of Research**

This research will be carried out by considering the previous research which has implemented the PQRST Strategy. Yashinta Nurul Insani in his

jury heeded a teaching strategy, namely The Effect of Using PQRST Method on Reading Comprehension Ability of the Seventh Grade Students of SMP Diponegoro Depok in the Academic Year of 2011/2012.[1] The research design in this study was quantitative design. This research focused on students' reading comprehension ability through numbered head together and question answer relationship technique.

In addition, Dewi Purnama Sari used PQRST strategy and Reading comprehension skill.[2] The difference between prior research design used is quasi experimental design. The prior research conducted the Reading comprehension skill.

Nikmatul Khoriah use a PQRST strategy and reading comprehension ability.[3] The prior research uses a classroom action research the researcher conducted the reading comprehension ability and the goal students can improve PQRST Strategy.

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[1] Yashinta Nurul Insani*," The Effect of Using PQRST Method on Reading Comprehension Ability of the Seventh Grade Students of SMP Diponegoro Depok in the Academic Year of 2011/2012,"* Yogyakarta State University, 2013.

[2] Dewi Purnama Sari*," The Effectiveness of using PQRST Method on Students' Reading comprehension skill at the eighth grades students of MTs Al-Hidayah GUPPI Kota Cirebon,"* IAIN Syekh Nurjati. 2015.

[3] Nikmatul Khoriah," *The Implementation of PQRST Strategy to Improve Students' Reading Comprehension Ability at SMKI Assya'roniyyah Mataram Baru,"* Universitas Lampung. 2017.

CHAPTER II

THEORETICAL REVIEW

A. Concept of Reading Comprehension

1. The Definition of Reading Comprehension

According to Michelle Maxom, reading is one of the key skills in language learning. It reinforces the skills students acquire in speaking, listening and writing. [4]Most people spend their time to read an article, a book, a newspaper and others. This activity needs some skills in order to understand it. However, some of the people cannot read well.

Whereas Geoffrey Broughton said that reading is a commonplace of teacher education that teachers tend to teach by the methods which were used by the teachers who taught them.[5] However, reading is not only producing sounds in the printed symbol but also making sense to comprehend the text. Through reading, people can increase vocabularies, obtain knowledge, and so forth. Hence, the readers need greatly reading comprehension to achieve the purpose of reading.

Ellizabeth states that comprehension is an active process that produces the meaning for the printed language then concern

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[4] Michelle Maxom, Teaching *English as a Foreign Language for Dummies*, (England: John Wiley & Sons, Ltd Publisher, 2009), 139.
[5] Geoffrey Broughton and Friends, *Teaching English as a Foreign Language, Second Edition,* (London: University of London Institute of Education, 2003), 89.

with new word. [6] In addition, Gillet and Temple argues that comprehension is the readers understand the content of the text by involving prior knowledge, knowledge of structure, and the readers' active to look information.[7] Comprehension means making sense of what one reads. A reader who comprehends text is an active reader. It can be concluded that comprehension is a complex process to produce meaning from the text by involving prior knowledge to understand the text.

According to Kintsch, reading comprehension is the process of creating meaning form text. [8] Furthermore, Janette defines that reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency. [9]In other word, to be successful at reading comprehension, students need actively process what they read. The at processing skill requires that students have automatic reading skills and fluency, necessary vocabulary, and text appropriate background knowledge.

Chiara Maneghetti et.al states that reading comprehension is a complex cognitive ability requiring the capacity to integrate text

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[6] Elizabet S. Pang, *Teaching Reading,* (Chicago: University of Illinois, 2000), 14.

[7]Jean Wallace and Charles Temple, *Understanding Reading Problem,* (United States of America: Harper Collins College Publisher, 1994), 34.

[8] Abbas Pourhosein Gilakjani, *"How Can Students Improve Their Reading Comprehension Skill?"*, (Iran: Islamic Azad University,2016), Vol.6 / May, 230.

[9] Janette K. Klinger, *Teaching Reading Comprehension to Students with Learning Difficulties*, (United States of America: The Guilford Press, 2007), 2.

information with the knowledge of the listener/reader and resulting in the elaboration of a mental representation.[10]Furthermore, Guthrie states that reading comprehension involves the processes of constructing conceptual knowledge from the readers' cognitive skill and motivation in the text.[11] The good comprehension in reading helps gaining the great knowledge easily. Nevertheless, most people still have low comprehension in reading and the problems appear because they are infrequent practicing reading. As a result, reading comprehension can be obtained by reading many kinds of source frequently.

Meanwhile, Haris and Sipay assert that reading comprehension is a product of the interaction between the knowledge of language symbol and the reader's reading skills, cognitive skills, and experience.[12]

Based on the statement above, it can be inferred that reading comprehension is the understanding the content of written text to get information by activating the reader's prior knowledge. Reading cannot reverse understanding because the purpose or result of reading is to understand what has been read. Reading without understanding what has been read is useless. The readers are not

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[10] Chiara Maneghetti, et.al, *Components of Reading Comprehension and Scholastic Achievment,* in International Journal in Science Direct. (Italy: Department of General Psychology, University od Padova, 2006),1.

[11]Jhon T. Guthrie, *Motivating Reading Comprehension to Students' with Learning Difficulties*, (New York: The Guilford Press, 2007), 8.

[12] Albert J Harris and Edward, *How to Increase Reading Ability,* (USA: The Alphine Press, 1984) ,12.

reading a set of words in a sentence but also should be able to comprehend the text in order to get the message and information from what they have read.

2. The Kind of Reading Comprehension

Pearson and Nicholson categorized Reading Comprehension into four categories namely, literal Reading Comprehension, interpretation Reading Comprehension, critical Reading Comprehension, and creative Reading Comprehension.

1) Literal Reading Comprehension

The first category does not include the thinking skills. Teachers do not need special help on this. It is as the skill of getting the primary, direct literal meaning of a word, idea, or sentence in context. There is no depth in this kind of reading. For example, the type meaning questions: "What did little brother want to eat?" Giving the answer requires no thinking because there are the exact words given in the book. It is the simplest from locating in text because the information is stated directly in the text. Question assessing literal comprehension skills examine how well student can identify and understand information that is directly stated in a text.

2) Interpretative Reading Comprehension

Interpretative is the label for a very usable category of thinking skills, which should be emphasized in reading. This term could be used in a sense broad enough to cover all of the thinking skills. In general, it may be said that interpretation probes for greater depth than literal comprehension.

3) Critical Reading Comprehension

The critical reading skill category is the one most directly in need of development in American life at the present time. According to smith, critical reading includes literal comprehension and interpretation as previously defined, but it goes further than either of these in that the reader evaluates, passes personal judgment on the quality, the value, the accuracy and the truthfulness of what is read.

4) Creative Reading Comprehension

The term "creative reading" is frequently used in as broad a sense as "inferences," "critical reading" and other current popular terms which many have fallen into the habit of employing as one label-to cover all thought processes in reading. Creative reading accompanies and grows out of literal comprehension, interpretation or critical reading, but it is different from any one of these. Creative reading in its higher form starts with a question or an inquiry which arises in the

mind of the reader, personally, and is usually carried forward with high motivation, often a sense of urgency. [13]

Based on the explanation above, the researcher focused on literal reading comprehension. These levels consist of cognitive claim on the reader. Literal comprehension question needs to be asked because factual information is the main focus on reading material. Literal comprehension analyze how to student can recognize and get information that is directly states in a text.

3. **The Model of Reading Comprehension**

There are several models of reading as follows:

1) The Top-down Model

In top-down models the reader's prior knowledge and cognitive and linguistic competence play key roles in the constructions of meaning. This means that between knowledge and competence linguistics interrelated in interpreting a text reading.

2) The Bottom-up Model

The Bottom-up model suggests that a reader reads the word, and sentences and looks at the organization of the text (without relating it to experience or prior knowledge) in order to construct meaning from what was written in the text meaning depends both on knowledge of vocabulary plus syntax. In other

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[13] Vila Panton Smith, *The Many Faces of Reading Comprehension,* (Kansas City: ERIC, University of Southern California, 2003), 9.

word, in bottom-up processing the reader must recognize of linguistics signal.

3) The Interactive Model

The Interactive Model argues that both top-down and bottom-up processes occur when a person reads a text. From the above two models it can be a single chain of the reading process. In other word, in bottom-up processing the reader must recognize of linguistics signal.[14]

4. The Strategies of Reading Comprehension

A reading comprehension strategy is a cognitive or behavioral action that is enacted under particular contextual conditions, with the goal of improving some aspect of comprehension.[15]There are some strategies which can be used by the readers are:

1) Activating Prior Knowledge

Serravallo asserts that before reading, the good readers are connected ideas about the information relate to the text's structure and topics, besides that they make connection of the txt to their lives, various written sources and the world, finally they connected these ideas after finishing in reading the text.[16]

In other words, before reading the readers should active their

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[14] H. Douglas Brown, *Teaching by Principles,* (San Francisco: San Francisco State University,2000), 298.
[15] Danielle S. McNamara, *Reading Comprehension Strategies,* (USA: Lawrence Erlbaum Associates, 2007), 6.
[16] Jennifer Seravallo, *Teaching Reading in Small Group: Differentiated Instructions for Building Strategies, Independent Reading,* (USA: Heineman, 2010), 43.

prior knowledge to think about what information that they find forms the topic to make them easier in understanding the text.

2) Prediction

Prediction is process to make expectation about what will happen in the text based on what is discovered from reading the text by involving the readers' previous knowledge.[17] It means that before the readers read the text, the readers should guess what the content of the text.

3) Skimming

Skimming is a kind of rapid reading to find the general content or gist of the text rapidly.[18] It means that, while the readers read the text to achieve main idea or general content, the readers just skim the text to gain it without read word by word.

4) Scanning

Brown defines that the reader's activity to look for some specific information of the text without reading through the whole text.[19] In other words, the readers only read certain part of the text to look for specific information from the text. It can help the readers get the specific point without spending much time to finish reading the text.

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[17] Judi Moreeillon, *Collaborative Strategies for Teaching Reading comprehension,* (Chicago: Americaan Library Association, 2007), 76.

[18] Beatrice S. Mikulecky and Linda Jeffries, *Advantages Reading Power: Extensive Reading Vocabullary Building, Comprehension Skills, Reading Faster.* (USA: Pearson Education, 2007), 70.

[19] H. Douglas Brown, *Teaching by Principles,* (San Francisco: San Francisco State University,2000), 308.

5) Guessing meaning of unknown word using contextual clues

The readers need to guess the meaning of word when they do not know about the content of the text because they have no dictionary. There are some techniques to guess the unknown vocabularies namely: look for prefixes that can provide clue, look for suffixes that can show what part of speech of vocabulary, look for the familiar roots, and look for the grammatical content that can indicate the information, and look for the semantic context or topic to get the clues.[20] Guessing the unfamiliar word is done especially when the learners are doing examination which is forbidden to bring dictionary.

6) Identifying topics and main ideas

Most of comprehension exercises ask for the readers to find out the main idea of the text or passage. Mikukecky in Farrel proposes the learner to train some tasks for developing cognitive exercise, namely: getting the topic from a list of vocabularies, identifying the topic of a text, and recognizing the main idea of passage.[21]It is told about understanding topics and playing ideas that are very important in reading comprehension.

7) Use of Questions

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[20]Ibid, 310.

[21] Thomas S.C. Farrel,*Planning Lesson for a Reading Class,* (Singapore: SEAMEO Regional Language Cetre, 2002), 1.

According to Dreher and Gambrell in Guthrie state that questioning refers to students make questions of writing self-initiated about the passage before and during reading to help them comprehend the text and topic from the text.[22] Whereas, by asking questions while reading, the students are guided to understand the difficult vocabularies or sentences in the text that make them confused. It means that asking questions is very effective to comprehend what the content of the text is being read.

5. **The Levels of Reading Comprehension**

According to Alice C. Omagio in Sanggam's book, there are four different levels of proficiency readers as follow.[23]

1) Novice-level readers

Novice-level readers, the readers that are able to recognize the writing symbol, words, and expression that is used in some texts containing general topics of their common experiences, such as basic classroom object, colors, numbers, telling times and dialogues with a comprehension at minimal except for simple memorized material.

2) Intermediate-level reader

Intermediate-level reader, the readers that are able to find the main gist, key ideas, and some supporting details of explanation

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[22]Jhon T. Guthrie, *Motivating Reading*, 294.
[23]SanggamSiahaan, *Issues in Linguistics,* (Yogyakarta: GrahaIlmu, 2008), 106.

text types on familiar topics such as simple instructions, general information, meeting arrangements, well with some common misunderstanding of finer point.

3) Advanced-level reader

Advanced-level reader refers to the reader that have capability to comprehend main ideas, most supporting details of the abstract and factual topics with familiar context in description, narrations and non-technical prose which contain newspaper accounts, directions, academic text, current events, press, politics, economics, with an enhancement of detail comprehension, but still not totally precise.

4) Superior-level readers

Superior-level reader refers to the readers that have capability to comprehend most materials on concrete and abstract topics, get main idea and most od supporting details, and understand new vocabulary in context through contextual guessing strategies.

Based on the explanation above, the student of Junior High School included in advanced-level readers, they must be able to comprehend main ideas, most supporting details of abstract and factual topics with the familiar context in description, narrations and non-technical prose.

B. **Concept of PQRST Strategy**

1. **The Definition of PQRST Strategy**

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

One of the best-known techniques for improving memory from reading is called the PQRST strategy (Preview, Question, Read, Summarize, and Test). The strategy is intended to improve students' abilities to study and remember material presented in textbooks. In the first step, the reader previews the chapter at hand to get an idea of its topics and sections, reading the chapter outlines, the section headings, and the summary. The second, third, and fourth stages apply to each section. Trying to answer questions like what?, who?, when?, where?, how?, and why? improve our learning. An active reader adds structure

to the text and summarizes the text with keywords. The fifth step, the test, takes place after finishing the work with the chapter.[24]

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

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

One of the widely used study strategies to gain students" comprehension especially in content area reading is PQRST, which stands for Preview, Question, Read, Summarize, and Test.[25] PQRST is a memory trick itself it's an acronym that stands for: Preview, Question, Review, State, Test. Here is how the method would work if you were preparing for a major test.[26]

That means one of the generally utilized investigation methodologies to pick up students" appreciation particularly in

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

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

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

content region perusing is PQRST, which remains for Preview, Question, Review, Summarize, and Test.

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

The PQRST strategy relies on three basic principles for improving memory: (1) organizing the material, (2) elaborating the material, and (3) practicing retrieval.[27]

The main goal of PQRST strategy is to help students to advance their reading comprehension. PQRST strategy consists of these 5 steps below:[28]

a. P (Preview)

In this first step, the reader determines what the entire text is about by skimming through it all so they know they're going to be covering. One way to do this is to read the little, and then notice the graphs, pictures, diagrams in the text. Next, read the introduction and summary or the first paragraph, also notice the organizational

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

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

structure text. The point is to get an idea of the main topic and sections of the text.

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

b. Q (Question)

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

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

c. R (Read)

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

d. S (Summary)

After reading the text, the readers should know how much they can recall the information they get from the text and state it by their own words. Highlight, only the most important words. Without looking at the book, ask the students to recite the main idea of the text generally and the main idea of each paragraph. Then tell themselves in a sentence or two what they've read. Finally, scan over the section quickly to pick up any essential points they may have missed.

e. T (Test)

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

From description above, the researcher was supposed to do teaching reading by using PQRST strategy. The researcher

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

2. **The Steps of Teaching Reading Comprehension through PQRST Strategy**

There are some processes in teaching reading through PQRST strategy that consist of six stages (Westwood, 2001). It could be done well if the teacher gave the appropriate ways in teaching process as follows:[29]

a. **Step 1**

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

b. **Step 2**

The students were given the text of reading by the teacher. As the first step of PQRST strategy; previewing. The students can immediately preview the entire chapter by skimming through it to get an idea of the major topics. This is done by reading the chapter outline, and then skimming the chapter, paying special attention to headings of main sections and sub-sections, the kind

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[29] *Ibid.*, P. 21-23

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

c. **Step 3**

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

d. **Step 4**

Next, the students read the material in detail. As the students read, they tried to answer the question which asked in the step Question. Besides, they could give underline the difficult word

and pay attention the main idea. If the students get difficulties in comprehending the text, they may read the text twice.

e. **Step 5**

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

f. **Step 6**

In this final step of PQRST strategy, to know and remember what the students have read. It can be started by recalling as much as they can without looking at the book or their recitation notes. It helps them to think about the relevance of what they learned and how it all fits together. The reader checks their knowledge by testing themselves to know how far their understanding of the text they read is. It can be done by reviewing all the material and storing it into their long-term memory.

Based on the explanation above, the procedure in teaching reading through PQRST strategy has six steps. These steps can be

applied well if there is the good interaction between the teacher and the students.

3. **Advantages and Disadvantages of PQRST Strategy in Teaching Reading**

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

a. **The Advantages of PQRST Strategy**

The following are the advantages of PQRST strategy:

1) The PQRST strategy has been empirically shown to be able to improve students'" reading comprehension.[30]

2) The PQRST is a time-honored way of learning effectively. But there are other things to keep in mind that can help you record, retain, and retrieve information very effectively.[31]

3) The PQRST is another useful internal technique to be applied for retaining lists of information.

4) Use the PQRST method and similar devices for making sense of reading assignments, for instance, from textbooks.[32]

5) This strategy made the students well planned in reading the text. It made the reading process more effective in order to reach the goals. By knowing this ahead of time, the students

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

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

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

able to look for and recognize the most important points when they do read for details. They did not waste time stumbling through the book and finding a starting point (Staton: 1982).

6) PQRST is an instructional strategy that has been shown to be effective to improve a reader understanding, and his/her ability to recall information. In other words, the reader is more likely to learn, and to learn more, of the material he/she is reading.

7) Steps in PQRST are also beneficial for aiding the students in comprehending a text.

8) It is simple to remember, and it uses sound practices for reading comprehension.[33]

b. The Disadvantages of PQRST

The following are the disadvantages of PQRST:

1) This strategy was time consuming, because it had several stages that should be done by the students in reading. So, it would rather difficult for the students who have difficulties in reading. To solve the problem, the teacher used the simple or short text in order to make the effective time. The students also did the group work to discuss the text in some part of learning process.

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

2) In some stages, the students may get difficulties in doing the step of PQRST strategy. For example, there are some students with low capability in summarizing, because they are weak to recognize the most important points to find the details. Only the students who have upper knowledge level are able to recall the important points. So, it was dominated by some students who can do this stage. To solve this problem, the teacher divided the class in some groups or pairing works to discuss the difficult terms. The teacher also asked the students to consult their dictionary.[34]

C. Action Hypothesis

In this Classroom Action Research his state has follow:

The use of Preview Question Read Summarize and Test strategy can Improve students' Reading Comprehension and their learning activity at the eighth graders of Junior High School 2 Sekampung East Lampung.

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[34] Nikmatul Khoiriah, *"The Implementation of P-Q-R-S-T Strategy To Improve Students' Reading Comprehension Ability At Smki Assya'roniyyah Mataram Baru",* (Lampung, University of Lampung, 2017) P. 25

CHAPTER III

RESEARCH METHOD

A. Variable and Operational Definition of Variable.

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

1. Dependent Variable.

Dependent variable is the variable which is observed. Dependent variable of this research is reading comprehension. The improving of students' reading comprehension can the seem after using PQRST strategy.

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

a. The students can identify the main idea of the text.

b. The students can identify the purpose of the text.

c. The students can identity the meaning of the sentence.

2. Independent Variable.

Independent variable is the variable that is the major variable which is hoped to investigate. It is the variable which selected, manipulated, and measured by the writer. Independent variable of this research is the PQRST Strategy which can be defined as the strategy

that can make students' easier to study reading comprehension in the class. PQRST can make students remember the contents of the text easier. By PQRST strategy the students will be:

a. Interested in reading comprehension.

b. Improve their reading comprehension.

c. More relaxed in reading comprehension.

B. Research Location

This research will be conducted in SMP N 2 Sekampung, East Lampung. Total of the students from the seventh up to ninth graders are 589 students and total of the class are 19. This research is about improving students` reading comprehension by using Preview, Question, Read, Summarize, and Test (PQRST) Strategy at the eighth graders of SMP N 2 Sekampung, East Lampung. Actually, there are sixth classes for the eighth graders. However, the researcher will choose the eighth graders of E class 1 with the total students were 31 students because their reading comprehension have low. This is based on the result of pre survey at the eighth graders of SMP N 2 Sekampung, East Lampung.

C. Subject and Object of Study

1. Subject of Study

The subject of this research is students of eighth grade of SMP N 2 Sekampung especially at VIII class. The students consist of 31 students they are 14 boys and 17 girls.

2. Object of Study

The researcher chooses one of his classes that the students had a lower average score in reading. Based on the teacher's experience during teaching and learning activities in reading of English subject, the researcher shows that the students find it difficult to the teacher shows that the students find it difficult to determine the main ideas contained in reading. exactly the is the problem solution for making the students better.

Table 3

The Number of VIII Students

CLASS	SEX		TOTAL
	MALE	FEMALE	
VIII	14	17	31

Source: Teacher's archive, number of students at VIII class of SMP N 2 Sekampung.

One of them interview with the teacher, the result of English teaching-learning in this class is low than the other class, especially in learning reading process.

D. Action Plan.

The design of this research is classroom action research. It is called CAR because the research is aimed at developing a certain instructional technique to solve problems in a class. According to Frost, Action Research is a process of systematic reflection, enquiry and action carried out by individuals about their own professional practice.[35] Jean McNiff Also stated that, "Action research is a name given to a particular way of

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[35] Patrick J. M. Costello, *Action Research* (New York: Continuum, 2003), P. 4.

researching your own learning. It is a practical way of looking at your practice in order to check whether it is as you feel it should be."[36] Based on the statement above, the researcher can say that Classroom Action Research is a research carried out by teachers in their own class through self-reflection, with the aim of improving their performance as teachers, so that student activities and learning outcomes increase.

Action research is a cyclical process that takes shape as knowledge emerges. Cycles converge towards better situation understanding and improved action implementation; and are based in evaluative practice that alters between action and critical reflection. Action research can therefore be seen as an experiential learning approach to change. The goal is to continuously refine methods, data, and interpretation in the light of the understanding developed in the earlier cycles. Now the cycles themselves can be defined in numerous ways and, in fact, are often defined through collaborative decision-making. However, as shown in Figure below they generally involve some variation on observation, reflection, planning, and action. The cyclical classroom action research is presented as follow:

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[36] Jean McNiff and Jack Whitehead, *Action Research Principles and Practice Second Edition* (New York: Routledge Falmer, 2002), P. 15.
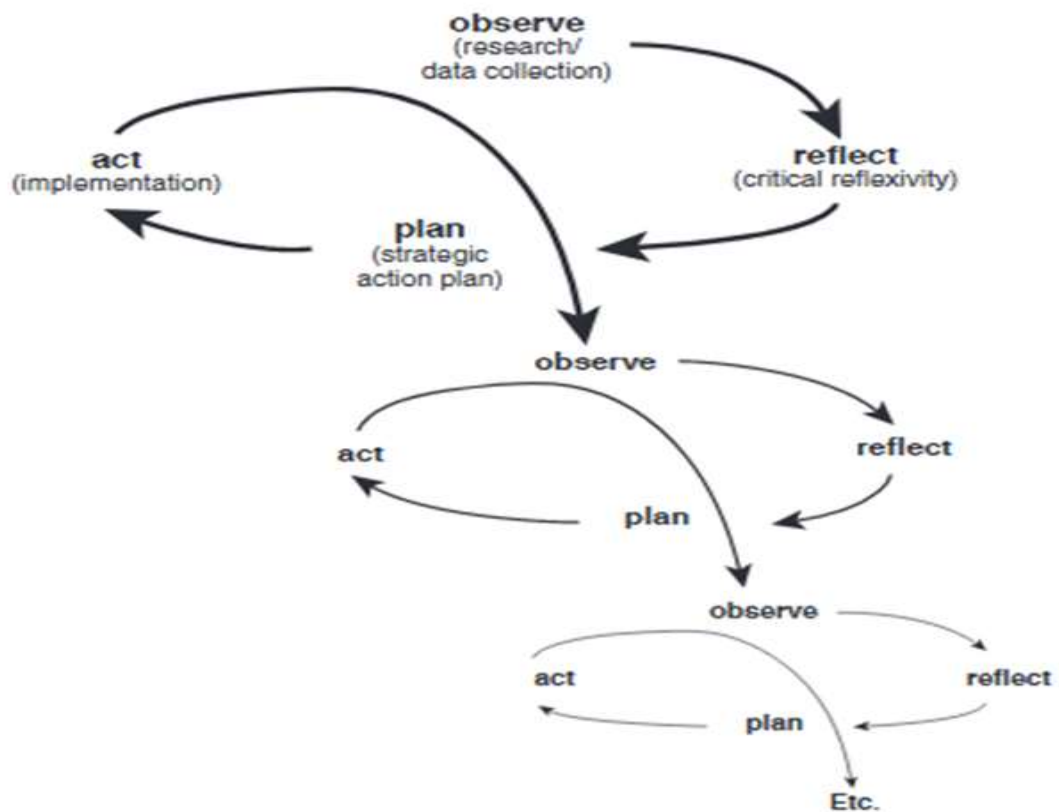
Figure 3.1: Zina O'leary's Action Research Design[37]

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

1. **Cycle I**

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

a. Planning.

Planning is the first steps in each activity. Without planning, the activity that the researcher does will not focus.

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

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[37] Zina O'leary, *The Essential Guide To Doing Research* (London: Sage Publication, 2004), P. 140.

1) Preparing the material, source, and media of learning.

2) Preparing the type of the learning.

3) Preparing the instrument of observation.

b. Acting.

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

1) Pre-Teaching Activities

   a) Praying and greeting the students.

   b) Checking the attendant list.

   c) Choosing the appropriate graphic organizers with the material going to be taught.

2) While Teaching Process.

   a) Applying the lesson plan that will be done in learning proccess.

   b) The researcher recites the procedure of PQRST strategy to students.

   c) The researcher to control their activities the students.

3) Post Teaching Activities.

   a) The researcher asks the students to answer some question.

   b) The researcher gives the conclusion of the material.

   c) The researcher gives score for students.

c. Observing.

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

d. Reflecting

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

2. **Cycle II**

a. Planning.

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

1) The researcher prepares the lesson plan based on the reflection of cycle I.

2) The researcher prepares the material, source, and type of learning.

3) The researcher prepares the instrument of observation.

4) The researcher determines the evaluation instrument of the test (pre-test and post-test).

b. Acting.

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

1) Pre-Teaching Activities.

   a) Praying and greeting the students.

   b) Checking the attendant list.

   c) Choosing the appropriate with the material going to be taught.

2) While teaching process.

   a) Applies the lesson plan that will be done in learning proccess.

   b) The researcher explains about PQRST strategy reading.

   c) The researcher gives an example about reading text.

   d) The researcher recite the procedure of PQRST strategy to students.

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

3) Post teaching activities

   a) The researcher asks the students to answer some question.

   b) The researcher gives the conclusion of the material.

   c) The researcher gives score for students.

c. Observing.

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

d. Reflecting.

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

E. Data Collecting Technique.

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

1. Test

Brown states that a test is a method of measuring a person's ability, knowledge, or performance in a given domain.[38] It is a set

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[38] Douglas Brown," *Language assessment Principles and ClassroomPractices,*" (San Francisco: Longman,2004)., 3.

question used to measure the achievement or capability of individual class.

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

a. Pre-test.

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

b. Post-test.

Post-test will be given in the last meeting after implementing the technique, in order to know whether the technique gives good contribution to the students' reading comprehension at the eighth grade of SMP N 2 Sekampung. The improvement could be known if the score of post-tests is higher than pre-test and the score could achieve the passing grade.

2. **Observation.**

The objects of observation in this researchare the teacher as a using PQRST strategy, and students' readingcomprehension. These students and the teacher's activities are observe and noticeby the observer.These techniques used to collect the data about using PQRST strategy, and students' reading comprehension.

In the third phase, the observer observation the student's acttivity, their participations, class situation during teaching and learning process, and teacher (researcher) performance by using structure observation form and make note the overall activities. Futhermore, the reasearcher also collected the data from the post test and the result of the student's activity.

3. **Documentation.**

Documentation is needed to get the information from written source or documents such as book, magazines, regulation, notes or meeting and daily report. The researcher uses this technique to get data about students' reading score, history of the school, the sum of the teachers, official employed and students at SMP N 2 Sekampung. Here were the list of the documentation:

a. Documentation about historical background of SMP N 2 Sekampung.

b. Documentation about structural organization of SMP N 2 Sekampung.

c. Documentation about facilities of SMP N 2 Sekampung.

d. Documentation about sketch of location SMP N 2 Sekampung.

e. Documentation about condition of the teachers and official employees of SMP N 2 Sekampung.

f. Documentation about students of SMP N 2 Sekampung.

F. Data Collecting Instrument

Furthermore, the research instrument data by used the test, observation, document. The test will consist of pre-test and post-test. The grid of the test is getting information of the material and Students are able to answer the questions correctly. Then, Document used to take some picture during learning process, collecting information about school and students. The Classroom Action Research will get essay and multiple-choice test in pre-test or post-test.

G. Data Analysis Technique

Data will be analyzed by taking the average score of the pre-test and post-test. Furthermore, the researcher will compare the score of pre-test and post-test after giving implemented treatment. Then the result will be matched by the minimum standard in this semester that is 72. If from cycle I there are some students who are not successful, so the researcher would like to conduct the next cycle, cycle II. The minimum cycle in CAR (Classroom Action Research) is two cycles. If in cycle II all of the students were successful, the cycle is able to be stopped until cycle II.

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

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

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

Notes:

$\bar{X}$: Mean

$\sum$: Sum of

X : Raw score

N : The total number of subject.[39]

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

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

Notes:

P = Percentage

$\sum$x = Total Score of the Students

N = Total of Students.

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[39] Ary Donald, et all, *Introduction to Research in Education,* (Canada: WadsworthCengange Learning, 2010)., 108-109

H. Indicators of Success

The indicator of success in needed to know the successful of the process and learning result. The data will be conducted in each test by taking the average score of pre-test and post-test. After the result is suitable by the minimum standard of reading comprehension in this class at least 72. This research succeeded or finish if 70% of students got minimum score 72. In addition, 70% of students are active in learning process.

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the learning process on two cycles, the researcher would like to describe the conclusion that the reading comprehension could be improved through PQRST strategy at the eighth graders at Junior High School 2 Sekampung, as follows:

1. PQRST strategy can improve reading comprehension at the eighth graders of Junior High School 2 Sekampung East Lampung. It can be seen on the progress from pre-test to cycle I and cycle II. The average Grade from pretest 36 to post-test I 54 became 74 in post-test II. In cycle I, there were 34% of students passed the test and in cycle II were 74% of students who get grade $\geq$ 72. It means that result of cycle II had already achieved the indicator of success that was > 70% students fulfill the MMC.

2. PQRST strategy can improve learning activity at the eighth grades of Junior High School 2 Sekampung East Lampung. In cycle I, the students' learning activity was 46%. Meanwhile, in cycle II the students' learning activity was 73%. It means that result of learning activity in cycle II had already achieved the indicator of success that was > 70% students fulfill the MMC. It means that PQRST Strategy can improve the student's learning activity.

B. Suggestion

Based on the conclusion above, it can be delivered some suggestions to be shared more attention in teaching and learning process, as follows:

1. For English Teacher

    a. The teacher should prepare and select appropriate strategy and materials to produce the effective teaching learning process. Also, the teachers should determine the target of the teaching which must be achieved. The teacher should be able to create the teaching learning process enjoyable, such as selecting text or new teaching media.

    b. It is better for the teacher to use PQRST strategy in English learning especially in reading because it can improve students' reading comprehension.

    c. The teacher should give motivation to the students in order to be active in learning process.

2. For the Students

    It is suggested to the students to be more active in learning process in the class and improve their reading comprehension so they can success in English learning.

3. For Headmaster

It is suggested to support the English teacher to use PQRST strategy in learning process, because PQRST strategy is so helpful.

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APPENDICES

SILABUS SMP/MTs

Mata Pelajaran   : **Bahasa Inggris**
Kelas   : **VIII**
Kompetensi Inti   :

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri,

dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

KI 3: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu

pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat)

dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah

dan sumber lain yang sama dalam sudut pandang/teori.

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
3.10 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaan nya .	**Teks deskriptif pendek dan sederhana, tentang orang, binatang, dan benda** *Fungsi sosial* Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb. *Struktur text* **(gagasan utama dan informasi rinci)** a. Menyebutkan nama orang, binatang, benda dan nama bagian-bagiannya yang dipilih untuk dideskripsikan b. Menyebutkan sifat orang, binatang, benda dan bagiannya, dan c. Menyebutkan tindakan dari atau terkait dengan orang, binatang, benda	**Mengamati** • Siswa membaca beberapa teks deskriptif tentang orang, binatang, dan benda, sangat pendek dan sederhana dari berbagai sumber, dengan menggunakan ejaan dan tanda baca dengan benar. • Siswa membaca dan mendengarkan teks-teks tersebut untuk memahami isi pesannya. • Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan	**KRITERIA PENILAIAN** • Tingkat ketercapaian fungsi sosial teks deskriptif tentang orang, binatang, benda, pendek dan sederhana. • Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tentang deskripsi orang, binatang, benda dalam teks derkriptif. • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, kerapihan tulisan tangan. • Sikap tanggung jawab, kerjasama, cinta damai, dan percaya	2 JP	• Buku Teks wajib • Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/ transaksional dengan benar dan akurat • Contoh teks dari sumber

	yang semuanya sesuai dengan fungsi sosial yang hendak dicapai. Panjang teks: kurang lebih 6 (tiga) kalimat. ***Unsur kebahasaan*** (1) Penyebutan kata benda singular dengan *a* dan *the*, dan plural (*-s*). (2) Kata ganti *it, they, she, we,* dst.*; our, my, your, their,* dst. (3) Kata sifat tentang orang, binatang, benda dalam kehidupan siswa di rumah, sekolah, dan sekitarnya, dengan atau tanpa kata keterangan *quite*, *very*. (4) Frasa nominal seperti *dark brown*, *cute little cat*, *beautiful red flower*	informasi rinci), dan unsur kebahasaan dari setiap teks tersebut. **Menanya** Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks tersebut. **Mengumpulkan Informasi** • Secara kolaboratif, siswa mencari dan mengumpulan beberapa teks deskriptif tentang orang, binatang, dan benda, sangat pendek dan sederhana dari berbagai sumber, termasuk dari internet, film, koran, majalah,	diri yang menyertai tindakan menyebutkan dan menanyakan tentang deskripsi orang, binatang, benda, dalam teks deskriptif. CARA PENILAIAN: **Kinerja (praktik)** Tugas menganalisis dan menghasilkan teks deskriptif tentang orang, binatang, benda nyata di lingkungan sekitar. **Observasi:** (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat) • Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan deskripsi		otentik • Sumber dari internet, seperti: - [www. dailye nglish. com](www.dailyenglish.com) - [http://a merica nengli sh.stat e.gov/f iles/ae/ resour ce_file s](http://americanenglish.state.gov/files/ae/resource_files) - [http://l earnen glish.b ritishc ouncil. org/en/](http://learnenglish.britishcouncil.org/en/) - [https:// www. google .com/](https://www.google.com/)

(5) Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense: *be, have, go, play,get, take,* dll. (6) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their,* dsb secara tepat dalam frasa nominal (7) Ucapan, tekanan kata, intonasi (8) Ejaan dan tanda baca (9) Tulisan tangan ***Topik*** Orang, binatang, benda di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama, dan bertanggung jawab.	buku teks, dsb. • Siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif tentang orang, binatang, dan benda. • Siswa membaca semua teks deskriptif tentang orang, binatang, dan benda yang telah terkumpul tsb., secara lebih cermat dengan cara mengidentifikasi dan menyebutkan: - fungsi sosial setiap teks - nama orang, binatang, benda yang	orang, binatang, benda, ketika muncul kesempatan, di dalam dan di luar kelas. • Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan. • Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas. **Penilaian diri:** Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar memahami dan menghasilkan teks deskriptif tentang orang, binatang, benda, termasuk kemudahan dan

		dideskripsikan - sifat orang, binatang, benda yang dideskripsikan - tindakan orang, binatang, benda yang dideskripsikan - kosa kata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan • Secara kolaboratif siswa meniru contoh-contoh yang ada untuk membuat teks deskriptif sangat pendek dan sederhana tentang orang, binatang, dan benda untuk mencapai fungsi sosial yang berbeda-beda, dengan struktur	kesulitannya. **Tes tertulis** Membaca dan menulis teks deskriptif yang menuntut pemahaman dan pemaparan tentang deskripsi orang, binatang, benda. **Portofolio** • Kumpulan karya teks deskriptif sangat pendek dan sederhana tentang orang, binatang, benda yang telah dibuat. • Kumpulan hasil analisis tentang beberapa teks deskriptif tentang orang, binatang, benda. • Lembar soal dan hasil tes		

| | | teks, dan unsur kebahasaan yang sesuai konteks.

Mengasosiasi

- Siswa membandingkan fungsi sosial, struktur teks (termasuk a.l. gagasan utama dan informasi rinci), dan unsur kebahasaan dari beberapa teks deskriptif tentang orang, binatang, benda yang telah dikumpulkan dari berbagai sumber tersebut di atas.

- Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam | | | |
|---|---|---|---|---|---|

		teks deskriptif yang mereka hasilkan. **Mengkomunikasikan** • Siswa membuat beberapa teks deskriptif sangat pendek dan sederhana tentang orang, binatang, benda yang ada dalam kehidupan siswa di rumah, kelas, sekolah, dan sekitarnya dalam bahasa Inggris, dengan struktur teks dan unsur kebahasaan yang sesuai dengan fungsi sosial nyata yang hendak dicapai (membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, dsb). • Siswa berupaya			

		berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. • Siswa membicarakan permasalahan yang dialami dalam membuat teks deskriptif tentang orang, binatang, benda dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.			

THE BLUEPRINT OF READING COMPREHENSION

No	Indicator	Item Numbers		
		Cycle 1		Cycle 2
		Pre-Test	Post-Test	Post-Test
1.	Students can identify the topic of the text	4, 6, 13, 34, 36.	4, 18, 21, 31.	6, 16, 21, 37.
2.	Students can identify the main idea of the text	7, 16, 24, 26,	6, 13, 27, 40.	1, 12, 17, 27, 34.
3.	Students can identify the purpose of the text	1, 11, 19, 21, 30, 31, 38.	1, 9, 15, 16, 23, 30, 34, 37.	4, 9, 14, 25, 29, 35, 40.
4.	Students can scan for spesific information	3, 8, 12, 17, 22, 27, 32, 37.	2, 8, 11, 17, 22, 26, 35, 38.	3, 7, 11, 18, 22, 28, 31, 36.
5.	Students can identify reference of underline word	2, 9, 14, 20, 25, 28, 35, 39.	5, 10, 12, 20, 25, 29, 32, 36.	2, 8, 15, 19, 23, 26, 32, 39.
6.	Students understanding difficult vocabullary	5, 10, 15, 18, 23, 29, 33, 40.	3, 7, 14, 19, 24, 28, 33, 39.	5, 10, 13, 20, 24, 30, 33, 38.
	Total	40	40	40

PRE-TEST DOCUMENTATION

(Image. 1)

(Image 2)

CYCLE I DOCUMENTATION

While Giving Treatment   *Post Test 1*

(Image 3)

(Image 4)

CYCLE II DOCUMENTATION

While Giving Treatment

Post Test II

(Image 5)

(Image 6)

CURICULUM VITAE

Rudi Hartanto, he was born on March 29th, 1998 in Negeri Katon, Marga Tiga, East Lampung. He is the first daughter of happy family of Mr. Tarmuji and Mrs. Sumarni. He lives in Negeri Katon, Marga Tiga, East Lampung.

In 2009, he gratuated from SDN 4 Negeri Katon, Marga Tiga, East Lampung. At the time 2012, he gratuated from SMPN 2 Sekampung, East Lampung. Then he continued his study at SMAN 1 Sekampung, East Lampung and graduated in 2015.

After gratuated from Senior High School, he continued his study as student of S1 English Education Study Program of State Institute for Islamic Studies of Metro (IAIN) Metro.