THE USE OF PQ4R TO IMPROVE STUDENTS’ READING COMPREHENSION

(A Classroom Action Research at the Eleventh Year Students of MAN Salatiga in the Academic Year of 2015/2016)

A GRADUATING PAPER

Submitted to the Board of Examiners as a partial fulfillment of the requirements for the degree of SarjanaPendidikan (S.Pd) English Education Department of Teacher Training and Education Faculty State Institute for Islamic Studies (IAIN) Salatiga

By:
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2016
DECLARATION

In the name of Allah,

Hereby, the writer declares that this graduating paper is written by the writer herself. This paper does not contain any materials which have been published by other people, and it does not cite any other people’s ideas except the information from the references.

This declaration is written by the writer to be understood.

Salatiga, March 24th, 2016

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ATTENTIVE COUNSELOR’S NOTE
Case: Siti Fatimah’s Graduating Paper

Dear,
Dean of Teacher Training and Education Faculty

Assalamu’alaikum Wr. Wb.

After reading and correcting siti fatimah’s graduating paper entitled “THE USE OF PQ4R TO IMPROVE STUDENTS’ READING COMPREHENSION” (A Classroom Action Research at the Eleventh Year Students of MAN Salatiga in the Academic Year of 2015/2016), I have decided and would like to propose that this paper can be accepted by the Teacher Training and Education Faculty. I hope this paper will be examined as soon as possible.

Wassalamu’alaikum Wr. Wb.

Counselor

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A GRADUATING PAPER

"THE USE OF PQ4R TO IMPROVE STUDENTS’ READING COMPREHENSION" (A Classroom Action Research at the Eleventh Year Students of MAN Salatiga in the Academic Year of 2015/2016)

WRITTEN BY:

SITI FATIMAH
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has been brought to the board of examiners of English and Education Department of Teacher Training and Education Faculty at State Institute for Islamic Studies (IAIN) Salatiga September 1st 2016, and hereby considered to complete the requirements for the degree of Sarjana Pendidikan (S.Pd.) in English and Education.

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MOTTO

“Don’t lose the faith, keep praying, keep trying!”

Because

There is no limit of struggling

(Anonymous)
ACKNOWLEDGEMENT

All praises to Allah, the most gracious and merciful. He is the almighty creator in the world, because of Him, the writer is able to finish this graduating paper successfully. All the marvelous guidance in wonderful ways is given to the writer in facing difficulties and uncertainties.

Peace and mercy belong to our prophet Muhammad SAW. May we get his blessing in the Judgment day

However, this graduating paper will not be achieved without support, guidance, encouragement and advice from individuals and institutions. Therefore, the writer would like to express the deepest gratitude to:

1. Dr. Rahmat Hariyadi, M.Pd. as Rector of State Institute for Islamic Studies (IAIN) Salatiga
2. Suwardi, M.Pd. as The Dean of The Teacher Training and Education Faculty
3. Noor Malihah, Ph.D as Head of English Education Department
4. Setia Rini, M.Pd. as my counselor of this graduating paper. Thank you for your guidance and advice
5. Ruwandi, S.Pd., M.A. as father who was given advice to me
6. All of lectures in English Department
7. All of the staff of IAIN Salatiga, who have helped the writer in the processing of thesis administration
8. My beloved husband, A. Kafi who is always patient, motivate and support in everytime

9. My beloved daughter Qurrotul Ainy Ulil Muna who ia always motivate me

10. My beloved parents, Mrs. Siti Khoidah and Mr. Nasri who always giving pray and support me everywhere

11. My dearest young sister, Siti Hartina who always accompany me

12. My beloved parents-in-law too, Mrs. Siti Fatimah and Mr. Asmawi who always pray for me

13. My roommates ELFAROW (Ella, Fatimah, Roisa, Winarsih), thanks for your support, togetherness, and I love you so much

14. The big family in Pondok Pesantren Salafiyah, Pulutan, Salatiga

15. My lovely friends of TBI 2011

16. My friends in CEC, RACANA & BRIGSUS of IAIN Salatiga, IPPNU Semarang Regency and PMII Salatiga

17. The big family of MAN Salatiga, especially the Head Master Drs. H. Sudar, M.Ag, thanks for permitting me to do the research

18. Mrs. Sarinah, S.Pd as english teacher in MAN Salatiga, thanks for your kindness

19. K.H.Abdul Basith, M.Pd and Mr. Munajat, Ph.D as Chief of Pondok Pesantren Salafiyah, Pulutan, Salatiga. Thanks for your motivation and your inspiration
Finally, this research is expected to be able to provide useful knowledge and information to the research. And the writer is pleased to accept more suggestion and contribution from the reader the improvement of the thesis.

Salatiga, March, 24th 2016

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ABSTRACT


This study analyzes the use of PQ4R method to improve students’ reading comprehension at the eleventh year students of MAN Salatiga. The objective of this study are to find out profile and ability whether PQ4R method can improve students’ reading comprehension at the students of MAN Salatiga. The methodology of this study is Classroom Action Research which uses Pre-Test and Post-Test to know students’ score before and after PQ4R implemented. Most students are difficult to understand the structure of the text, find the aim of the text, and sometimes do not to read also do not answer question from the teacher. They need method to guide them in teaching reading text. Data of the two cycles show that T- Test/T₀ is 5.52. It means that T-Test’s score is higher than T-Table; 2.719 (significance level of 0.5%). Almost 97.29% students can pass the standard minimum score of English language (70), and 2.70%. it means that PQ4R method was success.

Keywords: Classroom Action Research, PQ4R method, Reading Comprehension.
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CHAPTER I

INTRODUCTION

This chapter is the introduction for the study. Here will present and discuss about background of the study, statement of the study, the objective of the study, benefits of the study, the definition of key terms, limitation of the study, hypothesis of the study, review of preview study, and graduating paper outline.

A. Background of the Study

Reading is one of the language skills that should be mastered by students. Students of junior and senoir high school should master in reading, because reading is the first step to gain the information. in Dalman et al (1982:22) said that;

“Reading means getting meaning from certain combinations of letter. Teach the child what each letter stands for and he can read”.

Rudolph F. (1955)

Moreover reading is also the main reason of why students learn the language. Therefore, the main goal of teaching reading especially for senior high school students is to teach how to read the books, article, or other texts written in English. Furthermore, the goal of reading is also to find meaning of what they have to read, it also improves critical reading skills, and the answer question based on the reading text. The ability to learn comprehend something from reading materials that learn English as a second language or foreign language needs to be improved in order to enable them to read and give enough time to develop their abilities.
From reading, we can understand kinds of text. Therefore, all students need to study reading. In this case, students need to master in all parts to build the content of a text. It is done purposely to help students acquire the meaning of the difficult words, answering the comprehension question based on the text. According Mulyasa (2006:8) KTSP is acronym of *Kurikulum Tingkat Satuan Pendidikan*, which is developed by unit of education, school/area potential, school/area characteristic, culture society local, and characteristic of students. The eleventh years students of senior high school of MAN Salatiga have to master narrative, spoof and hortatory exposition text. Narrative text is a text which the social function is to entertain or amuse readers with true experience or an imaginary one. This characteristic of the text is marked by conflict and resolution one. Usually, the text starts from identification the title, and then moves on the characteristic until finds the main point and others.

Nowadays, there are many methods that can be used by teachers in the classroom. The thing that should be considered by teachers in choosing the method is matching the problem faced by the students with the goals of the method itself. Unexpectedly, the writer has found a method that is very interesting to be used in the classroom. This method is called “PQ4R”. It stands from Preview, Question, Read, Reflect, Recite,and Review. PQ4R method is one of teaching methods from PAIKEM (*Pembelajaran Aktif Inovatif Kreatif Efektif dan Menyenangkan*), it’s mean that the important learning by process is important to help learners to build connecting
between information (knowledge) with the experience (other knowledge) that have been owned and controlled by the students (Suprijono, 2009: viii).

PQ4R is a method that can be used by English teachers to teach reading for students. In this method, before reading the text directly, the students preview the text firstly by skimming the title and heading of the text, in order to recall their prior knowledge. Then the students need to form predicting questions in order to make them easy to find the ideas in the text and find the answer while they are reading the text completely. Unlike other strategies, this method provides a step where the students need to memorize what they know about the text by summarizing the text and reciting them aloud. Finally, at the end of the class, the students need to make sure that all questions have been answered and the ideas of the text have been memorized.

The main goal of reading is to gain comprehension or ability to find the meaning of what they have read and answer the question based on the reading text. Since students need to comprehend the text, the students need to have a reading technique which aims to improve the students’ comprehension, and we will get from PQ4R method. This method is an individual method for improving reading comprehension. For that reason, we can see that the main purpose of PQ4R is to improve the students’ reading comprehension and it is really suitable to be used in reading activity in the classroom to improve students’ reading comprehension. It also can be said that PQ4R can lead the students’ mind in reading. Beside as we know,
we also want to change the students’ behavior where most of them do not like to read. PQ4R is an individual method which students can do it by themselves, as a writer I hope that this method can change students’ behavior, so that they will keen on reading.

According of Kurikulum Tingkat SatuanPendidikan 2006, for the eleventh year students of Islamic Senior High School “MAN Salatiga” includes reading narrative text. Since reading is the most important skills in teaching English, the writer as a collaborator with teacher in MAN Salatiga pays much attention of the students’ ability toward reading narrative text. Unfortunately, when the writer have interviewed one of MAN Salatigastudent, she said “my English class is an active class, but some of my friends get problems to understand reading comprehension well, because they are still confused to determine inference of guessing meaning of the word. Then, they also fail to understand the structure of the text and theny sometimes do not motivation to read and answer question from the overall text, because they have limited vocabulary. So, that is why they are going to be lazy to read narrative text.

Based on the phenomenon above the writer would like to make a study in MAN Salatiga, especially in reading comprehension. The title is “THE USE OF PQ4R TO IMPROVE STUDENTS’ READING COMPREHENSION”(A CLASSROOM ACTION RESEARCH AT THE ELEVENTH YEAR STUDENTS OF MAN SALATIGA IN THE ACADEMIC YEAR 2015/2016.
B. Statement of the Study

Based on background of the study, the problem of this study can be stated as follows:

1. How is the profile of the eleventh year students of MAN Salatiga in reading comprehension before applying PQ4R method?
2. How is the ability of the students’ comprehension of narrative text by using PQ4R method at the eleventh year students of MAN Salatiga?

C. Objective of the Study

1. To find out the profile of the eleventh year students of MAN Salatiga in reading comprehension before applying PQ4R method.
2. To find out the ability of the students’ comprehension of narrative text by using PQ4R method at the eleventh year students of MAN Salatiga.

D. Benefit of The Study

Since, this study focuses on the use PQ4R method to improve students’ reading comprehension. The result of this study has two aspects, theoretically and practically.

1. Theoretically

This study is used to clarify all problems related to learning reading comprehension especially in English lesson. Teacher helps with current theory and provides them some empirical evidence about teaching, in this study the writer uses “PQ4R method” to overcome other problem in English teaching especially reading of narrative text.
2. Practically

This study is used to provide feedback for the English teacher and also the writer herself to master in English reading comprehension, then to describe students’ reading comprehension after using PQ4R method especially in narrative text.

a. The writer

This study can be used as starting point to improve the writers’ teaching experience and it is aimed to contribute to help the writer to find out the best teaching method reading.

b. The students

This study can increase students’ activities to read and awareness to be responsible on their task in a group through PQ4R method. It means that the students will be more motivated to understand many kinds of text well.

c. The English teachers

This study can gives an objective description to the teacher on how to teach reading to the students through PQ4R method. The purpose is to develop language teaching method and improve the teacher’s quality of Teaching Learning Process (TLP).

d. The institution

The result of this study can contribute to the institution to develop and create English language curriculum which is appropriate with students’ need. Thus, students are able to get the best achievement.
E. Definitions of Key Terms

Avoiding some incorrect interpretation of this study title, the writer wants to clarify and explain the term used.

1. PQ4R is the acronym (Preview, Question, Read, Reflect, Recite, and Review) for a comprehension and study strategy (Slavin: 1994). PQ4R method is an elaboration which can help students to remember what they read, so that the students will gain new information.

2. Improving Students’ reading Comprehension.
   
a. Improve
   
   Improve is become or make better, make good use of something (Oxford Dictionary, 2003: 216). Some theories give the the definitions of improve as the activities to raise a more desirable or more excellent quality or condition or to increase the productivity or value of land or property. (http://www.thefreedictionary.com.)

b. Student

   Student is a person attending an educational institution, for example high school or college; one studying, one devoted to careful and systematic study (Grolier: 972) as quoted in Andarbeni (2010).

   Student is (undergraduate or postgraduate) person who is studying at a college, polytechnic or university; boy or girl attending school; anyone who studies or who is devoted to the acquisition of knowledge (Hornby, 1974: 859).
c. Reading

Reading is the skill or activity of getting information from books or the way in which you understand something (Cambridge advance learners’ dictionary: 2008).

d. Comprehension

Comprehension is the ability to understand completely and be familiar with a situation facts (Cambridge advance learners’ dictionary: 2008).

F. Limitation of the Study

The target of this study is to investigate the students’ activities in learning English by using PQ4R method for the eleventh year students of MAN Salatiga. Furthermore, actually there are several techniques, method, and strategies that can be used in teaching reading comprehension to the students. But in this study, the writer only focuses on the use of “PQ4R method” to improve students’ reading comprehension in comprehending narrative text. The writer focuses on the students activities and the improvement of reading comprehension after PQ4R implemented.

G. Hypothesis of the Study

Based on the background of the study and the statement of the study, the hypothesis of this study stated that PQ4R method can improve students’ reading comprehension at the eleventh year students of MAN Salatiga.

H. Review of Preview Study

The writer takes review of the related researcher from other thesis as principle or comparative in this study. The first previous study is done by
Rodli (2015), he is an English teacher in MAN Mojokerto. Rodli’s article entitled “APPLYING PQ4R STRATEGY FOR TEACHING READING”. In this article, he analyzes effectively of using PQ4R strategy is in addition to help students remember what they read and it is used as an alternative to improve students’ reading comprehension. In his article, he only focus to explain how to apply PQ4R strategy in teaching.

The second review is from Mediana Manalu and Bachtiar. In this article, they analyzed that PQ4R can improve the students’ achievement in reading comprehension of narrative text. They use quantitative and qualitative data through two cycles as technique of data analysis.

The third review is “THE USE OF “PQ4R METHOD” IN IMPROVING THE SEVEN YEAR STUDENTS ABILITY IN COMPREHENDING DESCRIPTIVE TEXT AT SMPN 18 PEKANBARU”. It is written by Wahyuni, a student of Islamic University Riau Pekanbaru in the academic year of 2010. She concludes that by using PQ4R method, it can increase the students’ ability in reading comprehension. She finds significant improvement of students through pre-test, post-test and gives treatment in each cycle.

Meanwhile this study is conducting in order to know the profile of PQ4R method toward students’ reading comprehension in the eleventh year students of MAN Salatiga. This study applies classroom action research. According to Elliot (1991: 24) action research is concerned with social
practice, aimed towards improvement, a cyclical process, pursued by systematic enquiry, a reflective process, determined by the practitioners.

in Andarbeni (2010:9) states that action research is series of reflective spirals consisting of four components, there are planning, acting, observing and reflecting. The cycle moves to new and revised plan with action, observation and further reflection.

I. Graduating Paper Outline.

In this study, the writer would like to discuss some terms in chapter one into chapter five as follows:

Chapter I is introduction. It covers of background of the study which includes the writer’s reason to choose the topic as a graduating paper, statement of the study, the objective of the study, benefits of the study, the definition of key terms, limitation of the study, hypothesis of the study, review of preview study, and graduating paper outline.

Chapter II is theoretical framework. This chapter mentions the theory used by the writer. There are PQ4R method which improves students’ reading comprehension and teaching reading comprehension.

Chapter III is discussion of methodology of the study, the procedure of study, technique of collecting data, and technique of data analysis.

Chapter IV is data analysis which consists of cycle I and cycle II, Each cycle consist of two meetings. At the end of each cycle, the writer gives test to measure students’ reading comprehension.
In chapter V the writer gives the summarize of the graduating paper it includes conclusion and suggestion.
CHAPTER II
THEORITICAL FARMWORK

This chapter is the review of the relate of study theories. This chapter describes theories relevant toward the study, theory of the description, they are: The nature of reading, reading comprehension, model of reading process, purpose of reading, strategies for teaching reading comprehension, definition of PQ4R method, procedures of PQ4R method, PQ4R method in teaching reading.

A. The Nature 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, with reading the students will gain knowledge and wide insight. By reading also the students will be able to communication with other people through written.

Many experts define reading with different meaning. According Braunger and Lewis (2001:4) as quoted in Rodli jurnal (2015), reading is a complex and purposeful socio-cultural, cognitive, and linguistic process in which readers simultaneously use their knowledge of spoken and written language, their knowledge of the topic of the text, and their knowledge of their culture to construct meaning with text.

Beene and Kopple (1991) reading is the process of finding the meaning in written characters or symbols and of interpreting and analyzing texts.
Dalman (1982:22) point out that reading is a verbal process interrelated with thinking and with all other communication abilities such as listening, speaking, and writing. Specifically, reading is the process of reconstructing from the printed patterns on the page of the idea and information intended by the author.

While, according to Nunan (2001:33): “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 comprehension and understand the contents of the text that students read. Therefore, the students are also expected to be able to understand that reading material provided by the teacher can be controlled properly.

Based on the statement above reading is one of language skill that demand people so that can mastered to read and understand of the text or material. Reading also has purpose is comprehension text, because if people don’t have reading skill is good so the people can’t extend information to other people.

B. Reading Comprehension

Reading is the process of recognizing, interpreting, and perceiving the written or printed material. It is also as ability to comprehend, not simply to recognize, letters, forms, and symbols.

Comprehension is very important in reading because with comprehension the students can know meaning of the text that they read.
Comprehension is understanding what has been read. Reading comprehension is thus much more decoding.

Reading comprehension results when the reader knows which skills and strategies are appropriate for the type of text, and understands how to apply them to accomplish the reading purpose. Reading may prove to be almost useless without comprehension. According to Mahmoud (1992:102-103) there are three levels of reading comprehension:

a. Literal reading is the ability to follow directions and understand exact words, meanings, and character.

b. Aesthetic reading is the ability to appreciate artistically the style and overall quality of what is being read.

c. Critical reading consist of making factual distinctions between common ideas, facts, and opinion.

The writer can conclude that total comprehension requires reading at all of the above levels. Thus, to comprehend a chapter in a textbook well, one must have ability to read at all levels.

C. Model of Reading Process

To understand the content of a particular text, one must go though a process. Understanding what happens from the moment our eye meet the page to the “click of comprehension” (Samuels & Kamil, 1984:185) in Nunan (2003: 70-71). The models can be devided into three categories: bottom-up models, top-down models, and interactive models.
1. Bottom-up models

This model typically consists of lower-level reading process. Students start with the fundamental basics of letter and sound recognition, word recognition, identification of grammatical structures, sentences and longer text. And finally meaning is the order in achieving comprehension. In the bottom-up approach, all reading material is carefully reviewed so that the students are not exposed to vocabulary that is too difficult or that contains sounds that they have not yet been introduced to.

2. Top-down models

This model begins with the idea that comprehension resides in the reader. The reader uses the background knowledge, makes predictions, and searches the text to confirm or reject the prediction that are made. In the top-down approach, the teacher should focus on meaning generating activities rather than on mastery of word recognition.

3. Interactive models

This model is accepted as the most comprehensive description of the reading process. This type combines the elements of bottom-up and top-down models. In interactive approach to reading would include aspects of both intensive and extensive reading.

D. 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 knowledge, skills, and strategies to determine what that meaning. Reading is an activity with a purpose.

Mahmoud (1992: 103) stated that there are five main purpose for comprehensive of reading, as follows:

a) Reading for Specific Information
b) Reading for Application
c) Reading for Pleasure and Entertainment
d) Reading for Ideas
e) Reading for Understanding

Based on the statement above the general purpose of reading to gain information or verify existing knowledge or in other hand the purpose of reading also determines the appropriate approach to reading comprehension. So, reading comprehension for students also has purpose itself especially in comprehending the text. According Wahyuni (2010), there are several features of comprehension that students need to know, they are as follow:

a. Mind Idea (topic)
b. Expression/Idiom/Phrases in context
c. Inference (Implied detail)
d. Grammatical features
e. Detail (Skimming and Scanning for specifically stated detailed)
f. Excluding fact not written (Unstated detail)/Exception
g. Supporting Idea(s)

h. Vocabulary in context

Then, the students also need to know the components contained in reading text, according to King and Stanley (1998) in Wahyuni (2010) they are:

a. Finding Factual Information

Finding factual information requires readers to scan specific details. One of all types is through making questions to find factual information such as reason, purpose, result, comparison, means identify, time and amount in which most of the answer can be found in the text. The question usually appear with 5W+H question.

b. Finding Main Idea

Finding main idea of paragraph consisting of many sentences and selects the idea not only in the beginning of paragraph but also in the middle and at the end of paragraph.

c. Finding the Meaning of Vocabulary

It can be done by guessing it in the context or open dictionary to be sure that vocabulary meaning is correct and appropriate with the word origin or basic meaning, then it can understand position of structure and function word in context.
d. Identifying Reference

In order to avoid repeated words or phrases, the author used reference words and being able to identify the word of phrases to which they refer will help the reader understand the reading passage.

e. Making Inference

Inference is skill where the reader has to be able to read between line to draw logical and make accurate prediction.

By the explanation above, it can be conclude that reading comprehension is a process where readers try to reconstruct message encode in graphic language delivered by the writer.

E. Strategies for Teaching Reading Comprehension

There are some strategies for teaching reading comprehension, they are: identify the purpose in reading, use grammar rules and patterns to aid in bottom-up decoding (especially for beginning level learners), Use efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced levels), skim the text for main ideas, scan the text for specific information, use semantic mapping or clustering, guess when you aren’t certain, analyze vocabulary, distinguish between literal and implied meanings, capitalize on discourse markers to process relationships (Brown, 2001:292).

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. It means that in learning reading comprehension need strategy to help students so that the students able understanding and remember of the material that explained by teacher.

The research suggest an active comprehension before, during and after reading. Before reading the students may define their goals for reading and consider what they already to know about the title, topic sentence, mind idea, and structure of the text. During reading they make connection among main ideas, each purpose of paragraph and try to resolve any comprehension difficulties that arise. After reading, they may re-read it, skim the passage and summarize it, or take a note.

A good reader according Junanto (2014:14) often continue to reflect on the meaning of the text long after they have read it and a good reader use a strategies flexibly depending on the type of text they are reading and the purpose of read it.

There are many strategies for reading comprehension one of all is according the National Reading Panel (2000) in Slavin (2006:30) examined 16 chategories of comprehension instruction including: {1} Comprehension Monitoring, {2} Cooperative Learning, {3} curriculum incorporates the teaching of comprehension strategies, {4} graphic organizer use, {5} listening actively in read aloud situation, {6} using mental imagery, {7} utilizing system of memories, {8} use of multiple strategies, {9} activating prior knowledge, {10} use of psycholinguistics, {11} question answering, {12} question generation, {13} attention to story structure, {14}
summarization, \{15\} teacher preparation that focuses on teaching comprehension strategies, and \{16\} utilizing vocabulary comprehension relationships. However, these 16 categories, 8 appeared to have a firm scientific basis for effective use in classroom instruction. They were: 1) comprehension monitoring, 2) cooperative learning, 3) graphic organizer use, 4) question answering, 5) question generating, 6) attention to story structure, 7) summarization, and 8) use of multiple strategies.

From many strategy above, the teacher could choose good strategy to be used in teaching and learning process. The students or readers need a good strategy to improve their reading ability.

F. Evaluation of Reading

According to Orstein and Hunskins (2009), Evaluation is a process that we carry out to obtain data to determine whether to make changes, to make modifications, eliminations, and or accept something in the curriculum in Fuaida (2012). In the other hand, Evaluation is the process of analysing, reflecting upon, and summarising assessment information, and making judgements and or decisions based on the information collected.([http://www.ed.gov.nl.ca/edu/k12/curriculum/guides/english/primary/studentaccess.pdf](http://www.ed.gov.nl.ca/edu/k12/curriculum/guides/english/primary/studentaccess.pdf))

Foundation for the Atlantic Canada English Language Arts Curriculum defined assessment and evaluation as a follow:

“Assessment and evaluation are essential components of teaching and learning in English language arts. Without an effective evaluation program it is impossible to know whether students have learned, whether teaching has been effective, or how best to address student learning needs. The quality of the assessment and evaluation in the educational
process has a profound and well-established link to student performance. Research consistently shows that regular monitoring and feedback are essential to improving student learning. What is assessed and evaluated, how it is assessed and evaluated, and how results are communicated results send clear messages to students and others about what is really valued what is worth learning, how it should be learned, what elements of quality are most important, and how well students are expected to perform.”

(http://www.ed.gov.nl.ca/edu/k12/curriculumguides/englishprimarystudentaccess.pdf)

From the statement above, it as clearly explained that assessment and evaluation are needed to know how far the students have learned, is the teaching and learning process has been effective or how to convey the students needs in a best way. In other word, assessment and evaluation are ann important things in teaching and learning. The teacher can find which is wrong or not appropriate with the students’ needs, so the teacher can fix it or make it better in the future.

According to Alderson (2000) in Andarbeni (2010) It should be understand that there is no one ‘ best method’ for testing reading. No single test method can fullfil all the varied purposes for which we might test. In Brown (2004: 67-68) He stated that the description of IELTS Test of Academic Reading Illustrates the range of techniques that are now being employed in the testing of reading.

A variety of questions are used, chosen from the following types:
1. Multiple-choice
2. Short answer questions
3. Sentence Completion
4. Notes/Summary/Diagram/Flow Chart/Table completion
5. Choosing from a heading bank for identified paragraph/sections of the text.
6. Identifications of writer’s view/attitudes/claims/yes/no/not given
7. Classification
8. Matching Lists

Multiple choice questions used to be by far the commonest way for assessing reading. According to Brown (2004: 67) there are two principles that stand out in support of multiple-choice formats, of course, practicality and reliability, with their predetermined correct responses and time saving scoring procedures. Multiple-choice offer overworked teachers the tempting possibility of an easy and consistent process of scoring and grading.

### Table 2.1. Scoring Rubric

<table>
<thead>
<tr>
<th>No.</th>
<th>Aspects</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The answer is correct, the sentence constructed in good grammar and appropriate vocabulary.</td>
<td>4</td>
</tr>
<tr>
<td>2.</td>
<td>The answer is correct, the sentence is constructed by making a little mistake in grammar but it does not influence the meaning.</td>
<td>3</td>
</tr>
<tr>
<td>3.</td>
<td>The answer is correct, the sentence is constructed by making a little mistake in both grammar and vocabulary but they do not influence the meaning.</td>
<td>2</td>
</tr>
<tr>
<td>4.</td>
<td>The answer is correct, the sentence is constructed by making a little mistakes both grammar and vocabulary but they influence the meaning.</td>
<td>1</td>
</tr>
<tr>
<td>5.</td>
<td>The answer is wrong.</td>
<td>0</td>
</tr>
</tbody>
</table>

G. Definition of PQ4R Method

There are many method of language teaching that may be selected for teaching reading comprehension. One of the method is appropriate to improve reading comprehension is PQ4R method. PQ4R is a learning
method that a part of cooperative learning which the aimed to improve the aimed to improve comprehend and remember of the material.

One of the best-known study techniques for helping students understand and remember what they read is called the PQ4R method. PQ4R is a variation of SQ3R; the acronym represents six cognitive stages: preview, question, read, reflect, recite and review. These systems provide a strategy for students to approach, organize, read, consider, and remember information (Allen, 2008: 25). PQ4R is one of the most successful strategies for remembering textbook material.

The basis for study technique 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 process in class with reading activities.

1) The Procedures 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 used PQ4R method. There are six main procedures of using PQ4R method in teaching reading: preview, question, read, reflect, recite, and review. Slavin (1994) in Allen (2008)
explained that there are steps of PQ4R method for students using, as follows:

1. Preview
   Preview the text by looking at the title, visuals, headings, subheadings.
   Look at the how material is organized and get a general idea of the content.

2. Question
   From some questions you have about the content based on the information you gained during your preview. Use headings to invent question using the 5W+H words: who, what, why, where.

3. Read
   Read the material and try to answer the question you generated prior to reading.

4. Reflect
   Reflect on the material. Try to understand and make meaningful the presented information. Think about what you just read by making connections and applying the information.

5. Recite
   Practice remembering the information by starting points out loud and asking and answering question.
6. Review

In the final step, actively review the material, focusing on asking yourself questions, re–read the material only when you are not sure of the answers.

Based on the explained above that by PQ4R method can use to improve students’ reading comprehension and help the students to remember of the material in learning process.

2) PQ4R Method in Teaching Reading

A model of PQ4R for teaching reading can be develop into pre, while, and post reading activities.

Tabel 2.2 Model of Teaching Reading Using PQ4R Method

<table>
<thead>
<tr>
<th>Reading Stage</th>
<th>Teacher’s Activity</th>
<th>Student’s Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Explorasi</strong> Activating students’ prior knowledge</td>
<td>1. Introducing the theme. 2. Showing topic-related picture slide to students. 3. Asking students about the picture. 4. Connecting the pictures to students’ real life by asking some question to the students 5. Introducing the instructional objectives.</td>
<td>1. Attentively listening to the theme mentioned. 2. Paying attention to the pictures shown. 3. Answering the teacher’s question about the picture. 4. Responding to the teacher’s question. 5. Paying attention to the instructional objectives stated by the teacher.</td>
</tr>
<tr>
<td><strong>Preview Step</strong></td>
<td>1. Distributing the text to the students and ask them to survey the reading assignment by the skimming the text for an</td>
<td>1. Reading the text to find out the main ideas. 2. Focus on the heading of the text.</td>
</tr>
<tr>
<td>Overview of main idea.</td>
<td>2. Asking the students to look at heading and picture to try to identify what they will be reading about.</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td><strong>Question Step</strong> 1. Asking the students to make a list of questions they expect to be answered in the reading. Use heading to ask questions. 2. Giving time to the students to consider their question, and let each student have an opportunity to write their question on their books.</td>
<td>Making prediction about the text by looking at the heading and picture and writing a list of questions they expect to be answered.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Elaborasi</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Read Step</strong> 1. Asking the students to read the text. 2. Asking the students to look for the answer to the previously formulated questions.</td>
<td>1. Reading silently the text. 2. Finding the answer of the questions which they expect to be answered.</td>
</tr>
<tr>
<td><strong>Reflect Step</strong> 1. Asking the students to reflect what they have just read. 2. Asking the students to write the unexpected ideas.</td>
<td>1. Students reflect what they have just read 2. Writing unexpected ideas.</td>
</tr>
<tr>
<td><strong>Recite Step</strong> 1. Asking the students’ to think about the material and discuss in pairs with their friends or write down the main points they learned. 2. Asking the students to explain it aloud or recite</td>
<td>1. Discussing in pairs. 2. Reading aloud their notes.</td>
</tr>
</tbody>
</table>
their notes aloud to their friends.

**Konfirmasi**

- **Review**
  1. Asking the students to reread to verify about their recite answer is correct and make sure they have main points of the text.
  2. Asking the students to answer these questions’ to check their understanding of the text.
  3. Closing the meeting.

1. Checking their answers.
2. Answering the questions

---

**H. Theoretical Framework**

The PQ4R method is the stock of knowledge of building reading active that was purpose by Suprijono 2011. According Slavin 1994 in Allen 2008, this method enhances learners’ ability to think deeply about content. Before reading, students actively preview the material and from this generate question they have about content. Thus, they establish their own purposes for reading, which leads to higher levels of comprehension. As they look for answers to their question during reading. By PQ4R helps them focus and monitor their reading. This strategy equips students to move into college setting where they will encounter large volumes of reading and information.

PQ4R method could be combined or modified with another strategy. PQ4R method will help the students to find the main idea as they have to
tool’s general application is recognizing, connecting, applying, and remembering information so focus on the long-term memories ideas.

The writer hope, by PQ4R method, the students did not have the difficulties in understanding or comprehending the text again.
CHAPTER III
METHODOLOGY OF THE STUDY

This chapter is method of the study. Here would be explained about methodology of the study which is consist of type of the study, technique of collecting data, study instrument, evaluation criteria, and the technique of analysing data, and also design of the study, the setting of the study.

A. Method of The Study

Method of the study is the way used by the writer to collect data, analyze data and make a conclusion from the data which has collected. Sutrisno hadi (1981:221) stated that “research methodology is a scientific method to collect data with a goal and certain application”.

This study uses the Classroom Action Research (CAR) which applies PQ4R method in teaching reading. According Fuaida (2012), “classroom research is an act undertaken by teachers, to enhance their own or a colleague’s teaching, to test the assumptions of educational theory in practice, or as a means of evaluating and implementing whole school priorities”.

In other way, Stephen Kemmis from Deakin University and Wilf Carr from University College of North Wales in Darmawan (2013:247) that Action research is:
“Self-reflective enquiry’ undertaken by participants (teacher, students, or headmaster) in order to social situation (including school education) to improve the rationality and justice; a. their own social or educational practices; b. as well as their understanding of these practices and c. the situations in which these practices are carried out.”


In accordance to Arikunto (2006: 16), there are four steps to do classroom action research. They are planning, acting, observing, and reflecting. The researcher choose CAR because the researcher finds the problem in learning process, low of students’ reading comprehension, so that this problem must be solved soon by using appropriate learning strategy through classroom action research.

Kemmis has developed a simple model of the cyclical nature of the typical action research process (Figure 1). Each cycle has four steps: planning, acting, observing, and reflecting.

(http://www.web.net/~robrien/papers/arfinal.html)
Figure 3.1: Action Research Process

a. Planning

The activities in the planning are:

1) Preparing material, making lesson-plan, designing the steps in doing the action.

2) Preparing list of the students’ name and scoring

3) Preparing teaching-aids

4) Preparing sheets for classroom observation (to know the situation of teaching-learning process when the method or technique or mode is applied).
5) Preparing test (pre-test-post-test, to know whether students’ improving reading comprehension or not).

b. Acting

1) Giving pre-test
2) Teaching reading comprehension by PQ4R method
3) Giving occasion to the students to ask any difficulties or problems
4) Asking the students some question orally and students have to answer about the theme orally
5) Giving post-test

c. Observing

Observation is the session in which the writer collects the data which relates to the application of PQ4R method in solving problem as scientific method, observation can be systematically used to observe and note the phenomena investigated like students’ thinking, doing, feeling, and something they do in teaching learning process.

d. Reflecting

In this session, the result of observation and evaluation steps is collecting and analyzing. Then, the writer finds out the solution in the first cycle will be repaired in the next cycle.
B. Setting of the Study

1. The Place of the Study

This study concluded conduct at the eleventh year students of MANSalatiga. It was located on Jl. KH.Wahid Hasyim No. 12 Telp. (0298) 323031 Sidorejo, Salatiga 50714 Provinsi Jawa Tengah.

2. Subject of the Study

The participants of this study is the eleventh year students of MANSalatiga in the second semester. There are ten classes in the eleventh year students of MAN Salatiga which consist of four science’s classes, four social’s classes, a language’s class, and the last is a religy’s class. But the writer chooses only one class in doing this research, it is XI IPS 2. There are 37 students which consist of 18 male and 19 female.

Table 3.1 Subject of the Study

<table>
<thead>
<tr>
<th>No.</th>
<th>NAME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>AHMAD FAUZI</td>
</tr>
<tr>
<td>2.</td>
<td>ANGGA KURNIA PUTRA</td>
</tr>
<tr>
<td>3.</td>
<td>ANIS LUTFIYAH</td>
</tr>
<tr>
<td>4.</td>
<td>ARIFA HIMAWATI</td>
</tr>
<tr>
<td>5.</td>
<td>ASRORUL MUIN</td>
</tr>
<tr>
<td>6.</td>
<td>ASYIFAUL NASIYAH</td>
</tr>
<tr>
<td>7.</td>
<td>DANDI EKEL RISALDO</td>
</tr>
<tr>
<td>8.</td>
<td>IBNU HASAN ARROSID</td>
</tr>
<tr>
<td>9.</td>
<td>IDRUS AL FIKRI</td>
</tr>
<tr>
<td></td>
<td>Name</td>
</tr>
<tr>
<td>---</td>
<td>----------------------------</td>
</tr>
<tr>
<td>10.</td>
<td>ISLAM ENY RAHAYU</td>
</tr>
<tr>
<td>11.</td>
<td>KUSUMA ALIF NURHAYATI</td>
</tr>
<tr>
<td>12.</td>
<td>M.SAPTO AJI</td>
</tr>
<tr>
<td>13.</td>
<td>MARATUL QANITAH</td>
</tr>
<tr>
<td>14.</td>
<td>MOCH ICHSAN MAARIF</td>
</tr>
<tr>
<td>15.</td>
<td>M.TAUFIQ HIDAYATI</td>
</tr>
<tr>
<td>16.</td>
<td>M.SOFIUL ANWAR</td>
</tr>
<tr>
<td>17.</td>
<td>M.THORIQ VASLUKI</td>
</tr>
<tr>
<td>18.</td>
<td>NANDA RIDHO BILLAH</td>
</tr>
<tr>
<td>19.</td>
<td>R.BAMBANG BANGUN SETYA ASMARA</td>
</tr>
<tr>
<td>20.</td>
<td>RAHMA SYARITA</td>
</tr>
<tr>
<td>21.</td>
<td>RATNA DWI SAFITRI</td>
</tr>
<tr>
<td>22.</td>
<td>RIYA EVIYANTI</td>
</tr>
<tr>
<td>23.</td>
<td>RIZAL SAEFUL UMAM</td>
</tr>
<tr>
<td>24.</td>
<td>RIZKI DEWI UTAMI</td>
</tr>
<tr>
<td>25.</td>
<td>RAUDHATUS SYARIFAH</td>
</tr>
<tr>
<td>26.</td>
<td>SARRA ALYA ABIDA</td>
</tr>
<tr>
<td>27.</td>
<td>SITI NUR AZIZAH</td>
</tr>
<tr>
<td>28.</td>
<td>SITI NURDIYANAH</td>
</tr>
<tr>
<td>29.</td>
<td>SITI NURIYAH</td>
</tr>
<tr>
<td>30.</td>
<td>TANDU NIRFAN NATA</td>
</tr>
<tr>
<td>31.</td>
<td>ULFI INDANA</td>
</tr>
<tr>
<td>32.</td>
<td>UTARI NURLITA</td>
</tr>
<tr>
<td>33.</td>
<td>YUNIAR ARIFFIANTI</td>
</tr>
<tr>
<td>34.</td>
<td>YURIKA SABILA</td>
</tr>
<tr>
<td>35.</td>
<td>FERDIYANTO</td>
</tr>
</tbody>
</table>
The students’ condition in the academic year of 2015/2016 can be shown in the table below:

Table 3.2 MAN Salatiga’s Students of The Academic Year of 2015/2016

<table>
<thead>
<tr>
<th>No.</th>
<th>Class</th>
<th>Number of Classes</th>
<th>Male</th>
<th>Female</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>X</td>
<td>11</td>
<td>126</td>
<td>299</td>
<td>425</td>
</tr>
<tr>
<td>2</td>
<td>XI</td>
<td>10</td>
<td>114</td>
<td>241</td>
<td>355</td>
</tr>
<tr>
<td>3</td>
<td>XII</td>
<td>10</td>
<td>119</td>
<td>201</td>
<td>320</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>31</td>
<td>359</td>
<td>741</td>
<td>1100</td>
</tr>
</tbody>
</table>

3. The Standard of Successful Action

The level of achievement of each student in this study is $\geq 70$. It is based on the minimum standard of achievement (KKM) of English subject in MAN Salatiga. The writer will not continue the next cycle (cycle II) if the standard score has reached in cycle I.

C. Technique of Collecting Data

In this study, several procedures will be used in order to get the empirical data required. The research will conduct in two ways, here as follows:
a. Observation

This method will be used to observe the teaching learning process and the students’ profile during teaching and learning process or students observation sheet. It analyzed the matter of learning process, it is aimed analyzes to find the essential problem. Regarding with the writer’s explanation above that there are many complexities in reading comprehension. So, the writer observes how far the students can figure out the text after reading.

There are five aspects which can measure of the clear description of this observation. They are:

a. Student’s attention on the teacher’s explanation
b. Students’ activeness in asking question
c. Students’ activeness in responding question
d. Students’ enthusiasm in doing test.

b. Test Question

1. First conducted before getting data, the writer uses pre-test and post-test which have two instruments as follows:

a) Multiple Choice

The instrument of this research is writing production test. There are 40 items of questions of multiple choice. It is all about narrative text. The students have to answer the whole questions correctly. The maximum point for this test is 80.
b) Fill-in

The second instrument of this study is a fill-in. It is giving to measure the students’ ability in fill-in the blank of narrative text before and after teaching by the PQ4R method. There are ten items of this instrument, maximum score of each items is 2 and the total point of this essay is 20.

c. Documentation

In order to collecting documentation data, the writer tooks:

1. Photograph evidence.
   According to Elliot (1991: 78) Photograph can capture the visual aspects of a situation.

2. Documents.
   The relevant documents can be including: syllabuses, school’s report, test sheet, sample of students written work.

D. Evaluation Criteria

1. Pre-test and Post-test.
   a. Multiple choice, there are 40 items and each item is scored 1, the total score is 40 and it is multiplied by 2. The result is 80.
   b. Fill-in, it is fill in the blank direction. Every correct answer was score 2 and the total point of this instrument is 20.

The total score of multiple choice and fill-in test is 100. And the criteria of this result will be presented as follows:
Table. 3.5

Evaluation Criteria

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>90-100</td>
</tr>
<tr>
<td>Very Good</td>
<td>80-89</td>
</tr>
<tr>
<td>Good</td>
<td>70-79</td>
</tr>
<tr>
<td>Good Enough</td>
<td>50-69</td>
</tr>
<tr>
<td>Poor</td>
<td>(\leq 49)</td>
</tr>
</tbody>
</table>

Adapted from English Instructional Evaluation 1 by Ida Isnawati (2012).

E. Technique of Data Analysis

The technique of analysing data of this study is quantitative technique. That quantitative techniques summarizes data using numbers. Hypotheses and methods of data collection are created before the research begins. This technique is used to know the students’ of reading comprehension in each cycle.

According to Hadi (1981: 246) the formula are:

a. MEAN is average from divisions between total of scoring and total number of students.

\[
M = \frac{\Sigma fx}{N}
\]

Where:

\(\Sigma fx = \) total of scoring

\(N = \) total number of students
b. SD (Standard deviation)

The writer will calculate SD, with formula as follows:

\[ SD = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2} \]

Where:

- SD = standard deviation for one sample t-test
- D = difference between pre-test and post-test
- N = Number of observations in sample

c. T-test

After calculating the SD, the writer will calculate T-test to know the significant differences between pre-test and post-test.

With the formula as follow:

\[ t_o = \frac{\left(\frac{\sum D}{N}\right)}{\left(\frac{SDD}{\sqrt{N-1}}\right)} \]

Where:

- \( t_o \) = T-test for the differences of pre-test and post test
- SD = Standard deviation for one sample T-test
- D = Difference between pre-test and post-test
- N = Number of observation in sample
CHAPTER IV
DATA ANALYSIS

This chapter focuses on analyzing the collected data. The writer gives the details of the findings. This chapter is likely the main discussion of the study conducted. It displays the finding of the collecting data since in the beginning until the end of the study. The findings consist of result of the cycle 1 and cycle 2. The two cycles are treatment of the implementation of PQ4R method in reading comprehension narrative text.

A. Research Finding

In this study, the writer as a observer and learning process observed by her partner Annilta Manzila A. sixth semester. The collaborator in teaching English was Mrs. Sarinah, S.Pd. The writer arranged two cycle, each cycle consist of planning, action, observing, and reflection. The whole steps of this study are explained in the description below:

1. Cycle I
   a. Planning

   Before conducted the study, the writer prepared the instruments of the study, they are as follows:

   1) Lesson plan

   In order to control the teaching learning process, the observer used the lesson plan as guidance for the teacher's activity in the class.
2) Material

In the first cycle, the observer used theme about “narrative text”.

The observer used narrative text because the text is very easy to implement with PQ4R method. She used several books as a resource and looking for the material in the internet.

3) Teaching aid

The observer prepared some instrument, such as: blank paper, rubrics, and board marker.

4) Sheet for classroom observation

Sheet for classroom observation was prepared in order to know the condition of teaching learning process.

5) Test (pre-test and post-test)

Pre-test was a test that was given to the students before the teaching learning process. Meanwhile, post-test was a test that was given to the students after teaching learning process was conducted. The test was the teacher asked to students to answer some questions about narrative text.

b. The implementation of the action

The observer and collaborator did study on Saturday 13th February 2016 in XI.IPS.2 class. The condition of class was too crowded but the teacher could handle it. The students of XI.IPS.2 are very different with other class. They were more active and the class often crowded. This was a challenge for teacher to face this situation.
Before the teacher started lesson, they usually recite “asmaul husna” together with all students. Then, teacher open class as soon as possible and giving time for observer to introduced herself and giving know about the aim of doing this research in their class (XI IPS 2).

In the first meeting, it was followed by 37 students in the class. Teacher opened class with Salam (“Assalamu’alaikum wr.wb.”) and greeting for students. Then, teacher checked the students’ present. Because all of students have present in the class. Teacher was giving apretiation for all students with applause to icreasing their motivation in english learning. Teacher asked students to open their book (*it has purpose to prepare students received the material*) and teacher asked the students to keep silent “do not talk by yourself”.

As opening, teacher asked the students to guessing the meaning of some words such as “the purpose of lesson”. teacher gave five questios for students as challenge, the question are all of something have related with narrative. Fisrt question is what is narrative text? Second question is what is the purpose of narrative text? Then, what is the generic structure of narrative text? Did you know kind of narrative? and the last is who can give example of narrative?. all of question were answered together by the eleventh years students of MAN Salatiga.

Because students have focused, teacher continued lesson through power-point media to explain the material about narrative
text deeply. Then the students were asked by teacher to read it one-by-one. It started from some picture, then definition about narrative text *(Narrative is a piece of writing that tells a story. The story can be imaginary or based on a real incident)*, function or purpose of narrative text, kind of narrative text, some example of narrative text, then guessing meaning of some difficult words.

After teacher have finished to explain the material about narrative text. Teacher gave monolog narrative text with the name’s students as the character in story. After finished telling story, teacher asked the students to guessing title of the story, how many character of the story, the purpose of the story and the generic structure of the story (that question as feedback from learning activities). Then teacher asked the students, any problems? But students just said “NO”. Because time is up, before teacher closing the lesson. Teacher gave some texts as homework for students.

On Monday, February 15th, 2016 the observer and the teacher entered the class, but all of the students did not ready yet to do learning process, because some of them followed OSIS and PASKIBRAKA. Only 28 students in class, but its no problem to continued the lesson. The situation in the class very crowded and it’s not conducive. Teacher asked the students to remember about their homework. Did they read the text in their home last night? Then teacher gave instruction to the students. Teacher divided students into
6 groups and teacher informed students that they would apply the text with PQ4R method. Then teacher explained meaning of acronym PQ4R (Preview, Question, Read, Reflect, Recite and review) method one-by-one.

After the students got information about PQ4R, teacher asked them to apply P (Preview) and Q (Question) in the text firstly. Then they found many question from the text which the text titled “Cinderella”. The teacher gave them fifteen minutes to work it.

After finish it, teacher ask students as volunteer to doing 1st presentation., but there is no students brave to doing it. So, the teacher call one name. Teacher just call tree name’s of the students, only one students did presentation, time is up. The teacher close the class as soon and continued presentation next meeting.

c. Observation

In the first cycle, in the first meeting students looked enthusiastic to follow teaching learning process, but in the second meeting students didn’t look enthusiastic because some of their friends follow extra-school (OSIS and PASKIBRAKA). The using of PQ4R method led the students to be active in the class and it could be interest the students because using a picture and familiar of short story in narrative text. When students told in front of class, some of students have high confidences although their pronunciation is not well and they lack of vocabulary. They look enthusiastic to tell in front of class
although they didn’t tell story completely. A few of them felt shy and afraid if they would do mistake.

d. Reflection

Based on the observation of the cycle 1, the observer had to reflect the weakness that happened in the learning process to maximize the students’ reading comprehension.

1) The teacher has to motivate the students to always practice to reading in English

2) The teacher has to organize more than the time in order to in the next meeting the process teaching and learning be better.

Furthermore, to know there is a significant improvement in reading comprehension, the observer analyzes by using \( t \)-test calculating from the result of pre-test and post-test. Before analyze \( t \)-test, the observer will show the data presentation of pre-test and post-test.

e. Score of Pre-test and Post-test Cycle I

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<td>72.16</td>
<td>50</td>
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</tr>
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</table>

1) Mean of Pre-test cycle I

\[ M = \frac{\sum X}{N} \]

\[ = \frac{1738}{37} \]

\[ = 46.97 \]
2) Mean of Post-test cycle I

\[ M = \frac{\sum X}{N} \]

\[ = \frac{2670}{37} \]

\[ = 72.16 \]

a) Mean of pre-test = 46.97

b) Mean of post-test = 72.16

c) Mean of pre-test ≤ than mean of post-test

d) There is an improvement of reading comprehension by using PQ4R method in comprehending narrative text between pre-test I (before the treatment) and post-test I (after treatment).

3) Calculated of SD (Standard Deviation)

\[ SD = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2} \]

\[ = \sqrt{\frac{26316}{37} - \left(\frac{942}{37}\right)^2} \]

\[ = \sqrt{711.24 - (25.45)^2} \]

\[ = \sqrt{820.54 - 648.18} \]

\[ = \sqrt{172.36} \]

\[ = 13.12 \]

The result of the standard deviation is 13.12
4) Calculated T- Test

After calculating the SD, to know the result of the result. The writer continued calculating the t-test. The formula is as follow:

\[
T_o = \frac{\left( \frac{\sum D}{N} \right)}{\left( \frac{SD_D}{\sqrt{N-1}} \right)}
\]

\[
= \frac{\left( \frac{942}{37} \right)}{\left( \frac{13.12}{\sqrt{37-1}} \right)}
\]

\[
= \frac{\left( \frac{942}{37} \right)}{\left( \frac{13.12}{\sqrt{36}} \right)}
\]

\[
= \frac{25.45}{6}
\]

\[
= \frac{25.45}{2.18}
\]

\[
= 11.67
\]

The result of t-table is 11.67

5) Calculating the df

\[
df= n-1
\]

\[
df= 37-1
\]

\[
df= 36
\]

6) Consult with t-table

With df= 36, the t-table score is 2.719 with a significance level of 0.5%.
7) Comparing T-test and T-table

From the result calculation above, the t-test score is 11.67 and the t-table is 2.719. Because the t-test is higher than t-table score, \( 11.67 \geq 2.719 \). Then, the alternative Hypothesis (Ha) is accepted and the null Hypothesis (Ho) was rejected. It means that there is a significant difference from the students’ reading comprehension before and after being taught by PQ4R method.

8) Percentages scores:

\[ P = \frac{F}{N} \times 100\% \]

For scores < 70:

\[ = \frac{15}{37} \times 100\% = 40.54\% \]

For scores \( \geq 70 \):

\[ = \frac{22}{37} \times 100\% = 59.45\% \]

Based on the result of the percentages above, that score’s students < 70 there are 15 students and score’s students \( \geq 70 \) or 22 students can reach the standard minimum score. It means that target of the observer have reach in cycle I. Target of the observer in cycle I is 50% or half of the students can improve reading narrative text, in cycle I was 59.45% students or 22 students can rech it. So, in cycle I target of score students were sucess. Then, the observer would continue in next cycle with icreasing target, it is 90% students or all of students can reach it.
2. Cycle II

Based on the result of cycle I, percentage of <70 there are 15 students haven not reach yet the minimum score. So, it is necessary for the teacher to continue the next cycle:

a. Planning

The activities are prepared:

1) Lesson plan as a guide for teacher, activities in the class, so teaching and learning process can be controlled.

2) Material (the basic element of narrative text).

3) Prepare teaching aids.

4) Sheet for classroom action research

5) Test (pre-test and post-test) to know whether students” speaking skill improve or not.

b. The implementation of the action

On tuesday, February 16\textsuperscript{th} 2016 the observer and her partner entered the class to observe the teacher learning English. In action 2, the teacher revised the teaching learning process in cycle 1 where some students still have difficulties in comprehending and the condition in the class was not conducive. Teacher usually started the meeting by salam and greeting then asked students’ condition.

In the first meeting in the cycle II, it was follow by 30 students in the class. After the teacher checked their attendance the teacher
asked the students about the material in the last meeting and the teacher gave pre-test. Teacher gave 50 minutes to them to work their question. After pre-test teacher asked the students “*have you find many problems?*” and discussed it together until finished teaching learning activity.

Its could help students when the student told a story. You can use it and it makes you easy to tell a story.”Teacher explained to students about the basic elements of narrative text. After the teacher explains, she asked the student to make a group. The teacher gave paper text story of the pictures for each group. Teacher also explained it with them about the role. It is same with the previous meeting. They had to discuss with their friends about the story that they got. Teacher gave 15 minutes to them to discuss with applied PQ4R method.

Before the lesson began, the teacher asked students to sit down and join their previous group in the meetings before. Every group had members which have a different story. So, they had to tell with their friends about their own story. The teacher gave 20 minutes to them to tell with their friends.

After finishing their work, they presented in front of class with their group. Every group consist 6-7 students and there are any 6 groups. The teacher gave 50 minutes to them to present in front of class. Teacher made it as competition for each group. So they must make good presentation and good prepare. After finished it, teacher
with the observer choose the best presentation group and giving rewards. Then teacher giving motivation to always study in their home. After time was up, teacher closed the meeting.

On Monday, 22\textsuperscript{th} February 2016. The observer and her partner came in the class for giving post-test. This test conducted time 90 minutes.

c. Observation

In the Cycle II teacher still used some method that was applied PQ4R for narrative text. The activities started by dividing pre-test to measure student comprehension about material presented. Students looked enthusiastic in following teaching and learning process. Before completing the pre-test, teacher remained to the material that has been studied previously, with giving questions to students. Almost all students could answer the question from the teacher, after that teacher completing the pre-test.

d. Reflecting

In this cycle, the observer conclude that the treatment of applied PQ4R method for narrative text were successful in improving reading comprehension. It could be seen the students’reading improvement in the students’ score. Most of students paid attention to the teacher’s explanation and active in the learning process; such as responding question, enthusiastic in discussion and to show off in front of class.
Table 4.2
Score of pre-test and post-test in Cycle II

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<tr>
<th>No.</th>
<th>Nama</th>
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<th>Nilai Post-test</th>
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<td>Ulfi Indana</td>
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<td>72</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>32.</td>
<td>Utari Nurlita</td>
<td>58</td>
<td>74</td>
<td>16</td>
<td>256</td>
</tr>
<tr>
<td>33.</td>
<td>Yuniar Afiffianti</td>
<td>58</td>
<td>70</td>
<td>12</td>
<td>144</td>
</tr>
<tr>
<td>34.</td>
<td>Yurika Sabila</td>
<td>88</td>
<td>92</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>35.</td>
<td>Ferdi Yanto</td>
<td>68</td>
<td>76</td>
<td>8</td>
<td>64</td>
</tr>
<tr>
<td>36.</td>
<td>M. Solihul Huda</td>
<td>64</td>
<td>72</td>
<td>8</td>
<td>64</td>
</tr>
<tr>
<td>37.</td>
<td>Ahmad Toha</td>
<td>80</td>
<td>76</td>
<td>-4</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>SUM</td>
<td>2.482</td>
<td>2.750</td>
<td>362</td>
<td>7592</td>
</tr>
<tr>
<td></td>
<td>MEAN</td>
<td>67.08</td>
<td>74.32</td>
<td>205.18</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MIN</td>
<td>52</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>MAX</td>
<td>88</td>
<td>92</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1) Mean of Pre-test cycle II

\[ M = \frac{\sum X}{N} \]

\[ \frac{2482}{37} = 67.08 \]

2) Mean of Post-test cycle II

\[ M = \frac{\sum X}{N} \]

\[ \frac{2750}{37} = 74.32 \]

a) Mean of pre-test = 67.08

b) Mean of post-test = 74.32

c) Mean of pre-test ≤ than post-test

d) There is an improvement of reading comprehension by using PQ4R method in comprehending of narrative text between pre-test II (before the treatment) and post-test II (after treatment).

3) Calculated of SD (Standard Deviation)

\[ SD = \sqrt{\frac{\sum D^2}{N} - \left( \frac{\sum D}{N} \right)^2} \]

\[ = \sqrt{\frac{7592}{37} - \left( \frac{362}{37} \right)^2} \]

\[ = \sqrt{205.18 - (9.78)^2} \]
\[ \sqrt{205.18 - 95.41} \]
\[ = \sqrt{109.77} \]
\[ = 10.46 \]

The result of the standard deviation is 10.46

4) Calculated T- Test

After calculating the SD, to know the result of the result. The writer continued calculating the t-test. The formula is as follow:

\[ T_0 = \frac{\left( \frac{\sum D}{N} \right)}{\frac{SD_D}{\sqrt{N-1}}} \]

\[ = \frac{\left( \frac{362}{37} \right)}{\frac{10.46}{\sqrt{37-1}}} \]

\[ = \frac{\left( \frac{362}{37} \right)}{\frac{10.46}{\sqrt{36}}} \]

\[ = \frac{9.78}{10.46} \]

\[ = \frac{9.78}{1.77} \]

\[ = 5.52 \]

The result of t-table is 5.52

5) Calculating the df

\[ df = n-1 \]

\[ df = 37-1 \]
df = 36

6) Consult with t-table

With df = 36, the t-table score is 2.719 with a significance level of 0.5%.

7) Comparing T-test and T-table

From the result calculation above, the t-test score is 5.52 and the t-table score is 2.719. Because the t-test is higher than t-table score, 5.52 ≥ 2.719. Then, the alternative Hypothesis (Ha) is accepted and the null Hypothesis (Ho) was rejected. It means that there is a significant difference from the students’ reading comprehension before and after being taught by PQ4R method.

8) Percentages scores:

\[ P = \frac{F}{N} \times 100\% \]

\[ < 70 = \frac{1}{37} \times 100\% = 2.70\% \]

\[ \geq 70 = \frac{36}{37} \times 100\% = 97.29\% \]

Based on the result of the percentages above, that score’s post-test students < 70 there is a student or 2.70% and score’s students ≥ 70 there are 36 students can reach the standard minimum score or 97.29%. It means that target of the observer have reach in cycle II. Target of the observer in cycle II is 90% students can improve reading narrative text, in cycle II was 97.29% students or 36 students can rech it. So, in cycle II target of score
students were success. Then, the observer thought that this study was satisfied.

In addition, after analyzing the result of cycle I and II the researcher concluded that by using and applying PQ4R method, it could improve students ability in reading comprehension. Student could find the points of story, main ideas and can memorizing the story well. Students became active in the class and not afraid and confusing to answer that teacher giving question or answer in the test. It can be seen in the result of pre-test and post-test was higher than the standard minimum score (kriteria ketuntasan minimal) in score 70, and observer’s target in cycle II 90% was reach. It showed at the percentage of post-test was 97.29%. It means that the study of using PQ4R was satisfied in cycle II.

**B. Teaching and Learning Process**

The description of the result of the observation about the students’ activities during teaching and learning process is described as follows:

1. **Students’ Activities**

   The result of students’ activities from the first meeting until the last meeting. In cycle I, students only were given material about narrative text and explanation about PQ4R method by teacher. The result of tusbents’ activities in cycle II was presented in following table;
Table 4.3  
Observation Result of Students’ Activities in Cycle II

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>The Process of PQ4R</th>
<th>The Information</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1  2  3  4  5  6</td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Ahmad Fauzi</td>
<td>√  √</td>
<td>1. Preview: read the material with a quick glance and find the main idea.</td>
</tr>
<tr>
<td>2.</td>
<td>Angga Kurnia P.</td>
<td>√  √  √  √  √  √</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Anis Lutfiyyah</td>
<td>√  √  √  √  √  √</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Arifa Himawati</td>
<td>√  √  √  √  √  √</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Asrorul Muin</td>
<td>√  √  √  √</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Asyifaul Nasiyah</td>
<td>√  √  √  √  √  √</td>
<td>2. Question: made the questions by using the 5WH (what, who, where, when, why, and how).</td>
</tr>
<tr>
<td>7.</td>
<td>Dandi E. Risaldo</td>
<td>√  √  √  √  √  √</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Ibnu Hasan A.</td>
<td>√  √  √  √  √  √</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Idrus Al Fikri</td>
<td>√  √  √  √  √  √</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Islameny Rahayu</td>
<td>√  √  √  √  √  √</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Kusuma Alif N.</td>
<td>√  √  √  √  √  √</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>M. Sapto Aji</td>
<td>√  √  √  √  √  √</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>Maratul Qanitah</td>
<td>√  √  √  √  √  √</td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>Moch Ichsan M.</td>
<td>√  √  √  √  √  √</td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>M. Taufiq H.</td>
<td>√  √  √  √</td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>M. Sofiul Anwar</td>
<td>√  √  √  √  √  √</td>
<td>3. Read: read the material in detail and the students are expected to find the answer to all the questions.</td>
</tr>
<tr>
<td>17.</td>
<td>M. Thoriq V.</td>
<td>√  √  √  √</td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td>Nanda Ridho B.</td>
<td>√  √  √  √  √  √</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Name</td>
<td>Mark</td>
<td>Mark</td>
</tr>
<tr>
<td>---</td>
<td>---------------------------</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>19.</td>
<td>R. Bambang Bangun Setya A.</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>20.</td>
<td>Rahma Syarita</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>21.</td>
<td>Ratna Dwi Safitri</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>22.</td>
<td>Riya Eviyanti</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>23.</td>
<td>Rizal Saeful U.</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>24.</td>
<td>Rizki Dewi Utami</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>25.</td>
<td>Raudhatus S.</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>26.</td>
<td>Sarra Alya Abida</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>27.</td>
<td>Siti Nur Azizah</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>28.</td>
<td>Siti Nurdiyanah</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>29.</td>
<td>Siti Nuriyah</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>30.</td>
<td>Tandu Nirfan N.</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>31.</td>
<td>Ulfi Indana</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>32.</td>
<td>Utari Nurlita</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>33.</td>
<td>Yuniar Afiffianti</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>34.</td>
<td>Yurika Sabila</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>35.</td>
<td>Ferdi Yanto</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>36.</td>
<td>M. Solihul Huda</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>37.</td>
<td>Ahmad Toha</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

4. Reflect: students not only asked to remember and memorize the material but the students should be able to understand the information.

5. Recite: Summarize or reflect on the information they have learned and then the students answer the question and see the notes they have made.

6. Review, the 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.

Be explained of the PQ4R method:

1. preview : 30 or 81.08% students doing preview
2. question : 28 or 75.67% students doing question
3. read : 36 or 97.29% students doing read
4. reflect : 25 or 67.56% students doing reflect
5. recite : 29 or 78.37% students doing recite
6. review : 27 or 72.97% students doing review

The writer observed six process of PQ4R of students’ activities during teaching and learning process in experimental class. They are (1) preview, (2) question, (3) read, (4) reflect, (5) recite, and (6) review.

In the first meeting, for the first of PQ4R process is preview is the process where the students read the material with a quick glance to find main idea, and the number of students who did this process was 30 students or 81.08% from whole class. The second process is question, where the students made the questions by
using words (what, who, where, when, why, and how), the number of the students who did this process was 28 students or 75.67%, from whole class. The third process is read, the students asked to read the material in detail and then the students are expected to find the answer to all the questions. The number of students who did this process was 36 students or 97.29%, whole class. The fourth process is reflect, the students not only asked to remember or memorize the material but the students should be able to understand the information. The number of students who did this process was 25 students or 67.56%, whole class.

In the second meeting, the next process of PQ4R which is the fifth process is recite, the students asked to make summary or reflect on the information they have learned and then the students answer the question. And the number of students who did this process was 28 students or 78.37%, whole class. And the last process of PQ4R is review, in this process the 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 answer that have been made. The number of students who did this process was 27 students or 72.97%, whole class.

Based on the table 4.3 the total score of students’ activities on the first meeting were 30 enthusiastic to did the preview and the students who didn’t was only 7 students, it happen because they were not focused read on the material. 28 students did question did the question and the students who didn’t was 9 students, it happen because they confused to make the question and when they did it, they ceating question of their friends. 37 students did read and the students who didn’t was 1 students. The 1 students didn’t this process, because he was sick and
teacher allowed him to take a rest. 25 students did reflect and the students who didn’t was 12 students. It happen because they didn’t understand the material, so they have difficult to remember or memorize the material. And the second meeting the total score of students’ activities were 29 students enthusiast did recite, the 8 students didn’t recite because they didn’t understanding and they didn’t have many vocabulary so they can not summarize of the text. And the last 27 students did the review and the students who didn’t was 10 students, because they can not summarize the text of they read so influence to this process, and they can not review. it means that students who did the process PQ4R is 72.97% until 97.29%. but some of them felt unexpect and difficult to follow the process of PQ4R. So, the lowest number of process PQ4R is 72.97% and the higher is 97.29% from whole class.

Based on the result of the students’ observation, it can be concluded the most of students were able to respond to the teachers’ instructions, doing the process of PQ4R, to able to follow teachers’ instruction, enthusiast and active when their reading work. They also completed and did the task on time given.

Based on the total number of students who did the PQ4R process, the writer assumed that there was progress on the students’ activities in learning reading process.

2. Analysis and Discussion

From the result of analyzes in cycle I and II, the writer analyzed the students improvement from cycle I to cycle II. The improvement as follows:
Table 4.3
The Mean of Students’ Score

<table>
<thead>
<tr>
<th>No.</th>
<th>Analyze</th>
<th>Cycle I</th>
<th>Cycle II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Means</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pre-test</td>
<td>46.97</td>
<td>67.08</td>
</tr>
<tr>
<td></td>
<td>Post-test</td>
<td>72.16</td>
<td>74.32</td>
</tr>
<tr>
<td>2.</td>
<td>T- table N=37</td>
<td>2.719</td>
<td>2.719</td>
</tr>
<tr>
<td></td>
<td>α = 0.05</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>T- calculation</td>
<td>11.67</td>
<td>5.52</td>
</tr>
</tbody>
</table>

From the chart above, we know that the mean of post-test 67.78 is higher than mean of pre-test 46.97 in cycle I. In cycle II, mean of post-test 74.32 is higher than mean of pre-test 67.08.

The table above also shows that t-calculating in cycle I and II are greater than t-table, it means that there are significant difference between mean of pre-test and post-test. Based on the comparison among T-calculation of cycle I and cycle II the implementation of PQ4R method on reading comprehension is successful to improve the students’ reading comprehension. It can be seen in the table. The table shows that T-calculation of cycle I is 11.67 and the cycle II 5.52.

In addition, the mean of pre-test and post-test of each cycle increases significantly. The table above display that the mean of cycle I improves, the
mean of pre-test is 46.97 and the mean of post-test is 72.16. In the cycle II the mean of pre-test and post-test increases significantly. The mean of pre-test and post-test in cycle II is 67.08 and 74.32.

**Table 4.4**

**The Percentage’s of Reading Comprehension**

<table>
<thead>
<tr>
<th>Category</th>
<th>Cycle I</th>
<th>Cycle II</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt; 70</td>
<td>40.54%</td>
<td>2.70%</td>
</tr>
<tr>
<td>≥70</td>
<td>59.45%</td>
<td>97.29%</td>
</tr>
</tbody>
</table>

The table shows the improvement of students’ reading comprehension in cycle II. There was descent rapidly on students category who could not pass the standardized score (<70) from cycle I and cycle II. While, there was good enough increasing on the students’ category that can pass the standardized score (≥70) from cycle I and Cycle II.

Besides that the percentages of students in cycle I, almost of students who didn’t pass, there is 40.54% but in cycle II almost all students achieve the standardized, the percentage students who didn’t pass is 2.70%. The result shows that the mean of the finding in cycle I and II is higher than the standardized score (*kriteria ketuntasan minimal*) in score 70.

From the result above, we know that the theory is true. In the previous chapter, it was explained that the use of PQ4R method gives positive effect not only in improving students’ reading comprehension, but also in activeness and creativity of students.
In addition, it can be seen from the result of pre-test, post-test and reading test which have changed significantly from cycle I up to cycle II. Besides that, the using of this method is also be able to increase creativity and activity on academic assignment. This study is to answer the question about the profile and ability students using PQ4R method give significant improvement to the students’ reading comprehension in reading narrative text.

Based on the increasing of the students’ achievement after learning reading narrative text using PQ4R method, it proved that the used of PQ4R method in teaching reading narrative text was important to encourage students’ reading comprehension.
CHAPTER V
CLOSURE

A. Conclusion

After conducting the study of readingability to improve the students’ reading comprehension using PQ4R method, the writer can conclude based on the findings discussed in the previous chapter that:

1. The result of the study before using PQ4R method, in the students’ reading comprehension of the eleventh year students in MAN Salatiga show that most of students are difficult to finding the main idea or topic. Then, they are confusing to determine structure of the text, did not brave to response teacher’s question, they felt shy and afraid if they would make mistake and soon. The mean of students’ score of pre-test and post-test in cycle I were 46.97 and 72.16. There is improvement in the students’ reading comprehension. It was a reason from the writer to use PQ4R method in teaching comprehension narrative text, because the method can learn step-by-step to comprehend text easily. In cycle I was improved the ability of students’ reading comprehension. In cycle I teacher introduce this method firstly. It purpose to students know of the steps of PQ4R, then implement it in text. at first day, teacher explained step one (Preview) and step two (Question). It purposed to challenge the students in fainding or guessing title and the main ide of the first paragraph. It can be seen from the score percentage of students pre-test
to post-test. There are 40.54% or 15 students can not reach the standard score 70 and 59.45% or 22 students can reach.

2. In cycle II are 67.08 and 74.32. It means that the students’ reading comprehension were increased because the result show that the standard score (70) was passed by the students XI IPS.2. it means that the use of PQ4R method to reading narrative was effective.

According to the data of pre-test and post-test in cycle II $T_0>T_1$; 5.52>2.719 (significance level of 0.5%). It means that there is significant difference between the result of pre-test and post-test in cycle II. It means that T-Test’s score is higher than T-Table; 2.719. The average score in post-test is 74.32. It passes the eleventh year students of IPS.2 MAN Salatiga. It increases as the target of the writer’s aimed. From 50% in cycle I until 90% in cycle II can pass the standard score (70) and 10% students should increase their reading comprehension.

**B. SUGGESTIONS**

The successful of teaching reading not only depend on the lesson programs but also important to know how are the teachers present the lesson and using various method and technique to manage the class more and make the class more enjoyable. Regarding to teaching reading by PQ4R method, the writer gives some suggestion for the teacher, students, and upcoming writer.
1. Teacher

The teacher should provide the students with more chance to show off and brave to giving argument so that the students get more reading practice in class and their home. The teacher should facilitate the students if they are getting difficulties in learning English. The teacher can apply the PQ4R method to teach reading or other skill in the class.

2. Students

The students should study hard and feel motivated to develop their reading comprehension and other skill too. They should practice reading either inside or outside of the class without hesitating and being afraid of making mistakes. When the teacher explains the material, students should pay attention to the explanation, and try to response the teacher’s question.

3. Upcoming researcher

It has been known from the result of the study that using PQ4R method can improve the students’ reading comprehension. The researcher would like to suggest upcoming researcher, the result of the study can use as additional reference for further research with the different sample and occasion.
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(http://www.web.net/~robrien/papers/arfinal.html) diakses pada hari senin, 4 januari 2016 pukul 10.23 WIB


RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : MAN Salatiga
Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : XI IPS 2/2 (Genap)
Alokasi Waktu : 3 x 45 Menit (2x pertemuan)
Topik Pembelajaran : Narrative Text
Ketrampilan : Reading
Pertemuan ke : 1 dan 2 (cycle I)

A. Standar Kompetensi

Membaca

11 Memahamimaknaateksfungsionalpendek dan eiberbentuk narrative, spoof dan hortatory exposition dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan

Kompetensi Dasar

11.2 Merespon maknadanganlangkah retori kadalam seci yang menggunakan ragam bahasa satulis secara akurat, lancardenber terimadalam konteks kehidupan sehari-hari- haridanuntuk mengakses ilmu pengetahuan dan alam teks berbentuk narrative, spoof, dan hortatory exposition.

B. Indikator

<table>
<thead>
<tr>
<th>Indikator Pencapaian Kompetensi</th>
<th>Nilai Budaya Dan Karakter Bangsa</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Meresponwacana monolog</td>
<td>Senang membaca, komunikatif, teliti, kreatif, kerjaseras, mandiri.</td>
</tr>
</tbody>
</table>
C. TujuanPembelajaran
- Siswamampumengidentifikasiberbagaiaspekdariteksseperti (gagasan pokok/utama, gagasan penjelas, serta amanat), struktur teks.
- Siswadapatmengidentifikasimakna yang adadalamteks yang dibaca
- Siswadapatmengidentifikasilangkah-langkah retorikadarakateks

D. MateriPokok
Narrative Text (terlampir)

E. MetodePembelajaran / teknik:
PQ4R

F. StrategiPembelajaran

<table>
<thead>
<tr>
<th>TatapMuka</th>
<th>Terstruktur</th>
<th>Mandiri</th>
</tr>
</thead>
<tbody>
<tr>
<td>Siswa mengidentifikasi makna yang adadalam text narrative</td>
<td>Dengan kelompok belajarnya, siswa diberi tugas menggunakan treatment</td>
<td>Siswa menyusun</td>
</tr>
<tr>
<td>yang dibaca</td>
<td>PQ4R, dan melaporkan setiap kegiatan kepada guru.</td>
<td>teks narrati ve dengan mempe rhitung akan generi c structure, danlan guage feature s, sertaaco ntent- nya secara benar (penila ian individ</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>• Membahas unsur dan lan gkah retorikadalam teks narrative.</td>
<td>• Siswamampumenganalisisaberba gaiaspeksedaritekssепертуиси, strukтурек, даламkelompok.</td>
<td></td>
</tr>
<tr>
<td>• Membahas ciril cirileksikogramatikadalam teks.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Membacakan cerita kepada kelompok atau kelas (monolog).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Menceritakan kembali cerita kepada kelompok atau kelas (monolog)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Membahas kesulitan yang dihadapi siswa dalam melakukan kegiatan terstruktur atau mandiri.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Langkah-Langkah Kegiatan Pembelajaran

1. Pertemuan ke-1 siklus 1 (1 JP)

Kegiatan Pendahuluan (5 menit)
- Mengucapkan salam dengan ramah kepada siswa ketika masuk ruang kelas (nilai yang ditanamkan: santun, peduli)
- Mengawali dengan membaca doa/basmallah
- Mengecek kehadiran siswa (nilai yang ditanamkan: disiplin, rajin)
- Menyampaikan tujuan pembelajaran

Kegiatan Inti (35 menit)

Eksplorasi (10 menit)
- Guru memberi motivasi kepada siswa untuk menambah semangat belajar siswa.
- Guru mengingatkan kembali materi tentang narrative.
- Guru memberikan contoh teks monolog berbentuk narrative.

Elaborasi (15 menit)
- Guru menyampaikan materi tentang narrative.
- Guru memberikan latihan sebagai pendalaman materi.

Konfirmasi (10 menit)
➢ Guru meminta siswa menyampaikan kesimpulan hasil pada kegiatan belajar hari ini.
➢ Gurumemberikanumpanbalikpositifdanpenguatanterhadapkeberhasilan siswadalammengerjakantugas
➢ Guru menjadinarsumberdanfasilitatornenjawabpertanyaanpesertadidikdalam memahamiteksdanpenggunaanstruktur text narrative sertamenggunakanSimple Past tense dalam text narrative.

Kegiatan Akhir (5 menit)
➢ Guru memintasiswauntukmempelajarkembali teks narrative sebagaitugasrumah.
➢ Guru memberimotivasisiswauntuklebihaktifdalam pembelajaranberikutnya.
➢ Guru menyampaikan rencana pembelajaran yang akan datang.
➢ Salam penutup

2. Pertemuan ke-2 siklus 1 (2 JP)

Kegiatan Pendahuluan (5 menit)
➢ Mengucapkan salam dengan ramah kepada siswa ketika masuk ruang kelas (nilai yang ditanamkan: santun, peduli)
➢ Mengawali dengan membaca doa/basmallah
- Mengecek kehadiran siswa (nilai yang ditanamkan: disiplin, rajin)

**Kegiatan Inti (80 menit)**

**Eksplorasi** (25 menit)

- Guru memberi motivasi kepada siswa untuk menambah semangat belajar siswa.
- Guru mengingatkan kembali materi tentang narrative.
- Siswa dibagi ke dalam 6 kelompok, masing-masing kelompok beranggotakan 6-7 siswa. Pembagian kelompok dengan cara siswa menghitung dari 1-6.
- Siswa berkumpul sesuai dengan angka yang sama dan membentuk satu kelompok masing-masing.
- Guru memberikan *smart card* (kosa kata) yang berhubungan dengan teks naratif.
- Guru mengenalkan dan menjelaskan materi mengenai teks narative menggunakan strategi PQ4R (treatment applied PQ4R).

1) **Preview**: membaca secara cepat atau sekilas (Skimming) untuk menemukan gagasan pokok/utama apa setiap paragraf.

2) **Question**: membuat pertanyaan dari teks dengan berdiskusi kelompok mengacu pada 5W+1H (what, who, when, where, why and how).

**Elaborasi** (30 menit)

3) **Read**: membaca kembali teks secara teliti (Scanning).
4) Reflect: memahami isi dari teks dengan menemukan ide cerita yang paling disukai atau sebaliknya pada setiap paragraf.

5) Recite: berdiskusi dengan bertukar pendapat mengenai jawaban-jawaban yang ditemukan pada teks.

**Konfirmasi** (25 menit)

6) Review: membacakan hasil diskusi kelompok secara bergantian dan menemukan inti pokok teks sebagai hasil dari pemahaman membaca.

- Guru meminta siswa menyampaikan kesimpulan hasil pada kegiatan belajar hari ini.
- Guru memberikan umpan balik positif dan penguatan terhadap keberhasilan siswa dalam mengajar jakantugas
- Guru menjadikan sumber dan fasilitator menjawab pertanyaan peserta didik dalam memahami teks dan penggunaan struktur text narrative serta menggunakan Simple Past tense dalam text narrative.

**Kegiatan Akhir (5 menit)**

- Guru memintasiswa untuk mempelajari kembali teks narrative sebagai tugas rumah.
- Guru memberikan motivasi siswa untuk lebih aktif dalam pembelajaran berikutnya.
- Guru menyampaikan rencana pembelajaran yang akan datang.
- Salam penutup.

**G. Sumber/Bahan/Alat**

- Guide Book English semester 2
- Power point
- Kamus
- Bahan internet

**H. Penilaian**

1. **Instrumen Penilaian Sikap**

<table>
<thead>
<tr>
<th>No.</th>
<th>Sikap yang di amati yang dinilai</th>
<th>Skor</th>
<th>Keterangan</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Serius dalam menerima mapelajaran</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>2.</td>
<td>Santun terhadap guru (menghargai)</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>3.</td>
<td>Menghargai teman</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>4.</td>
<td>Aktif berperan serta dalam proses KBM</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>5.</td>
<td>Bekerjasama dalam kelompok</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Jumlah</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Rata-rata (%)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4 : sangat baik
3 : baik
2 : cukup
1 : kurang

2. **Instrumen Penilaian Pengamatan Proses**

<table>
<thead>
<tr>
<th>No.</th>
<th>Hal-hal yang diamati</th>
<th>SKOR</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>No.</td>
<td>Deskripsi</td>
<td></td>
</tr>
<tr>
<td>-----</td>
<td>----------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Perhatian siswa saat menerima perintah</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Keseriusan siswa saat proses pembelajaran</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Tanggapan siswa</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Situasi pembelajaran</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Respon siswa dalam menerima perintah</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Ketepatan waktu</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Motivasi siswa terhadap pelajaran</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Keberaniانsiswadalammenjawab</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Kepercayaan diri</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Pengelolaankelas</td>
<td></td>
</tr>
</tbody>
</table>

| Jumlah | Rata rata (%) |

4 = Sangat Baik  
3 = Baik  
2 = Cukup  
1 = Kurang

Salatiga, 9 Februari 2016

Mengetahui
Teacher  
Obsever  

Sarinah, S.Pd  
Siti Fatimah  

Kepala Madrasah Aliyah Negeri
**Lampiran 1**

**NARRATIVE TEXT**

1. **Definition of Narrative Text**

   Narrative text is a kind of text to retell the story that past tense. The purpose of the text is to entertain or to amuse the readers or listeners about the story.

2. **The generic structure of Narrative text:**

   a) Orientation: It set the scene and introduce the participants (it answers the question: who, when, what, and where).
b) Complication: Tells the problems of the story and how the main characters solve them.

c) Resolution: The crisis is resolved, for better or worse.

d) Re-orientation: The ending of the story

3. Significant Lexico Grammatical Features

a) Focus on specific and usually individualized participants

b) Use of specific processes (and in this text, behavioral and verbal processes).

c) Use of relational processes and mental processes

d) Use of temporal conjunctions and temporal circumstances.

e) Use of past tense.

4. Example of narrative text
Once upon a time there was a girl name Cinderella. She lived with her bad step-mother and two step-sisters. She had to do all the household chores.

One day the king invited all the ladies in the kingdom to go to a ball (pestadansa) in the palace. He wanted to find the Crown Prince a wife.

The step sisters went to the ball that night with their mother. Cinderella was left alone. She cried because she actually wanted to go to the ball, too.

Just then a fairy godmother came. With her magic wand, she gave Cinderella a coachman (kusir), two horses and footmen. She also gave Cinderella a lovely dress to wear the ball and a pair of glass slippers. She told Cinderella to come home before midnight.

At the ball, Cinderella danced all night with the Prince. The Prince fell in love with her. At midnight, Cinderella ran home. Unfortunately, one of her slippers slipped off at the door. She did not have time to put it back on. The Prince was sad as he could not find Cinderella again that night.

The next day, the Prince and his footmen brought along the glass slipper. They went all over the Kingdom to search for the owner. After searching for along time, finally, they came to Cinderella’s house. The slipper fit her. The prince was very happy to find Cinderella again. They got married and lived together ever after.

5. **Smart card (kosa Kata)**

Lived = tinggal
Household= rumahtangga
Palace= istana
CrownPrince = putra mahkota
Wand = tongkat sihir
Pair = sepasang
Unfortunately = sungguh malang
Put...back = menggambil
Ever after = selamanya.

step-mother= ibu tiri
invited = mengundang
chores = pekerjaan
fairy = peri
footmen= pelayan laki-laki
glass slipper = sepatu kaca
slipped off = tertinggal
kingdom= kerajaan

*Lampiran 2*
<table>
<thead>
<tr>
<th>Lived</th>
<th>Household</th>
<th>Palace</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crown Prince</td>
<td>Wand</td>
<td>Pair</td>
</tr>
<tr>
<td>Unfortunately</td>
<td>Put...back</td>
<td>Ever after</td>
</tr>
<tr>
<td>Step-mother</td>
<td>Invited</td>
<td>Chores</td>
</tr>
<tr>
<td>Fairy</td>
<td>Footmen</td>
<td>Glass slipper</td>
</tr>
<tr>
<td>Kingdom</td>
<td>Slipped off</td>
<td></td>
</tr>
</tbody>
</table>

*Lampiran 3*
# THE PQ4R METHOD

<table>
<thead>
<tr>
<th>PREVIEWING</th>
<th>QUESTIONING</th>
<th>REFLECTING</th>
</tr>
</thead>
</table>
| **Getting a general picture of what is covered before reading each paragraph**  
(Mendapatkan gambaran umum dari apa yang dibahas sebelum membaca setiap paragraph)  
Ex:  
1. Note the title if the listed  
   (Perhatikan judul jika ada)  
2. Observing the first sentence of the first paragraph.  
   (Mengamati kalimat pertama paragraph pertama)  
3. Understand the first paragraph quickly  
   (memahami paragraph pertamadenganancepat (skimming)) | **Create goals by phrasing question about subject matter in each paragraph**  
(ciptakan tujuan-tujuan pertanyaan pada materi disetiap paragrafnya)  
Ex:  
1. Look at each heading  
   Lihatlah stiap kalimat utamanya  
2. Write down all heading  
   Tulislah semua kalimat utamanya  
3. Phrase question as you go along  
   Susunlah pertanyaan sesuai apa yang kamu baca  
4. Practice, practice, practice | **Thinking of examples or mental images of the subject matter.**  
(Berpikirsebagaicontohcitra mentaldarimateripelajaran)  
Ex:  
1. Relate new information to old information  
   (Hubungkaninformasibaruuntukinformasilama) |

**READING**  
Read the paragraph with purpose of answering questions—will help focus on the points of the text  
(Membaca paragraph dengan tujuan menjawab pertanyaan-akanmembantufokuspadapoi ndariteks)  
Ex:  
1. Jot down key words
<table>
<thead>
<tr>
<th>in notebook</th>
<th>2. Relate new information to events in our personal life</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Tuliskankatakuncida lamcatatan)</td>
<td>(Kaitkaninformasibarukeperistiwadamke hidupanpribadikita)</td>
</tr>
<tr>
<td>2. Keep two columns in notebook</td>
<td></td>
</tr>
<tr>
<td>(sediakanduakolomdi catatan)</td>
<td></td>
</tr>
<tr>
<td>a. One for questions</td>
<td></td>
</tr>
<tr>
<td>(Satuunitukpertanyaan)</td>
<td></td>
</tr>
<tr>
<td>b. Key words that relate to the answers</td>
<td></td>
</tr>
<tr>
<td>(Kata kunci yang berhubungandengan jawaban)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RECITING</th>
<th>REVIEWING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reciting things help people learn. (Membacasuesatuitumembantu orang belajar)</td>
<td>Repeating or re-reading things before we know them well. (Mengulangiataumembaca kembali adalalahhal(yang perlu dilakukan) sebelumkita memahaminya denganbaik)</td>
</tr>
<tr>
<td>Ex:</td>
<td>Ex:</td>
</tr>
<tr>
<td>1. Alphabets song “repetition” (abjadlagu/intonasimembaca&quot;pengulangan&quot;)</td>
<td>1. learning takes time (belajarmembutuhkanwaktu)</td>
</tr>
<tr>
<td>2. Recite aloud/silently (Ucapkandengankeras/diam-diam)</td>
<td>2. distributed learning is more effective. (pembagian belajar lebih efektif )</td>
</tr>
<tr>
<td>3. Quizzing (menanyai)</td>
<td>3. review material according to the step by step more relevant (ulasanmaterial sesuaidengantahap-demiantahap lebih baik)</td>
</tr>
</tbody>
</table>
Ex. Of making Questions

-what is the main idea of the passage?
-what is the main idea of the third paragraph?

-What is the purpose of the text above?
-What is the moral value of the text?

-What is the generic structure of this text?
-What does the story teach us?
-Which statement is TRUE about the passage?
-who is the main character of the passage?
-who is the kind character of the passage?
-Who was the naughtiest figure from the passage?
-why the king so angry with the princess Pukes?
-How many characters can you find in the text? Who are they?
-How was the end of the story?
-Whom did Peter meet at the garden?
-How many tools were there in the basket?

-What did the early problem the main participant have?
-How did the main participant solve the problem?
-What is the moral value of the story?
-What is the purpose of the text above? Etc.
PRE-TEST CYCLE II

Nama : 
Hari/Tanggal : Jum’at, 11 Maret 2016
No. : 
Waktu : 90 menit

I. Choose the correct answer by choosing a, b, c, d, or e!

Text 1 for no. 1-5

Once upon a time, there was a most beautiful and powerful queen of Arabia. Her names is Maura, had many suitors. One by one she discarded them, until her list was reduced to just three sheiks, all equally young and handsome, rich and strong. It was very hard to decide who would be the best of them.

One evening, Maura disguised herself and went to the camp of the three sheiks, as they were about to have dinner, and asked them for something to eat. The first gave her some leftover food; the second gave her some unappetizing camel's tail; the third sheik, who was called Hakim, offered her some of the most tender and tasty meat. After dinner, the disguised queen left the sheiks' camp.

The following day the queen invited the three sheiks to dinner at her palace. She ordered her servants to give each one exactly what they had given her the evening before. Hakim, who received a plate of delicious meat, refused to eat it if the other two could not share it with him, and this act.

finally convinced Queen Maura that he was the man for her. "Without question, Hakim is the most generous of you," she announced her choice to the sheiks." So it is Hakim I will marry."

1. What does the story teach us ?
   a. If we want to give something to other people, we shall give the best.
   b. Do not be cowards.
   c. Be the cowards.
   d. As a beggar.
   e. Don’t be lazy.

2. The three sheiks were not .......
   a. rich
   b. young
   c. strong
   d. gloomy
   e. handsome

3. Which statement is TRUE about the queen .......
   a. The queen was the most powerful queen in Africa.
   b. The queen was very proud of her beauty and riches.
c. The queen herself served the sheiks with delicious food.
d. The queen was very careful in deciding whom she would marry.
e. The queen was very satisfied with the food given by the sheiks.
4. The Queen ordered her servants to give the sheiks the same kind of food she got from the evening before because .......
a. she wanted to entertain her guests
b. she wanted to test the sheiks's taste
c. she wanted to see the sheiks's reactions
d. she wanted to make a joke of the sheiks
e. she wanted to repay the sheik's kindness
5. The main idea of second paragraph is .......
a. Hakim was an unselfish person.
b. Hakim was served with succulent meat.
c. Hakim was satisfied with the food served.
d. Hakim wanted to share the food with the sheiks.
e. Hakim had made the queen find the resolution of her problem.

Text 2 for 6-10

Once upon a time there were a smart mouse deer. He lived near a river. The mouse deer used to go to the river to drink.

One day, the mouse deer was thirsty. He wanted to drink in the river but he knew that crocodiles were staying and waiting underwater to eat him. Until he got a bright idea.

He said loudly “I will put my leg and find out wheter the water is warm or not”. Of course, it just wood stick not leg of mouse deer. Blurr...! surely a crocodile grabbed the wood stick and pulled it underwater. Seeing that, the mouse deer laughed and said “Stupid crocodile! Can’t you see the difference between a wood stick and a leg?”

Then the mouse deer ran to another side of the river and drink some water happily.

6. What is the purpose of the text?
   a. To entertain
   b. To describe
   c. To explain
   d. To inform
   e. To report

7. Crocodile was describe characteristic . . .
   a. A smart
   b. A big and strong body nothing brain
   c. A wise
d. A follower  
e. A graceful  

8. Where is paragraph showing the mouse deer is smart . . .  
a. first  
b. second  
c. Third  
d. Fourth  
e. Fifth  

9. How many characters can the reader find?  
a. One  
b. Two  
c. Three  
d. Four  
e. Five  

10. What was tool using by the mouse deer to lie crocodile . . .  
a. A wood  
b. A stick  
c. A piece of meat  
d. A bone  
e. A wood stick  

Text 3 for no. 11-15  
Long long ago, a terrible dragon came to the kingdom of Tarania. It carried away the princess.  
“ Oh, oh, save my princess,” the king of Tarania shouted, “Who can save princess Tara?”  
“I can save princess Tara, I’m the bravest knight in your kingdom, ” Gregor said proudly.  
“I can save her too”, but I’m poorest boy in your kingdom”. Thomas said humbly,  
”You? ha.. ha.. ha., “Prince Gregor laughed loudly.  
“How can you save the princess? You have no soldier and no swards.  
I’ll save the princess, beggar boy. Ready! Get set ! Change! The terrible dragon roared! Prince Gregor and his soldiers ran away.  
But Thomas didn’t away. He opened his basket and took out a ladder, a flute, a rope, a piece of meat, a spear and a blanket them, Thomas ran into the cave and saved princess Tara.  

11. The complication of the text is stated in sentence … 
a. 1  
b. 2  
c. 3  
d. 4  
e. 5  

12. Who saved the princess?  
a. Prince Gregor  
b. The Bravest Knight  
c. Thomas  
d. The King  
e. The Soldiers
13. How many tools were there in the basket?
   a. Three   b. Six   c. Four
   d. More than six   e. Five

14. These are following tools which use to save Princess of Tarania, Except!
   a. A Flute   c. A ladder   e. A Basket
   b. A Rope   d. A spear

15. I can save her too, but I am the poorest boy in your kingdom”, Thomas said humbly. (third sentence).
   What does the underlined word mean?
   a. Respectfully   b. Sadly   c. Angrily
   d. Politely   e. Abruptly

Text 4 for no. 16-20

A farmer came across a bird with a broken wing. He picked it up, took it home and looked after it lovingly, even though his wife complained bitterly about his wasting too much time on the creature.

After some time, the wing mended and, because the bird did not want the farmer to have kept on arguing with his wife all the time, it decided to go back to its nest.

When the farmer discovered that the bird was gone, he was so upset that he went out to look for it. Eventually, he found it again, and was greeted happily by the whole family of the bird. As a sign of their thanks for his care and attention, the birds gave him a little box, and told him not to open it until he got home.

To his surprise, the farmer found the box full of precious stones. When his wife saw them, she decided that she too deserved a reward, and she went to see the birds. The birds gave her a little casket; but this one was full of devils. The devils jumped on her as soon as she opened the casket and chased her away.

Left alone, the farmer went to live near his friend, the bird. There he built a hut of perfumed wood; and the birds decorated it with flowers of every kind.

16. Which of the following statements do you agree with?
   a. The farmer lived happily with his wife.
   b. The farmer’s wife took care of the bird.
   c. The bird was very thankful to the farmer.
   d. The farmer’s wife was a very kind woman.
   e. The farmer chased his wife away.

17. The farmer’s new hut was….
a. Well furnished
b. Built by the birds
c. a gift from the birds
d. decorated luxuriously
e. built of perfumed wood

18. What do we learn from the text?
   a. A good deed deserves a reward.
   b. A gift shows kindness.
   c. Sufferings bring happiness.
   d. Arguing makes you distressed.
   e. Having no heart makes you isolated.

19. What is the main information discussed in the third paragraph?
   a. The bird left the farmer.
   b. The birds welcomed the farmer
   c. The farmer got a little casket from the birds.
   d. The farmer was so angry and went out to find the bird.
   e. The farmer was happy having got a box of precious stones.

20. The word “discovered” (p3) means….
   a. proved   b. found out    c. saw
   d. invented  e. believed

Text 5 for no. 21-25

Once upon a time, there lived a group mouse under a tree in peace. However, a group of elephants crossing the jungle unknowingly destroyed the homes of all the rats. Many of them were crushed to death.

Then the king of rats decided to approach the elephant’s chief and request him to guide his herd through another route. On hearing the sad story, the elephant’s king apologized and agreed to take another route. And so the lives the rats were saved.

One day elephant hunters came to the jungle and tripped a group of elephants in huge nets. Then the elephant king suddenly remembered the king of rats. He summoned one of the elephant of his herd which had not been trapped, to go seek help from the king and told him about the trapped elephants.
The rat’s king immediately took his entire group of rats and they cut the nets which had trapped the elephant’s herd. The elephant’s herd was totally set free. They danced with joy and thanked the rats.

21. What destroyed the homes of all rats?
   a. Group of mice did.
   b. The hunters did.
   c. Elephant hunters did.
   d. A group of elephants.
   e. Elephant’s herd did.

22. What helped the elephant’s herd free?
   a. The elephant’s herd did.
   b. The hunter did.
   c. A trapped elephant did.
   d. A group of kings did.
   e. Entire group of rats did.

23. When did the story occur?
   a. Deep in the writer’s mind
   b. In the jungle
   c. In the black forest
   d. In the home of mice group
   e. In the nests which had trapped the elephant’s herd

24. At the end of the story, how was the elephants’ herd?
   a. angry    c. Sad   e. happy
   b. dead     d. Disappointed

25. The word “summoned” means …. 
   a. ordered to come      c. offered to come       e. forced to do
   b. asked to do         d. got to make

Text 6 for no. 26-29

The Good Stepmother

The old witch locked Hansel in a cage and set Gretel to clean the house. She planned to eat them both. Each night the children cried and begged the witch to let them go.
Meanwhile, at home, their stepmother was beginning to wish she had never tried to get rid of the children. “I must find them,” she said and set off into the forest.

Many hours later, when her feet were tired from walking and her lips were dry from thirst, she came to the cottage belonging to the witch. The stepmother peeped though the window. Her heart cried out when she saw the two children.

She picked up the broom leaning against the door and crept inside. The witch was putting some stew in the oven when the stepmother gave her an almighty push. The witch fell into the oven and the stepmother shut the door.

‘Children, I have come to save you,’ she said hugging them tightly. I have done a dreadful thing.

I hope in time you will forgive me. Let me take you home and become a family again. They returned to their home and the stepmother became the best mother anyone could wish to have, and of course they lived happily ever after!

26. The story is about a stepmother who ……
   a. cried every night
   b. planned to eat her children
   c. begged a witch for money
   d. tried to run away from a witch
   e. saved her children from a witch

27. Which statement is TRUE about the step mother?
   a. She was the witch’s friend.
   b. She loved her stepchildren.
   c. She hit the witch with a broom.
   d. She locked her children in a cage.
   e. She visited the witch to see her children.

28. “The witch fell into the oven and the stepmother shut the door.”
   (Paragraph 4)
   The underlined word can be replaced by the word …………..
   a. Closed  c. Painted  e. polished
   b. Opened  d. Marked

29. How did the witch die?
   a. She was burn in the oven.
   b. She was trapped in a cage.
   c. She was hit with a broom.
   d. She was locked in her house.
e. She was pushed against the wall.

**Text 7 for no.30-33**

**The Lion and The mouse**

Once when a lion was asleep, a little mouse began up and down upon him; this soon awoke the lion, which placed his huge paw upon the mouse, and opened his big jaws to swallow him.

“Pardon, O King “cried the little mouse “forgive me this time. I shall never forget it: who knows I may be able to do you a good turn some of these days? ”. The lion was so tickled at the idea of the mouse being able to help him. Then he lifted up his paw and let him go.

On day the lion was caught in a trap. Some hunters who to carry him alive to the king, tied him to a tree while they went in search of a wagon to carry him in. Just then the little mouse happened to pass by and see the sad plight in which the lion was. The little mouse went up to him and soon gnawed away the ropes that bound the king of the beasts. Soon the little mouse had finished growing away the ropes, he asked the lion to run away.

30. What is the moral lesson from the text?
   a. Don’t look at someone because of his clothes
   b. It is best to prepare for the days of necessity
   c. Common people may prove great ones
   d. United we stand, divided we fall
   e. Honesty begins at home.

31. Paragraph three mainly tells that….
   a. the little mouse asked forgiveness
   b. the hunters carried the lion alive to the king
   c. the lion was tied to a tree by the hunters
   d. the little mouse could prove that he could help the lion
   e. from the first, the lion believed in what the little mouse said

32. What did the little mouse do to prove his words?
   a. He would never forget the lion.
   b. He tried hard to help the lion free.
   c. He ran up and down upon the lion
   d. He asked for apology to the king of the beast
   e. He tied the lion to the tree so that the hunters could carry him

33. The word “huge” (p.1) means very…..
   a. old    b. large    c. tall    d. Tiny    e. giant
Text 8 for no. 34-36

Once upon a time there lived as neighbors, a bear and a rabbit. The rabbit was a good shot, and the bear, being very clumsy, could not use the arrow to good advantage. The bear would call over the rabbit, and asked the rabbit to take his bow and arrows and came with the bear to the other side of the hill. The rabbit, fearing to arouse the bear’s anger by refusing, consented and went with the bear and shot enough buffaloes to satisfy the hungry family. Indeed he shot and killed so many that there was lots of meat left after the bear and his family had loaded themselves, and packed all they could carry home. The bear was gluttonous and did not want the rabbit to get any of the meat, so the poor rabbit could not even taste the blood from butchering. As the bear would throw e blood and dry it up. Poor rabbit would have to go home hungry after his hard day’s work.

The bear was the father of five children. The youngest child was very kind to the rabbit. The mother bear, knowing that her youngest child was very hearty eater, always gave him an extra-large piece of meat, but the youngest child didn’t eat. He would take with him and pretend to play ball with it, kicking it toward the rabbit’s house. When he got close to the door, he would give the meat with such a great kick, that it would fly into the rabbit’s house, and in this way the poor rabbit would get his meal unknown to the papa bear.

34. The poor rabbit didn’t get any of the meat because …..
   a. They are already given to the butcher
   b. They are eaten by the youngest bear
   c. The bear carried all the meat home
   d. They are already dried up
   e. The bear ate all the meat

35. Which statement is NOT TRUE according to the text?
   a. The papa bear was not very kind to the rabbit
   b. The rabbit got nothing from his shooting
   c. The mother bear always gave her youngest extra meat
   d. The papa bear didn’t like giving the rabbit some meat
   e. The papa bear knew that his youngest child gave the rabbit some meat.

36. The story teaches us that …..
   a. Poverty makes people suffer
   b. We must keep our promise
   c. Being greedy makes other people happy
   d. People should love each other
   e. We must keep our relationship with others
Text 9 for no. 37-40

The Magic Box

Once upon a time, there was a poor farmer who lived with his wife. One day, he dug up his field and found a big box. He took it home with him and showed it to his wife. His wife cleaned the box and kept it in their house.

One sunny morning his wife dropped an apple into it. Suddenly the box began fill up with apples. No matter how many the apples were taken out, more apples took their place, so the farmer and his wife decide to sell the apples and in short time they were able to live quite comfortably.

One day, the farmer dropped a gold coin into the box. At once, apples disappeared and the box began to fill itself with coins. Every day, the farmer and his wife collected hundreds of gold coins from the box. Soon they became very rich.

Having heard that his son had gone rich, the farmer’s grandfather visited the couple. He was not very strong and he could not go out to work anymore. So the farmer asked the old man to help him take the money out of the box. When his grandfather told his son that he was tired and wanted to have arrest, the farmer shouted at him, ”why are you so lazy? Why can’t you work harder?”

The old man didn’t say anything, and continued to work until he fell into the box and suddenly died. At once, the money disappeared and the box began to fill up with dead grandfathers.

The farmer had to pull them out and bury them. To do this, he had to spend all the money he had collected. When he had used up all the money, the box broke and the farmer was just as poor as he was before.

37. How was the farmer according to the writer? He was….
   a. mean       b. generous       c. kind
   d. humorous   e. rich

38. The complication started when ……
   a. The farmer dug up a big box in his field, took it home, and showed it to his wife.
   b. His wife dropped an apple into a big box and suddenly the box filled up with apples.
   c. The farmer and his wife sold the apples were able to live quite comfortably.
   d. The farmer dropped a gold coin into the box
   e. The apple disappeared and the box began to fill itself with coins.

39. Which statement is TRUE according to the story?
   a. His wife cleaned and kept the box for her.
   b. The box was full of valuable things when it was found
c. The farmer had to pull dead grandfathers out and bury them
d. The poor farmer was finally killed by his grandfather
e. The farmer’s wife was happy after the grandfather passed away

40. What did we learn from the story?
   a. Being honest is not always wise
   b. All that glitters is not good
   c. It is good to be honest in life
   d. We must respect our parents
   e. Being a miser is sometimes important.

Post-Test Cycle II

Nama : 

Hari/Tanggal :

No.Absen :

Waktu : 90 menit

I. Choose the correct answer by choosing a, b, c, d, or e!

Text 1 for 1-10

Once upon a time, there was a girl named Beauty. She lived with her father and her sisters in a small village.

One day, her father set out for the city. He saw an old castle and went in. No one was in but there was food on the table. Then he walked around the castle. He picked a rose from garden for Beauty. Suddenly an angry Beast appeared. He wanted to kill Beauty’s father.

Beauty’s father told her daughters what had happened. Beauty went to see the Beast and had to stay at the castle. She felt scared, lonely and sad. The Beast treated Beauty well. Soon, Beauty began to like the Beast.

One day, through the Beast’s magic mirror, Beauty saw that her father was sick. The Beast allowed her to go home. Her father was happy to see her.

One night, Beauty had a dream. A fairy told her that the Beast was sick. Beauty hurried back and saw the Beast dying. She began to cry. Tears fell onto the Beast. Suddenly, the Beast changed into handsome prince.

Beauty and the Beast got married and lived happily ever after.
1. What is the main idea of the passage?
   a. Beauty revised the Beast’s love
   b. Beauty received the Beast’s love
   c. Beauty leaved the Beast dying
   d. Beauty never began to like the Beast
   e. Beauty was choose to go home

2. The first paragraph is . . .
   a. Orientation
   b. Evaluation
   c. Complication
   d. Resolution
   e. Re-orientation

3. What is the title for the passage above!
   a. Beauty and Handsome
   b. Beauty and old castle
   c. Beauty and the fairy
   d. Beauty and the Beast
   e. Beauty and a rose

4. “The Beast allowed her to go home”.
   What is the similar meaning of the underline word . . . (p.4)
   a. Permitted
   b. Admitted
   c. Forced
   d. Ordered
   e. Gone

5. How many characters can you find in the passage!
   a. Two
   b. Three
   c. Four
   d. Five
   e. Six

6. where is NOT the past sentence?
   a. Tears fell onto the Beast
b. the Beast changed into handsome prince
c. He saw an old castle and went in
d. She lived with her father and her sisters in a small village.
e. Beauty’s father told her daughters

7. What is the purpose of the passage?
   a. To describe the reader about the story
   b. To tell the reader about the story
   c. To explain the reader about the story
   d. To expose the reader about the story
   e. To amuse/entertain the reader about the story

8. What is the main idea of the fifth paragraph?
   a. The fairy came in Beauty’s dream
   b. The fairy asked Beauty to come back
   c. The Beast was sick
   d. Beauty’s tears was break the witchcraft on the Beast
   e. The Beast got his handsome from the fairy

9. What does the story teach us . . .
   a. Beauty of woman not just looks from her face
   b. Helping someone must get reward
   c. Beauty is a part to getting attention of men
   d. Beauty is anything
   e. To get attention handsome men must has beauty face

10. Arrange this sentence to be TRUE!

    | An angry Beauty's to kil appeared |
    | 1 | 2 | 3 | 4 |
    | wanted and father Beast         |
    | 5 | 6 | 7 | 8 |

   a. 1-8-4-6-7-2-3-5
   b. 1-8-4-6-5-3-2-7
   c. 1-8-4-6-2-3-5-7
   d. 1-8-4-6-3-5-7-2
   e. 1-8-4-6-7-5-3-2

   Text 2 for 11-20

   There was a handsome man named Batara Guru Sahala. He lived in small village. He has hobby fishing.
One day, he caught a fish. He was surprised to find that the fish could talk. The fish begged him to set it free.

As soon as it was free, the fish changed into a very beautiful woman. Batara Guru Sahala fell in love and got married with her to keep the secret that she had been a fish and would never tell anybody about it. They were happily. They had a son, namely Samosir.

One day Batara guru Sahala got very angry with his son. He could not control his temper. He shouted angrily and the word fish reached his son. Samosir was crying and found his mother and told her about it.

The mother was very angry. Batara Guru Sahala broke his promise. The mother started shouting angrily, then the earth began to shake and volcanoes started to erupt. The earth formed every big hole.

Until this time, people believed that the big hole became a lake. Today the lake is known as Lake Toba.

11. The means of second paragraph is . .
   a. Amazement Batara guru with the fish
   b. Batara guru can’t say anything
   c. Batara guru set fish free pityingly
   d. Batara guru happy can catch fish
   e. Batara guru love fishing

12. What is the main idea of the fifth paragraph?
   a. How Lake Toba was formed
   b. The daughters were crying
   c. Batara Guru Sahala had a son
   d. Batara Guru Sahala’s wife is a widow
   e. How the earth began to shake and volcanoes started to erupt

13. Why was the mother very angry? because . .
   a. Her son was crying and found her
   b. the earth began to shake and volcanoes
   c. Batara Guru Sahala broke his promise
   d. Batara Guru Sahala was angry
   e. Her daughter crying because of her father

14. From the text, we know that . .
   a. Sahala’s wife was a captured fish
   b. The son changed info fish too
   c. Sahala broke his promise to his wife
   d. The son and father are fish
   e. All of family were a captured fish

15. What is the purpose of the text above?
   a. To entertain the readers
   b. To describe about Toba Lake
   c. The report about Toba Lake
   d. To give information about how to make Toba lake
   e. To explain about Lake Toba
16. What is the generic structure of this text?
   a. Identification-description
   b. General classification-description
   c. Newsworthy Events -Background Events –Sources
   d. Orientation-events-reorientation
   e. Orientation-complication-resolution

17. The text above mostly uses . . . tense
   a. Simple Present
   b. Simple Past
   c. Present Continuous
   d. Simple Future
   e. Present Perfect Continuous

18. The fish **begged** him to set it free.
   What is the synonym of the bold word
   a. Prayed
   b. Asked
   c. Required
   d. Requested
   e. Question

19. **Who is the main character of the text?**
   a. Fish
   b. Batara guru
   c. Samosir
   d. Son
   e. Mother

20. **Kind of text narrative above included in . . .**
   a. Myth
   b. Fairytale
   c. Legend
   d. Fable
   e. Drama

**Text 3 for 21-25**

Once upon a time there were a smart mouse deer. He lived near a river. The mouse deer used to go to the river to drink.

One day, the mouse deer was thirsty. He wanted to drink in the river but he knew that crocodiles were staying and waiting underwater to eat him. Until he got a bright idea.

He said loudly “I will put my leg and find out wheter the water is warm or not”. Of course, it just wood stick not leg of mouse deer. Blurr...! surely a crocodile grabbed the wood stick and pulled it underwater. Seeing that, the mouse
deer laughed and said “Stupid crocodile! Can’t you see the difference between a wood stick and a leg?”

Then the mouse deer ran to another side of the river and drink some water happily.

21. What is the purpose of the text?
   f. To entertain
g. To describe
h. To explain
i. To inform
j. To report

22. Crocodile was describe characteristic . . .
   f. A smart
g. A big and strong body nothing brain
h. A wise
i. A follower
j. A graceful

23. Where is paragraph showing the mouse deer is smart . . .
   f. first
g. second
h. Third
i. Fourth
j. Fifth

24. How many characters can the reader find?
   f. One
g. Two
h. Three
i. Four
j. Five

25. What was tool using by the mouse deer to lie crocodile . . .
   f. A wood
g. A stick
h. A piece of meat
i. A bone
j. A wood stick

Text 4 for 26-30

Once upon a time there lived a little girl named Snow White. She lived with her step mother as the queen, because her father or the king was dead.
One day the queen dislike with the prettiness was has by Snow white. A soldier asked by the queen to kill Snow White, but he can’t do it. He asked Snow White to run away far from the palace.

She was very tired and hungry.

Then she saw little cottage. She knocked but no one answered so she went inside and fall asleep.

Meanwhile the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up. The seven dwarfs asked her name.

Then the Snow White told to the dwarfs the whole story. They allowed Snow White to live with them. Then they lived happily ever after.

26. Why Snow White run away far from the palace?
   a. Queen wanted to kill her
   b. Queen angry with her
   c. Snow White dislike lived in palace
   d. Snow White found new cottage
   e. The seven dwarfs very love her, so Snow White lived with them

27. The queen dislike with the prettiness was has by Snow white (p.2)
   What is the antonym the bold word?
   a. Beauty
   b. Loveliness
   c. Comeliness
   d. Ugliness
   e. Goodness

28. What is the characteristic of the queen? EXCEPT
   a. Cruel
   b. Evil
   c. Tricky
   d. Merciful
   e. bad

29. The moral value can take the reader from the text is . . .
   a. wealth is not real happiness
   b. United we stand, divided we fall
   c. Honestly begins at home
   d. Family’s love is everything
   e. True love come from the family

30. What is the problem from the text?
   a. Snow white dislike lived in the palace
   b. The queen was jealous with the prettiness was has by Snow white
   c. Snow white dislike her step-mother
   d. The queen want to take palace
e. Snow white driven from her palace

Text 5 for 31-40

Once upon a time, there were a little brother and sister who lived their step-mother. Their step-mother treated them badly.

Malthretened by their step-mother, who was a witch, the little brother and sister fled into the wood. After running for a while, the brother said, “I’m thirsty. Let’s find a spring and have a drink”

However as the young boy bent down to drink, his sister heard a voice which said, “who drink from me will turn into a fawn”. It was the witch!

Too late, the sister tried to prevent her brother from drinking. The young boy change at once into a fawn. In tears, the girl made a lead and collar out of her belt, and led the fawn into the woods.

There they found an abandoned cottage and lived together, far from any danger.

One day, however, the king was hunting in the woods, and he spied the fawn, which could not resist the urge to wander away from the cottage. The king and his hunters chased the fawn all the way back home. There, the king followed it into the cottage, where he found a young girl stroking the frightened animal. She was so beautiful and gentle that the king fell in love with her at once.

He asked she to be his wife, and his words caused the maiden to cry for joy. When one of her tears fell on the fawn, it changed back to her brother once more. Their goodness and love had overcome the witch’s evil spell, and they lived safely and happily with the king for ever after.

31. How was a girl?
   a. She was a beautiful, but cruel
   b. She was beautiful but mean
   c. She was beautiful and gentle
   d. She was ugly and gentle
   e. She was ugly and effectionate

32. Which the statement is NOT TRUE according the text?
   a. The tittle brother and sister were treated badly by their step-mother
   b. The little brother and sister fled into the woods
   c. The little brother turn into a fawn
   d. The king chased the fawn into the cottage
   e. The king’s tear broke the witch’s spell

33. What we can learn from the story?
   a. A step-mother is always cruel
   b. A brother and sister cannot be separated forever
   c. Selfishness and betrayal can cause bad effect
d. Goodness and love overcome a problem
e. A cry for joy can break a spell

34. What was cause the little boy turn into a fawn?
   a. He drank water which given witch’s evil spell
   b. He fled into a woods from his step-mother
   c. He was thirsty
   d. He was a naughty boy
   e. He leaved his sister

35. Who are characters in the text? Except . . .
   a. A young sister
   b. A littel boy
   c. The king
   d. A neighbour
   e. Hunters

36. Purpose of the text is to . . .
   a. Explain the readers
   b. Describe the readers
   c. Amuse the readers
   d. Information the readers
   e. Persuade the readers

37. Where is paragraph showing the complication of the story?
   a. 1 and 5
   b. 2 and 7
   c. 3 and 7
   d. 2 and 5
   e. 4 and 5

38. What are problems was make the sister crying?
   a. When she treted badly and met the king
   b. When she cannot prevent her brother and the king asked her to be his wife
   c. When she thirsty and flew into a woods
   d. When she not beauty and not gentle
   e. When she lived safely and happily for ever after

39. There they found an abandoned cottage and lived together, far from any danger.
   What is the synonym of the bold word . . .
   a. leave
   b. Live
   c. Stay
   d. Die
e. Run away

40. Which the sentence showing resolution of the text is TRUE.
   a. In tears, the girl made a lead and collar out of her belt
   b. They lived safely and happily with the king for ever after
   c. When one of her tears fell on the fawn, it changed back to her brother once more
   d. He asked she to be his wife, and his words caused the maiden to cry for joy
   e. the king fell in love with her at once
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Pre-Test Cycle I

Post-Test Cycle I

Treatment cycle I
CURRICULUM VITAE

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There is no limit of struggling

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