THE EFFECTIVENESS OF PQ4R STRATEGY TO IMPROVE STUDENTS’ READING COMPREHENSION OF REPORT TEXT FOR NINTH YEAR STUDENTS OF SMP N 2 BANYUBIRU IN THE ACADEMIC YEAR 2017/2018

A GRADUATING PAPER

Submitted to the Board of Examiners as a Partial Fulfillment of the Requirements for the Bachelor Degree of Sarjana Pendidikan (S.Pd) English Education Department of Teacher Training and Education Faculty State Institute for Islamic Studies (IAIN) Salatiga

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2018
DECLARATION

“In the name of Allah the Most Gracious and the Most Merciful.”

Hereby the researcher is fully declares that the graduating paper is written by the writer herself, and it does not contain the materials written or has been published by other people and other’s people ideas except the information from the references.

The researcher is capable to account for her graduating paper if it can be proved or containing other’s idea or in fact, the researcher imitates the other graduating paper in the future. The declaration is written by the researcher and she hopes that the declaration can be understood.

Salatiga, March 12th, 2018

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ATTENTIVE COUNSELOR’S NOTE
Case: Fadlilatu Lathifah’s Graduating Paper

Salatiga, 12 Maret 2018

Dear,
Dean of Teacher Training and Education Faculty

Assalamu’alaikum Wr. Wb.

After reading and correcting Fadlilatu Lathifah’s graduating paper entitled THE EFFECTIVENESS OF PQ4R STRATEGY IN TEACHING READING OF REPORT TEXT TO IMPROVE STUDENTS’ READING COMPREHENSION AN EXPERIMENTAL RESEARCH FOR THE NINTH YEAR STUDENTS OF SMP N 2 BANYUBIRU IN THE ACADEMIC YEAR OF 2017/2018. I have decided and would like to propose that if it could be accepted by the Teacher Training and Education Faculty, I hope it would be examined as soon as possible.

Wassalamu’alaikum Wr. Wb.

Counselor,

Dr. Setia Rini, M.Pd.
NIP. 197503182003122002

iii
A GRADUATING PAPER

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WRITTEN BY:
FADLILATU LATHIFAH
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Has been brought to the board of examination of English Education Department of Teacher Training and Education Faculty at the State Institute for Islamic Studies (IAIN) Salatiga, on April 6th, 2018 and hereby considered to have completed the requirements for the degree of Sarjana Pendidikan (S. Pd.) in English Education.

Board of examiners

Head: Moh. Khusen, M.Ag, M.A
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First Examiner: Norwanto, Ph. D
Second Examiner: Maslihatul Umami, M.A

Salatiga, April 6th, 2018

Dean of Teacher Training and Education Faculty

Signature
MOTTO

“If you can’t fly, then run. If you can’t run, then walk. If you can’t walk, then crawl. But whatever you do, you have to keep moving forward.”

(Martin Luther King Jr.)

“Have the courage to follow your heart and intuition. They Somehow know what you truly want to become”

(Steve Jobs)
DEDICATION

This graduating paper is dedicated to:

1. My beloved mother and father. Thanks for your love, affection, prays, and motivation. I do really love you.

2. My beloved husband, the apple of my eyes, Arga Andriyan. Thanks for always support and help me a lot. You are all of my life.

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Salatiga, March 12th, 2018

The researcher

Fadlilatu Lathifah

113 12 011
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>TITLE</td>
<td>i</td>
</tr>
<tr>
<td>DECLARATION</td>
<td>ii</td>
</tr>
<tr>
<td>ATTENTIVE COUNSELOR NOTES</td>
<td>iii</td>
</tr>
<tr>
<td>CERTIFICATION PAGE</td>
<td>iv</td>
</tr>
<tr>
<td>MOTTO</td>
<td>v</td>
</tr>
<tr>
<td>DEDICATION</td>
<td>vi</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENTS</td>
<td>vii</td>
</tr>
<tr>
<td>TABLE OF CONTENTS</td>
<td>ix</td>
</tr>
<tr>
<td>LIST OF TABLES AND FIGURE</td>
<td>xii</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>xiv</td>
</tr>
<tr>
<td>CHAPTER I INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>A. Background of the Research</td>
<td>1</td>
</tr>
<tr>
<td>B. Problems of the Research</td>
<td>4</td>
</tr>
<tr>
<td>C. Objective of the Research</td>
<td>5</td>
</tr>
<tr>
<td>D. Significance of the Research</td>
<td>5</td>
</tr>
<tr>
<td>E. Definition of Key Terms</td>
<td>7</td>
</tr>
<tr>
<td>F. Graduating Paper Outline</td>
<td>9</td>
</tr>
<tr>
<td>CHAPTER II THEORETICAL FRAMEWORK</td>
<td>11</td>
</tr>
<tr>
<td>A. Theoretical Review</td>
<td>11</td>
</tr>
</tbody>
</table>
1. Reading......................................................................................... 11
2. Reading Comprehension ............................................................... 14
3. PQ4R Strategy ............................................................................. 16
4. Report Text.................................................................................... 20

B. Review of Previous Research......................................................... 24
C. Hypothesis...................................................................................... 26

CHAPTER III RESEARCH METHODOLOGY ........................................... 28

A. Research Method........................................................................... 28
   1. Method of the Research ................................................................. 28
   2. Design of the Research ................................................................. 29
   3. Procedure of the Research ............................................................ 32

B. Setting and Time Schedule of the Research..................................... 38
   1. Setting of the Research ................................................................. 38
   2. Time Schedule of the Research ..................................................... 39

C. Subject of the Research.................................................................. 42
   1. Population ..................................................................................... 42
   2. Sample .......................................................................................... 43
   3. Sampling Technique ...................................................................... 43

D. Variable of the Research ................................................................. 48
   1. Independent variable .................................................................... 48
   2. Dependent Variable ..................................................................... 48

E. Instrument of the Research .............................................................. 48
   1. Test .............................................................................................. 49
F.  Technique of Data Collection ................................................................. 52
   1.  Observation .................................................................................. 52
   2.  Documentation .............................................................................. 53
   2.  Test ............................................................................................... 54
G.  Technique of Data Analysis ............................................................... 54

CHAPTER IV RESEARCH DESCRIPTION AND DATA ANALYSIS ...... 56
A.  Description of the Data....................................................................... 56
   1.  Experimental Class ....................................................................... 56
   2.  Control Class ............................................................................... 65
   3.  Rate Distribution of Pre – test and Post – Test Result Experimental and
       Control Class ............................................................................... 73
B.  Data Analysis .................................................................................. 81
C.  Discussion ......................................................................................... 88

CHAPTER V CONCLUSION AND SUGGESTIONS .............................. 90
A.  Conclusion ....................................................................................... 90
B.  Suggestion ....................................................................................... 92

BIBLIOGRAPHY

CURRICULUM VITAE

APPENDIXES
LIST OF FIGURE AND TABLES

Figure 3.1 Randomized Pre – test Post – Test Control Group Design
Table 3.1 The Steps Model by Applying PQ4R Strategy
Table 3.2 The Different Procedure in Treating the Experimental and Control class
Table 3.3 Experimental Class Schedule
Table 3.4 Control Class Schedule
Table 3.5 Name List of Experimental Class
Table 3.6 Name List of Control Class
Table 4.1 Tabulation of Experimental Class Pre – Test Result
Table 4.2 The Observation Sheet for Experimental Class
Table 4.3 Tabulation of Experimental Class Post – Test Result
Table 4.4 Tabulation of Control Class Pre – Test Result
Table 4.5 The Observation Sheet for Control Class
Table 4.6 Tabulation of Control Class Post – Test Result
Table 4.7 Distribution of Pre – Test Rate of Experimental Class
Table 4.8 Distribution of Post – Test Rate of Experimental Class
Table 4.9 Distribution of Pre – Test Rate of Control Class
Table 4.10 Distribution of Post – Test Rate of Control Class
Table 4.11  The result of Pre – Test and Post – Test of Experimental Class

Table 4.12  The Significance Result of Using PQ4R Strategy in Teaching Reading of Report Text

Table 4.13  The result of Pre – Test and Post – Test of Control Class

Table 4.14  The significance of Using Conventional in Teaching Reading of Report Text

Table 4.15  The Result Description of the Research
ABSTRACT


Keywords: Reading Comprehension, PQ4R strategy, Report text

This research was focused on effectiveness of PQ4R Strategy to Improve Students Reading Comprehension of Report Text for the Ninth Year Students of SMP N 2 Banyubiru in the Academic Year 2017/2018. The objective of this research is to find out whether PQ4R strategy is effective or not to improve the students reading comprehension of report text. The research design that was used in this research was experimental research. The data was collected through test; pre-test and post-test. The data was tested using paired-sample t-test in SPSS. The mean of pre-test and post – test of experimental class were 63.00 and 83.78. While the mean of pre-test and post – test of control class pre – test and post – test means were 61.89 and 76.67. The result of SPSS of experimental class showed that sig. (2-tailed) 0.00 and t-count 21.164. While control class showed that (2-tailed) 0.00 and t-count 16.913. The rule was if sig. (2-tailed) < 0.05 and t-table was smaller than t-count, Hₐ is accepted. T-table showed 2.04523 for df 29 and significancy 5%. It shows in number 5.84 or in percentage is 9.07%. In this case, post – test result of the experimental shows the different in number 6 or 9.1% higher than post – test result of the control. Therefore, there was significant difference between experimental and control class reading before and after implementing PQ4R Strategy. It means that PQ4R strategy is effective to improve students’ reading comprehension.
CHAPTER I

INTRODUCTION

This chapter contains the introduction of graduating paper, the researcher presents some sub chapter background of the research, the research problems, and then objective of the research, significances of the research, definition of key terms, and graduating paper outline.

A. Background of the Research

One of the most important to absorb the knowledge is by doing reading. By doing reading, the reader is actually prepared to know something and it will become his or her knowledge. It is not only a single process but needs some process in absorbing from what he reads to what he gets from reading. Anderson et al. (1985) in Sabouri (2016, p.230) defined that reading as the process of making meaning from written texts. It needs the harmony of a lot of related sources of information. Alyousef (2006, p.64) said that reading can be seen as an interactive process between a reader and text which leads to automaticity or reading fluency. While, Grabe (2010, p.8) explained that reading can simply be defined as complex ability to extract, or build meaning from a text.

To understand what the reader reads, definitely the reader should have skill in reading. Reading skill itself has a crucial position in English beside of writing, listening and also speaking. By comprehending what the reader reads it will be
very useful to get information. That is the reason why reading comprehension is very important.

Indonesia is one of several countries that applying English as Foreign Language. There are lots of students still less interest in English reading activity because they meets some obstacle in reading for example, when the students read a text some of them are not able to find out the correct information or message of the text they had read. Rivers Rivers (1981, p.147) in Medjahdi (2014, p.6) stated that “reading is the most important activity in any language class, not only as a source of information and a pleasurable activity, but also as a means of consolidating and extending one’s which are knowledge of the language. In addition, Brashdi (2006) in Bayu (2013, p.1) mentions that others students’ problem in reading is the lack of vocabulary. When the students read a text, they will not able to comprehend a text well if they find some unfamiliar words, thus, the teachers need to create activity to optimize the students ability in understanding information in a text and to enrich the students’ vocabulary.

In this research, the researcher was observing the students of SMP N 2 Banyubiru, especially at ninth year to know what their obstacles in English. Some of them thought that English is very difficult, they cannot understand what the words of the text means, or what the text actually talk about. Other students said that it is so annoying when they have to read an English reading text, especially in reading text type that has lot of unfamiliar words.
They have to open the dictionary, search a word, then matched the word and find the meaning. The other difficulties is when they have to recognizing the words that they read to face an English examination, the word should be same to the dictionary, the spell should be correct, they have to arranged in good tenses, using a correct grammar and etc. That is all really troublesome.

Based on the students’ obstacles in reading that the researcher mentioned above, the researcher try to carry out PQ4R strategy to help the students’ reading comprehension through the teacher. One of the best-known study strategy for helping students and remember what they read is called PQ4R strategy. PQ4R is the acronym for preview, question, read, reflect, recite, and review. PQ4R is procedure that focuses students on meaningful organization of information and involves in other effective strategies (Slavin, 2006, p.195). PQ4R is one of the reading strategy that have been used to improve the students’ ability in reading comprehension by absorbing the text information in phases.

PQ4R was introduced by educational psychologist Francis, Thomas and Robinson in 1972 which is the refinement of SQ3R that developed by Robinson in 1961. SQ3 is a method of learning that helps students remembers what they read. S stands for Surveys (checking or research), Q is the question, and 3R stands for Read, Recite, and review. But in SQ3R needs one step again, namely; reflect, in order to develop what information is on the text from the short term memory to the long term memory. Therefore, there is PQ4R the developments of SQ3R.
When we talk about reading, we also talk about what kind of text that we read. There are several different types of text that have been studied in junior high school level such as descriptive, narrative, report, etc., and one of them is report text. The students face some obstacles in reading report text, for example some of them are lack in their vocabulary. A report text contains such paragraphs and students find some unfamiliar words there so that, it makes them difficult to understand what contain of either the paragraph or the text. The other important thing is the way students interpreting the idea of the text. Sometimes the way they interpret the idea of the text is different to the writer idea. It shows how important is to use strategy which is help students read report text.

Based from the explanation above, therefore, the researcher tried to use PQ4R strategy through report text to investigate and prove whether it is effective to improve the students reading comprehension or not. This research entitled “THE EFFECTIVENESS OF PQ4R STRATEGY TO IMPROVE STUDENTS’ READING COMPREHENSION OF REPORT TEXT FOR THE NINTH YEAR STUDENTS OF SMP N 2 BANYUBIRU IN THE ACADEMIC YEAR 2017/2018.”

B. Problems of the Research

Based on the statement mentioned in the background above, the researcher formulated the problems into the following research question as follows:
1. How effective is PQ4R strategy to improve the students’ reading comprehension of report text at ninth year of SMP N 2 Banyubiru in the academic year 2017/2018?

C. Objective of the Research

1. To find out whether the effectiveness of PQ4R strategy to improve the students reading comprehension of report text at ninth year of SMP N 2 Banyubiru 2017/2018.

D. Significances of the Research

Through the research, this study expected to give positive contributions and benefits for the teacher, students, school, researcher, and other researcher.

1. For the teacher

The research can be used as information and alternative solution in teaching English, especially in reading comprehension. So that, the teacher will motivate to carry out the strategy to make the leaning activities particularly in reading comprehension become more effective. It also can inspire the teacher to be more creative and innovative in teaching reading by using other English teaching methods or strategies.

2. For the students

By using PQ4R strategy in learning English reading comprehension, the students will find out the strategy not only this strategy but also other methods
and strategies to help them develop their reading skill. The other thing, they can use it not only in English text but also other text types. It helps them become more active and interested in reading, so that it will enhance the result of learning.

3. For the school

The result of this research will become a reference for the school to enhance learning quality especially in reading skill comprehension. Motivate the school to improve a better learning process method, so that it will not only increase the leaning processes but also increase the quality of the school itself continuously.

4. For the researcher

By doing this research, the researcher will get experience, knowledge, and also motivation to improve the teaching – learning activity with other new methods and strategies. So, the teaching – learning activity will not monotonous and become more interesting in the future.

5. For the other researcher

The researcher wishes that this research can be used as a reference for other researcher. By conducting this research, hopefully the other researcher will be motivated to explore more methods and strategies in teaching to make other research and make the education quality better.
E. Definition of Key Terms

1. Effectiveness

   Effectiveness is producing the result that is wanted or intended (Oxford University, 2008, p.143). In addition, Hornby (1974, p.277) states that effectiveness is having an effect and able to bring about the result intended. Whereas according to Scheerens (1992, p.11), effectiveness is to the degree to which educational means processes result in the attainment of educational goals. In this study context, it can be inferred that effectiveness is reaching the goal of reading (comprehension) by implementing such a learning method.

2. PQ4R Strategy

   PQ4R is abbreviated from Preview, Question, Read, Reflect, Recite, and Review. Thomas and Robinson (1972) in Sriadi (2012, p.5) explained that PQ4R is one of the strategies proposed to good strategy in improving the students’ reading comprehension. Slavin (1994) in Sriadi (2012) says that PQ4R strategy is a strategy that helps students to focus organizing information in their minds and making it meaningful. PQ4R is one of the most successful strategies for remembering textbook material. PQ4R stand for six activities to engage in when you read: preview, question, read, reflect, recite and review. These activities are designed to increase the depth to which you process the information you read (Bernstein, et.al, 2008, p.275). 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 (Dunn, et.al, 2008, p.85)

3. Teaching Reading

According to Richard (2001, p.207), teaching is a process of transferring knowledge. Teaching reading is not only teaching to read, but more of it. Comprehending the text is one of the reading’s goals. Teaching reading can be main as facilitate students’ performance this in comprehending texts, and provide students with many opportunities for practice are encourage in a number of comprehension enhancing the best known of which are reciprocal teaching, cooperative learning and reading recovery.

4. Report Text

According to Linda, (1995, p.196) in Hanifah (2014, p.23) explained that report text is a text which describes the way things are, with reference to a range of natural, man-made, and social phenomenon in our environment. The subjects are about the phenomena of the world whether living things i.e. plants, animals, or non-living things i.e. phones, cars, volcanoes, and oceans. An information report usually contains facts about the subjects, a description and information on its aspects or features like appearance (parts of components), qualities (shape, color, and behavior habits, how to reproduce, what to eat if it is living things).
5. Reading Comprehension

According to Kintch (1998) and van Dijk and Kintsch (1983) in Sabouri (2016, p.230) defined that reading comprehension as the process of the creating meaning from the text. The purpose is to get the understanding of the text rather than to acquire meaning from individual words or sentence. The outcome of reading comprehension is the mental representation of a text meaning with the reader previous knowledge. While Keenan, Betjeman, and Olson (2008) in Sabouri (2016, p.230) expressed that reading comprehension needs the successful expansion and arrangement of a lot of lower – and higher – level processes and skills.

F. Graduating Paper Outline

This research is presented in five chapters, they are:

1. Chapter I

In this chapter, the researcher presents the background of the research, problems of the research, objectives of the research, significances of the research, definition of the key terms, and graduating paper outline.

2. Chapter II

In this chapter contains literature review which is separated into several sub materials such as the explanation of reading and reading comprehension, and then describing the PQ4R strategy and also the
3. Chapter III

In Chapter III, the researcher made the guideline of preparation in doing the research. There are several substance of this part such as the method of the research including the design of the research, and then setting and time of the research, population and sample, variable of the research, instrument of the research, technique of data collection, and the last is technique of data analysis.

4. Chapter IV

There are several things that integrated in this chapter such as the research findings, the analysis of the research and discussions.

5. Chapter V

In this chapter contains the closure of the research include the conclusions and suggestions from the researcher.
CHAPTER II

THEORITICAL FRAMEWORK

In this chapter presents several sub chapters such as the theoretical review of the research, and then review of the previous research, and the last is hypothesis of the research.

A. Theoretical Review

1. Reading

a. Definition of Reading

Maxom (2009, p.139) in Wahono (2014, p.121) states that reading is one of the key skills in language learning. It reinforces the skills students acquire in speaking, listening and writing. On the other hand, it is really not enough just to put a book or short text in front of students and ask them to read, whether silently or out loud. While, Wixson, Peters, Weber, and Rober (1987) in Sabaouri (2016, p.230) explained that reading is the process of creating meaning that involves:

1) The reader’s existing knowledge

2) The text information

3) The reading context
b. Purpose of Reading

Every action has purpose in doing it. Reading has several purpose or aim when it is done. According to Rivers and Temperly (1978) as quoted Nunan (1991, p.34) suggest that second language learners will want to read for the following purposes:

1) To obtain information for some purposes or because we are curious about some topic;

2) To obtain instruction on how to perform some task for our work or daily life (e.g. knowing how an appliance works);

3) To act in a play, play a game, do a puzzle;

4) To keep in touch with friends by correspondence or to understand business letter;

5) To know when or where something will take place or what is available;

6) To know what is happening or has happened (as reported in newspapers, magazines, reports);

7) For enjoyment or excitement.
While Grabe (2009, p.8 divided the academic purposes for reading as follows:

1) Reading to reach for information;

2) Reading for quick understanding;

3) Reading to learn;

4) Reading to integrate information;

5) Reading to evaluate, critique, and use information; and

6) Reading for general comprehension

Based on the purpose of the reading above, it can be concluded that reading has such a great position in our life aspect. It is not only for students, teachers, and other educational substance, but also for all human being because every day we have to read to get more than information. There are so many implicit objectives of the reading such as to do our daily life activity, to make an action when we work, to create a better future.
2. Reading Comprehension

a. Definition of Reading Comprehension

According to RAND (Research and Development) Reading study Group (2002) in Alyousef (2006, p.230) defined that comprehension is the process of eliciting and making meaning through interaction and involvement with written language. McNamara and Mangliano (2009) in Sabouri (2016, p.230) emphasize that this process (comprehension) is a task both reader and text factors that happen within a larger social context.

Kintsch (1998) and van Dijk Kintsch (1983) in Woolley (2011, p15 – 16) explained that reading comprehension is the process of making meaning from the text. The goal therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. In understanding read text information children, develop mental models, or representations of meaning of the text ideas during the reading process. There are two classes; a text based models; which is mental of the propositions of the text and situation model consisting of what text is perceived to be about.

Based from the statements from the experts above, the researcher concludes that reading comprehension is not only reading of text but also
absorbing the meaning and context of the text. It is also involved some related process to understand the mastered what we read.

Effective Strategies for reading comprehension is very important. According to Sabouri (2016, p.234) there are lots of strategies for reading comprehension. These strategies are explained in detail as follow:

1) Activating and using background of knowledge

In this strategy, readers activate their background knowledge and apply it to aid them comprehend what they are reading.

2) Generating and asking questions

In this strategy, readers ask themselves pertinent questions in reading the text. This strategy assists readers to combine information, recognize main ideas, and summarize information.

3) Making Inferences

Readers assess or draw conclusions from information in a text.

4) Predicting

In this strategy, readers are able to gain meaning from a text by making educated guesses.

5) Summarizing
Readers combine information in a text to elaborate in their own word what the text is about.

6) Visualizing

Readers can make mental picture of a text to comprehend processes they face during reading.

3. **PQ4R Strategy**

a. Definition of PQ4R Strategy

PQ4R stands for Preview, Question, Read, Reflect, Recite, and the last is Review. According to Slavin (1997) in Shoaib et al. (2016, p.148) explained that PQ4R is one of popular strategies for enabling the students to comprehend and retain what they read. It is the strategy that facilitates students to emphasize on organizing knowledge and making it effective. In addition, Thomas and Robinson (1972) in Sriadi (2012, p.5) explained that PQ4R is one of the strategies proposed to be a good strategy in improving the students’ reading comprehension which consists of six – steps process. Fox and Herman (1994) in Wahono (2014, p.122) defined that PQ4R strategy provides a series of steps aim to help the reader understand and remember what he or she has already read.
In addition, Sanacore (1983) in Wahono (2014, p.122) explained that PQ4R strategy stimulates students’ prior knowledge by using six steps; preview (activate prior knowledge), question, read, reflect, recite, and review. These latter steps confirm the knowledge activated in the preview and establish bridge of new knowledge.

From the expert’s definition of PQ4R above, the researcher drew the conclusion that PQ4R is the learning strategy which consists several systematic steps in reading activities such as preview, question, read, reflect, recite, and review. It has aim to help students not only read but also understand what they reading.

1) Steps of PQ4R strategy

Wahono (2014, pp. 122 – 123) have explained the steps of PQ4R Strategy. The steps are written as bellow:

a) Preview

One of the best ways to begin a new chapter is by not reading it. Instead, take a few minutes to skim the chapter. Look at the section headings and any boldface or italicized terms. Obtain a general idea of what material will be discussed, how it is organized, and how its topics relate to one another and to what you already know. Some people find it useful to preview the entire
chapter once and then survey each major section in a little more
detail before reading it.

b) Question

Before reading each section, stop and ask yourself what
content will be covered and what information should be extracted.

c) Read

Read the text, but think about the material as you read. Are the
questions you raised earlier being answered? Do you see the
connections between the topics?

d) Reflect

As you read your text, think of examples of concepts that
might apply to your own life. Create visual images that reflect the
concept, and ask yourself how each concept might be related to
other concepts within that chapter and in other chapters you have
already read.

e) Recite

At the end of each section, stop and recite the major points.
Resist the temptation to be passive by mumbling something like,
"Oh, I remember that." Put the ideas into your own words.
f) Review

Finally, at the end of the chapter, review all the material. You should see connections not only within a section but also among the sections. The objective is to see how the author has organized the material. Once you grasp the organization, the individual facts will be far easier to remember.

b. The strength and Weakness of PQ4R Strategy

Strategy is usually done to improve or make something to be better. But the strategy is not perfect at all. There will be strength and weakness of strategy. That is why the strategy is always updated based on advancement of the time and technology. The same case is applied in PQ4R strategy. These are the strength and weakness of PQ4R strategy in terms of academic written by Wahono (2014, p.124)

1) The Strength of PQ4R Strategy

a) It helps to make individual to know what to learn. It focuses students’ attention, increasing interest, relating new ideas to previously known concepts and building comprehension.

b) The students are encouraged to actively interact with the material while reading by the following organizing techniques.
c) PQ4R is easy to use and can be applied to readings in most academic.

2) The Weakness of PQ4R Strategy

a) It requires the ability to skim texts which involve the rapid reading of chapter elements such as introduction, conclusion, summary, first and the last lines of paragraph, etc.

b) It also requires the ability to scan texts which involves careful search for specific facts and examples.

c) This method can be not suitable for the young students as it may be difficult for them.

By the terms of strength and weakness of PQ4R strategy above, the researcher tried to give the best action in research as optimal as the researcher did to minimalize the weakness of research.

4. Report Text

There are several types of the text in. Mark and Kathy (2003, pp.2 – 8) in Fatuni’mah (2015, p.15) explained that there are two major of various text types which are literary text which consist of narrative, poetic, dramatic test and factual text which are consist of response, discussion, explanation,
exposition, report, recount and procedure. One of the English text types that have to be learned in junior high school is report text.

Based on syllabus given by the English teacher, the report text included in learning material which have to be mastered in IX class. The teacher said that less of students got a good score in English reading comprehension. They were lack in comprehend English material. The researcher was also interviewed several students that they were less motivated in English subject because they don’t understand most of English text book. They also thought that reading English text was so hassled especially in difficult reading text types such as narrative and explanation. To understand the meaning of the text they had to open the dictionary and so on, recognize it, write or spell it correctly and so on. It was so annoyed.

The opinions that mentioned above motivated the researcher to choose report text as the material of learning because report text contains some difficult words to understand by students. The researcher tried to serve information about report as follow.

a. Definition of report text

According to Barker (2000, p.23) in Roza (2014, p. 3), report text is a piece of writing which aims to describe something in a general way. Often it is non-chronological and written in the present tense. This theory
implies that report text refers to kind of text that describes the information by explaining the general information which is used to report the information. Furthermore, it is kind of text which is written in chronological order and constructed in present tense.

Then, to Mustafa and Sundayana (2006, p.125) in Roza (2014, p.3) explains that report text is to describe the way things are related to history, science, geography, natural resources, man-made and environment phenomenon. It is explained that report text must include important information that is considered to write as a report form. Something that is considered to be important to report is in a text.

Based from the explanation above, the researcher concludes that report text is a text that presents factual information. It presented in form generally and provided meaningful and factual information because it has sources.

b. Purpose of Report Text

According to Gerot & Wignel (1994) in Tristy (2010, p.10) explained that report text has purposes to describe the way things are, with reference to a range of natural, man – made and social phenomena in our environment. While another purpose of report text is to describe the way
things are, with reference to a whole range of phenomena, natural, synthetic, and social environment (Callaghan and Rothery, 1988)

c. Generic Structure of Report Text

Mark Anderson and Kathy Anderson (1997) in Hanifah (2014, p.24) defined the steps of constructing information report, text structure or generic structure of information report and the language feature used in information report is as follow:

1) General Classification

General opening statement that introduce the subject of the report, it can include a short description and definition

2) Description

A series of paragraph to describes the subject. Each new paragraph describes one feature of the subject and begins with a topic sentence, followed by detail sentences.

3) Conclusion

Summarizes the information and signals the end of the report (optional/ not always). It just to make the text clearly in the end of the text and make the readers comprehend the text tells about. In
generally, the generic structure in a report text just explained general classification and description.

B. Review of the Previous Research

The researcher put several journals of the research as references. The first journal is entitled “Effect of PQ4R Study Strategy in Scholastic Achievement of Secondary School in Punjab (Pakistan)” written by Mrs. Ruqia Bibi, Ph.D. and Manzoor H. Arif, Ph.D. volume 11 : 12 December 2011. In this journal identified the effect of PQ4R study strategy on scholastic achievement of secondary school students in the subject of Pakistan studies. This research was using pre – test post – test control group design. The sample of 104 students was matched on the basis of their obtained marks in pretest comprising 52 students for each experimental group and control group. Both the groups were randomly assigned as experimental group and control group. The experimental group was taught through PQ4R whereas the control group was taught through traditional method. The result of the research showed there was significance improvement of student’s scholastic achievement after given by PQ4R strategy.

The next is journal which is written by Muhammad Shoaib PhD (Scholar) Northern University Nowshera, Hafiz M. Imanullah, Associate Professor, IER, University of Education, Hafiz M. Ishadullah Assisten
Professor of Education, Abdul Wali Khan University Mardan, Riasat Ali, Professor of Education, Abdul Wali Khan Univerity Marda. The journal entitled, “Effect of the PQ4R Strategy on Slow Learners’ Level of Attention in English Subject at Secondary Level” which is published by Journal of Research and Reflections in Education in December, 2016 Volume. 10, No. 2 is also used by the researcher as reference. The objective of this research is to investigate the effect of PQ4R Strategy on slow learners’ level of attention. They used null hypothesis and sample of this research was 20 students that selected from 9th grade students from High School no: 1 for Boys Tordher Swabi. Based from the finding of this research, the researchers conclude that there was increased level of attention from low to high. The researchers also suggested to English teacher to use PQ4R strategy fo enhancing students’ attention.

The other research journal reference is entitled, “The Application of Preview Question Read Reflect Recite Review (PQ4R) Strategy to Improve Students Reading Comprehension Skills Discourse at Fourth Grade of SD N 21 Pekanbaru”. It was conducted by Eni Susanti, Otang Kurniaman, and Lazim N. This study aimed to investigate the skills of reading comprehension discourse at students of Class IV SD Negeri 21 Pekanbaru by applying preview Question Read Reflect Strategy Review Recite (PQ4R). The subjects in this study is the fourth grade students of SD Negeri 21 Pekanbaru, the
number of students 25 people consisting of 10 student-sex male and 15 female students. From the results of this study, concluded that application of Reflect Strategy preview Question Read Recite Review (PQ4R) could improve reading comprehension skills discourse at fourth grade students of SDN 21 Pekanbaru.

C. Hypothesis

According to Sugiyono (2012, p.64), a hypothesis is a temporary answer to the formulation of research problems, in which the formulation of research problem have been expressed in the form of question sentence.

Sudarwan Danim and Darwis in Kuntjojo Research Methodology (2009, p.171) explained that there are two hypothesis reviewed from its formula.

1. Alternative hypothesis, namely the “true hypothesis” namely the actual hypothesis which is the synthesis of the results of theoretical studies that are usually abbreviated as $H_1$ or $H_a$.

2. The null hypothesis or statistic hypothesis, which is the opposite of alternative hypothesis and usually abbreviated as $H_0$

The alternative hypothesis ($H_a$) and null hypothesis ($H_0$) of the research are described as follow:
\[ H_a \] : The use of PQ4R Strategy is effective in teaching reading of report text to improve students’ reading comprehension for the ninth year student of SMP N 2 Banyubiru.

\[ H_0 \] : The use of PQ4R Strategy is not effective in teaching reading of report text to improve students’ reading comprehension for the ninth year student of SMP N 2 Banyubiru.

In this research, the researcher proposed a hypothesis that the use of PQ4R Strategy is effective in teaching reading of report text to improve students’ reading comprehension for the ninth year student of SMP N 2 Banyubiru.
CHAPTER III

RESEARCH METHODOLOGY

This chapter contains seven major sections. There are method of the research, setting and time of the research, population and sample of the research, variable of the research, instrument of the research, method of data collection and technique of data analysis

A. Research Method

1. Method of the Research

This research is included in quantitative. Kasiram (2008, p.149), defined quantitative research is a process of finding knowledge that uses numerical data as an instrument to analyze information about what you want to know. The characteristic of the quantitative research which is based on the process of observing, then provide and processing the data, and presented in the form of numbers as a result, makes the researcher prefer to choose quantitative research. Considering the purpose and characteristics of the research, the researcher is able to choose several design of quantitative research.

According to Suryabrata (2003, p.15), there are several design of quantitative research based on its problems which are:

a. Descriptive research
b. Correlation research

c. Causal Comparative research

d. Classroom action research

e. Development research

f. Experimental research

The researcher chooses experimental as design of quantitative research.

2. Design of the Research

Creswell (2014, p.3) states that research designs are the specific procedures involved in the research process: data collection, data analysis, and report writing.

Kuntjojo (2009, p.42) explained that there are two major of research design of the research which are experimental and non-experimental research. The factors that distinguish these two design are on the first design does not occur manipulation of free variables while in the second design there is the manipulation of independent variables. The main purpose of the first use of design is exploratory and descriptive; while the second design is explanatory (causal). Based on the level of understanding of the problems studied, the design is non-experimental resulting in a level of understanding of the issues studied at the surface level, while experimental design produce
levels a deeper understanding. Both main designs have more specific subs design. The non – experimental research divided into descriptive research design, correlational research design, while experimental design divided into field experiment (field experiment) and laboratory experiments (laboratory experiment).

This researcher was used experimental research as design of this research because the researcher wanted to serve deeper understanding of the research.

a. Definition of Experimental Research

The researcher conducted the research by using experimental research design. McMillan and Schumacher (2001, p.355) state that experimental research involves manipulating experimental variables and randomization of subjects to groups in order to investigate cause-and-effect relationship. While according to Sukardi (2003, p.178) experimental research method is the systematic method to build cause-effect relationship. Experimental research is the most productive research method, because the result of this research method can answer the hypothesis if the research is done well. Experimental research needs hard work to select the requirements.

Based on the statement above, the purpose of this research is to know the influence of specific method or treatment toward a group of students or people and the result will be compared with a group of people or students who get different treatment. There are two classes that the researcher put as the investigated classes. The first class will received a
treatment namely PQ4R strategy while another class received conventional treatment. The class that received the treatment is IX E as experimental class and the class that received the conventional method is IX B as control class.

b. Types of the Experimental Research Design

Nur salam (2003, p.87) in Kuntjojo (2009, p.46) explained that there are three types of experimental research based on the variable control level experimental research which are pre – experimental, quasi experimental, and true experimental design. Pre – experimental consists of one – shot case study, one group pre – test post – test design, and static group comparison. True experimental research consist of randomized post – test only control group design, randomized pre – test post – test control group design, and Solomon four group design.

In this research, the researcher used the true experimental design pre – test post – test. By using experimental research, the researcher tried to reveal the effect of PQ4R strategy in teaching report text by using PQ4R strategy. The strategy implemented to the students in the experimental group in order to find out the effectiveness of the strategy and it is compare to the students in experimental group who is used PQ4R strategy and control group who is used conventional strategy. The design will be implemented in Randomized Pre – test post – test control group design. The design will figure as bellow:
3. Procedure of the research

In this research, the researcher conducted several steps to collect the data required. The steps consist of:

a. Preparing the lesson plan;

   The researcher prepared the lesson plan which is guided by the teacher and it is synchronized to English syllabus. The Minimum Criteria of Mastery Learning or in bahasa Indonesia is KKM (Kriteria Ketuntasan Minimal) was 75 and the school implements Curriculum 2013 for seventh
and eighth grade, while ninth grade implements KTSP curriculum. So the researcher had to adaptation to the curriculum and condition of the school.

The experimental and control class had total 8 meetings which consist of 4 meetings in each group. Time allocation each experimental and control class was 10x40 minutes and more specifically explain in table 3.3 and 3.4. So, total of time allocation for this research meeting both experiment and control class groups was 20x40 minutes.

b. Preparing teaching material;

In preparing of teaching material, the researcher used power point presentation and videos related to report text. The teacher asked the researcher to put various theme of the report text so the students were not bored early and they knew more themes of report text. The researcher put themes of animal, plantation, public places, and technology. The researcher put the learning materials from Youtube videos and internet.

c. Administering pre-test.

Pre – test had aim to determine the students’ background of reading report text. The test is held by student with the help of English teacher. Both experimental and control group are given the same type of report text test. The pre – test was consist of 30 multiple choices;
d. Implementing the treatment by using PQ4R strategy in experimental group and using conventional strategy for control class.

In conducting the treatment, the researcher has prepared the teaching material for both control class and experimental class. There were a few things emphasized related to teaching reading, such as how to develop the main idea of the reading text, grammar, glossary, as well as mechanical category of reading such as; spelling and pronunciation. Here the teacher in experimental class applied PQ4R strategy. In contrast to the experimental group, control group is treated by using conventional strategy in teaching reading of report text which was also focused in few things as mentioned in experimental class. The learning material of the experimental group and control group were similar.

Trianto (2007, p.150 – 151) described learning steps model by applying PQ4R strategy. It was also implemented by the teacher in experimental class. The model is figured as bellow:

**Table 3.1 The Steps Model Learning by Applying PQ4R Strategy**

<table>
<thead>
<tr>
<th>No.</th>
<th>The Steps</th>
<th>Teacher’s Steps</th>
<th>Students’ Steps</th>
</tr>
</thead>
</table>

34
<table>
<thead>
<tr>
<th></th>
<th>Preview</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Give the reading materials for students to read</td>
<td>b. Inform to students how to find out the main idea/learning objectives to be achieved</td>
<td></td>
<td>Reading quickly to find the main idea/learning objectives to be achieved</td>
</tr>
<tr>
<td></td>
<td>Inform to students how to find out the main idea/learning objectives to be achieved</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Inform the students to pay attention to the meaning of the passage.</td>
<td>b. Give students’ assignments to make the question of the principal idea that found using the words what, why, who, when and how.</td>
<td>a. Pay attention to teacher’s explanation.</td>
<td>b. Answer the questions that have been made.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td><strong>Read</strong></td>
<td>Instruct students to read and respond / answer the questions that had been prepared before.</td>
<td>Readactively while providing a response to what has been read and answer the questions made.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td><strong>Reflect</strong></td>
<td>Simulating / inform the materials on reading.</td>
<td>Students not only memorize and remember the subject matter but try to solve the problem of information provided by teachers with the knowledge that has been known through reading materials.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 5. | **Recite** | Ask students to make the essence of the whole discussion of the lessons learn today. | a. Ask and answer questions.  
  b. See the notes / the essence have been made before  
  c. Making the essence of the whole discussion. |
<table>
<thead>
<tr>
<th>6.</th>
<th>Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Ask students to read the essence that made from the details of the main idea in their mind.</td>
<td>a. Read the essence that have been made</td>
</tr>
<tr>
<td>b. Ask students to read back the reading material, if still not sure with their answer.</td>
<td>b. Read back the literature if still not convinced of the answers that have been made.</td>
</tr>
</tbody>
</table>

**e. Administering the Post – Test**

The post – test conducted at the last meeting to make measurement of the students result after given by the treatment. It was same to the pre – test, the post – test contained 30 multiple choices.

PQ4R strategy has never been taught in the class before. So it is a new strategy in teaching reading comprehension. In here, the researcher differentiated the procedure in treating the experimental group and the control group. The first group was taught by using PQ4R strategy and the second group was taught by using conventional strategy.

The different procedure in treating the experimental and control class were described as follow:
Table 3.2 The Different Procedure in Treating the Experimental and Control class

<table>
<thead>
<tr>
<th>No.</th>
<th>Experimental Group</th>
<th>Control Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Giving pre-test</td>
<td>Giving pre-test</td>
</tr>
<tr>
<td>2.</td>
<td>Calculation of the pre-test</td>
<td>Calculation of the pre-test</td>
</tr>
<tr>
<td>3.</td>
<td>Analysis of the pre-test result</td>
<td>Analysis of the pre-test result</td>
</tr>
<tr>
<td>4.</td>
<td>Treatment by PQ4R strategy</td>
<td>Treatment by conventional strategy</td>
</tr>
<tr>
<td>5.</td>
<td>Giving post-test</td>
<td>Giving post-test</td>
</tr>
<tr>
<td>6.</td>
<td>Calculation of the post-test</td>
<td>Calculation of the post-test</td>
</tr>
<tr>
<td>7.</td>
<td>Analysis of the post-test result</td>
<td>Analysis of the post-test result</td>
</tr>
<tr>
<td>8.</td>
<td>Concluding the result of finding</td>
<td>Concluding the result of finding</td>
</tr>
</tbody>
</table>

B. Setting and Time Schedule of the Research

1. Setting of the Research

This research conducted at SMP N 2 Banyubiru that located at Jalan Brantas, Desa Kebumen, Kecamatan Banyubiru, Kabupaten Semarang, Jawa Tengah, 50664. The location that still cool and included in village location surrounded by mountains, still maintained and also bit away from the crowds make this school become a peaceful place for students for learning.
SMP N 2 Banyubiru is categorized as a new school in Semarang regency, built in 1997 and started began learning-teaching process in July, 1998. There are sixteen classrooms in this school. The facilities are text book, library, language laboratory, multimedia laboratory, science laboratories, health care unit, computer laboratory, teacher room, guess room, art room, counseling room, sport field, mosque, canteen, and hot spot area.

In this experiment research, the researcher carried the 9th grade students in the academic year 2017/2018 at first semester as participants. It is because the material of this research is attached in syllabus that applied in this period. Another thing is the researcher has been observed from the English teacher of the classes that the students still lack in understanding the text in English reading comprehension. So, the researcher tried to apply this research in order to find out whether PQ4R have a good effect in increasing students’ reading comprehension or not.

2. Time Schedule of the Research

The research was held in several times by researcher collaborated to with teacher according to the student’s learning schedule. This research also appropriated and connected to the teacher syllabus. Thus, the researcher did not offend the teacher and student’s learning activity. The schedule of both experimental and control class of the research is written as bellow:
<table>
<thead>
<tr>
<th>No.</th>
<th>Activities</th>
<th>Date</th>
<th>Time Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Doing Pre – test</td>
<td></td>
<td>First meeting, 3X40 minutes</td>
</tr>
<tr>
<td>2.</td>
<td>Discussing the pre – test together by teacher and students</td>
<td>August 2\textsuperscript{nd}, 2017</td>
<td>Second Meeting, 2X40 minutes</td>
</tr>
<tr>
<td>3.</td>
<td>Calculating and scoring the pre – test</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Analyzing the result of pre – test</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Giving the material of report text by treating students with PQ4R strategy (giving treatment for the first time)</td>
<td>August 3\textsuperscript{rd}, 2017</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Recalling the students about the lesson of report text and treating with PQ4R strategy (giving treatment for second time)</td>
<td>August 16\textsuperscript{th}, 2017</td>
<td>Third meeting, 3X40 minutes</td>
</tr>
<tr>
<td>7.</td>
<td>Doing Post – test</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Discussing the post – test together by teacher and students</td>
<td>August 24\textsuperscript{th}, 2017</td>
<td>Fouth meeting, 2X40 minutes</td>
</tr>
<tr>
<td>9.</td>
<td>Calculating and scoring the post – test</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Analyzing the result of post – test</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 3.4 Control Class Schedule

<table>
<thead>
<tr>
<th>No</th>
<th>Activities</th>
<th>Date</th>
<th>Time Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Doing Pre – test</td>
<td>July 31&lt;sup&gt;th&lt;/sup&gt;, 2017</td>
<td>First meeting, 3X40 minutes</td>
</tr>
<tr>
<td>2.</td>
<td>Discussing the pre – test together by teacher and students</td>
<td>First meeting, 3X40 minutes</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Calculating and scoring the pre – test</td>
<td>August 2&lt;sup&gt;nd&lt;/sup&gt;, 2017</td>
<td>Second meeting, 2X40 minutes</td>
</tr>
<tr>
<td>4.</td>
<td>Analyzing the result of pre – test</td>
<td>August 14&lt;sup&gt;th&lt;/sup&gt;, 2017</td>
<td>Third meeting, 3X40 minutes</td>
</tr>
<tr>
<td>5.</td>
<td>Giving the material of report text by using conventional strategy</td>
<td>August 2&lt;sup&gt;nd&lt;/sup&gt;, 2017</td>
<td>Second meeting, 2X40 minutes</td>
</tr>
<tr>
<td>6.</td>
<td>Recalling the material of report text</td>
<td>August 14&lt;sup&gt;th&lt;/sup&gt;, 2017</td>
<td>Third meeting, 3X40 minutes</td>
</tr>
<tr>
<td>7.</td>
<td>Doing Post – test</td>
<td>August 16&lt;sup&gt;th&lt;/sup&gt;, 2017</td>
<td>Fourth meeting, 2X40 minutes</td>
</tr>
<tr>
<td>8.</td>
<td>Discussing the post – test together by teacher and students</td>
<td>August 16&lt;sup&gt;th&lt;/sup&gt;, 2017</td>
<td>Fourth meeting, 2X40 minutes</td>
</tr>
<tr>
<td>9.</td>
<td>Calculating and scoring the post – test</td>
<td>August 16&lt;sup&gt;th&lt;/sup&gt;, 2017</td>
<td>Fourth meeting, 2X40 minutes</td>
</tr>
<tr>
<td>10.</td>
<td>Analyzing the result of post - test</td>
<td>August 16&lt;sup&gt;th&lt;/sup&gt;, 2017</td>
<td>Fourth meeting, 2X40 minutes</td>
</tr>
</tbody>
</table>
As the researcher mentioned before that there are total eight meetings, which has 10x40 minutes of time allocation where there are four meetings in each class. From the table above, it can be seen that that both of experimental and control class were given pre – test at the first meeting. Then the teacher gave the treatment for the first time at experimental class on second meeting. It was continued at the third meeting and the last meeting, the students did the post – test and the researcher assisted the teacher to fill the questionnaire list.

Different from the experimental class, the second meeting of control class is still taught by using conventional strategy. It continued to the third meeting. The last meeting the students did the post – test.

C. Subject of the Research

1. Population

According to Arikunto (2010, p.173), population is whole subject in the research. Population can be defined as two kinds, target of population and access of population. Target of population is population that has been planned in the research planning. Access of population is population that can be accessed when the researcher determines the number of population (Sukardi, 2010, pp.53 – 54).

The population of this research was students at ninth grade of SMP N Banyubiru in the academic year of 2017/2018. They were classified into five class which are IX A, IX B, IX C, IX D, and IX E. Each class mostly consists
of 30 students, except IX A which consists of 32 students. the total population of this research was 152 students

2. Sample

Sample is a part of population that will be examined of its character (Djarwanto, 1994, p.43). The sample is proper when it conclusion can be applied to population. In addition, Sugiarto (2003, p.2) tells that sample means apart of population that will be observed. Whose characteristics represent and describe the real population. Sample was done by taking the subject/sample which is not based on strata, random, or area but it is based on the consideration of a certain purpose.

The sample of this research was the students at ninth grade of SMP N 2 Banyubiru in the academic year of 2017/2018. There were total 60 students who involved in this research. The students were apart into two classes, class IX E and IX B which consist of 30 students in each class.

3. Sampling Technique

According to Kuntjojo (2009, p.30) sampling technique is a technique to put sample of the population. The sample which is part of the population is being researched and the results of research (conclusion) then applied on the population (generalization).

In this research, the researcher used cluster sampling. Sometimes researchers do not know the exactly characteristics of the population who will be the subject of research because the population is scattered in large territory.
Thus, researchers can only determining the sample area, in the form of cluster groups that determined gradually. That is called as cluster sampling or multi-stage sampling (Kuntjojo, 2009, p.33). According to Suryabrata (2003, p.36), cluster sampling technique is very suitable to be used in a research relates with students because the clusters are available as units in a population. Otherwise, each individual in the population has equal chance of being included in a sample so it can be used to produce representative samples. That all statements are became a reference in conducting this research.

In this research, the classroom became a cluster because it is a collective unit composed of many single units or in this case was students. The researcher was randomly selected 2 classes from the larger five classes of population and involved all the elements in selected clusters. There are two classes IX E as experimental class and IX B as control class. Each class consists of 30 students. These are the name lists of the experimental and control class students:

**Table 3.5 Name Initial List of Experimental Class**

<table>
<thead>
<tr>
<th>No.</th>
<th>Initial of Students</th>
<th>Gender</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>A A L.</td>
<td>Male</td>
<td>E – 01</td>
</tr>
<tr>
<td>2.</td>
<td>A R A</td>
<td>Male</td>
<td>E – 02</td>
</tr>
<tr>
<td>3.</td>
<td>A P W</td>
<td>Male</td>
<td>E – 03</td>
</tr>
<tr>
<td>4.</td>
<td>D S T</td>
<td>Female</td>
<td>E – 04</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>5.</td>
<td>E A F</td>
<td>Male</td>
<td>E – 05</td>
</tr>
<tr>
<td>6.</td>
<td>E P</td>
<td>Male</td>
<td>E – 06</td>
</tr>
<tr>
<td>7.</td>
<td>F S H</td>
<td>Male</td>
<td>E – 07</td>
</tr>
<tr>
<td>8.</td>
<td>F A M</td>
<td>Male</td>
<td>E – 08</td>
</tr>
<tr>
<td>9.</td>
<td>H G P</td>
<td>Female</td>
<td>E – 09</td>
</tr>
<tr>
<td>10.</td>
<td>I D S</td>
<td>Female</td>
<td>E – 10</td>
</tr>
<tr>
<td>11.</td>
<td>M J C P A</td>
<td>Female</td>
<td>E – 11</td>
</tr>
<tr>
<td>12.</td>
<td>M N</td>
<td>Female</td>
<td>E – 12</td>
</tr>
<tr>
<td>13.</td>
<td>M F I</td>
<td>Male</td>
<td>E – 13</td>
</tr>
<tr>
<td>14.</td>
<td>M F A</td>
<td>Male</td>
<td>E – 14</td>
</tr>
<tr>
<td>15.</td>
<td>M F A F</td>
<td>Male</td>
<td>E – 15</td>
</tr>
<tr>
<td>16.</td>
<td>N Q A</td>
<td>Female</td>
<td>E – 16</td>
</tr>
<tr>
<td>17.</td>
<td>N A M</td>
<td>Male</td>
<td>E – 17</td>
</tr>
<tr>
<td>18.</td>
<td>N A S</td>
<td>Male</td>
<td>E – 18</td>
</tr>
<tr>
<td>19.</td>
<td>O N S</td>
<td>Female</td>
<td>E – 19</td>
</tr>
<tr>
<td>20.</td>
<td>O S</td>
<td>Female</td>
<td>E – 20</td>
</tr>
<tr>
<td>21.</td>
<td>P W</td>
<td>Female</td>
<td>E – 21</td>
</tr>
<tr>
<td>22.</td>
<td>R D K</td>
<td>Male</td>
<td>E – 22</td>
</tr>
<tr>
<td>23.</td>
<td>R D A</td>
<td>Male</td>
<td>E – 23</td>
</tr>
<tr>
<td>24.</td>
<td>S F M</td>
<td>Male</td>
<td>E – 24</td>
</tr>
<tr>
<td>25.</td>
<td>S A R</td>
<td>Female</td>
<td>E – 25</td>
</tr>
</tbody>
</table>
Table 3.6 Initial List of Control Class

<table>
<thead>
<tr>
<th>No.</th>
<th>Name of Students</th>
<th>Gender</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>S M</td>
<td>Female</td>
<td>C – 1</td>
</tr>
<tr>
<td>2.</td>
<td>T W A</td>
<td>Female</td>
<td>C – 2</td>
</tr>
<tr>
<td>3.</td>
<td>U K</td>
<td>Female</td>
<td>C – 3</td>
</tr>
<tr>
<td>4.</td>
<td>A N M</td>
<td>Female</td>
<td>C – 4</td>
</tr>
<tr>
<td>5.</td>
<td>A S R</td>
<td>Male</td>
<td>C – 5</td>
</tr>
<tr>
<td>6.</td>
<td>A D</td>
<td>Male</td>
<td>C – 6</td>
</tr>
<tr>
<td>7.</td>
<td>A N</td>
<td>Male</td>
<td>C – 7</td>
</tr>
<tr>
<td>8.</td>
<td>A Y</td>
<td>Female</td>
<td>C – 8</td>
</tr>
<tr>
<td>9.</td>
<td>D S</td>
<td>Female</td>
<td>C – 9</td>
</tr>
<tr>
<td>10.</td>
<td>D R A</td>
<td>Female</td>
<td>C – 10</td>
</tr>
<tr>
<td>11.</td>
<td>D D</td>
<td>Female</td>
<td>C – 11</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>D N</td>
<td>Female</td>
<td>C – 12</td>
</tr>
<tr>
<td>13.</td>
<td>F N F A</td>
<td>Male</td>
<td>C – 13</td>
</tr>
<tr>
<td>14.</td>
<td>F T W</td>
<td>Male</td>
<td>C – 14</td>
</tr>
<tr>
<td>15.</td>
<td>F Y S</td>
<td>Male</td>
<td>C – 15</td>
</tr>
<tr>
<td>16.</td>
<td>H F P</td>
<td>Male</td>
<td>C – 16</td>
</tr>
<tr>
<td>17.</td>
<td>K W</td>
<td>Female</td>
<td>C – 17</td>
</tr>
<tr>
<td>18.</td>
<td>L A</td>
<td>Female</td>
<td>C – 18</td>
</tr>
<tr>
<td>19.</td>
<td>M A</td>
<td>Male</td>
<td>C – 19</td>
</tr>
<tr>
<td>20.</td>
<td>M A B</td>
<td>Male</td>
<td>C – 20</td>
</tr>
<tr>
<td>21.</td>
<td>M A K</td>
<td>Male</td>
<td>C – 21</td>
</tr>
<tr>
<td>22.</td>
<td>M A S</td>
<td>Male</td>
<td>C – 22</td>
</tr>
<tr>
<td>23.</td>
<td>M N K F</td>
<td>Male</td>
<td>C – 23</td>
</tr>
<tr>
<td>24.</td>
<td>M S W</td>
<td>Male</td>
<td>C – 24</td>
</tr>
<tr>
<td>25.</td>
<td>M T A</td>
<td>Male</td>
<td>C – 25</td>
</tr>
<tr>
<td>26.</td>
<td>N Y</td>
<td>Female</td>
<td>C – 26</td>
</tr>
<tr>
<td>27.</td>
<td>N A</td>
<td>Female</td>
<td>C – 27</td>
</tr>
<tr>
<td>28.</td>
<td>N L S</td>
<td>Female</td>
<td>C – 28</td>
</tr>
<tr>
<td>29.</td>
<td>O K</td>
<td>Female</td>
<td>C – 29</td>
</tr>
<tr>
<td>30.</td>
<td>R F</td>
<td>Female</td>
<td>C – 30</td>
</tr>
</tbody>
</table>
D. Variable of the Research

According to Sanjaya (2013, p.95) a variable is any factor, condition, situation and treatment and all actions that can be used to influence the experimental. Fred N. Kerlingert as cited by Arikunto (2010, p.162) that all experiments have one fundamental idea behind them, to test the effect one or more independent variables on dependent variables on a dependent variable (it is possible to have more than one dependent variables in experiments).

This research that use PQ4R strategy in teaching students’ reading comprehension had two variables, those variable are:

1. Independent variable

Ahmad (2009, p.85) stated that independent variable is the variable that is the cause or effect the onset or change in the dependent variable. The independent variable of this research is PQ4R strategy.

2. Dependent Variable

Arikunto (2010, p.162) explained that the dependent variable is a variable that is affected or that become the result because of the existence of the independent variable. Based from that statement, the dependent variable of this research was reading comprehension.

E. Instrument of the Research

According to Sugiyono (2010, p.148) research instrument is the tool used to measure what we observe. The instruments used will be in test (pre –test and post
– test) and non – test form (questionnaire and interview). While Frankel and Wallen (2008, p.110) stated that the term data refers to the kinds of information researchers obtain on the subjects of their research. Generally, the whole process of preparing to collect data is called instrumentation. The device (such as a pencil and paper test, a questionnaire, or a rating scale) the researcher uses to collect data is called an instrument.

Pre – test and post – test were arranged by the researcher to find out the significant difference between experimental and control class and the improvement of student’s reading comprehension before and after given by PQ4R strategy in experimental class.

1. Test

Test is a method of measuring a person’s ability, knowledge, or performance in a given domain (Brown, 2004, p. 3). While, Arikunto (2010, p.274) said that test is a set question used to measure the achievement or capability of individual class. In this research, the test is used to measure the student’s reading comprehension. There were pre – test and post – test.

a. Pre – Test

In this part, the students received a test to measure their understanding of the lesson before giving the treatment. The test was aimed to explore student’s ability in reading comprehension of report text. It held at the first meeting. The students received a test which is consists of 30 multiple
choices with the options a, b, c, and d. Both of experimental and control class have done the pre-test with the same questions.

b. Post – test

The post – test was conducted to measure the students’ learning result after received the treatment namely PQ4R Strategy at experimental class while the control class received a conventional method. It also checked the difference of the student’s learning result before given by the treatment and after given by the treatment in experimental class. It held at the fourth meeting at both control and experiment class. The post – test was also consists of 30 multiple choices with the option a, b, c, and d.

c. Score of the test

Based on the description that has been explained by the researcher above, the students conducted the text with maximal score which was 100. The researcher formulated as bellow:

\[ S = \frac{B}{N} \times 100 \]

Where

\[ S \] : Score of the multiple choice

\[ B \] : The total of the right answer

\[ N \] : The total items

The evaluation criteria of the students’ results were presented as follows:
### Table 3.7 The Evaluation Criteria of the Students’ Result

<table>
<thead>
<tr>
<th>Classification</th>
<th>Score</th>
<th>Rating</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>95 – 100</td>
<td>5</td>
<td>The student’s answer almost perfect</td>
</tr>
<tr>
<td>Very Good</td>
<td>85 – 94</td>
<td>4</td>
<td>The student’s answer is correct mostly</td>
</tr>
<tr>
<td>Good</td>
<td>75 – 84</td>
<td>3</td>
<td>The Student’s answer is less errors</td>
</tr>
<tr>
<td>Good Enough</td>
<td>55 – 74</td>
<td>2</td>
<td>The student’s answer is enough errors</td>
</tr>
<tr>
<td>Poor</td>
<td>≤54</td>
<td>1</td>
<td>The student’s answer is incorrect mostly</td>
</tr>
</tbody>
</table>

According to Arikunto (2010, p.145) explained that validity is a measure showing the levels of a validity or validity instrument. Testing instrument validity is intended for get a valid and reliable measuring tool. In addition, Arikunto (2003, p.72) explained that an instrument is said to be valid if it is able to measure what we want. High instrument validity indicates the extent to which the data collected does not deviate from a description of the validity itself.

It means that when the researcher claimed that the result of students reading comprehension was valid, the researchers convinced that the students’ reading result correctly reflects the students’ reading
comprehension as distinct from their reading skill from their knowledge. Validity is very important because one of main characteristic of test, without having this characteristic, a test was saying as invalid test.

Before the test was applying to the students, the test itself was tested by using subjective validity. According to Sudarwan Danim and Darwis (2003, p.250) in Kuntjojo (2009, p36), subjective validity is the validity that the criteria is fully determined by the consideration of the researcher, both consideration of reason and experience. The experts who the researcher means here was the English language teacher at SMP N 2 Banyubiru, Mrs Dyah Harjanti. The lesson plan and the test instrument that the researcher made was validate on Juli, 31th 2017. It was attached in the appendix.

F. Technique of Data Collection

1. Observation

Arikunto (2010, p. 157) stated that observation was the activity that was done by the researcher to get data. There were two kinds of observation, they were: Nonsystematic observation’ which was done by the researcher without using instrument and systematic observation which was done by the researcher by using the instrument as the guide of the research. In here, the researcher was using systematic observation. The
researcher got the data based on pre – test and post – test were have been did by the students.

According to Frankel and Wallen (2008, p.440) stated that observation is a techniques to collect and analyze their data; observing people as they go about their daily activities and recording what they do; conducting in-depth interviews with people about their ideas, their opinions, and their experiences; and analyzing documents or other forms of communication (content analysis). In this research, the researcher focused on the student’s learning activity in the classroom, while the learning process was taught by the teacher.

The observation of this research was undertaken during the implementation of PQ4R Strategy in experimental class. The researcher was observing the learning activity in a classroom which is taught by teacher. The observation research criteria divided into two observation sheet that described into two which are the observation sheet for experimental class and observation sheet for control class.

2. Documentation

Arikunto (2010, p.157) described that the documentation method was to look for the data concerning matters or the variable that took the form of the note, transcript, book, newspaper, magazine, inscription, agenda, etc. In collecting data, researchers were assisted by the school and English teacher. There are several data that have been obtained by the researcher
such as school data, data and student identity, student’s schedule, and also the syllabus for English subjects in ninth grade.

3. Test

a. Pre – test

The pre – test that has been done is to test the students’ knowledge about the text report. How much do they know about report text and the results of this pre – test is used by researchers as a data to analyze and became a basic to answer the research question.

b. Post – test

The purpose of the post - test that conducted by the students is not different from the pre – test. In here the researchers collect the post-test data to analyze and then the results have been used as a reference to answer questions from the research question, how effective is the PQ4R strategy in teaching reading of report text to improve the students’ reading comprehension.

G. Technique of Data Analysis

The data collected from the pre – test and post – test of experimental and control class use Statistical Package for the Social Science (SPSS). According to Landau and Everitt (2003, p.1) in Nazillah (2017, p.59) SPSS is a manipulating, analyzing, and presenting data program which is used in the social and behavior science. In practice, the researcher will use SPSS 16.0 for
windows. SPSS 16.0 has a number of add-on modules that extent the range of data entry, statistical, or reporting capabilities. That also provides methods for data description, simple inference for continuous and categorical data and linear regression.

After analyzing the result of pre-test and post-test of experimental and control class using SPSS, the researcher could decide the hypothesis testing. The rule was if sig (2 tailed) < 0.05 and t-count was bigger than t-table, $H_a$ is accepted meanwhile if sig (2 tailed) > 0.05 and t-count was smaller than t-table, $H_o$ is accepted.
CHAPTER IV

DESCRIPTION AND ANALYSIS OF THE DATA

In this section, the researcher provides the analysis of the data from the research finding and discussion. This research was intended to find out the effectiveness of PQ4R strategy in teaching reading of report text to improve students’ reading comprehension an experimental research for the ninth year students of SMP N 2 Banyubiru.

A. Description the Data

1. Experimental Class

   a. Pre – test

   Before implementing PQ4R strategy in teaching reading of report text, the researcher hold pre – test to explore the student’s reading ability of report text in experimental class. Collaborated to the researcher, the teacher conducted pre – test on August 2nd, 2017 for the experimental class. The KKM of English subject of SMP N 2 Banyubiru is 75. These are the tabulation of experimental class pre – test result:

   **Table 4.1 Tabulation of Experimental Class Pre – Test Result**

<table>
<thead>
<tr>
<th>NO</th>
<th>STUDENT’S CODE</th>
<th>PRE-TEST SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>E - 01</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>-------</td>
<td>---</td>
</tr>
<tr>
<td>2</td>
<td>E - 02</td>
<td>60</td>
</tr>
<tr>
<td>3</td>
<td>E - 03</td>
<td>60</td>
</tr>
<tr>
<td>4</td>
<td>E - 04</td>
<td>63</td>
</tr>
<tr>
<td>5</td>
<td>E - 05</td>
<td>63</td>
</tr>
<tr>
<td>6</td>
<td>E - 06</td>
<td>60</td>
</tr>
<tr>
<td>7</td>
<td>E - 07</td>
<td>63</td>
</tr>
<tr>
<td>8</td>
<td>E - 08</td>
<td>63</td>
</tr>
<tr>
<td>9</td>
<td>E - 09</td>
<td>70</td>
</tr>
<tr>
<td>10</td>
<td>E - 10</td>
<td>63</td>
</tr>
<tr>
<td>11</td>
<td>E - 11</td>
<td>67</td>
</tr>
<tr>
<td>12</td>
<td>E - 12</td>
<td>63</td>
</tr>
<tr>
<td>13</td>
<td>E - 13</td>
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<td>14</td>
<td>E - 14</td>
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<tr>
<td>15</td>
<td>E - 15</td>
<td>63</td>
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<tr>
<td>16</td>
<td>E - 16</td>
<td>67</td>
</tr>
<tr>
<td>17</td>
<td>E - 17</td>
<td>63</td>
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<tr>
<td>18</td>
<td>E - 18</td>
<td>60</td>
</tr>
<tr>
<td>19</td>
<td>E - 19</td>
<td>60</td>
</tr>
<tr>
<td>20</td>
<td>E - 20</td>
<td>67</td>
</tr>
<tr>
<td>21</td>
<td>E - 21</td>
<td>67</td>
</tr>
<tr>
<td>22</td>
<td>E - 22</td>
<td>63</td>
</tr>
<tr>
<td>23</td>
<td>E - 23</td>
<td>63</td>
</tr>
</tbody>
</table>
From the table above, there were 30 students who had done the pre-test in experimental class. There highest score was 70, and the lowest score was 60. The mean of the result was 64.44

b. Treatment

The treatment was conducted twice. The first treatment was held on August 3rd, 2017. The time allocation of this section was 2x40 minutes. In this session the teacher, Mrs. Dyah and researcher together - entered the classroom. The researcher was sitting on back seat of the class while the teacher was teaching. The teacher opened the class meeting by said, "Assalamu'alaikum Warohmatullah Wabarokatuh, Good Morning, Class!"
Then the students answered "Good Morning, Mom ". Mrs. Dyah said again, "How are you?", "I'm fine and you?", "I'm fine too. Thank you."

Then the teacher checked the attendance list of students. The teacher started the lesson by asking the students about the report text. Many students were silent at first. Then there was a student who replied, “text about news mom!” "hahahaha. Yes! It almost right!" Said the teacher.

After that the teacher prepared the LCD projector and asked the students to shared paper contained about report text, then showed a video about the text report to the students. The teacher explained the generic structure, language features and communicative purpose of report text.

After that the teacher asked the students to close the paper containing the Report text material. Then the teacher applied started to teach PQ4R strategy. The teacher asked the students whether they have heard the term PQ4R strategy or not. Many students said that they did not ever heard it before. Then the teacher showed the power point while a student assisted her to share hand out material about PQ4R strategy. After that the teacher began to explain the PQ4R strategy and the steps which carried out the strategy. Many students seemed silent and focused.

Then after that the teacher distributed the text material of the report themed animals and institute. Animal material with the title, "Polar Bear" and the institute entitled entitled, "School." Teacher began to applied PQ4R strategy to students. For the first step, “Preview”, the teacher asked
the students to skim through the whole text of the text, "Read it quick, focused at the points only from paragraphs 1 and 2." She said. “Focus what are the reading points of Polar Bear” she added. Continued to the stage Q “Question”, the teacher asked the students to create a list of questions for themselves, the list is made by recording what the content of the reading it was about, who is the subject of that report text, and the difficult words in n it without regard to the text first. They were allowed to write it in book. Then in the next was R for "Read" stage, the teacher asked the students to read the entire the report text and then asked the students to answer the list of questions they have made and find the meaning of those difficult words using the dictionary. Furthermore, at the "Reflect" stage, the teacher gave information about what the text told about, what was the communicative purpose of the report text that they had read what was the meaning of the words of the suit they find, what was the generic structure of the report text, which was the generic structure of the text. For the next stage, R that stands for “Recite” stage, the teacher asked the students to make a simple summary of the important things that teacher have explained in the "Reflect" section. The last stage was R for "Review", at this stage the teacher asked students to read again the text if they still did not understand the text or still found the difficult words, read the summary they have made. Students read the entire reading again and read the summary they made. The teacher answers the students'
questions that are still unclear. The lesson ended, and the teacher closed
the meeting by saying hamdalah together.

The second treatment was conducted on August 16th, 2017. The time
allocation for this meeting was 3 x 40 minutes. It means that there was 40
minutes extended than the first treatment allocation time. The treatment
which was delivered in the second treatment was basically same to the
treatment that delivered in the first treatment by using the PQ4R strategy
in the text report. But in this session the teacher gives examples of text
report themed plants and technology. For the plant theme, entitled Cherry
Blossom and for the technology entitled the Unmanned Aerial Vehicle or
Drone. In this section, the teacher was recalling the material of Report text
and gave the examples, but PQ4R Strategy was directly applied to the
examples. A little different was in the Question section, where teacher was
not only asked the students to make a list questions and noted the difficult
words but also asked to write questions on the board with teacher guided.
To make the atmosphere of the class not boring, Mrs. Dyah made a kind
of quiz for the students. The quiz had a rule where if the student was able
to answer the questions and found the difficult words on the board, the
students will get star. One star for one correct answer, whoever whom get
lot of stars will get the prize from Mrs. Dyah. However, each student was
required to answer at least 1 question and got 1 star. Then students do the
activity R "Read", students read the entire of report text and use the
dictionary to better understood the reading. Then students competed to answer questions written on the board. All students were active and enthusiastic. After that for the Reflect, Recite, and Review sessions are the same as those done in the first session. In the last session, the teacher gave positive feedback on the student's learning activities in the classroom. The lesson closed by saying hamdalah together.

While the learning activities was held, the researcher was observing the activities both of teacher and students. The researcher had prepared the observation sheet for the experimental class and the result was written as follow:

<table>
<thead>
<tr>
<th>No.</th>
<th>Indicator</th>
<th>Yes</th>
<th>No</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The teacher prepared the material well</td>
<td>✓</td>
<td></td>
<td>Good</td>
</tr>
<tr>
<td>2.</td>
<td>Teacher manage the students well</td>
<td>✓</td>
<td></td>
<td>Good</td>
</tr>
<tr>
<td>3.</td>
<td>Teacher uses time effectively</td>
<td>✓</td>
<td></td>
<td>Good</td>
</tr>
<tr>
<td>4.</td>
<td>Teacher implements PQ4R Strategy well</td>
<td>✓</td>
<td></td>
<td>Good</td>
</tr>
<tr>
<td>5.</td>
<td>Teacher gives evaluation after the lesson</td>
<td>✓</td>
<td></td>
<td>Good</td>
</tr>
<tr>
<td>6.</td>
<td>Teacher asks and solve students difficulties</td>
<td>✓</td>
<td></td>
<td>Good</td>
</tr>
</tbody>
</table>
c. Post – Test

The post – test was given to the students of experimental class on August, 24th 2017. The researcher aimed give the post – test to analyze the result, is there any difference more over improvement between pre – test which did not apply yet by PQ4R Strategy and post – test that done after received PQ4R. The result of Post – test are described as bellow:

Table 4.3 Tabulation of Post – Test Experimental Class Result

<table>
<thead>
<tr>
<th>NO</th>
<th>STUDENT’S CODE</th>
<th>POST – TEST SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>E – 01</td>
<td>83</td>
</tr>
<tr>
<td>2</td>
<td>E – 02</td>
<td>80</td>
</tr>
<tr>
<td>3</td>
<td>E – 03</td>
<td>87</td>
</tr>
<tr>
<td>4</td>
<td>E – 04</td>
<td>87</td>
</tr>
<tr>
<td>5</td>
<td>E – 05</td>
<td>77</td>
</tr>
<tr>
<td>6</td>
<td>E – 06</td>
<td>77</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----</td>
<td>--------</td>
<td>-----</td>
</tr>
<tr>
<td>7</td>
<td>E – 07</td>
<td>80</td>
</tr>
<tr>
<td>8</td>
<td>E – 08</td>
<td>80</td>
</tr>
<tr>
<td>9</td>
<td>E – 09</td>
<td>93</td>
</tr>
<tr>
<td>10</td>
<td>E – 10</td>
<td>83</td>
</tr>
<tr>
<td>11</td>
<td>E – 11</td>
<td>83</td>
</tr>
<tr>
<td>12</td>
<td>E – 12</td>
<td>80</td>
</tr>
<tr>
<td>13</td>
<td>E – 13</td>
<td>83</td>
</tr>
<tr>
<td>14</td>
<td>E – 14</td>
<td>77</td>
</tr>
<tr>
<td>15</td>
<td>E – 15</td>
<td>80</td>
</tr>
<tr>
<td>16</td>
<td>E – 16</td>
<td>80</td>
</tr>
<tr>
<td>17</td>
<td>E – 17</td>
<td>80</td>
</tr>
<tr>
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<td>E – 18</td>
<td>100</td>
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<tr>
<td>19</td>
<td>E – 19</td>
<td>87</td>
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<td>20</td>
<td>E – 20</td>
<td>83</td>
</tr>
<tr>
<td>21</td>
<td>E – 21</td>
<td>90</td>
</tr>
<tr>
<td>22</td>
<td>E – 22</td>
<td>90</td>
</tr>
<tr>
<td>23</td>
<td>E – 23</td>
<td>87</td>
</tr>
<tr>
<td>24</td>
<td>E – 24</td>
<td>83</td>
</tr>
<tr>
<td>25</td>
<td>E – 25</td>
<td>90</td>
</tr>
<tr>
<td>26</td>
<td>E – 26</td>
<td>87</td>
</tr>
<tr>
<td>27</td>
<td>E – 27</td>
<td>83</td>
</tr>
<tr>
<td>28</td>
<td>E – 28</td>
<td>83</td>
</tr>
</tbody>
</table>
From the table above, there were 30 students who had done the post-test in experimental class. The highest score was 100, and the lowest score was 77. The mean of the result was 83.78.

2. Control Class

a. Pre-test

Different to the experimental class, control class were still using conventional strategy. It was held on July, 31th 2017, same as experimental class, the pre–test was conducted to explore the students’ knowledge of report text before giving the treatment. The result of control pre – test was figured as follow:

<table>
<thead>
<tr>
<th>NO.</th>
<th>STUDENT’S CODE</th>
<th>PRE – TEST SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>C – 01</td>
<td>60</td>
</tr>
<tr>
<td>2</td>
<td>C – 02</td>
<td>60</td>
</tr>
</tbody>
</table>

Table 4.4 Tabulation of Control Class Pre – Test Result
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>C – 03</td>
<td>60</td>
</tr>
<tr>
<td>4</td>
<td>C – 04</td>
<td>60</td>
</tr>
<tr>
<td>5</td>
<td>C – 05</td>
<td>67</td>
</tr>
<tr>
<td>6</td>
<td>C – 06</td>
<td>57</td>
</tr>
<tr>
<td>7</td>
<td>C – 07</td>
<td>60</td>
</tr>
<tr>
<td>8</td>
<td>C – 08</td>
<td>67</td>
</tr>
<tr>
<td>9</td>
<td>C – 09</td>
<td>67</td>
</tr>
<tr>
<td>10</td>
<td>C – 10</td>
<td>63</td>
</tr>
<tr>
<td>11</td>
<td>C – 11</td>
<td>60</td>
</tr>
<tr>
<td>12</td>
<td>C – 12</td>
<td>60</td>
</tr>
<tr>
<td>13</td>
<td>C – 13</td>
<td>60</td>
</tr>
<tr>
<td>14</td>
<td>C – 14</td>
<td>60</td>
</tr>
<tr>
<td>15</td>
<td>C – 15</td>
<td>67</td>
</tr>
<tr>
<td>16</td>
<td>C – 16</td>
<td>60</td>
</tr>
<tr>
<td>17</td>
<td>C – 17</td>
<td>70</td>
</tr>
<tr>
<td>18</td>
<td>C – 18</td>
<td>60</td>
</tr>
<tr>
<td>19</td>
<td>C – 19</td>
<td>63</td>
</tr>
<tr>
<td>20</td>
<td>C – 20</td>
<td>60</td>
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<tr>
<td>21</td>
<td>C – 21</td>
<td>60</td>
</tr>
<tr>
<td>22</td>
<td>C – 22</td>
<td>60</td>
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<tr>
<td>23</td>
<td>C – 23</td>
<td>60</td>
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<tr>
<td>24</td>
<td>C – 24</td>
<td>63</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>25</td>
<td>C – 25</td>
<td>60</td>
</tr>
<tr>
<td>26</td>
<td>C – 26</td>
<td>67</td>
</tr>
<tr>
<td>27</td>
<td>C – 27</td>
<td>60</td>
</tr>
<tr>
<td>28</td>
<td>C – 28</td>
<td>63</td>
</tr>
<tr>
<td>29</td>
<td>C – 29</td>
<td>60</td>
</tr>
<tr>
<td>30</td>
<td>C – 30</td>
<td>63</td>
</tr>
<tr>
<td>N</td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>TOTAL SCORE</td>
<td>1856.67</td>
<td></td>
</tr>
<tr>
<td>MEAN</td>
<td>61.89</td>
<td></td>
</tr>
</tbody>
</table>

From the table above, there were 30 students who had done the pre–test in control class. The highest score was 67, and the lowest score was 57. The mean of the result was 61.89

b. Treatment

The treatment of control class was also conducted twice. The first treatment was held on August 2\textsuperscript{nd}, 2017. The time allocation for this meeting was 2\times40 minutes. The researcher was act as observer while the learning process was taught by teacher. The researcher was sitting on back seat and prepared the observation sheet while the teacher prepared the teaching material.

The teacher opened the class meeting by saying, “Assalamu’alaikum warohmatullah Wabarokatuh.” Then students replied,“ Wa’alaikum Salam
Warohmatullah Wabarokatuh”. The teacher continued the greeting, “Good Morning Class! How are You?” the students replied “I am fine, Mom, and You?” “I’m fine to. Thank you.” Then the teacher checked the students’ attendance list. The class was started by the question from Mrs. Dyah. “Is anybody know what is Report text?” ask her. “No, Mom. What is report text?” asked a student.” “Okay, let’s start the lesson!” Then the teacher started to explain the material about report text to the students and the students paid attention to the teacher. The teacher explained about definition, purpose, language features, and generic structure of report text clearly. The teacher and student built the communicative atmosphere at the classroom. The students were not shy to asking what they did not know or understand about the material. After that the teacher asked a student to assist her for sharing the hand out of report text. Then the teacher showed the example of report text by using Power Point Presentation. Same to the experimental class the teacher used theme of animal and institute as example were “Polar Bear” for animal theme and “School” for institution theme. Mrs. Dyah asked the students to taking note the difficult words and find that meaning by using dictionary. After that, Mrs. Dyah and students was analyzing the example of report text together that have been showed. Mrs. Dyah was also facilitates the student’s difficulties in analyzing and finding the meaning of the difficult words. The last session, the teacher asked once more about what the students learning on that day. The students were actively answered the teacher. the teacher gave
positive feedback to the students and closed the lesson by saying hamdallah together.

The second treatment of control class was held on August, 14th 2017. The time allocation for this meeting was 3x40 minutes. It means that the meeting was extended 40 minutes from the first treatment. There was no significant difference to the first meeting of treatment. The second meeting the researcher was act as observer, while the class was taught by the teacher.

In this second treatment, the teacher, Mrs. Dyah was also taught the students about report text by using conventional strategy. The different one is the material of the text. In this section, the teacher taught the material put themes of plantation and technology. The plantation theme was entitled “Cherry Blossom” and the technology theme was entitled “Unmanned Aerial Vehicle”. Same to the experimental class, here Mrs. Dyah gave the game to the students. The different act was the teacher asked the students to analyze the generic structure, the purpose of the text, and the difficult words in a white board by them self. The game had a rule where if the student was able to answer the questions and found the difficult words on the board, the students will get star. One star for one correct answer, whoever whom get lot of stars will get the prize from Mrs. Dyah. However, each student was required to answer at least 1 question and got 1 star. Then students read the entire of report text and use the dictionary to better understood the reading. Then students competed to answered questions written on the board. All students
were active and enthusiastic. In the last session, the teacher gave positive feedback on the student's learning activities in the classroom closed the lesson by saying hamdalah together.

Same to the experimental class, while the learning activities was held, the researcher was observing the activities both of teacher and students. The researcher had prepare the observation sheet for the experimental class and the result was written as follow:

**Table 4.5 The Observation Sheet for Control Class**

<table>
<thead>
<tr>
<th>No.</th>
<th>Indicator</th>
<th>Yes</th>
<th>No</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The teacher prepared the material well</td>
<td>✓</td>
<td></td>
<td>Good</td>
</tr>
<tr>
<td>2.</td>
<td>Teacher manage the students well</td>
<td>✓</td>
<td></td>
<td>Good</td>
</tr>
<tr>
<td>3.</td>
<td>Teacher uses time effectively</td>
<td>✓</td>
<td></td>
<td>Good</td>
</tr>
<tr>
<td>4.</td>
<td>Teacher implements conventional strategy well</td>
<td>✓</td>
<td></td>
<td>Good</td>
</tr>
<tr>
<td>5.</td>
<td>Teacher gives evaluation after the lesson</td>
<td>✓</td>
<td></td>
<td>Good</td>
</tr>
<tr>
<td>6.</td>
<td>Teacher asks and solve students difficulties</td>
<td>✓</td>
<td></td>
<td>Good</td>
</tr>
<tr>
<td>7.</td>
<td>Students pay attention and understand to the teacher’s explanation</td>
<td>✓</td>
<td></td>
<td>Good</td>
</tr>
<tr>
<td>8.</td>
<td>Students are active during the learning process</td>
<td>✓</td>
<td></td>
<td>Good</td>
</tr>
</tbody>
</table>
9. Students apply conventional method well  ✓  Good
10. Students do the evaluation well  ✓  Good

---

c. Post – Test

The post – test in control class was conducting on August, 16\textsuperscript{th} 2017. It was aimed to check the students understanding and comprehension of the report text. The result was described as follow:

**Table 4.6 Tabulation of Post – Test Control Class Result**

<table>
<thead>
<tr>
<th>NO.</th>
<th>STUDENT’S CODE</th>
<th>PRE –TEST SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>C – 01</td>
<td>77</td>
</tr>
<tr>
<td>2</td>
<td>C – 02</td>
<td>77</td>
</tr>
<tr>
<td>3</td>
<td>C – 03</td>
<td>83</td>
</tr>
<tr>
<td>4</td>
<td>C – 04</td>
<td>83</td>
</tr>
<tr>
<td>5</td>
<td>C – 05</td>
<td>70</td>
</tr>
<tr>
<td>6</td>
<td>C – 06</td>
<td>77</td>
</tr>
<tr>
<td>7</td>
<td>C – 07</td>
<td>73</td>
</tr>
<tr>
<td>8</td>
<td>C – 08</td>
<td>83</td>
</tr>
<tr>
<td>9</td>
<td>C – 09</td>
<td>77</td>
</tr>
<tr>
<td>10</td>
<td>C – 10</td>
<td>77</td>
</tr>
<tr>
<td>11</td>
<td>C – 11</td>
<td>70</td>
</tr>
<tr>
<td>12</td>
<td>C – 12</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>13</td>
<td>C – 13</td>
<td>77</td>
</tr>
<tr>
<td>14</td>
<td>C – 14</td>
<td>77</td>
</tr>
<tr>
<td>15</td>
<td>C – 15</td>
<td>77</td>
</tr>
<tr>
<td>16</td>
<td>C – 16</td>
<td>80</td>
</tr>
<tr>
<td>17</td>
<td>C – 17</td>
<td>90</td>
</tr>
<tr>
<td>18</td>
<td>C – 18</td>
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<td>19</td>
<td>C – 19</td>
<td>77</td>
</tr>
<tr>
<td>20</td>
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<td>70</td>
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<tr>
<td>21</td>
<td>C – 21</td>
<td>73</td>
</tr>
<tr>
<td>22</td>
<td>C – 22</td>
<td>70</td>
</tr>
<tr>
<td>23</td>
<td>C – 23</td>
<td>70</td>
</tr>
<tr>
<td>24</td>
<td>C – 24</td>
<td>77</td>
</tr>
<tr>
<td>25</td>
<td>C – 25</td>
<td>73</td>
</tr>
<tr>
<td>26</td>
<td>C – 26</td>
<td>77</td>
</tr>
<tr>
<td>27</td>
<td>C – 27</td>
<td>77</td>
</tr>
<tr>
<td>28</td>
<td>C – 28</td>
<td>73</td>
</tr>
<tr>
<td>29</td>
<td>C – 29</td>
<td>83</td>
</tr>
<tr>
<td>30</td>
<td>C – 30</td>
<td>77</td>
</tr>
<tr>
<td>N</td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>TOTAL SCORE</td>
<td></td>
<td><strong>2300</strong></td>
</tr>
<tr>
<td>MEAN</td>
<td></td>
<td><strong>76.67</strong></td>
</tr>
</tbody>
</table>
From the table above, there were 30 students who had done the post-test in experimental class. The highest score was 90, and the lowest score was 70. The mean of the result was 76.67.

3. Rate Distribution of the Experimental and Control Class Pre – test and Post – Test Result

a. Experimental Class

1) Pre – test

Table 4.7 Distribution of Pre -Test Rate of Experimental Class

<table>
<thead>
<tr>
<th>NO</th>
<th>STUDENT’S CODE</th>
<th>PRE-TEST SCORE</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>E – 01</td>
<td>60</td>
<td></td>
<td></td>
<td></td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>E – 02</td>
<td>60</td>
<td></td>
<td></td>
<td></td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>E – 03</td>
<td>60</td>
<td></td>
<td></td>
<td></td>
<td>✔</td>
<td></td>
</tr>
<tr>
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<td></td>
<td></td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>E – 05</td>
<td>63</td>
<td></td>
<td></td>
<td></td>
<td>✔</td>
<td></td>
</tr>
<tr>
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<td></td>
<td></td>
<td></td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>E – 07</td>
<td>63</td>
<td></td>
<td></td>
<td></td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>E – 08</td>
<td>63</td>
<td></td>
<td></td>
<td></td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>E – 09</td>
<td>70</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>10</td>
<td>E – 10</td>
<td>63</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✔</td>
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<td></td>
</tr>
<tr>
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<td>67</td>
<td></td>
<td>✓</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
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<td>✓</td>
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</tr>
<tr>
<td>14</td>
<td>E–14</td>
<td>60</td>
<td></td>
<td>✓</td>
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<td></td>
<td></td>
</tr>
<tr>
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<td>E–15</td>
<td>63</td>
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<td></td>
</tr>
<tr>
<td>16</td>
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<td>67</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
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The table 4.5 above showed that the pre-test result of experimental class are mostly in good enough rate. All of students got a good enough.

2) Post – test

Table 4.8 Distribution of Post – Test Rate of Experimental Class

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Note:
5: Excellent
4: Very Good 2: Good Enough
3: Good 1: Poor
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The table 4.6 above showed that the post–test result of experimental class mostly in good rate. Almost all of students which were got good rate, only 1 student who got an excellent rate, and 9 others in very good rate.

b. **Control Class**

1) Pre – Test

**Table 4.9 Distribution of Pre – Test Rate of Control Class**

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The table 4.7 above showed that same to the pre – test result of experimental class, the pre –test result of control class are mostly in good enough rate. There were all of 30 students who got good enough rate.

2) Post – Test

Table 4.10 Distribution of Post –Test Rate of Control Class

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The table 4.8 above showed that the post-test result of control class mostly in good rate. There were 20 students were got good rate, and 9 students got a good enough rate and 1 student who got very good rate.

B. Data Analysis

1. The result of Pre – Test and Post – Test of Experimental Class

The researcher was calculating and analyzing the result of pre – test and post – test of experimental class by using SPSS 16.0. The result was written as bellow:
Table 4.11 The result of Pre – Test and Post – Test of Experimental Class

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<tr>
<td>2</td>
<td>E – 02</td>
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<td>3</td>
<td>E – 03</td>
<td>60</td>
<td>87</td>
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<td>E – 04</td>
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<td>9</td>
<td>E – 09</td>
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<td>16</td>
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<td>17</td>
<td>E – 17</td>
<td>63</td>
<td>80</td>
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<td>18</td>
<td>E – 18</td>
<td>60</td>
<td>100</td>
</tr>
<tr>
<td>19</td>
<td>E – 19</td>
<td>60</td>
<td>87</td>
</tr>
<tr>
<td></td>
<td>E – 20</td>
<td>67</td>
<td>83</td>
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<tr>
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<td>-----</td>
<td>-----</td>
</tr>
<tr>
<td>21</td>
<td>E – 21</td>
<td>67</td>
<td>90</td>
</tr>
<tr>
<td>22</td>
<td>E – 22</td>
<td>63</td>
<td>90</td>
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<td>E – 23</td>
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<td>87</td>
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<td>24</td>
<td>E – 24</td>
<td>60</td>
<td>83</td>
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<tr>
<td>25</td>
<td>E – 25</td>
<td>70</td>
<td>90</td>
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<td>26</td>
<td>E – 26</td>
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<td>30</td>
<td>E – 30</td>
<td>63</td>
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<tr>
<td>N</td>
<td></td>
<td></td>
<td>30</td>
</tr>
<tr>
<td><strong>TOTAL SCORE</strong></td>
<td>1890</td>
<td>2513</td>
<td></td>
</tr>
<tr>
<td><strong>MEAN</strong></td>
<td>63,00</td>
<td>83,78</td>
<td></td>
</tr>
</tbody>
</table>

Based from the table of the result of pre – test and post – test above, the researcher tried to analyze using paired – sample t – test in SPSS. The significance result was figured in table below:
Table 4.12 The Significance Different of Using PQ4R Strategy in Teaching Reading of Report Text

<table>
<thead>
<tr>
<th>Paired Samples Test</th>
<th>Paired Differences</th>
<th>95% Confidence Interval of the Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>Std. Deviation</td>
</tr>
<tr>
<td>Pair pretest – posttest</td>
<td>20.70</td>
<td>5.357</td>
</tr>
</tbody>
</table>

The result of paired-sample t-test would be significant and $H_a$ was accepted if sig. (2-tailed) value was <0.05 and t-table was bigger than t-count, while would not be significant and $H_0$ is accepted if sig. (2-tailed) value was >0.05 and t-table was smaller than t-count. T-count in the table above was 21.164, while t-table showed 2.0452 for df 29 and significance of 5%. We could see in the table above, the sig. (2-tailed) of the data value was 0.000 so that, the sig. (2-tailed) value <0.05. It means that $H_a$ was accepted.
2. The Result of the Score Pre – test and Post – test of Control Class

The researcher was calculating and analyzing the result of pre – test and post – test of control class by using SPSS 16.0. The result was written as bellow:

Table 4.13 The result of Pre – Test and Post – Test of Control Class

<table>
<thead>
<tr>
<th>No</th>
<th>STUDENT’S CODE</th>
<th>PRE - TEST</th>
<th>POST - TEST</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>C – 01</td>
<td>60</td>
<td>77</td>
</tr>
<tr>
<td>2</td>
<td>C – 02</td>
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<td>3</td>
<td>C – 03</td>
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<td>83</td>
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<td>4</td>
<td>C – 04</td>
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<td>C – 05</td>
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<td>6</td>
<td>C – 06</td>
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<td>C – 08</td>
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<tr>
<td>16</td>
<td>C – 16</td>
<td>60</td>
<td>80</td>
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<td>17</td>
<td>C – 17</td>
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<td>C – 18</td>
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<td>C – 20</td>
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<td>C – 21</td>
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<td>C – 25</td>
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<td>C – 27</td>
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<td>28</td>
<td>C – 28</td>
<td>63</td>
<td>73</td>
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<td>29</td>
<td>C – 29</td>
<td>60</td>
<td>83</td>
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<tr>
<td>30</td>
<td>C – 30</td>
<td>63</td>
<td>77</td>
</tr>
<tr>
<td>N</td>
<td></td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>TOTAL SCORE</td>
<td>1857</td>
<td></td>
<td>2300</td>
</tr>
<tr>
<td>MEAN</td>
<td>61,89</td>
<td></td>
<td>76,67</td>
</tr>
</tbody>
</table>

Based from the table of the result of pre – test and post – test above, the researcher tried to analyze using paired – sample t – test in SPSS. The significance result was figured in table below:
Table 4.14 The Significance Different of Using Conventional Strategy in Teaching Reading of Report Text

**Paired Samples Test**

<table>
<thead>
<tr>
<th>Pair</th>
<th>Pretest – Posttest</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
<th>Paired Differences</th>
<th>95% Confidence Interval of the Difference</th>
<th>T</th>
<th>Df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>14.56</td>
<td>7</td>
<td>4.717</td>
<td>.861</td>
<td>-14.56</td>
<td>-16.328, -12.805</td>
<td>-</td>
<td>29</td>
<td>.000</td>
</tr>
</tbody>
</table>

The result of paired-sample t-test would be significant and Hₐ was accepted if sig. (2-tailed) value was <0.05 and t-table was bigger than t-count, while would not be significant and Ho is accepted if sig. (2-tailed) value was >0.05 and t-table was smaller than t-count. T-count in the table above was 16.913 while t-table showed 2.0452 for df 29 and significance of 5%. We could see in the table above, the sig. (2-tailed) value was 0.002. The sig. (2-tailed) value <0.05.
C. Discussion

Based on the data analysis above, the researcher summarized the improvement of students reading comprehension at the ninth grade of SMP N 2 Banyubiru as follow:

Table 4.15 The Result Description of the Research

<table>
<thead>
<tr>
<th>No.</th>
<th>Result</th>
<th>Experimental Class</th>
<th>Control Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Mean of Pre – Test</td>
<td>63.00</td>
<td>61.89</td>
</tr>
<tr>
<td></td>
<td>Mean of Post - Test</td>
<td>83.78</td>
<td>76.67</td>
</tr>
<tr>
<td>2.</td>
<td>Difference</td>
<td>20.78</td>
<td>14.78</td>
</tr>
<tr>
<td>3.</td>
<td>Increase in Percentage</td>
<td>32.98%</td>
<td>23.88%</td>
</tr>
</tbody>
</table>

Based on the table above, the researcher presented clearly and found the differences of the students’ result between experimental and control class. The average / mean of the pre – test from experimental class was 63.00, while the post – test showed 83.78. The post – test result was higher 20.78 than pre – test result and showed in percentage, increased 32.98%. While the t-table was lower than t-count which was mean $H_a$ was accepted. The control class
was also showed an improvement which was 76.67 from the pre–test score, 61.89. It increased 14.78 or in percentage was 23.88%. In this case, it shows that there is significant difference between students’ pre–test and post–test result in both of experimental and also control class. But the result of experimental class post–test shows more dominant than conventional strategy. It means that PQ4R strategy is effective to improve student’s reading comprehension than conventional strategy.

The researcher was also found a fact that what Suparwoto (2014, p.124) said in chapter II about the advantage of PQ4R strategy was correct mostly. The students were more concentrate in reading a text. Beside of that, the students were also more structured in reading the text. They read more easily and understand better from content of the passage as well as the purpose of reading comprehension.
CHAPTER V

CLOSURE

This chapter is the last chapter of this graduating paper entitled “The Effectiveness of PQ4R Strategy to Improve Students Reading Comprehension of Report Text for The Ninth Year Students of SMP N 2 Banyubiru in The Academic Year 2017/2018”. The researcher presents the conclusion and suggestions after conducting the research, presenting and analyzing data, and discussing the result of the data. The conclusion and suggestions are written as follow:

A. Conclusion

1. PQ4R Strategy is effective in teaching reading of report text to improve students’ reading comprehension for the ninth year student of SMP N 2 Banyubiru.

   Based on the data analysis in chapter IV, the calculation of t-test for experimental class which use PQ4R strategy is showed in chapter IV. The hypothesis was tested by using SPSS that was comparing the scores between pre – test and post – test. The result of paired-sample t-test would be significant and H_a was accepted if sig. (2-tailed) value was <0.05 and t-table was bigger than t-count, while would not be significant and H_0 is accepted if sig. (2-tailed) value was >0.05 and t-table was smaller than t-count. T-count in
experimental class was 21.164, while t-table showed 2.045 for degree of freedom (df) 29 and significance of 5%. The sig. (2-tailed) of the data value was 0.000 so that, the sig. (2-tailed) value was <0.05. The significant difference between t-count and t-table was 19.12.

While the control class result of paired-sample t-test would be significant and $H_a$ was accepted if sig. (2-tailed) value was <0.05 and t-table was bigger than t-count, while would not be significant and $H_0$ is accepted if sig. (2-tailed) value was >0.05 and t-table was smaller than t-count. T-count of the control class was 16.913 while t-table showed 2.045 for degree of freedom (df) 29 and significance 5%. The sig. (2-tailed) value was 0.000. The sig. (2-tailed) value <0.05. The significant difference t-count and t-table was 14.86. It means that there is significant difference and $H_a$ is accepted.

The table 4.1 and 4.3 shows the result of pre-test and post-test of experimental class. The mean of pre – test of experimental class is 63.00 and the mean of post – test of experimental class is 83.78. The different mean of the result between pre – test and post – test showed that there is improvement from before to after giving the treatment PQ4R strategy. It shows in number 20.78 or in percentage is 32.98%. While the table 4.4 and 4.6 shows the result of pre – test and post – test of control class. The mean of pre – test is 61.89 and the mean of post – test of control class is 76.67. The different of the result means between pre – test and post – test of control class showed that there is
improvement from before to after giving the treatment. It shows in number 14.78 or in percentage is 23.88%. In this case, the post – test result of the experimental class which received the treatment PQ4R strategy shows the different in number is 6 or 9.1% higher than post – test result of the control which received conventional strategy. It means that teaching reading of report text by PQ4R Strategy is better than teaching reading of report text by using conventional strategy, so PQ4R strategy is effective to improve the students reading comprehension.

B. Suggestions

Based on the research findings, there are some suggestions which are addressed to teachers, students, and other researchers.

1. For Teachers

a. In order to improve the students’ reading comprehension in the school, English teachers are suggested to apply PQ4R strategy in the class.

b. The teachers are suggested to apply PQ4R strategy and other strategy or method in teaching reading not only for report text but in other text types.

c. Teachers are suggested to be more creative and innovative in carrying out an effective language teaching which engages the students actively
in the class, so the student will think that learning is so much fun
activities and it will increase their motivation to learn more.

d. The teacher should facilitate the students if they are getting difficulties
in learning English not only in reading comprehension but also other
comprehension.

2. For Students

a. Students are suggested to implement PQ4R strategy in reading, not
only in report text in English but also in other text types.

b. Students are suggested to more active and become strategic readers.
Because strategic readers are not only reading the text by using
conventional strategy but also reading by using creative strategy. So it
will more interesting and easy to understand. So the students will
absorb the content optimally then comprehend the material maximally.

3. For other researcher

a. The result of the research is only confirms the hypothesis, but it does
not prove that something is absolutely true all the time. Moreover, the
research needs improvement of thought for further studies.
b. The findings of the research hopefully will give contribution, inspiration as a resource and employed as starting point of the future research on similar topics.


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Students of SMP 2 Kudus in the academic Year of 2009/2010. A Final Project. Universitas Negeri Semarang


CURRICULUM VITAE

1. Personal Identity

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Place, Date of Birth : Kab. Semarang, 09 April 1993
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Email : indrakila1993@gmail.com
Phone Number : +6289 669 322 666

2. Educational Background

Elementary School : SD N Kebumen 01
Junior High School : SMP N 2 Banyubiru
Senior High Schhol : SMA N 1 Tuntang
College : State Institute for Islamic Studies (IAIN) Salatiga
APPENDIXES
<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pembelajaran</th>
<th>Kegiatan Pembelajaran</th>
<th>PT</th>
<th>TM</th>
<th>KMT</th>
<th>KWI</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1 Memahami makna teks tulis fungsional dan esai pendek sederhana bertentangan dengan berinteraksi dalam konteks kehidupan sehari-hari</td>
<td>Teknik menulis laporan</td>
<td>Menganalisis makna gagsaan dalam teks</td>
<td>Tanya jawab soal terkait teks</td>
<td>Tugas membaca tentang teks</td>
<td>Tugas membaca tentang teks</td>
<td>75</td>
</tr>
<tr>
<td></td>
<td></td>
<td>* Identifikasi makna gagsaan dalam teks</td>
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<td>* Identifikasi berita dan tepatnya berarti dan berisi</td>
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<td>* Identifikasi teks berinteraksi dengan kehidupan sehari-hari</td>
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<tr>
<td></td>
<td></td>
<td>* Identifikasi teks berinteraksi dengan teks</td>
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</tbody>
</table>

**SILABUS**
<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi</th>
<th>Kegiatan Pembelajaran</th>
<th>Indikator Pencapaian Kompetensi</th>
<th>KKM</th>
<th>Penilaian</th>
<th>Alokasi Waktu</th>
<th>Sumber Belajar</th>
<th>Karakter</th>
</tr>
</thead>
<tbody>
<tr>
<td>TM</td>
<td>PT</td>
<td>KMTT</td>
<td></td>
<td>75</td>
<td>Teknik</td>
<td>Bentuk Instrumen</td>
<td>Contoh Instrumen</td>
<td>kan membuat sesuatu</td>
</tr>
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<td>5. Realia</td>
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<td>6. CD</td>
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<td></td>
<td></td>
<td></td>
<td>7. CD Player</td>
</tr>
</tbody>
</table>

Tujuan komunikatif
Bahan yang diperlukan
Cara melakukan
membuat sesuatu
Langkah retorika teks procedure/report
Ciri kebahasaan teks prosedur
Membaca nyaring dengan ucapan dan intonasi yang tepat
<table>
<thead>
<tr>
<th>Kompetensi Dasar Pembelajaran</th>
<th>Materi</th>
<th>Kegiatan Pembelajaran</th>
<th>Indikator Pencapaian Kompetensi</th>
<th>KKM</th>
<th>Penilaian</th>
<th>Alokasi Waktu</th>
<th>Sumber Belajar</th>
<th>Karakter</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.2. Merespon makna yang terdapat dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari</td>
<td>• Makna gagasan dan teksual dalam teks fungsional pengumuman, iklan dan pesan singkat</td>
<td>• Mengidentifikasi makna yang terdapat dalam teks fungsional pendek; pengumuman, iklan, pesan singkat&lt;br&gt;• Membahas kosa kata dan ungkapan yang digunakan dalam teks yang akan dibaca.&lt;br&gt;Membaca teks fungsional pendek&lt;br&gt;Menjawab pertanyaan tentang isi teks.&lt;br&gt;Menyebutkan jenis teks yang dibaca dan tujuan komunikasinya&lt;br&gt;Menyebutkan ciri kebahaasaan teks yang dibaca.</td>
<td>Tanya jawab tentang berbagai hal terkait tema / topik / jenis teks yang akan dibaca.</td>
<td>75</td>
<td>Tes Tulis&lt;br&gt;Pilihan ganda&lt;br&gt;Isian singkat&lt;br&gt;Menulis&lt;br&gt;Menjawab&lt;br&gt;Menyebutkan&lt;br&gt;Menulis&lt;br&gt;Menjelaskan&lt;br&gt;Menulis&lt;br&gt;Menyebutkan&lt;br&gt;Menulis&lt;br&gt;Menjelaskan&lt;br&gt;Menulis&lt;br&gt;Menyebutkan&lt;br&gt;Menulis&lt;br&gt;Menjelaskan</td>
<td>8 x 40 menit</td>
<td>Percaya diri</td>
<td>Bertanggung jawab</td>
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<td>5.3. Membaca nyaring bermakna teks fungsional dan esei pendek sederhana berbentuk procedure dengan ucapan, tekanan dan intonasi yang berterima</td>
<td>• Ciri kebahaasaan teks fungsional pengumuman</td>
<td>• Mengidentifikasi ciri kebahaasaan teks fungsional pendek, pengumuman&lt;p&gt;Read the text aloud&lt;/p&gt;</td>
<td>• Membaca teks fungsional pendek&lt;br&gt;Menjawab pertanyaan tentang isi teks.&lt;br&gt;Menyebutkan jenis teks yang dibaca dan tujuan komunikasinya&lt;br&gt;Menyebutkan ciri kebahaasaan teks yang dibaca.</td>
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<td>8x40 menit</td>
<td>Buku yang relevan</td>
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<td>Kompetensi Dasar</td>
<td>Materi</td>
<td>Kegiatan Pembelajaran</td>
<td>Indikator Pencapaian Kompetensi</td>
<td>KKM</td>
<td>Penilaian</td>
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<td>Contoh Instrumen</td>
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Contoh teknik funksional:
- ilan.
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- muna
- pesan
- at
- Gamb
tar yang releva

n.
RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

(Kelas Eksperimen)

Nama Sekolah : SMP N 2 Banyubiru
Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : IX (Sembilan) / Gasal
Standar Kompetensi : 5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *procedure* dan *report* untuk berinteraksi dalam kehidupan sehari hari
Kompetensi dasar : 5. 2 Merespon makna yang terdapat dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari
Indikator : Mengidentifikasi makna yang terdapat teks fungsional pendek; pengumuman, iklan, pesan singkat
Jenis teks : Report
Skill : Membaca
KKM : 75
Alokasi waktu : 4 kali pertemuan (10 x 40 menit)

A. Tujuan pembelajaran
1. Siswa mampu membaca teks fungsional pendek berbentuk teks report.
2. Siswa mampu memahami dan menjawab pertanyaan dari teks fungsional pendek berbentuk teks report.

B. Karakter siswa yang diharapkan
1. Percaya diri
2. Bertanggung jawab
POLAR BEAR

The polar bear is a bear native to the Arctic Ocean and its surrounding seas. An adult male weigh about four hundred to six hundred and eighty kilograms, while an adult female is about half that size.

Although it is closely related the brown bear, it has paws to occupy a narrow ecological niche with many bony characteristics adapted to for cold temperatures, for moving snow, ice, open water, and for hunting seals which make up most of it diets.

Although most of polar bears are born on land, it spends most of its time at sea, hence its name meaning maritime bear and can hunt consistently only from sea ice. (Source: http://www.youtube.com/watch?v=2EiaHkNzZi0)
School is a building for children who want to study. School is an institution for formal education and designed for the teaching of students or pupils under the supervision from the educators or teacher.

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Cherry blossom is one kind of beautiful flower in the world. It can be seen anywhere in Japan. The most views to see cherry blossom are in Tokyo, Osaka, Nara, Gifu and Hyogo. But now, we can find that in several places in Indonesia. Cherry blossom only blooms in spring season. They always bloom on March and fall out on April.

Many people in Japan believe if cherry blossom is symbol of woman and lack eternity of life. This flower has pink color. But actually, this flower has many colors. There are white, yellow, green and red. This flower has five small calyxs. Cherry blossom can grow until seven or eight meters. It has big and dark stem with many branches. The smell of this flower is very soft and fresh, so it can make us relax.

Characteristic of this plant is the flowers grow earlier than the leaves. And the flowers grow in significant amounts. Because of that we always conclude that cherry blossom doesn't have leaves. The flowers always bloom and fall together with another one. It can only survive for seven until ten days. Fall out of this flower depends on the weather and the speed of the wind.

There's animal that really like to eat this plant, it is Pigeon. Pigeon really likes it because the taste of this flower is sweet. Based on the name, cherry blossom can produces cherry. The color of this cherry is as same as general cherry but the size is smaller than usual. Beside of that, the taste of this cherry is not good enough. So people not consume this cherry. We can only feel its beauty with have lunch and drink “sake” under it. (Source: http://ainmunari.blogspot.nl/2011/08/report-text-nature.html)
Unmanned Aerial Vehicle

Unmanned Aerial Vehicle or usually called drone. Drone is air vehicles like planes and helicopters but the difference is, drone is very small and controlled via remote control or a computer and drone doesn’t need pilot to drive it. Because drone is so simple and useful, many people use it from military forces to ordinary people.

Drone originally produce only for military, the function is to monitoring dangerous area, mapping some location and fire missile to attack enemy bases. Drones can also transport the items to be delivered quickly for example military documents can be sent via drone. Military drone are very different from commercially drone, both from function and form.

Military drone is bigger and equipped with weapons such as rockets to defend themselves from attack or to launch an attack, while commercial drones is smaller and equipped with camera. For commercial drones are usually used in photography or film recording from height. Drones use battery power to fly.

Because the function of drones is so useful, many people in the world use drones to help in making a project, such as film and photography, and until now many military forces in various countries using drones. (source: http://folkvangr7.blogspot.nl/2017/03/report-text-assignment.html)

Catatan

1. The text above is report text. Report text is a text which describes something in general but factual. Text tersebut diatas adalah teks report. Teks report adalah teks yang mendeskripsikan sesuatu secara umum akan tetapi apa adanya/ faktual.
2. The purpose of the text is to present factual information, usually by classifying things and then describing the character. Things which presented in report text is general. 
Tujuan dari teks report adalah untuk memberikan informasi faktual, biasanya dari klasifikasi suatu hal kemudian dideskripsikan karakternya. Hal yang disajikan oleh report teks biasanya bersifat umum.

1. Generic structure / Struktur teks report:


   b. Description (deskripsi): description of the topic’s detail, like in term of parts, qualities, habits or behavior (if living), use (if non – natural). penggambaran yang meliputi bagian, kualitas, kebiasaan, atau tingkah laku (untuk makhluk hidup), kegunaan (untuk benda).

2. Lexico grammatical feature/ Ciri – ciri kebahasaan dari teks report:

   a. Focus on generic participants. Berfokus pada subjek secara umum, misalnya: tempat umum, binatang, tanaman dsb.

   b. Use relational process to state what is and that which it is. Menggunakan proses yang saling berkaitan untuk menjelaskan apa yang didiskusikan serta apa adanya.

   c. Menggunakan relating verb untuk menjelaskan ciri – ciri, misalnya: am/is/are, have, look, seem.

   d. Menggunakan kata kerja tindakan dalam menjelaskan perilaku, misalnya: grow in significant amounts.

   e. Pola kalimat biasanya menggunakan simple present tense untuk menyatakan sesuatu yang umum.

D. Metode/ Teknik Pembelajaran

   PQ4R (Preview, Question, Read, Reflect, Recite, Review) Strategy
E. Model Pembelajaran

Cooperative learning

F. Media Pembelajaran

1. Power point presentation

2. Video dan Gambar terkait materi pelajaran :
   a. Polar Bear : http://www.youtube.com/watch?v=2EiaHkNrZi0
   c. School : https://youtu.be/KWefat5f-js

3. Teks bacaan terkait report teks dari internet:

G. Langkah – langkah Pembelajaran

1. PERTEMUAN 1 :

   Pre – test

2. PERTEMUAN 2 :

   a. Kegiatan pendahuluan (5 menit)
      1) Guru menyapa siswa
2) Guru dan siswa berdo’a bersama

3) Guru memeriksa daftar kehadiran siswa

4) Guru menyampaikan maksud dan tujuan pembelajaran

b. Kegiatan inti (65 menit)

1) Eksplorasi (10 menit)

a) Guru dan siswa saling berinteraksi tentang pelajaran terkait teks report;

b) Guru menjelaskan tentang teks report pada siswa dengan media power point dan video tentang Polar Bear dan School;

c) Guru menjelaskan secara singkat strategi PQ4R pada siswa.

2) Elaborasi (35 menit)

a) Guru membagikan kertas berisi teks monolog berkaitan dengan teks report;

b) Guru menayangkan power point tentang strategi PQ4R dan menjelaskannya secara singkat;

b) Siswa menonton video yang telah disediakan oleh guru disertai dengan teks monolog;

c) **Preview** : siswa melakukan preview atau membaca sekilas teks report dengan cara membaca judul, mengamati gambar terkait dan membaca awal serta akhir paragraf. Guru membimbing siswa dalam melakukan preview;


e) **Read** : siswa membaca teks report secara lengkap dan rinci serta menemukan jawaban dari tahap “Question” dipandu oleh guru. Siswa juga mencatat kata – kata kunci dan kata – kata sulit atau bagian yang belum bisa dipahami kemudian mencari tahu. Guru membimbing siswa dalam
menemukan kata – kata sulit dan atau kata – kata penting serta menjawab pertanyaan siswa.


h) **Review** : siswa membaca rangkuman yang telah dibuat. Siswa juga mengkaji kembali pemahaman terhadap isi bacaan misalnya tujuan dari teks tersebut, isi dari paragraf ke – 2, kesimpulan yang diperoleh dari teks tersebut. Guru menanyakan kesulitan dan pemahaman siswa serta menjawab pertanyaan siswa terkait materi yang telah disampaikan

3) **Konfirmasi (10 menit)**

a) Guru bersama dengan siswa mengkaji kembali secara singkat materi yang telah disampaikan terkait report teks dan strategi PQ4R;

b) Guru menjadi sumber dan fasilitator siswa dalam memahami teks report.

c. **Kegiatan penutup (10 menit)**

1) Guru dan siswa saling berinteraksi menyimpulkan materi pembelajaran yang telah disampaikan;

2) Guru meminta siswa untuk membaca dan mempelajari kembali teks report di rumah dengan menggunakan strategi PQ4R;

3) Guru menutup kegiatan pembelajaran dengan salam dan berdo’a bersama siswa.

3. **PERTEMUAN 3 :**

a. **Kegiatan pendahuluan (10 menit)**
1) Guru menyapa siswa

2) Guru dan siswa berdo’a bersama

3) Guru memeriksa daftar kehadiran siswa

4) Guru menyampaikan maksud dan tujuan pembelajaran

b. Kegiatan inti (100 menit)

1) Eksplorasi (20 menit)

a) Guru dan siswa saling berinteraksi tentang pelajaran yang telah disampaikan sebelumnya terkait teks report;

b) Guru menjelaskan tentang teks report pada siswa dengan media power point dan video tentang Cherry Blossom dan Unmanned Aerial Vehicle;

c) Guru menjelaskan kembali tentang strategi PQ4R pada siswa.

2) Elaborasi (60 menit)

a) Guru membagikan kertas berisi teks monolog berkaitan dengan teks report

b) Siswa menyaksikan video dan power point yang telah disediakan oleh guru disertai dengan teks monolog


g) **Recite** : siswa membaca ulang catatan yang telah dibuat dari bacaan terkait teks report atau bisa juga seperti saat menghafalkan dengan cara tutup buka teks bacaan sambil mengkaji kembali pemahaman siswa. Contoh : kira – kira apa isi dari paragraf pertama? Ketika siswa belum sepenuhnya paham, bisa membuka catatan kembali,

h) **Review** : guru dan siswa mengkaji kembali teks bacaan secara keseluruhan. siswa juga mengkaji kembali pemahaman terhadap isi bacaan misalnya tujuan dari teks tersebut, isi dari paragraf ke – 2, kesimpulan yang diperoleh dari teks tersebut.

i) Guru menanyakan kesulitan siswa dan menjawab pertanyaan siswa terkait strategi PQ4R yang telah disampaikan

3) **Konfirmasi (10 menit)**

   a) Guru bersama dengan siswa mengkaji kembali secara singkat materi yang telah disampaikan terkait teks report dan strategi PQ4R;

   b) Guru menjadi sumber dan fasilitator siswa dalam memahami teks report dengan menggunakan strategi PQ4R.

c. **Kegiatan penutup (10 menit)**

1) Guru dan siswa saling berinteraksi menyimpulkan materi pembelajaran yang telah disampaikan;

2) Guru memberikan feedback positif terhadap kegiatan belajar yang telah dilakukan;

3) Guru meminta siswa untuk membaca dan mempelajari kembali teks report di rumah dengan menggunakan strategi PQ4R;

4) Guru menutup kegiatan pembelajaran dengan salam dan berdo’a bersama siswa.

4. **PERTEMUAN 4** :

   Siswa mengerjakan post – test
H. Sumber Belajar

1. Video dari internet
   a. Polar Bear : http://www.youtube.com/watch?v=2EiaHkNrzI0
   b. School : https://youtu.be/KWefat5f-ys
   c. Perbedaan teks report dan deskriptif : https://youtu.be/o7xILHkXkNk

2. Teks bacaan terkait materi pelajaran

3. Kamus bahasa Inggris – Indonesia

I. Penilaian

1. Teknik penilaian : Tes tulis
2. Bentuk penilaian : pilihan ganda, uraian
3. Instrument penilaian:
   a. Pre-test : terlampir, lampiran 1
   b. Post-test : terlampir, lampiran 2
4. Pedoman penilaian
   a. Skor tiap jawaban betul : 1
   b. Jumlah soal : 30
   c. Total skor betul : 30
   d. Nilai maksimal : 100
   e. Total nilai : Jumlah skor betul/jumlah soal keseluruhan x 100

5. Rubrik Penilaian

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<thead>
<tr>
<th>Klasifikasi</th>
<th>Skor</th>
<th>Rating</th>
<th>Kategori</th>
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<td>Istimewa</td>
<td>95 – 100</td>
<td>5</td>
<td>Siswa menjawab soal secara keseluruhan hampir betul semua</td>
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<td>75 – 84</td>
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<td>Siswa menjawab soal sedikit yang salah</td>
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<td>Cukup</td>
<td>55 – 74</td>
<td>2</td>
<td>Siswa menjawab soal dengan kesalahan yang cukup</td>
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<td>Kurang</td>
<td>≤54</td>
<td>1</td>
<td>Siswa menjawab soal dengan kesalahan yang cukup banyak</td>
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Banyubiru, 31 Juli 2017

Guru Mata Pelajaran

Dyah Harjanti S, S.Pd
NIP. 19740105 200604 2 010

Peneliti

Fadhlilatul Lathifiah
NIM. 113 12 011

Mengetahui,

Kepala Sekolah SMP N 2 Banyubiru

Sri Mulyani, S.Pd
NIP. 19770225 200012 2 001
RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

(Kelas Kontrol)

Nama Sekolah : SMP N 2 Banyubiru
Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : IX (Sembilan) / Gasal
Standar Kompetensi : 5. Memahami makna teks tulis fungsional dan esai pendek sederhana berbentuk *procedure* dan *report* untuk berinteraksi dalam kehidupan sehari hari
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Skill : Membaca
KKM : 75
Alokasi waktu : 4 kali pertemuan ( 10 x 40 menit)

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   1. Siswa mampu membaca teks fungsional pendek berbentuk teks report.
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B. Karakter siswa yang diharapkan
   1. Percaya diri
   2. Bertanggung jawab
C. Materi Pemelajaran

Pertemuan 2.

*Report text*

---

**POLAR BEAR**

- **General Classification**
  - The polar bear is a bear native to the Arctic Ocean and its surrounding seas. An adult male weigh about four hundred to six hundred and eighty kilograms, while an adult female is about half that size.

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  - Although it is closely related the brown bear, it has paws to occupy a narrow ecological niche with many bony characteristics adapted to for cold temperatures, for moving snow, ice, open water, and for hunting seals which make up most of it diets.
  
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School

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Pertemuan 3
Cherry Blossom

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Catatan :

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1. Generic structure / Struktur teks report:
   a. General classification (klasifikasi umum) : tells what the phenomenon under discussion is. Berisi pernyataan umum yang menerangkan subjek laporan, keterangan, dan klasifikasinya yang didiskusikan dalam teks. Menyatakan klasifikasi aspek umum seperti hewan, tempat umum, tanaman.
   b. Description (deskripsi): description of the topic’s detail, like in term of parts, qualities, habits or behavior (if living), use (if non – natural). penggambaran yang meliputi bagian, kualitas, kebiasaan, atau tingkah laku (untuk makhluk hidup), kegunaan (untuk benda).

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   a. Focus on generic participants. Berfokus pada subjek secara umum, misalnya: tempat umum, binatang, tanaman dsb.
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   c. Menggunakan relating verb untuk menjelaskan ciri – ciri, misalnya: am/is/are, have, look, seem.
   d. Menggunakan kata kerja tindakan dalam menjelaskan perilaku, misalnya: grow in significant amounts.
   e. Pola kalimat biasanya menggunakan simple present tense untuk menyatakan sesuatu yang umum.

D. Metode/ Teknik Pembelajaran

Conventional
E. Model Pembelajaran

Cooperative learning

F. Media Pembelajaran

1. LKS Bahasa Inggris
2. Power point presentation
3. Video dan Gambar terkait materi pelajaran :
   a. Polar Bear : http://www.youtube.com/watch?v=2EiaHkNrZi0
   c. School : https://youtu.be/KWefat5f-js
4. Teks bacaan terkait report teks dari internet:

G. Langkah – langkah Pembelajaran

1. PERTEMUAN 1 :
   Pre – test

2. PERTEMUAN 2 :
   a. Kegiatan pendahuluan (5 menit)
      1) Guru menyapa siswa
      2) Guru dan siswa berdo’a bersama
3) Guru memeriksa daftar kehadiran siswa
4) Guru menyampaikan maksud dan tujuan pembelajaran

b. **Kegiatan inti (65 menit)**

1) **Eksplorasi (10 menit)**

a) Guru dan siswa saling berinteraksi tentang pelajaran terkait teks report, seperti sajauh mana siswa tahu tentang teks report, apa tujuan dari teks report, struktur umum serta unsur kebahasaannya;

b) Guru mempersiapkan teks monolog report pada siswa serta media power point dan video tentang Polar Bear dan School.

2) **Elaborasi (35 menit)**

a) Guru membagikan kertas berisi teks monolog berkaitan dengan teks report dan menayangkan video terkait teks report;

b) Siswa menonton video yang telah disediakan oleh guru disertai dengan teks monolog;

c) Siswa mengamati dengan seksama isi dari video yang ditayangkan;

d) Guru meminta dan membimbing siswa untuk mencatat, seperti kata – kata penting, ataupun sulit dalam teks, tujuan dari teks, generic structure yang ada pada teks bacaan, dsb;

e) Guru menanyakan kesulitan siswa dan menjawab pertanyaan siswa terkait teks report;

f) Guru dan siswa saling berinteraksi membahas teks report yang telah ditayangkan;

3) **Konfirmasi (10 menit)**

a) Guru bersama dengan siswa mengkaji kembali secara singkat materi yang telah disampaikan terkait;

b) Guru menjadi sumber dan fasilitator siswa dalam memahami teks report.

c. **Kegiatan penutup (10 menit)**
1) Guru dan siswa saling berinteraksi menyimpulkan materi pembelajaran yang telah disampaikan terkait teks report;

2) Guru meminta siswa untuk membaca dan mempelajari kembali teks report di rumah;

3) Guru menutup kegiatan pembelajaran dengan salam dan berdo’a bersama siswa.

3. PERTEMUAN 3:

a. Kegiatan pendahuluan (10 menit)

1) Guru menyapa siswa

2) Guru dan siswa berdo’a bersama

3) Guru memeriksa daftar kehadiran siswa

4) Guru menyampaikan maksud dan tujuan pembelajaran

b. Kegiatan inti (100 menit)

1) Eksplorasi (20 menit)

a) Guru dan siswa saling berinteraksi tentang pelajaran terkait teks report, seperti sajauh mana siswa tahu tentang teks report, apa tujuan dari teks report, struktur umum serta unsur kebahasaannya;

b) Guru mempersiapkan teks monolog report pada siswa serta media power point tentang Cherry blossom dan Unmanned Aerial Vehicle.

2) Elaborasi (60 menit)

a) Guru membagikan kertas berisi teks monolog berkaitan dengan teks report dan menayangkan power point terkait teks report;

b) Siswa menyaksikan dengan seksama power point yang telah disediakan oleh guru disertai dengan teks monolog;

c) Siswa mengamati dengan seksama isi dari power point yang ditayangkan;
d) Guru meminta dan membimbing siswa untuk mencatat, seperti kata – kata penting, ataupun sulit dalam teks, tujuan dari teks, generic structure yang ada pada teks bacaan, dsb;

e) Guru menanyakan kesulitan siswa dan menjawab pertanyaan siswa terkait teks report;

f) Guru dan siswa saling berinteraksi membahas teks report yang telah ditayangkan;

3) **Konfirmasi (10 menit)**

c) Guru bersama dengan siswa mengkaji kembali secara singkat materi yang telah disampaikan terkait teks report;

d) Guru menjadi sumber dan fasilitator siswa dalam memahami teks report.

c. **Kegiatan penutup (10 menit)**

4) Guru dan siswa saling berinteraksi menyimpulkan materi pembelajaran yang telah disampaikan terkait teks report;

5) Guru meminta siswa untuk membaca dan mempelajari kembali teks report di rumah;

6) Guru menutup kegiatan pembelajaran dengan salam dan berdo’a bersama siswa.

4. **PERTEMUAN 4**

a. Siswa mengerjakan post – test

**H. Sumber Belajar**

4. Video dari internet

a. Polar Bear : [http://www.youtube.com/watch?v=2EiaHkNrZi0](http://www.youtube.com/watch?v=2EiaHkNrZi0)


5. Teks bacaan terkait materi pelajaran


6. Kamus bahasa Inggris – Indonesia

### I. Penilaian

4. Teknik penilaian: Tes tulis

5. Bentuk penilaian: pilihan ganda, uraian

6. Instrument penilaian:
   - c. Pre-test: terlampir, lampiran 2
   - d. Post-test: terlampir, lampiran 3

7. Pedoman penilaian
   - a. Skor tiap jawaban betul: 1
   - b. Jumlah soal: 30
   - c. Total skor betul: 30
   - d. Nilai maksimal: 100
   - e. Total nilai: Jumlah skor betul/jumlah soal keseluruhan x 100

8. Rubrik Penilaian

<table>
<thead>
<tr>
<th>Klasifikasi</th>
<th>Skor</th>
<th>Rating</th>
<th>Kategori</th>
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<td>Istimewa</td>
<td>95 – 100</td>
<td>5</td>
<td>Siswa menjawab soal secara keseluruhan hampir betul semua</td>
</tr>
<tr>
<td>Sangat Baik</td>
<td>85 – 94</td>
<td>4</td>
<td>Siswa menjawab soal secara keseluruhan sedikit yang salah</td>
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<tr>
<td>Baik</td>
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<td>Cukup</td>
<td>55 – 74</td>
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</tr>
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</table>

Banyubiru, 2 Agustus 2017

Guru Mata Pelajaran

Dyah Hartanti, S.Pd

NIP. 19740105 200604 2 010

Peneliti

Fadillatu Lathifah

NIM. 113 12 011

Mengetahui,

Kepala Sekolah SMP N 2 Banyubiru

Sri Mulyani, S.Pd

NIP. 19770225 200012 2 001
Polar Bear

The polar bear is a bear native to the Arctic Ocean and its surrounding seas. An adult male weigh about four hundred to six hundred and eighty kilograms, while an adult female is about half that size.

Although it is closely related the brown bear, it has paws to occupy a narrow ecological niche with many bony characteristics adapted to for cold temperatures, for moving snow, ice, open water, and for hunting seals which make up most of it diets.

Although most of polar bears are born on land, it spends most of its time at sea, hence its name meaning maritime bear and can hunt consistently only from sea ice. (Source: http://www.youtube.com/watch?v=2EiaHkNrZi0; access in August, 16th 2017)

1. The polar bear is a bear native to…
   a. Atlantic ocean  
   b. Arctic ocean  
   c. Pacific ocean  
   d. Indian ocean

2. Why does polar bear also called as maritime bear?
   a. Because they are born on land
   b. Because they eat fish
   c. Because they hunt only from sea ice
   d. Because the spend most of their time at sea
3. What is the purpose of the text above?
   a. To entertain the reader
   b. To inform the reader about the polar bear specifically
   c. To inform the reader about the polar bear in general
   d. To describe the polar bear particularly

The text is for number 4 – 8

**Panda**

Panda is one of the animals that are large and obese. They can weigh more than 100 kg, so if we look from a distance, the panda is very similar to the giant puppets. They are the animals that come from Western China and Tibet. Most of the species came from the jungle of bamboo because basically, their food is bamboo. They have two legs and two large hands. In addition to walking, the hands are also used to take the twigs and leaves of bamboo. Panda usual looking for food in clustered with other pandas.

Adult pandas have a length between 160 till 180 cm. Then, the weight of an adult panda is usually between 80 to 125 kg. Panda body size is similar to the black bear. However, pandas do not hibernate like a black bear. Panda has a large head, heavy body, rounded ears, and short tail. They walked like a human, and as I said before, that they use their legs to stand and their hands used to reach for the leaves and twigs of bamboo. They have a throat with a hard esophagus in order to avoid their throat injury due to the consumption of bamboo. They also have a large thumb to take the bamboo stems and leaves.

They look like a very cute animal with black and white color. This is the thing that makes the panda to be the example of the best-selling dolls after bear. They have thick hair and a little greasy. The oil layer helps them protected from the wet climate. Panda runs slowly because their body is so heavy. Nevertheless, the panda is able to climb trees with hard and sharp claws. They can climb trees very easily.

We have known a little about panda from the above description. You need to understand that it is not a cute animal. They are wild animals so we must be careful when close to them.


4. Where is panda originally from?
   a. Eastern China and Tibet
   b. Western China and Tibet
   c. Southern China and Tibet
   d. Northern China and Tibet

5. Why do pandas categorized in large and obese animals?
   a. Because they can weigh more than 100 kilograms
b. Because they can weigh less than 100 kilograms  
c. Because they look like giant puppets  
d. Because they came from the bamboo jungle

6. Based on the text above, we know that panda eats…  
   a. Bamboo  
   b. Meat  
   c. Grass  
   d. Branch

7. What is the thing that makes the panda to be the example of the best-selling dolls after bear?  
   a. They look like an animal with grey and white color.  
   b. They look like a very cute animal with black and white color.  
   c. They look like a very cheap animal with black and white color.  
   d. They look like a very tame animal with black and white color.

8. These are the characteristics of panda’s part body based on the text, except…  
   a. Large head, heavy body, rounded ears, and long tail  
   b. Large head, tiny body, rounded ears, and short tail  
   c. Large head, heavy body, large ears, and short tail  
   d. Large head, heavy body, rounded ears, and short tail

The text is for number 9 – 11

Peacock

Peacocks are a type of large pheasant known for their beautiful colored feathers. Their tail feathers, also called coverts, make up more than 60 percent of the birds’ total body length, with only males having the colorful blue and green iridescent feathers. Females are smaller and have grey or brown feathers.

Peafowl, which both the males and females are collectively known as, have a wingspan of up to 5 feet across. They can grow up to 35 to 50 in long and weight 8.75 to 13 pound and both genders have a crest of feathers on their head.

There are actually white peacocks that are not albino. If you see a white peacock with blue eyes, they are actually simply white peacocks. If you see one with pick eyes, they are albino.

9. What is the part of peacock that called coverts?
   a. Tail feathers  
   b. Head feathers  
   c. Wings feathers  
   d. Leg feathers

10. Based on the text above, what is the correct statement about the peacock?
   a. Male peacock are smaller than female peacock  
   b. Male peacock have grey and brown feathers  
   c. Peafowl have a wingspan of up to more than 5 feet across  
   d. Both male and female peacock have crest of feathers on their head

11. What is kind of peacock which is called simply white peacock?
   a. The peacock which has white feather and blue eyes  
   b. The peacock which has a pick eyes  
   c. The peacock which has blue feather and white eyes  
   d. The peacock which has weight 8.75 to 13 pound

The Text is for number 12 – 15

ROSES

Roses are the type of the ornamental plants from the genus named Rosa. They have more than 100 species in nature. They are most found in the northern part which has a cool atmosphere. These plants are generally a thorny shrub or climber plants that can reach 2 to 5 meters.

The leaf is a compound leaf with its length is approximately between 5-15 cm. these leaves grow opposite each other on its stem. Its leaves are oval shaped, pinnate bones, serrated edge, and tapered at the edge of the leaf. In general, their stems have thorns and particularly shaped like a hook. Those thorns are used as a means of personal protective from animals and used as a media for climbing other plants. They consist of 5 pieces of petals on their crown. However, the species of Rosa Sericea only have four crowns. They are very beautiful and varied in color such as: white, pink, yellow and blue. Their Ovary lies on the underside of leaves and petals.

They grow well in temperate climate although there are several types of roses can be grown in the subtropical and tropical climate. Besides being a decorative flower, it has so many benefits, including as antidepressants, antiviral, antibacterial, anti-inflammatory, and a source of vitamin C. It also produces oil called as astir oil. This oil comes from the distillation and evaporation of roses. It is very fragrant and can be used as a mixture of perfume. Roses can also be used to make tea, jelly, and marmalade.

12. Based on the text above, where roses are most found?
   a. Southern part which has a cool atmosphere.
   b. Northern part which has a hot atmosphere.
   c. Northern part which has a cool atmosphere.
   d. Northern part which has a cool climate.

13. Where does the ovary of roses lie?
   a. On the upper side of leaves and petals
   b. On the other side of leaves and petals
   c. On the underside of leaves and petals
   d. On the outside of leaves and petals

14. These are some benefit which are consists in roses, except…
   a. Antidepressants
   b. Antiseptic
   c. Anti-inflammatory
   d. Antiviral

15. What is the meaning of evaporation (the last paragraph) in Bahasa Indonesia?
   a. Pengembunan
   b. Penyubliman
   c. Penguapan
   d. Pencairan

The text is for number 16 – 19

**Aurora**

Aurora is the interaction of earth’s magnetic field with particle from the sun. This phenomenon does occur on the earth’s magnetic poles. Thus, sometimes aurora appears on the farther south or north because the magnetic and geographic poles are not same. Remember, there are two earth poles.

In the case of zone, aurora appears along the Siberia, Scandinavia, Iceland, Alaska, Canada, and Greenland in the northern hemisphere. Meanwhile, in the southern hemisphere aurora appears mostly over Antarctica or Southern Ocean. Thus, it can be seen from Tasmania.

Then, Aurora is created when protons and electrons from the solar surface hit the earth’s magnetic field. When those particles come to the atmosphere, they will follow the magnetic field lines. Thus, since the air is made up of nitrogen and oxygen atoms, the aurora color will be different. Oxygen atoms will create green and red light, while nitrogen will create a more orange or red color.
Next, actually other planets have aurora. It has been reported that Jupiter, Saturn, Uranus, and Neptune also have aurora. The difference is aurora in Jupiter and Saturn is much larger and more powerful because the magnetic fields there are more intense.

At the last, aurora may look like fire, but it will not feel like that. Even though the temperature of atmosphere can be thousands of degrees Celsius, the aurora is not that hot. It is because when aurora occurs, the density of the air is so low at 96 kilometers. If it is measured, it will be below zero. (Source: http://www.englishcounter.id/2017/08/contoh-report-text.html)

16. What does the paragraph 1 tell us about?
   a. The features of Aurora  
   b. The kinds of Aurora  
   c. The shape of Aurora  
   d. The definition of Aurora

17. Aurora appears in these zones, except…
   a. Along the Siberia  
   b. Antarctica  
   c. Scandinavia  
   d. Ireland

18. The Aurora also happens in these planets, except…
   a. Jupiter  
   b. Saturn  
   c. Mars  
   d. Neptune

19. Which one is incorrect statement of the paragraph above?
   a. Aurora is created when protons and electrons from the solar surface hit the earth’s magnetic field.  
   b. Aurora look like a fire, it will feel like that.  
   c. The difference is aurora in Jupiter and Saturn is much larger.  
   d. Even though the temperature of atmosphere can be thousands of degrees Celsius, the aurora is not that hot.

The text is for number 20 – 22

**Capital City**

A capital city or capital is the municipality exercising primary status in state, province, or other region, usually as its seat of government. A capital is a city that physically encompasses the offices of its respective government; the status as capital is often designated by its constitution. In some jurisdictions, the different branches of government are located in different settlements. In some cases, a distinction is made between the official (constitutional) capital and the seat of government, which is in another place.
The word capital derives from the Latin caput, which means "head". In several English-speaking states, the terms county town and county seat are also used in lower subdivisions. In unitary states, subnational capitals are called as "administrative centers". An alternative term for capital city is head town. The capital is often the largest city of its constituent.

20. What is capital city?
   a. The municipality exercising primary status in the state, province, or the region, usually as its seat of president.
   b. The municipality exercising primary status in state, province, or other region, usually as its seat of government.
   c. The municipality exercising primary status in the city, province, or the region, usually as its seat of government.
   d. The municipality exercising primary status in the state, province, or the region, usually as its seat of president.

21. In some jurisdictions, the different branches of government are located in different settlements. The word settlements in bahasa Indonesia means...
   a. Perkantoran
   b. Pemukiman
   c. Perkebunan
   d. Perumahan

22. In some cases, a distinction is made between the official (constitutional) capital and the seat of government, which is in another place. The word distinction in has similar meaning with...
   a. Movement
   b. Classification
   c. Distribution
   d. Differentiation

The text is for number 23 – 25

Football

Football or soccer, which is considered to be the most popular sport in the world, is a team sport played between two teams of eleven players using a spherical ball.

The object of the game, which is played on a wide rectangular field with a goal on each end of the field, is to score by putting the ball into the adversary goal. The goal is kept by a goalkeeper who is allowed, at the exception of other players, to use his / her hands in the game. The winners are those who score the most goals. If the football match ends in a draw the two teams may be redirected to play extra time and / or penalty shootouts.
The way football is played now was first codified in England. Nowadays, it is governed by the FIFA, “Fédération Internationale de Football Association” (International Federation of Association Football.) The game is played now all over the world and competitions are organized nationally, continentally and internationally. The most prestigious of football competitions is the World Cup, which is held every four years. (source: http://www.kuliahbahasainggris.com/3-contoh-report-text-tentang-olahraga-dan-terjemahannya/)

23. Based on the text above, what is the purpose of paragraph 2?
   a. To describe the details of the soccer
   b. To inform the reader about the soccer
   c. To classify the details of the soccer
   d. To analyze the details of the soccer

24. A person who keeps the goal post in soccer is called…
   a. Striker c. Defender
   b. Goal keeper d. Mid – fielder

25. From the text above, we know that the word FIFA is the abbreviation of …
   a. International Federation of Associating Football
   b. International Federation of Association Football
   c. International Federations of Association Football
   d. Fédération de Internationale Football Association

The text is for number 26 - 27

**Soto**

Soto (also known as sroto, tauto, or coto) is a traditional Indonesian soup mainly composed of broth, meat and vegetables. Many traditional soups are called soto, whereas foreign and Western influenced soups are called sop.

Soto is sometimes considered Indonesia’s national dish, as it is served from Sumatra to Papua, in a wide range of variations. Soto is omnipresent in Indonesia, available in many restaurants and open-air eateries on many street corners, to fine dining restaurants and luxurious hotels. Soto, especially soto ayam (chicken soto) is an Indonesian equivalent of chicken soup. Because it is always served warm with a tender texture, it is considered an Indonesian comfort food.

26. Why is Soto considered to Indonesia’s national dish?
   a. Because it is available only in Indonesia.
   b. Because it is matched to Indonesian people taste.
   c. Because it served from Sumatra to Papua
Borobudur Temple

Borobudur Temple is a 9th-century Mahayana Buddhist monument near Magelang, Central Java, Indonesia. The monument comprises six square platforms topped by three circular platforms, and is decorated with 2,672 relief panels and 504 Buddha statues. A main dome, located at the center of the top platform, is surrounded by 72 Buddha statues seated inside perforated stupa.

The monument is both a shrine to the Lord Buddha and a place for Buddhist pilgrimage. The journey for pilgrims begins at the base of the monument and follows a path circumambulating the monument while ascending to the top through the three levels of Buddhist cosmology, namely Kāmadhātu (the world of desire), Rupadhatu (the world of forms) and Arupadhatu (the world of formlessness). During the journey the monument guides the pilgrims through a system of stairways and corridors with 1,460 narrative relief panels on the wall and the balustrades.

Evidence suggests Borobudur was abandoned following the 14th-century decline of Buddhist and Hindu kingdoms in Java, and the Javanese conversion to Islam. Worldwide knowledge of its existence was sparked in 1814 by Sir Thomas Stamford Raffles, then the British ruler of Java, who was advised of its location by native Indonesians.

Borobudur has since been preserved through several restorations. The largest restoration project was undertaken between 1975 and 1982 by the Indonesian government and UNESCO, following which the monument was listed as a UNESCO World Heritage Site. Borobudur is still used for pilgrimage; once a year Buddhists in Indonesia celebrate Vesak at the monument, and Borobudur is Indonesia's single most visited tourist attraction.

http://cheatssoul.blogspot.com/2012/01/contoh-text-report-example-of-report.html

27. Where is the location of main dome in Borobudur temple?
   a. At the center of the top platform, it is surrounded by 72 Buddha statues seated inside perforated stupa.
   b. At the middle of the top platform, it is surrounded by 72 Buddha statues seated inside perforated stupa.
   c. At the center of the platform, it is surrounded by 73 Buddha statues seated inside perforated stupa.
   d. At the center of the platform, it is surrounded by 72 Buddha statues seated outside perforated stupa.

28. During the journey the monument guides the pilgrims through a system of stairways… The word journey has similar meaning with these words, except…
   a. Prospecting  
   b. Course  
   c. Travel  
   d. Promenade
29. What does the paragraph 4 tell us about?
   a. The restoration project of Borobudur temple was held by UNESCO only
   b. The restoration project was undertaken between 1975 and 1983
   c. The Borobudur temple is never used for pilgrimage
   d. The Borobudur temple is included in one of UNESCO World Heritage

30. What is the purpose of the text above?
   a. To inform the reader about the description of Borobudur temple
   b. To amuse the reader about Borobudur temple
   c. To retell the reader the history of Borobudur temple
   d. To inform the reader about Borobudur temple in general
Cherry Blossom

Cherry blossom is one kind of beautiful flower in the world. It can be seen anywhere in Japan. The most views to see cherry blossom are in Tokyo, Osaka, Nara, Gifu and Hyogo. But now, we can find that in several places in Indonesia. Cherry blossom only blooms in spring season. They always bloom on March and fall out on April.

Many people in Japan believe if cherry blossom is symbol of woman and lack eternity of life. This flower has pink color. But actually, this flower has many colors. There are white, yellow, green and red. This flower has five small calyxs. Cherry blossom can grow until seven or eight meters. It has big and dark stem with many branches. The smell of this flower is very soft and fresh, so it can make us relax.

Characteristic of this plant is the flowers grow earlier than the leaves. And the flowers grow in significant amounts. Because of that we always conclude that cherry blossom doesn't have leaves. The flowers always bloom and fall together with another one. It can only survive for seven until ten days. Fall out of this flower depends on the weather and the speed of the wind.

There's animal that really like to eat this plant, it is Pigeon. Pigeon really likes it because the taste of this flower is sweet. Based on the name, cherry blossom can produces cherry. The color of this cherry is as same as general cherry but the size is smaller than usual. Beside of that, the taste of this cherry is not good enough. So people not consume this cherry. We can only feel it's beauty with have lunch and drink “sake” under it. (Source: http://ainmunari.blogspot.nl/2011/08/report-text-nature.html)
1. These are the place we can see the most views of cherry blossoms in Japan, except…
   a. Tokyo
   b. Osaka
   c. Nara
   d. Yokohama

2. What kind of season that cherry blossom can bloom?
   a. Only in winter season
   b. Only in spring season
   c. Only in wet season
   d. Only in autumn season

3. Based from the text above, we know that…
   a. Cherry blossom has a very strong and fresh smell
   b. Cherry blossom has big and dark stem with many branches
   c. Cherry blossom is a symbol of man and eternity
   d. Cherry blossom only survive for six until nine days

4. Why does pigeon really like to eat cherry blossom?
   a. Because it produces cherry
   b. Because it has an attractive color
   c. Because the taste of the cherry is not good enough
   d. Because the taste of the flower is sweet

The text is for number 5 – 7

TSUNAMI

The word “tsunami” comes from the Japanese language meaning Great Waves (Tsu: port and Nami: wave). But agreed definition many people is a tsunami is a natural disaster caused by rising sea waves to the mainland at high speeds due to the earthquake centered under the sea. The quake could have been caused by soil erosion, the plates were shifting, volcanic eruptions and who experienced meteor that crashed in the ocean. This usually happens when the tsunami earthquakes exceeding magnitude 7 on the Richter scale. Tsunami is quite dangerous, especially for those who live in Area beach. With great power, it will sweep everything in its path.

When talking about the tsunami, then we would have to start from the cause, namely the earthquake in the ocean. Tsunami always preceded a powerful movement that we commonly call the earthquake. Although it is known that there are various types of this earthquake, but 90% of the tsunami caused by the movement of the plates in the earth that
happened to be located in areas of the oceans. It should be also mentioned, the history of tsunamis ever recorded due to the eruption of Krakatoa.

An earthquake in the bowels of the earth will result in the emergence of pressure to the vertical direction so that the bottom of the sea will rise and fall in a short time span. This will then lead to an imbalance in the ocean water which is then pushed into a large wave that moves reached the mainland.

With great power there in the water waves, naturally if the buildings on the mainland can be washed away easily. The tsunami waves propagate at speeds unimaginable. It could reach 500 to 1000 kilometers per hour at sea. And when it reaches the shore, the speed is reduced to 50 to 30 kilometers per hour. Although reduced rapidly, but the pace was able to cause severe damage to humans. (source: https://www.scribd.com/document/329278912/Report-Text-Tentang-Tsunami)

5. Tsunami is a natural disaster caused by…
   a. Rising sea waves to the mainland at high speeds due to the earthquake centered under the sea
   b. Rising sea waves to the mainland at low speeds due to the earthquake centered under the sea
   c. Rising sea waves to the mainland at high speeds due to the earthquake
   d. Rising sea waves to the mainland at low speeds due to the earthquake

6. The tsunami waves propagate at speeds unimaginable. It could reach…
   a. Five hundred to one thousand kilometers per hour at sea
   b. Five thousand to one hundred kilometers per hour at sea
   c. Five hundred to one thousand meters per hour at sea
   d. Five thousand to one hundred meters per hour at sea

7. The communicative purpose of the text above is…
   a. To inform the reader about tsunami in specific
   b. To inform the reader about tsunami in detail
   c. To inform the reader about tsunami in general
   d. To retell the reader about tsunami in detail

The text is for number 8 – 10

Unmanned Aerial Vehicle

Unmanned Aerial Vehicle or usually called drone. Drone is air vehicles like planes and helicopters but the difference is, drone is very small and controlled via remote control or a computer and drone doesn’t need pilot to drive it. Because drone is so simple and useful, many people use it from military forces to ordinary people.

Drone originally produce only for military, the function is to monitoring
dangerous area, mapping some location and fire missile to attack enemy bases. Drones can also transport the items to be delivered quickly for example military documents can be sent via drone. Military drone are very different from commercially drone, both from function and form.

Military drone is bigger and equipped with weapons such as rockets to defend themselves from attack or to launch an attack, while commercial drones is smaller and equipped with camera. For commercial drones are usually used in photography or film recording from height. Drones use battery power to fly.

Because the function of drones is so useful, many people in the world use drones to help in making a project, such as film and photography, and until now many military forces in various countries using drones. (source: http://folkvangr7.blogspot.nl/2017/03/report-text-assignment.html)

8. Drone is air vehicles that also called…
   a. Unnamed Aerial Vehicle
   b. Unmanned Aerial Vehicle
   c. Unmentioned Aerial Vehicle
   d. Unmarked Aerial Vehicle

9. Based from the text above, what is the function of drone?
   a. To monitoring dangerous area, mapping some location, and fire bombs to attack enemy base
   b. To monitoring dangerous area, mapping some location, and fire missile to attack enemy base
   c. To monitoring safety area, mapping some location and fire missile to attack enemy base
   d. To monitoring area, mapping some dangerous location, and fire missile to attack enemy base

10. The statement below is correct about the drone, except…
    a. Military drone is bigger than commercial drone
    b. Military drone equipped with weapons such as rocket
    c. Commercial drone usually used in photography or film recording from height
    d. Drone uses accumulator

The text is for number 11 – 14

Rainbow

A rainbow is a multi-colored arc that forms in the sky. Rainbows are created by both reflection and refraction (bending) of light in water droplets in the atmosphere, which results in a spectrum of light appearing. A rainbow is not an object, it cannot be approached or physically touched.

A rainbow is in fact a full circle of light. However, due to most people viewing a rainbow on the ground we only see a semi-circle or arc of the rainbow. A rainbow is not situated at a specified distance, instead it will always be visible to a person at the precise angle freshwater droplets reflect the light which is 42 degrees in the opposite direction of the sun. No two people
see the same rainbow, in fact even our individual eyes see slightly different rainbows. If someone appears to be standing under a rainbow you can see, they will see a different rainbow at the same angle but further away.

Rainbows can be seen not just in rain but also mist, spray, fog, and dew, whenever there are water drops in the air and light shining from behind at the right angle. A “double rainbow” is where a second, much fainter arc can be seen outside of the primary arc. This is caused by the light reflecting twice inside the water droplets. As a result of this double reflection the colors of the second arc are inverted with violet on the outer edge and red on the inner edge. A “moonbow” is a rare lunar rainbow or night time rainbow produced by light from the moon. Our eyes see it as white even though all colors are faintly present. A “fogbow” is formed by cloud and fog droplets, they are almost white with very faint colors visible. Fogbows are quite large and much broader than a rainbow.


11. What is the main idea of paragraph 1?
   a. A rainbow is a multi-colored arc that forms above the sky
   b. A rainbow is not an object, it cannot be approached or physically touched.
   c. Rainbows are created by both reflection and refraction (bending) of light in water droplets in the atmosphere.
   d. A rainbow is a multi-colored arc that forms in the sky

12. Form the text above, we know that rainbows are created by…
   a. Both reflection and refraction (bending) of light in water droplets in the atmosphere, which results in a spectrum of light appearing
   b. Both reflection and refraction (bending) of light in air droplets in the atmosphere, which results in a spectrum of light appearing
   c. Both reflection and sublimation (bending) of light in water droplets in the atmosphere, which results in a spectrum of light appearing
   d. Both reaction and refraction (bending) of light in water droplets in the atmosphere, which results in a spectrum of light appearing

13. … in fact even our individual eyes see slightly different rainbows. The word slightly in bahasa Indonesia refers to...
   a. Tipis          c. Ringan
   b. Sedikit       d. Samar

14. What is actually a moonbow?
   a. A rare lunar rainbow or night time rainbow produced by light from the moon.
   b. A rare lunar rainbow or night time rainbow produced by light from the sky.
   c. A rare lunar rainbow or night time rainbow produced by light from the stars.
   d. A rare lunar rainbow or night time rainbow produced by light from the sun.
Badminton

Badminton is a racket sport played by either two opposing players (singles) or two opposing pairs (doubles), who take positions on opposite halves of a rectangular court divided by a net. Players score points by striking a shuttlecock with their racquet so that it passes over the net and lands in their opponents’ half of the court. Each side may only strike the shuttlecock once before it passes over the net. A rally ends once the shuttlecock has struck the floor, or if a fault has been called by either the umpire or service judge or, in their absence, the offending player, at any time during the rally.

The shuttlecock is a feathered or (mainly in non-competitive matches) plastic projectile whose unique aerodynamic properties cause it to fly differently from the balls used in most racket sports; in particular, the feathers create much higher drag, causing the shuttlecock to decelerate more rapidly than a ball. Shuttlecocks have a much higher top speed, when compared to other racket sports. Because shuttlecock flight is affected by wind, competitive badminton is played indoors. Badminton is also played outdoors as a casual recreational activity, often as a garden or beach game.

Since 1992, badminton has been an Olympic sport with five competition/events: men’s and women’s singles, men’s and women’s doubles, and mixed doubles, in which each pair consists of a man and a woman. At high levels of play, especially in singles, the sport demands excellent fitness: players require aerobic stamina, agility, explosive strength, speed and precision. It is also a technical sport, requiring good motor coordination and the development of sophisticated racket movements.

15. The first paragraph of the text above has a function as…
   a. The orientation of the text           c. The description of the text
   b. The general classification of the text d. The information of the text

16. Why does competitive badminton played indoor?
   a. Because shuttlecock flight is affected by wind
   b. Because there is no outdoor place
   c. Because it is recreational activity
   d. Because it is often as a garden or beach game

17. These are five competitions or evens that included in Badminton, except…
   a. Men’s and women’s singles           c. Women’s double
   b. Men’s and women’s doubles           d. Men’s and mix’s doubles
Sun Flower

Sun flower (*Helianthus annuus* L.) is one of the flowers from famous type of the Asteraceae, not only as beautiful plant or flower but also the oil producer plant. This flower is so typical; bid, it is usually light orange or yellow with the big of flower head (diameter can be reached 30 centimeter). This flower is real single flower which is formed by the hundreds until thousand small flower at the center. The sun flowers have typical caring too, is the flowers always faces or follow the sun or heliotropisme. The French calls it tournesol or the sun follower. But, this characteristic is avoid by the new cultivation to produce the oil because spending much energy and decrease the result.

It is an annual seasonal plant originating from the North American Tropical (Mexico), is 3 m to 5 m high depending on its variety. Single leaf width. Stems are usually overgrown with rough hair, erect, rarely branching.

Flowers arranged compound. There are two types of flowers: floral or flower of the tongue carrying one large yellow petal and sterile, and a fertile tube of flowers and seeds. Flower tube is the number can reach 2000 buds in a bunch of flowers. Pollination is open (cross) and it is assisted by insects. On a clear day, bunches of compound flowers follow the daily movement of the Sun (the origin of the name of this plant), whose symptoms are called heliotropism. Plants benefit 10% more photosynthesis because of this movement.

The type of fruit is fruit brackets (achene). Dry fruits are rather hard and not too thick walled is often thought of the ‘seeds’ of the sun, because it cannot easily be distinguished. The real seeds are located inside, sheltered by similar fruits of shell.


18. What does the French call for sunflower?
   a. Tournesol
   b. Sun follower
   c. Tourmesol
   d. Sun flower

19. These are the characteristics of sunflower, *except…*
   a. The height is more than 3 – 5 m depending on its variety, it has single leaf width, stems are usually overgrown with rough hair, erect, rarely branching.
   b. The height is 3 – 5 m depending on its variety, it has single leaf width, stems are usually overgrown with rough hair, erect, rarely branching.
   c. The height is 3 – 5 m depending on its variety, it has leaves width, stems are usually overgrown with rough hair, erect, rarely branching.
20. Pollination is open (cross) and it is **assisted** by insects. (paragraph 3) The word assisted has similar meaning with…

   a. Cooperated  
   b. Presented  
   c. Provided  
   d. Integrated

21. Where is the real seed located?

   a. Inside, sheltered by similar fruits of shell  
   b. Inside, sheltered by different fruits of shell  
   c. Inside, sheltered by similar shells of fruit  
   d. Inside, sheltered by similar fruits and shell

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**The text is for number 22 – 24**

**Fever**

A fever is also known as a high fever or a high temperature. Actually fever is not by itself an illness. It’s usually a symptom of an underlying condition, most often an infection.

Fever is usually associated with physical discomfort, and most people feel better when a fever is treated. But depending on your age, physical condition, and the underlying cause of your fever, you may or may not require medical treatment for the fever alone. Many experts believe that fever is a natural bodily defense against infection.

Fever is generally not considered dangerous, but hyperthermia can cause dangerous rises in body temperature. This can be due to an extreme temperature associated with heat injury such as heat stroke, side effects of certain medications or illicit drugs, and stroke. With hyperthermia, the body is no longer able to control body temperature.

According to the American Academy of Pediatrics, an infant younger than 4 months old with a rectal temperature of 100.4 F or above should be immediately brought to a doctor or sent to an emergency room, because it could be a sign of a potentially life-threatening infection.

22. The first paragraph of the text above tells that actually fever is a symptom of an underlying condition, most often…

   a. A depression  
   b. An Influenza  
   c. An infection  
   d. A menstruation
23. Fever is generally not considered **dangerous**… (paragraph 3) The word dangerous has similar meaning with these words, *except*…
   a. Treacherous
   b. Nasty
   c. Hazardous
   d. Convenience

24. Why does an infant younger than 4 months old with a rectal temperature of 100.4 F or above should be immediately brought to a doctor or sent to an emergency room?
   a. Because it could be a sign of a potentially life-threatening inflammation.
   b. Because it could be a sign of a potentially life-threatening infection.
   c. Because it could not be a sign of a potentially life-threatening inflammation.
   d. Because it could be a sign of a potentially life-threatening infraction.

The text is for number 25 – 27

**Owl**

Owls are carnivorous birds that belong to the order Strigiformes. They are nocturnal birds who love to hunt rat by night. They are divided into the Strigidae family (usually known as true owls) and Tytonidae family (usually known as barn-owls). They inhabited almost all regions of the world except for Antarctica and some remote islands.

The smallest owls, elf owl, have the maximum size of 13.5 cm and the maximum weight of 31 g. They are also considered to be the lightest owl in the world. There are two species of owls who have a similar maximum body size and weight, they are Eurasian eagle-owl and Blakiston’s fish owl. They both have the maximum size of 71 cm and maximum weight of 4.2 kg.

They have a large and round head with forward-facing eyes and ear holes. Their beak is similar to hawk’s beak. They have a very flexible neck which allow them to turn their head around facing the back side without even moving their body. Their tail is short but their wings are very wide. The length of their wings are almost three times larger than their body when they spread it. They have a special feathers which allow them to perform a silent flight so they can attack the prey undetected.


25. These statements are correct about owls, *except*…
   a. Owls are carnivorous birds that belong to the order Strigiformes.
   b. Owls are nocturnal birds who love to hunt rat by dawn.
   c. Owls are divided into the Strigidae family (usually known as true owls) and Tytonidae family (usually known as barn-owls).
   d. Owls inhabited almost all regions of the world except for Antarctica and some remote islands.
26. Which one of the statements below is true about elf owl?
   a. Elf owls have the maximum size 13.5 cm and cm and the maximum weight of 31 kg.
   b. There is only one species of owls who have similar maximum body size, and weight, it is Blakiston’s fish owl.
   c. Elf owls have maximum size of 71 cm and maximum weight of 4,2 kg
   d. Elf owls are considered to be the lightest owl in the world.

27. Why do the owls perform in silent flight?
   a. Because they have a flexible neck
   b. Because the length of their wings are almost three times larger than their body when they spread it.
   c. Because they have a large and round head with forward-facing eyes and ear holes.
   d. Because they have a special feathers.

The text is for number 28 – 30

Milky Way Galaxy

We live in a planet called Earth. Earth is one of eight planets which orbit a star called Sun. Sun is one of billion stars spread out around a galaxy named Milky Way Galaxy. If one star consists of eight to ten planets, how many planets are in one galaxy? The answer is uncountable. Milky Way Galaxy is one of billions galaxy in the universe. Milky Way is the galaxy where home planet, Earth, resides. Here are facts about Milky Way Galaxy.

Milky Way Galaxy is an immense and very interesting place. It is measured that the Milky Way Galaxy is 100,000–120,000 light-years in diameter. Our Solar System resides roughly 27,000 light-years away from the Galactic Center, on the inner edge of one of the spiral-shaped concentrations of gas and dust particles called the Orion Arm.

Milky Way Galaxy has over 200 Billion Stars. However this number is not fixed. It is due to Milky Way is constantly losing stars through supernovae, and producing new ones all the time, about seven per year. Milky Way Galaxy is a middleweight galaxy if it is compared to other galaxy. The largest galaxy we know of, IC 1101, has over 100 trillion stars and other large galaxies can have as many as a trillion. Dwarf galaxies such as Large Magellanic Cloud have about 10 billion stars.

Most larger galaxies have a supermassive black hole at the center, and the Milky Way is no exception. The center of our galaxy is called Sagittarius A*, a massive source of radio waves that is believed to be a black hole that measures 22,5 million kilometers (14 million miles) across – about the size of Mercury’s orbit. But this is just the black hole itself.
The most recent estimates place the age of the Universe at about 13.7 billion years. Our Milky Way has been around for about 13.6 billion, about 800 million younger than the Universe. The Milky Way began as a series of dense regions in the early universe not long after the Big Bang. The oldest stars in the Milky Way are found in globular clusters, and the age of our galaxy is determined by measuring the age of these stars.


28. From the text above, the main idea of paragraph 1 is…
   a. The facts about Milky Way galaxy
   b. The planet Earth
   c. The planets which are in Milky Way galaxy
   d. The galaxy in the universe

29. These statements are correct about Milky Way galaxy, except…
   a. Milky Way galaxy is the galaxy where home planet, Earth, resides.
   b. The diameter of Milky Way galaxy is 100.000 – 120.000 light – years.
   c. Milky Way galaxy has over 200 billion stars.
   d. The age of Milky Way galaxy is about 80 million younger than universe.

30. What is the purpose of the text above?
   a. To retell the reader about Milky Way Galaxy
   b. To inform the reader about Milky Way Galaxy in general
   c. To explain the reader about Milky Way Galaxy in specific
   d. To describe the reader about Milky Way Galaxy in specific
## KUNCI JAWABAN

### PRE - TEST

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

11. A  
12. C  
13. C  
14. B  
15. C  
16. D  
17. D  
18. C  
19. B  
20. B

21. B  
22. D  
23. A  
24. B  
25. B  
26. C  
27. A  
28. A  
29. D  
30. D

### POST – TEST

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

11. D  
12. A  
13. B  
14. A  
15. B  
16. A  
17. D  
18. A  
19. B  
20. A

21. A  
22. C  
23. D  
24. B  
25. B  
26. D  
27. D  
28. A  
29. D  
30. B
REPORT TEXT

- Report text is a text which describes something in general but factual. Text tersebut diatas adalah teks report. Teks report adalah teks yang mendeskripsikan sesuatu secara umum akan tetapi apa adanya/ faktual.
- The purpose of the text is to present factual information, usually by classifying things and then describing the character. Things which presented in report text is general. Tujuan dari teks report adalah untuk memberikan informasi faktual, biasanya dari klasifikasi suatu hal kemudian dideskripsikan karakternya. Hal yang disajikan oleh report teks biasanya bersifat umum.
Generic structure / Struktur teks report:

- **General classification** (klasifikasi umum): tells what the phenomenon under discussion is. Berisi pernyataan umum yang menerangkan subjek laporan, keterangan, dan klasifikasinya yang didiskusikan dalam teks. Menyatakan klasifikasi aspek umum seperti hewan, tempat umum, tanaman.

- **Description** (deskripsi): tells what phenomenon under discussion is, like in term of parts, qualities, habits or behavior (if living), use (if non – natural). Penggambaran yang meliputi bagian, kualitas, kebiasaan, atau tingkah laku (untuk makhluk hidup), kegunaan (untuk benda).

Lexico grammatical feature/ Ciri – ciri kebahasaan dari teks report:

- *Focus on generic participants*. Berfokus pada subjek secara umum, misalnya: tempat umum, binatang, tanaman dsb.

- *Use relational process to state what is and that which it is*. Menggunakan proses yang saling berkaitan untuk menjelaskan apa yang didiskusikan serta apa adanya.

- Menggunakan relating verb untuk menjelaskan ciri – ciri, misalnya: am/is/are, have, look, seem.

- Menggunakan kata kerja tindakan dalam menjelaskan perilaku, misalnya: grow in significant amounts.

- Pola kalimat biasanya menggunakan *simple present tense* untuk menyatakan sesuatu yang umum.
POLAR BEAR

The polar bear is a bear native to the Arctic Ocean and its surrounding seas. An adult male weigh about four hundred to six hundred and eighty kilograms, while an adult female is about half that size.

Although it is closely related the brown bear, it has paws to occupy a narrow ecological niche with many bony characteristics adapted to for cold temperatures, for moving snow, ice, open water, and for hunting seals which make up most of it diets.

Although most of polar bears are born on land, it spends most of its time at sea, hence its name meaning maritime bear and can hunt consistently only from sea ice. (Source: http://www.youtube.com/watch?v=2EiaHkNzIio)
SCHOOL

School is a building for children who want to study. School is an institution for formal education and designed for the teaching of students or pupils under the supervision from the educators or teacher.

At school, students can learn anything, for example, mathematics, English, Science, Social, Physics, Biology, and Art. Students go to school in the morning and start their lessons at 7.30 o'clock. They have ninety minutes for every subject that they studied. At school, students can interact with their friends and they are also educated to become a better person and expected to have good personality. The students may not come late or truant. If they do those things, it can be assumed as an offense and they can be punished.
There are so many rules at school that cannot be broken and must be followed by all students. school usually has many classrooms. Beside of that, there are library, mosques, and canteen for lunch, teacher’s office, field for sports, and etc. school has to be a comfort and pleasure place for students because students will spend most of their time at school.

CHERRY BLOSSOM

Cherry blossom is one kind of beautiful flower in the world. It can be seen anywhere in Japan. The most views to see cherry blossom are in Tokyo, Osaka, Nara, Gifu and Hyogo. But now, we can find that in several places in Indonesia. Cherry blossom only blooms in spring season. They always bloom on March and fall out on April.

Many people in Japan believe if cherry blossom is symbol of woman and lack eternity of life. This flower has pink color. But actually, this flower has many colors. There are white, yellow, green and red. This flower has five small calyx. Cherry blossom can grow until seven or eight meters. It has big and dark stem with many branches. The smell of this flower is very soft and fresh, so it can make us relax.

Characteristic of this plant is the flowers grow earlier than the leaves. And the flowers grow in significant amounts. Because of that we always conclude that cherry blossom doesn’t have leaves. The flowers always bloom and fall together with another one. It can only survive for seven until ten days. Fall out of this flower depends on the weather and the speed of the wind.

There’s animal that really like to eat this plant, it is Pigeon. Pigeon really likes it because the taste of this flower is sweet. Based on the name, cherry blossom can produces cherry. The color of this cherry is as same as general cherry but the size is smaller than usual. Beside of that, the taste of this cherry is not good enough. So people not consume this cherry. We can only feel it's beauty with have lunch and drink “sake” under it.

UNMANNED AERIAL VEHICLE
(Drone)

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(source: http://folkvangr7.blogspot.nl/2017/03/report-text-assignment.html)
# Observation Sheet for Experimental Class

<table>
<thead>
<tr>
<th>No.</th>
<th>Indicator</th>
<th>Yes</th>
<th>No</th>
<th>Description</th>
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<tbody>
<tr>
<td>1.</td>
<td>The teacher prepared the material well</td>
<td>✓</td>
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<tr>
<td>2.</td>
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<td></td>
<td>Good</td>
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<tr>
<td>3.</td>
<td>Teacher uses time effectively</td>
<td>✓</td>
<td></td>
<td>Good</td>
</tr>
<tr>
<td>4.</td>
<td>Teacher implements PQ4R Strategy well</td>
<td>✓</td>
<td></td>
<td>Good</td>
</tr>
<tr>
<td>5.</td>
<td>Teacher gives evaluation after the lesson</td>
<td>✓</td>
<td></td>
<td>Good</td>
</tr>
<tr>
<td>6.</td>
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<td>Good</td>
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<td>7.</td>
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<td></td>
<td>Good</td>
</tr>
<tr>
<td>8.</td>
<td>Students are active during the learning process</td>
<td>✓</td>
<td></td>
<td>Good</td>
</tr>
<tr>
<td>9.</td>
<td>Students apply the PQ4R Strategy well</td>
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## Observation Sheet for Control Class

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<td>4.</td>
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<td>Teacher gives evaluation after the lesson</td>
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Paired sample experiment

### Paired Samples Statistics

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### Paired Samples Correlations

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Paired sample control

**Paired Samples Statistics**

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**Paired Samples Correlations**

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**Paired Samples Test**

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RESEARCH DOCUMENTATION

CLASS IX E AS EXPERIMENTAL CLASS

CLASS IX B AS CONTROL CLASS
EXPERIMENTAL CLASS STUDENTS DO THE PRE – TEST

CONTROL CLASS STUDENTS DOING PRE - TEST
THE TEACHER EXPLAIN ABOUT REPORT TEXT IN EXPERIMENTAL CLASS BY USING PQ4R STRATEGY

THE TEACHER EXPLAIN ABOUT REPORT TEXT IN CONTROL CLASS BY USING CONVENTIONAL STRATEGY
STUDENTS’ LEARNING ACTIVITY IN EXPERIMENTAL CLASS

STUDENTS’ LEARNING ACTIVITY IN CONTROL CLASS
THE TEACHER EXPLAIN ABOUT REPORT TEXT IN EXPERIMENTAL CLASS BY USING PQ4R STRATEGY

THE TEACHER EXPLAIN ABOUT REPORT TEXT IN CONTROL CLASS BY USING CONVENTIONAL STRATEGY
EXPERIMENTAL CLASS STUDENTS DO POST - TEST

CONTROL CLASS STUDENTS DO THE POST – TEST
KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) SALATIGA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Lingkar Salatiga KM.2 Telepon (0298) 6031364 Kode Pos 50716 Salatiga
Website: http://tarbiyah.iainsalatiga.ac.id e-mail: tarbiyah@iainsalatiga.ac.id

Nomor : B-033 /In.21/D1.1/PN.03.00/04/2016 1 April 2016
Lamp. : Proposal Skripsi
Hal : Pembimbing Skripsi

Kepada

Yth. Setia Rini, M.Pd.

Di Tempat

Assalamualaikum Wr. Wb.

Dalam rangka penyusunan Skripsi Mahasiswa jenjang Strata Satu, Saudara ditunjuk sebagai Dosen Pembimbing mahasiswa:
Nama : FADLILATU LATHIFAH
NIM : 113 12 011
Program Studi : TBI
Fakultas : TARBIYAH DAN ILMU KEGURUAN
Judul Skripsi : The Use of Extensive and Intensive Reading on EFL; Learners’ Vocabulary Size and Depth (A Classroom Research in College Student at 5th Semester in English Department at IAIN Salatiga)

Apabila dipandang perlu Saudara diminta mengoreksi tema skripsi di atas.
Demikian untuk diketahui dan dilaksanakan.

Wassalamualaikum Wr. Wb.

a.n. Dekan,
Wakil Dekan Bidang Akademik

Tembusan:
1. Yth. Dosen Pembimbing
2. Mahasiswa yang bersangkutan
3. Arsip Akademik
**LEMBAR KONSULTASI SKRIPSI**

Nama Mahasiswa : FAQLIAPU LAHYFAN

NIM : 113 - 12 - 011

Dosen Pembimbing : Setia Rini, M.Pd.

Judul : THE EFFECTIVENESS OF PO2AR STRATEGY IN TEACHING READING OF REPROC TEXT TO IMPROVE STUDENTS' READING COMPREHENSION 
(An Experimental Research at 8th Grade of SMP N 2 Banjarmasin in the Academic Year 2017 / 2018)

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**ATASAN:**
SEIAT KONSULTASI LEMBAR INI HARUS DIBAWA

Dosen Pembimbing : Setia Rini, M.Pd.
Assalamu'alaikum Wr. Wb.

Berdasarkan hasil Ujian Komprehensif yang telah dilaksanakan pada Tanggal 18 Maret 2017, dengan ini menerangkan bahwa mahasiswa

NAMA : FADLILATUL LATHIFAH  
NIM : 11312011  
JURUSAN : Pendidikan Bahasa Inggris (PBI)

Telah Lulus Ujian Komprehensif dengan nilai:

75

Surat Keterangan ini merupakan satu syarat untuk mendaftar Munaqsyah Skripsi. Demikian harap menjadikan maklum bagi pihak-pihak terkait.

Wassalamu'alaikum Wr. Wb.

[Signature]

Salatiga, 20 Maret 2017
Mengucapkan
Wakil Dekan Bidang Akademik

M. S.Ag., M.Phil
NIP. 19690617 199603 1 004
Nomor : B- /In.21/D1/PN.03.00/07/2017
Lamp : *
Hal : Permohonan Izin Penelitian Skripsi

Kepada
Yth. Kepala SMP N 2 Banyubiru
Di Tempat

Assalamu'alaikum Wr. Wb.

Yang bertanda tangan dibawah ini, kami menerangkan bahwa:
Nama : FADLILATU LATHIFAH
NIM : 113 - 12 - 011
Mahasiswa : Institut Agama Islam Negeri (IAIN) Salatiga
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris

Dalam rangka penyelesaian studi Program S.1 di IAIN Salatiga, diwajibkan memenuhi salah satu persyaratan berupa pembuatan SKRIPSI.
Jadwal skripsi :

THE EFFECTIVENESS OF PQ4R STRATEGY IN TEACHING READING OF REPORT TEXT TO IMPROVE STUDENTS' READING COMPREHENSION (An Experimental Research at 9th Grade of SMP N 2 Banyubiru in the Academic Year 2017/2018)

Dengan Pembimbing : Setia Rini, M. Pd.
Untuk penyelesaian Skripsi tersebut, kami mohon Bapak/ibu memberi izin kepada mahasiswa tersebut
untuk mengadakan penelitian guna memperoleh data atau keterangan dan bahan yang diperlukan dimulai
tanggal 17 Juli 2017 s.d selesai
Kemudian atas pemberian izin Bapak/ibu, kami sampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.

[Signature]
17 Juli 2017
Fakultas Tarbiyah dan Ilmu Keguruan

NIP. 19670121199903 1002

Tembusan : 1. Mahasiswa yang bersangkutan
PEMERINTAH KABUPATEN SEMARANG
DINAS PENDIDIKAN, KEBUDAYAAN,
KEPEMUADAAN DAN OLAHRAGA
SMP NEGERI 2 BANYUBIRU
TERAKREDITASI A

SURAT KETERANGAN
Nomor : 423.4 / 451 / 2017

Yang Bertanda Tangan dibawah ini :
Nama : SRI MULYATI, S.Pd
NIP : 19770225 200012 2 001
Pangkat / Golongan : Pembina IV/a
Jabatan : Kepala Sekolah

Menerangkan dengan sesungguhnya bahwa :
Nama : FADLILATU LATHIFAH
NIM : 113-12-001
Mahasiswa : Institut Agama Islam Negeri (IAIN) Salatiga
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris (TBI)

Benar–benar telah mengadakan penelitian dalam rangka menyusun skripsi dengan judul THE EFFECTIVENESS OF PQ4R STRATEGY IN TEACHING READING OF REPORT TEXT TO IMPROVE STUDENT’S READING COMPREHENSION ( AN EXPERIMENTAL RESEARCH AT IX (NINTH) GRADE OF SMP N 2 BANYUBIRU IN THE ACADEMIC YEAR 2017 / 2018 ).

Dari tanggal 27 Juli 2017 s.d selesai
Demikian surat keterangan ini dibuat untuk dapat digunakan sebagaimana mestinya.

Banyubiru, 20 September 2017
Kepala Sekolah

SRI MULYATI, S.Pd
NIP. 19770225 200012 2 001
DAFTAR SATUAN KREDIT KEGIATAN (SKK)

Nama : Fadilatu Lathifah  
Jurusan : Pendidikan Bahasa Inggris  
NIM : 113 – 12 – 011  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Dosen P. A : Prof. Dr. H. Zakiyuddin Baidhay, M.Ag

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Salatiga, 2 Februari 2018

Mengetahui,

Wakil Dekan bidang Kemahasiswaan dan Kerjasama,

[Signature]

Achmad Maimun, M.Ag
DECLARATION AND PERMISSION FOR PUBLICATION

I have been marked below:

Name : Fadilatu Lathifah
NIM : 113 12 011
Faculty : Teacher Training and Education Faculty
Department : English Education Department

Declares that this graduating paper is written by researcher and it does not copy from the other researcher. Theories and citations are used code of ethics of writing for graduation paper. I give permission to publish the graduating paper on IAIN Salatiga's e-repository.

Salatiga, March 27th 2018

The Researcher,

[Signature]

Fadilatu Lathifah
Nim. 113 12 011