THE APPLICATION OF PQ4R
(PREVIEW, QUESTION, READ, REFLECT, RECITE, REVIEW)
STRATEGY TO IMPROVE STUDENTS’ READING
COMPREHENSION OF THE EIGHTH YEARS STUDENTS OF
MTS NU SALATIGA IN THE ACADEMIC YEAR 2015/ 2016

(A Classroom Action Research of the Eighth Years of Mts NU Salatiga in the
Academic Year of 2015/2016)

A GRADUATING PAPER

Submitted to the Board of Examiners as a Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan Bahasa Inggris (S.Pd.I)
in the English Department of Education Faculty
State Institute for Islamic Studies (IAIN) Salatiga

IAIN
SALATIGA

Written By:

LAILATIS SYARIFAH

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ENGLISH DEPARTMENT OF EDUCATION FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN) SALATIGA
2015
DECLARATION

Bismillahirrahmanirrahim

In the name of Allah, the Most Gracious and Merciful.

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

This declaration is written by the writer and she hopes that this declaration can be understood.

Salatiga, 09 September 2015

Writer

Luthfi Syarifah

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Salatiga, 08 September 2015

Setia Rini, M. Pd
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State Institute for Islamic Studies (IAIN) Salatiga

ATTENTIVE COUNSELOR’S NOTE
Case: Lailatis Syarifah’s Graduating Paper

Dear,

Dean of Teacher Training and Education Faculty

Assalamu ‘alaikum Wr. Wb.

After reading and correcting Lailatis Syarifah’s graduating paper entitled “THE APPLICATION OF PQ4R (PREVIEW, QUESTION, READ, REFLECT, RECITE, REVIEW) STRATEGY TO IMPROVE STUDENTS’ READING COMPREHENSION (A Classroom Action Research In The Eighth Years Students of MTs NU Salatiga In the Academic Year of 2015/2016)”. 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

Setia Rini, M. Pd
NIP. 19750518 200312 2 002
A GRADUATING PAPER
THE APPLICATION OF PQ4R (PREVIEW, QUESTION, READ, REFLECT, RECITE, REVIEW) STRATEGY TO IMPROVE STUDENTS' READING COMPREHENSION OF THE EIGHTH YEARS STUDENTS OF MTS NU SALATIGA IN THE ACADEMIC YEAR 2015/2016
(A Classroom Action Research of the Eighth Years of Mts NU Salatiga in the Academic Year of 2015/2016)

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Has been brought to the board of examiners of English and Education Department of Teacher Training and Education Faculty at State Institute for Islamic Studies (IAIN) Salatiga on August, 29th 2015, and hereby considered to complete the requirements for the degree of Sarjana Pendidikan Islam (S.Pd.I) in English and Education.

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Motto

“Inna ma’al’usri yusron”
(Verily, with every difficulty is relief)
(Q.S Al Insyiroh verse 6)
DEDICATION

This work is sincerely dedicated for:

1. My beloved father and mother (Bapak H. Saring Ahmad Zahiruddin and Ibu Hj. Fatimah) who always give me spirit and inspiration so that the writer can finish her study. Thanks a lot for your praying and guidance.

2. My beloved brothers and sisters in Lestari Family who always motivate and support the writer to do the best.

3. All of big family of MTs NU Salatiga, the head master, all of the teachers especially Mrs. Uswatun Khasanah S.Pd.I and students of VIIIC A class.

4. My lecturers in IAIN Salatiga, especially Mrs, Setia Rini, M.Pd who guides the writer patiently.


6. All of TBI '11, especially TBI E 11, Mbak Mimi and Embul.

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9. All the readers
ACKNOWLEDGEMENT

Assalamu' alaykum wr.wb

Bismillahirrahmanirrahim,

In the name of Allah, the most gracious and merciful, the King of universe and space. Thank you to Allah because the writer could complete this thesis as one of requirement to finish the study in English Department of the State Institute for Islamic Studies Salatiga. Besides, our blessing and praises to our prophet Muhammad, the best model for us.

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1. Mr. Dr. Rahmat Hariyadi, M. Pd. as the Rector of State Institute for Islamic Studies Salatiga.

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Wassalamu’alaykum Wr Wb

Salatiga, September 9\textsuperscript{th} 2015

The Writer

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ABSTRACT


Keywords: PQ4R (Preview, Question, Read, Reflect, Recite, Review) Strategy and Reading Comprehension

This research focused in improving students’ reading comprehension by applying PQ4R (Preview, Question, Read, Reflect, Recite, Review) Strategy. This research answer these main questions (1) How is the implementation of PQ4R strategy to improve reading comprehension of eighth year’s students of MTs NU Salatiga in the academic year of 2015/2016? (2) How far can the use of PQ4R strategy improve reading comprehension of eighth years students of MTs NU Salatiga in the academic year of 2015/2016? The method of this research used Classroom Action Research (CAR). The technique of data analysis included descriptive and statistical technique. The research was conducted in the eighth year students of MTs NU Salatiga on Jl. Kartini No. 02 Salatiga, Sidorejo Lor, Kecamatan Sidorejo, Salatiga, Central Java. It is conducted in two cycles. Each cycle consists of planning, action, observation and reflection. From the result, the researcher found several findings on it. The result of this research shows an improvement of students’ reading comprehension by using “PQ4R” strategy. It can be seen from the mean score of pre-test and post-test. In cycle I post-test is higher than pre-test: 68.2 > 55.14. In cycle II: 84.6 > 70.8. It means that the use of PQ4R Strategy is able to improve the students’ reading comprehension.
TABLES OF CONTENTS

TITLE ........................................................................................................... i
DECLARATION ........................................................................................... ii
ATTENTIVE COUNSELOR NOTES .............................................................. iii
STATEMENT OF CERTIFICATION ............................................................. iv
MOTTO ....................................................................................................... v
DEDICATION .............................................................................................. vi
ACKNOWLEDGMENT ................................................................................ vii
ABSTRACT ................................................................................................. ix
TABLE OF CONTENTS ............................................................................... x
LIST OF TABLES AND FIGURE ................................................................ xiii
LIST OF APPENDIX .................................................................................. xiv

CHAPTER I INTRODUCTION
A. Background of the Study .................................................................. 1
B. Research problem ............................................................................ 4
C. Purposes of the Study ...................................................................... 5
D. Benefits of the Study ...................................................................... 5
E. Definition of the Key Terms ............................................................ 6
F. Limitation of the Study .................................................................. 8
G. Review of Previous Researches ...................................................... 8
H. Graduation Paper Organization ....................................................... 9

CHAPTER II THEORITICAL FRAMEWORK
A. Reading ........................................................................................... 10
<table>
<thead>
<tr>
<th></th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Definition of Reading</td>
<td>10</td>
</tr>
<tr>
<td>2.</td>
<td>Purposes of Reading</td>
<td>11</td>
</tr>
<tr>
<td>B.</td>
<td>Reading Comprehension</td>
<td>15</td>
</tr>
<tr>
<td>1.</td>
<td>Definition of Reading Comprehension</td>
<td>15</td>
</tr>
<tr>
<td>2.</td>
<td>Levels of Reading Comprehension</td>
<td>17</td>
</tr>
<tr>
<td>3.</td>
<td>Strategies for Teaching Reading Comprehension</td>
<td>18</td>
</tr>
<tr>
<td>4.</td>
<td>Technique for Teaching Reading Comprehension</td>
<td>19</td>
</tr>
<tr>
<td>C.</td>
<td>Learning Strategy</td>
<td>20</td>
</tr>
<tr>
<td>1.</td>
<td>Definition of Learning Strategy</td>
<td>20</td>
</tr>
<tr>
<td>2.</td>
<td>Types of Learning Strategy</td>
<td>22</td>
</tr>
<tr>
<td>D.</td>
<td>The Differences of Approach, Method,</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>Technique, and Strategy</td>
<td></td>
</tr>
<tr>
<td>E.</td>
<td>“PQ4R” Strategy</td>
<td>24</td>
</tr>
<tr>
<td>1.</td>
<td>Definition of PQ4R Strategy</td>
<td>24</td>
</tr>
<tr>
<td>2.</td>
<td>Procedure of PQ4R Strategy</td>
<td>27</td>
</tr>
<tr>
<td>CHAPTER III</td>
<td>METHODOLOGY OF RESEARCH</td>
<td></td>
</tr>
<tr>
<td>A.</td>
<td>Setting of the Research</td>
<td>31</td>
</tr>
<tr>
<td>B.</td>
<td>Subject of the Research</td>
<td>32</td>
</tr>
<tr>
<td>C.</td>
<td>General Concept Of Classroom Action</td>
<td>34</td>
</tr>
<tr>
<td>D.</td>
<td>Procedure of the Research</td>
<td>35</td>
</tr>
<tr>
<td>E.</td>
<td>Technique of Data Collection</td>
<td>39</td>
</tr>
<tr>
<td>F.</td>
<td>Technique of Data Analysis</td>
<td>41</td>
</tr>
</tbody>
</table>
G. Schedule of the Research ........................................ 42

CHAPTER IV DATA ANALYSIS
A. Field Note .......................................................... 43
1. Cycle I .................................................................... 43
2. Cycle II .................................................................. 60
B. Discussion ............................................................. 77

CHAPTER V CLOSURE
A. Conclusion ............................................................ 78
B. Suggestion ............................................................ 79

BIBLIOGRAPHY
CURRICULUM VITAE
APPENDIXES
LIST OF TABLES AND FIGURES

Figure 2.1 The PQ4R Strategy
Table 2.1 The Procedure of Teaching Reading Comprehension Throught the PQ4R Learning Strategy
Table 3.1 The situation of the Educational Facilities and Tools
Table 3.2 The situation of the Teachers and Staffs
Table 3.3 The List of VIII A of MTs NU Salatiga
Figure 3.1 The Procedure of Classroom Action Research
Table 3.4 Schedule of the Research
Table 4.1 Students’ Observation Sheet in Cycle I
Table 4.2 The result of pre test cycle I
Table 4.3 The result of post test cycle I
Table 4.4 Students’ Observation Sheet in Cycle II
Table 4.5 The result of pre test cycle II
Table 4.6 The result of post test cycle II
Table 4.7 The Analysis Of Students’ Reading Comprehension Improvement

xiii
1. Lesson Plan for cycle I
2. Lesson plan for cycle II
3. Pretest for cycle I
4. Posttest for cycle I
5. Pretest for cycle II
6. Posttest for cycle II
7. Learning material for cycle I
8. Learning material for cycle II
9. Examples of Descriptive Text
10. Pictures
11. Surat Ijin Pembimbing Skripsi
12. Surat Ijin Penelitian
13. Surat Keterangan Penelitian
14. Lembar Konsultasi Skripsi
15. Daftar SKK
16. Curriculum Vitae
CHAPTER I
INTRODUCTION

A. Background of The Study

Language is a way of expressing ideas and feelings using movements, symbols, and sound (Bull, 2009: 247). English is one of the international languages that is used by many people in the world and in many aspects of life are politic, economy, social and culture, even science and technology.

In English there are four language skills are listening, speaking, reading and writing. Reading is one of the language skills that must be mastered by students. Moreover, reading is also the main reason why students learn the language. Therefore, based on the curriculum the main goal of teaching reading especially for Junior High School students are to enable them to read books, articles, or any other text written in English and producing various short functional and monologue texts, such as narrative, procedure, descriptive, recount and report. Furthermore, the goal of reading is also to find the meaning of what they have read and answer the questions based on the reading text. The ability to comprehend something from reading material for students who learn foreign language need to be improved in order to enable them to get used to reading process and give them enough time to develop their ability.
In reading, we can understand many kinds of text. Therefore, all students need to study reading. In this case, the students need to master all part of the reading text. It is done to help student acquire the meaning of the difficult word, answering certain questions from the text and identifying the part of the text.

To establish students who comprehend in reading, teacher has an important role. But, some teachers are common to use conventional learning technique, so that it reduces the students’ chance to join in the classroom actively. Fiedorowicz and Trites (2003:13) state that most of the conventional techniques focus on teaching all readers by ignoring the fact that each student has different strengths and weaknesses. In this study, the term ‘conventional technique’ refers to the technique that is commonly used by English teachers at MTs NU Salatiga. In this study, conventional technique is a technique that is used by teachers of English in teaching reading comprehension in which the teacher is as the central of learning.

This phenomenon makes the students to be more passive. There is no respond from them when the teacher asks question, even they choose to keep silent when the teacher gives an opportunity to make question. The students need the way to open their mind and to share their ideas. They still get difficulties when there is no teacher’s stimulus, especially for Junior High School students, which learn more complex English material. In this learning technique, the teachers give the lesson and talk more, but they give little chance to the students to be active in teaching learning process.
Based on the researcher’s observation, the students’ problem in reading comprehension appeared because of some factors. The main factor was they did not know the meaning of some vocabularies, they did not understand the English text. This condition supports the teacher drew up appropriate learning strategy. To develop English learning quality, it is necessary to find the good learning strategy to build the students’ role.

The teacher should pay attention toward the characteristics of learning method that they use, such as:

1. Arranging and providing the subject material which appropriate with students need (based on the standard of competence and syllabus)
2. Using the method creatively and it is relevant with the material
3. Doing learning plan flexibly and always try to look for effective learning (Syah, 1995: 228).

The balance between the material and learning method is also necessary. In this part, the teacher must be able to choose the suitable method and all at once build the students’ enthusiasm to study.

According to the indicators of this learning problem, the writer tries to apply PQ4R (Preview, Question, Read, Reflect, Recite and Review) strategy to improve students’ reading comprehension. According to Learning Strategy Database, “PQ4R is an individualized method for improving reading comprehension”. For that reason, we can see that the main purpose of PQ4R is to improve the student’ reading comprehension
and it really suitable to be used in reading activity in the classroom to improve the students’ reading comprehension. It can also be said that PQ4R can lead the students’ mind in reading. Besides, as we know we also want to change the students’ behavior where most of them do not like to read.

To solve the student’s problem above, the writer will do a research as an effort to improve students reading comprehension through “PQ4R” strategy. For that the reason, the writer is interested in arrange a graduating paper entitled: THE APPLICATION OF PQ4R (PREVIEW, QUESTION, READ, REFLECT, RECITE, REVIEW) STRATEGY TO IMPROVE STUDENTS’ READING COMPREHENSION (A Classroom Action Research In The Eighth Years Students of MTs NU Salatiga In the Academic Year of 2015/2016).

B. Research Problem

1. How is the implementation of PQ4R strategy to improve reading comprehension of the eighth years students of MTs NU Salatiga in the academic year of 2015/2016?

2. How far the use PQ4R strategy can improve reading comprehension of the eighth years students of MTs NU Salatiga in the academic year of 2015/2016?
C. **Purpose of the Study**

1. To describe the implementation of PQ4R strategy to improve reading comprehension of the eighth year students of MTs NU Salatiga in the academic year of 2015/2016.

2. To find out the improvement of reading comprehension of the eighth years students of MTs NU Salatiga in the academic year of 2015/2016 through PQ4R strategy.

D. **Benefits of the Study**

   Through this classroom action research, the **writer** hopes that it can give advantages for:

1. The teacher
   a. Improve the teacher’s motivation to teach the student with a better strategy.
   b. Increase the teacher’s professionalism in learning process.

2. The Student
   a. To motivate the students in order to involve them in learning process actively.
   b. To interest student to read English text.
   c. To develop students’ reading comprehension
   d. To interest students’ participation and the individual responsibility.
   e. To train students’ confidence
   f. To position them as learning-center.
3. The school

a. The positive result of this research can create the innovation for the school to develop the teaching learning process with interesting and appropriate learning strategy in order to improve students' reading comprehension, especially.

b. The application of this strategy can create good quality for students output.

E. Definition of the Key Terms

The writer wants to explain the meaning of key terms in the title in order to make easy and understandable by the readers. They are as follows:

1. Application

Application (noun) is taken from the word apply (verb) that has a meaning “practical use” and it has similar meaning with word “use (v)”. Based on the title of this research, applications mean the practical use of “PQ4R (Preview, Question, Read, Reflect, Recite and Review) strategy” to improve reading comprehension in the eighth grade year students of MTS NU Salatiga in the academic year 2015/2016 (Bull, 2009: 17).

2. Learning Strategy

Learning Strategy has some meanings as by Subana and Sunarti in Iskan达尔wassid (2008: 5):
a. General pattern or abstract from teaching learning process.

b. Strategies of instruction

c. Models of teaching

d. General pattern of learner activity that describes determining process in learning activity's realization to builds behavior change.

3. “PQ4R (Preview, Question, Read, Reflect, Recite and Review)” Strategy

PQ4R is a study technique developed by Thomas E.L and Robinson H.A (1972). The acronym stands for Preview, Question, Read, Reflect, Recite and Review and this strategy is used mainly to help students with difficulty in reading. Comprehension, retaining and recalling information is a challenge for many students and the PQ4R strategy aims at making reading easier (Slavin, 1997: 297).

4. Reading

There are four skills that the learners need in language learning. One of them is reading. According to Urquhart in Grabe (2009: 14), reading is the process of receiving and interpreting information encoded in language from the medium of print.

5. Reading Comprehension

Koda in Grabe (2009: 14) inform that comprehension occurs when the reader extracts and integrates various informations from the text and combines whith what is already know. Reading comprehension
is function to understand a text that is read as the process of constructing meaning from a text (Decant, 2012:8).

F. **Limitation of the Study**

In order to make focus in this research, the writer will limit the study as follows:

1. The research is limited in the application of “PQ4R (Preview, Question, Read, Reflect, Recite and Review)” strategy.
2. The research is limited in reading comprehension about descriptive text.
3. The research is carried out to the eighth years students of MTS NU Salatiga in the Academic year of 2015/2016.

G. **Review of Previous Researches**

In this graduating paper, the writer take two previous research comparison. It is previous researches conducted by Inayatul Fuaida. The titled her research is “The Application of “In the News “Strategy to Improve Reading Comprehension. Based on research, there are significant differences of the application of in the news strategy to improve reading comprehension, because it was easy and enjoyable. The students interest in learning and easy understanding the material. It was shown by result calculation of t-test, where the result of post-test is higher than pretest.

The second is experiment research of “Effect of PQ4R Study Strategy in Scholastic Achievement of Secondary School Students in Punjab (Pakistan), by Mrs. Ruqia Bibi Ph. D and Manzoor H. Arif, Ph. D.
Based on the research, twenty percent students of the group taught through traditional method outperformed in their scholastic achievement than the average student of the group taught through PQ4R study strategy.

H. Graduating Paper Organization

Chapter one discuss about the introduction, which will consist of background of the study, statement of the problem, objective of the study, benefit of the study, definition of key terms, review of the previous researches, and thesis organization.

Chapter II is theoretical framework, which contains the theories that will relate and support the research.

Chapter III is methodology of research. This chapter will explain setting of the research, subject of the research, general concept of Classroom Action Research, procedure of the research, technique of data gathering, technique of data analysis, and schedule of the research.

Chapter IV is data analysis that consists of field notes and discussion.

Chapter V is closure, which will contain of conclusion of the research’s finding and suggestion.
CHAPTER II

THEORITICAL FRAMEWORK

A. Reading

1. Definition of Reading

Many experts define reading with different meaning. According to Urquart in Grabe (2009: 14), “reading is the process of receiving and interpreting information encoded in language from medium of print”.

Spears (2006: 2), “the reading process begins with decoding words that is, deciphering the letters that make up individual words. But reading is more than merely processing letters and sounds.

Hittleman in Dallman (1972: 22) point out that reading is a verbal process interrelated with thinking and with all other communication abilities such as listening, speaking and writing. Specifically, reading is the process of reconstructing from the printed patterns on the page of the ideas and information intended by the author.

Dechant (1982: 5) considers that “reading always involves an interaction between the writer and reader”. It is the culminating act of the communication process, initiated by the thoughts of the writer and expressed thoughts of the writer and expressed through the symbol on the page. Goodman in Dechant, (1982: 11) notes that reading is a selective process,
involving partial use of available minimal language cues (graphic, semantic, and syntactic).

2. Purposes of Reading

In accordance to Mahmoud (1992: 103-104), there are least five main purposes for comprehensive reading. All these purposes require necessary skills in order to be accomplished efficiently. These purposes include:

a. Reading for Specific Information

Reading for specific information is a common form of reading used to discover specific or limited information. Reading for this purpose involves looking for specific information and finding it quickly. Looking up a word in the dictionary or a number in the telephone book is the example of reading for specific information.

b. Reading for Application

Reading for application is used to accomplish a special task. This type of reading may consist of reading a cake recipe or following instruction to make or fix something
c. Reading for Pleasure and Entertainment

Individuals read for many pleasurable reasons. This includes reading popular magazines, newspaper, novels, and other similar material. It is a slower form of reading, which allows the reader to envision the scenery and contemplate the background and characters with enjoyment and appreciation. This form of reading calls for total involvement of the reader.

d. Reading for Ideas

This type of reading requires paying special attention to main ideas, concepts and the nature of the presented information. The reader skims through major topics, headings, illustrations, and conclusions in order to obtain a general idea of the content. Reading for idea I enhanced though familiarity with the overall field of study, related topics, facts, and discussions.

e. Reading for Understanding

Reading for understanding requires comprehension of the relationship between the information introduced and overall knowledge of the subject. It requires understanding the relationship of topics to sentences, paragraphs and the main ideas.
Different with Mahmoud, Hall (1983: 163-166) gives many purposes of reading. The purposes are listed below:

a. Reading for Information

The materials of reading for information like newspapers are designed to be read quickly in order to find facts. Most newspaper sentences are no more than fifteen words; paragraphs, no longer than three sentences. The text appears in narrow columns so the reader's eye can quickly move down the page. Typically, readers do not read every word, but skim the page for key facts.

b. Reading for main points in general

The main points could include information like why the text was written, what the purpose of the writer was, how the text is organized and what the main arguments are. For example: reading for an exam

c. Reading for selected main points

Reading for selected main points looks for information about a specific area or answers to certain questions. For example: reading for a thesis.
d. Critical / evaluative reading (intensive)

Read a text with a critical or evaluative attitude, is compare the
writer’s views with your own or some other writers' views. Making a
difference between facts and opinions of the writer is also important. For
example: reading for a thesis or an exam.

In accordance to Risdianto (2012: 94-95), there are many purposes
of reading, they are:

a. For pleasure or for personal reasons to find general information such as
what a book is mostly about.
b. To find a specific topic in a book or article.
c. To learn subject matter that is required for a class.

Once student have mastered the basic decoding skills, they will
begin to read for a variety of purposes. If they are reading a book or article
for fun or if they simply want to know about a particular subject such as
frogs, they may want to read fast. It isn’t necessary for them to read every
word or even know the meaning of every word in the text. They will
probably get the sense of the unknown word from the context.

a. Skimming for General Information

Students who want to find general information about a subject such
as “Frogs” will want to skim through a book or several books to
determine how the books are organized and what they cover. When they
skim, they run or flip through the pages of the book or article quickly to
find out whether it might cover the information they need.

b. Scanning for Specific Information

When a student wants to know how tadpole becomes frogs, he will
need to a book or article about amphibians to find out whether the
material covers tadpole. When he scans, he will look the title, the table of
contents, the headings, and the index to find out if the material gives
information about it.

c. Reading to Learn

Another purpose for reading calls for reading carefully and slowly.
When a student studies for a test, he will want to skim the book or
chapter first to see what it covers. Then he will read the headings and the
subheadings to discover how the book is organized. He should try to
make connection between the material and what he already knows.

B. Reading Comprehension

1. Definition of Reading Comprehension

Dechant (1982: 311) states that “comprehension includes the
correct association of meanings with word symbols, the selection of the
correct meaning suggested by the context, the organization and retention of
meaning, the ability to reason one’s way through smaller idea segments, and ability to grasp the meaning of a larger unitary idea”.

According to Klingner, et al (2007:2) stated that "Reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency"

Reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies. Some strategies are related to bottom-up procedures, and other enhance the top-down processes (Brown, 2000:306).

Meanwhile, according to Wilis (2008: 127): “Goals of Reading Comprehension Strategies to build comprehension are available to increase neural efficiency at each step of the comprehension process”. It means the purpose of reading comprehension strategies is that the students can improve efficiency neural of process comprehension the text.

Based on the statements above reading comprehension is a way to understanding or comprehend of the text that includes not only word reading, world knowledge or fluency, but by reading comprehension we can get information and wide insight from the text.
2. Levels of Reading Comprehension

Reading is the ability to comprehend, not simply to recognize, letters, forms, and symbol. Without comprehension, reading may prove to be almost useless. There are three levels of reading comprehension, these are:

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

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

c. Critical reading consists of making factual distinctions between common ideas, facts, and opinion. This capability is needed for valid interpretation and analysis.

Total comprehension requires reading at all of the above levels. Thus, to comprehend a chapter in a textbook well, one must have the ability to read at all levels (Mahmoud, 1992: 102-103).

In other hand, Dechant explains that learning to comprehend a complex of skills. Various writers have attempted to categorize these into three of four levels. Lanier and Davis in Dechant (1982:313) summarizing comprehension skills, categorize them as:

a. Literal skill (recognizing and recalling facts, details, sequence, main idea, directions, organization, and the like)
b. Interpretative skills (inferring, drawing conclusion, generalizing, deriving meaning from figurative language, predicting, anticipating, and summarizing)

c. Critical skills (judging, detecting propaganda, analyzing, checking validity, checking the author’s biases and purpose)

d. Creative skills (applying information, responding emotionally).

3. Strategies for Teaching Reading Comprehension

A reading comprehension strategy is a cognitive or behavioral action that is enacted under particular contextual conditions with the goal of improving some aspect of comprehension (McNawara, 2007:6). It means that in learning reading comprehension need strategy to help students so that the students able understanding and remember of the material that explained by teacher. Many of reading comprehension strategies that have been associated with highest effect for students that teach the students with strategies can be prompt students to monitor and reflect before, during and after the student reading, and can improve vocabulary knowledge.

Pressley (1999) said that good comprehenders are effective users of comprehension strategies when they work with text. A strategy can be defined as a mental plan or action designed to achieve a specific purpose. And one of the prioritas in any reading program is to teach children, particularly those with reading difficulties, a range of strategies to use to extract meaning and evaluate information from the text. (Westwood, 2001:10)
There are some strategies for teaching reading comprehension, they are: identify the purpose in reading, use graheme rules and patterns to aid in bottom-up decoding (especially for beginning level learners), Use efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced levels), skim the text for main ideas, scan the text for specific information, use semantic mapping or clustering, guess when you aren’t certain, analyze vocabulary, distinguish between literal and implied meanings, capitalize on discourse markers to process relationships (Brown, 2001:292).

4. Techniques for Teaching Reading Comprehension

Techniques is very important way in teaching reading comprehension, because with used techniques it can be easy teacher in give material with the aimed so that the students more active and motivate. Brown (2000:313) formulated some techniques for teaching reading comprehension, as follows:

a. In an interactive curriculum, make sure that you don’t overlook the importance of specific instruction in reading skills,

b. Use techniques that are intrinsically motivating,

c. Balance authenticity and readability in choosing texts,

d. Encourage the development of reading strategies,

e. Include both bottom-up and top-down techniques,

f. Follow the “SQ3R” sequence one effective series of procedures for approaching a reading text has come to be labeled the SQ3R technique, a
process consisting of the following five steps (survey, question, read, recite, and review)

g. Subdivide the techniques into pre-reading, during-reading, and after reading phases.

h. Build in some evaluative aspect to the techniques.

C. Learning Strategy

1. Definition of Learning Strategy

Learning Strategy consists of two words, learning and strategy.
The writer would like to give some of the definitions of learning.
According to Bull (2009: 250), learning is gain knowledge or skill in a subject or activity”.

“Learning is a relatively permanent change in behavior or in behavioral potentiality that results from experiences and cannot be attributed to temporary body states such as those induced by illness, fatigue, or drugs” (Gregory A. Kimble, 1997 in Sriyanti 2011: 17).

Crow and Crow in Educational Psychology (1984) in Sriyanti (2011: 16) “learning is an action to create a behavior, knowledge and any kinds of attitude, include the innovation to do something, an effort to solve the obstacle and adaption”.

20
From the definition above, learning has characteristic. According to Baharuddin and Esa N.W (2007) in Sriyanti (2011: 18), they are:

a. Learning indicated by the change of attitude
b. The changing is permanent
c. The changing of attitude is potential
d. The learning is a train and experiences.
e. The experiences or train it makes fervent.

The second word is strategy. Generally, strategy is a technique which is used to get a certain purpose. “Strategy is plan intended to achieve a particular purpose” (Bull, 2009: 439). In the teaching context, strategy is something important which use in teaching and learning process to help the teacher make their students easy to understand the material. Students can analyze the material and solve the problem in making decision.

Learning strategy has some meanings as maintained by Subana and Sunarti in Iskanwassid (2008: 5)

a. General pattern or abstract from teaching learning process.
b. Strategies of instruction
c. Models of teaching
d. General pattern of learner activity that describes determining process in learning activity’s realization to builds behavior change.
2. Types of Learning Strategy

Silberman divides learning strategies or learning techniques to apply active learning to the subject matter into three sections, as follows:

1) How to get students active from the start

The strategies are designed to do one or more of the following:

a. Team building: helping students to become acquainted with each other or creating a spirit of cooperation and interdependence.

b. On-the-spot assessment: learning about students’ attitudes, knowledge, and experience.

c. Immediate learning involvement: creating initial interest in the subject matter.

In addition, these techniques encourage students to take an active role right from the beginning.

2) How to help students acquire knowledge, skills, and attitudes actively.

The strategies are designed to avoid or reinforce teacher-led instruction. A wide range of alternatives are provided, all of which gently push students to think, feel, and apply. They include:

a. Full-class learning: teacher-led instruction that stimulates the entire class.

b. Class discussion: dialogue and debate of key issues

c. Question prompting: students request for clarification

d. Peer teaching: instruction led by students.
3) How to make learning unforgettable

The strategies are designed as the ways to conclude a class so that the student reflects on what he or she has learned and considers how to apply it in the future. They are as follows:

a. Review: recalling and summarizing what has been learned

b. Self-assessment: evaluating changes in knowledge, skills, or attitudes.

c. Future planning: determining how the student will continue the learning after the class is over.

d. Expression of final sentiments: communication the thoughts, feelings, and concern students have at the end.

D. The Differences of Approach, Method, Technique, and Strategy

In learning process is known some of terms, which have similar meaning. These terms are; approach, method, technique and strategy.

Edward Anthony, he identified three levels of conceptualization and organization, which he termed approach, method and technique (Richard and Theodore, 1968: 17)

“... An approach is a set of correlative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught”.

“... Method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. An approach is axiomatic, a method is procedural”.

“... A technique is implementational – that which actually takes place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective”.
Based on the definition above, the difference between approach, method, and technique can be shown. An approach is axiomatic; a method is procedural. Within one approach, there can be many methods. Technique must be consistent with a method, and therefore in harmony with an approach as well.

E. “PQ4R Preview, Question, Read, Reflect, Recite and Review” Strategy

1. The Definition of “PQ4R Preview, Question, Read, Reflect, Recite and Review” Strategy

PQ4R is a study technique developed by Thomas E.L and Robinson H.A (1972). The acronym stands for *Preview, Question, Read, Reflect, Recite and Review* and this strategy is used mainly to help students with difficulty in reading. Comprehension, retaining and recalling information is a challenge for many students and the PQ4R strategy aims at making reading easier (Slavin, 1997: 297).

The PQ4R is strategy that helps the students to understand and remember what they have read. According to Trianto (2009:146), PQ4R is the one of elaboration strategy which is used to help students remember what they have read. The PQ4R strategies are as follows:

a). Preview

According to Horby, (1995), preview means view something before it is shown to the general public. In this study, preview de...
with the students’ ability to survey or scan the material quickly to get an idea of the general organization and major topics and subtopics as well. According to Learning Strategies Database, Previewing includes these activities:

- Students have to scan the title, headings, and visual aids (such as picture, symbols, etc).
- Students read the first and last paragraph (if the text is long), if short, only read the first and last sentence of each paragraph.
- The next step is that, students have to ask themselves these questions below (teacher may ask the questions to remind the students to ask themselves)
  - What do you already know about this subject?
  - What do you expect to learn from this chapter/book?
  - What should you look for when you read it more carefully?
  - What information are you looking for?

The purpose of this step is to make readers/students have general idea of the purposes of the text, and the major concepts to be covered. That information from the preview step is used in the next step.

b). Question

Question means sentence which by word order, use of interrogative words or intonation (Hornby, 1995). While here, Question is the second phase of PQ4R strategy. In this strategy students need to create several prediction questions that may be
answered in the text. The students construct the questions using the information they get from Preview phase.

c). Read

Read means look at and understand something written or printed (Bull, 2011: 365). In this strategy read is the third phase. In this phase, the students read the complete text in order to find the answer of the question they made in “Question” phase. During the reading activity, students record notes in the margin or underline the important information and unexpected ideas that answers the predicted questions.

d). Reflect

Reflect means throw back an image, heat, and sound from a surface (Bull, 2011: 369). In reflection phase, the students try to link together all information, main idea, and unexpected ideas that the students record in the margin and the underline ideas. Students need to develop insight into the topic, so that students can store the information to their minds, so that they can memorize them very well.

e). Recite

Recite means say aloud from memory (Hornby, 1995), in this phase, the students are asked to summarize the main ideas, supporting details, and unexpected ideas of the text. Then, students say the summary aloud or write it down.
f). Review

Review is the final phase of PQ4R strategy. Review itself means consider or examine again (Hornby, 1995). Here, students entail highlighting key point of the text. Then, students make sure that the predicted questions have been answered and that the author’s purpose is fully understood.

2. The Procedures Teaching Using PQ4R Strategy

In Teaching and Learning Process, Trianto (2009: 150) states that PQ4R learning strategy can be applied in six steps. The six steps are displayed in the table below:
<table>
<thead>
<tr>
<th>Procedure</th>
<th>Teacher’s Activities</th>
<th>Student’s Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1</td>
<td>Give a reading material to the students and ask the to read it.</td>
<td>Scan the material that is given by teacher to get an idea</td>
</tr>
<tr>
<td>Preview</td>
<td>Inform the students to pay attention to the idea of the reading material that’s given.</td>
<td>Pay attention to teacher’s explanation.</td>
</tr>
<tr>
<td></td>
<td>Have students make questions from the idea that they have found in reading material by using WH- words.</td>
<td>Makes their own questions before reading the reading material.</td>
</tr>
<tr>
<td>Step 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Question</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Read</td>
<td>Have students read the reading material and ask them to try answering their questions when read</td>
<td>Reading actively. Try to answer the question while reading.</td>
</tr>
<tr>
<td>Step 4</td>
<td>Inform the students to relate their prior</td>
<td>Think about the reading material they read and</td>
</tr>
<tr>
<td>Reflect</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Step 5</td>
<td>Recite</td>
<td>Try to make it meaningful by relating it to their prior knowledge.</td>
</tr>
<tr>
<td>--------</td>
<td>--------</td>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>Have students conclude what they have just read.</td>
<td>Practice remembering the information by stating the points and answering the question and notes the major idea they have got from the expository text as their conclusion.</td>
</tr>
<tr>
<td>Step 6</td>
<td>Review</td>
<td>Have students read the conclusion of the reading material and reread if they are not sure of their answer.</td>
</tr>
</tbody>
</table>

To reinforce their memory, the teacher can ask them to share their note in front of class to their students. Recognizing the main idea and themes in articles helps the reader to understanding the text easily and clear
enough. It also helps them to process and retain information on current events.
CHAPTER III

RESEARCH METHODOLOGY

A. Setting of the Research

This research was conducted at MTS NU Salatiga. MTSs NU is an educational organization under Yayasan Imamul Madaris (YAIMAM). The school was built on 1957, by KH Khumaidi. The location at Jl. Kartini No. 02 Salatiga, Sindoro Lor, Kecamatan Sindoro, Salatiga, Central Java 50714. This location is strategic, because in the middle of Salatiga town. So, this location is easy to reach from any direction, but this location is less conducive to teaching learning process because it is close with crowd and noise of highway.

The name of the school is Madrasah Tsanawiyah Nahdhatul Ulama (MTs NU) Salatiga. This school is Possessed of Private. The headmaster of this school in the academic years of 2015/2016 is Drs. Muh Syamsul, M.PdI and the head of administration is Ria Abinowo.

MTs NU Salatiga is permanently subsidized by the Ministry of Religion Affairs. The facilities are text books, library, multimedia laboratory, mosque, health care unit, youth-red cross room, teacher room and official room. MTs NU has 13 classrooms for teaching learning process.
In learning process, MTS NU Salatiga adopts EKSIS (Edukatif, Kreatif, Selektif, Inovatif, Santun) concept, having regard to the investment of ethic and aesthetic values. Moreover, the learning process making best use of social and natural environment as a laboratory for the students in order to interact with their realities and try to love with their environment.

B. Subject of the Research

Subject of the research is the subject that becomes the target of researcher (Arikunto: 2010, 188). This classroom action research was carried out to eighth years students of MTS NU Salatiga, on the first semester in the academic year of 2015/2016. The researcher chooses the eighth year students of MTS NU Salatiga. At this school, there are five classes, and the researcher chooses class eighth A, because she finds more students’ problem in reading comprehension. She wants to apply the English learning strategy in order to improve students’ reading comprehension. The position of the researcher in this research is as a teacher. Moreover, the observer of this research is the researcher’s partner.

Table 3.3

<table>
<thead>
<tr>
<th>No</th>
<th>Nama</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ahmad Tedy Reynaldy</td>
</tr>
<tr>
<td>No.</td>
<td>Name</td>
</tr>
<tr>
<td>-----</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>2</td>
<td>Aditya Dimas Prasetyo</td>
</tr>
<tr>
<td>3</td>
<td>Andrean Firmansyah</td>
</tr>
<tr>
<td>4</td>
<td>Annisa Amalia Zulfani</td>
</tr>
<tr>
<td>5</td>
<td>Ariska Heri Okkiyanto</td>
</tr>
<tr>
<td>6</td>
<td>Arofiq Difa Ardana</td>
</tr>
<tr>
<td>7</td>
<td>Bayu Triyawan Prasetyo</td>
</tr>
<tr>
<td>8</td>
<td>Ernamawati Putri</td>
</tr>
<tr>
<td>9</td>
<td>Fachri Ardiansyah</td>
</tr>
<tr>
<td>10</td>
<td>Fatma Azzahra</td>
</tr>
<tr>
<td>11</td>
<td>Fatma Nur Hidayati</td>
</tr>
<tr>
<td>12</td>
<td>Gery Sandi Kurniawan</td>
</tr>
<tr>
<td>13</td>
<td>Ilham Adi Saputra</td>
</tr>
<tr>
<td>14</td>
<td>Indi Zahria</td>
</tr>
<tr>
<td>15</td>
<td>M. Syarif Hidayat</td>
</tr>
<tr>
<td>16</td>
<td>Muftiara Risky</td>
</tr>
<tr>
<td>17</td>
<td>Muhammad Nizar Furqoni</td>
</tr>
<tr>
<td>18</td>
<td>Muhammad Sofwan Hakam</td>
</tr>
<tr>
<td>19</td>
<td>Muhammad Farhan</td>
</tr>
<tr>
<td>20</td>
<td>Nana Tri Restiani</td>
</tr>
<tr>
<td>21</td>
<td>Niken Ayu Sasqia</td>
</tr>
<tr>
<td>22</td>
<td>Novia Diah Pitaloka</td>
</tr>
<tr>
<td>23</td>
<td>Nur Indah Cahyaningrum</td>
</tr>
</tbody>
</table>
C. General Concept of Classroom Action Research

This research used the Classroom Action Research (CAR). Hopkins (2008) action research is a form of self-reflective inquiry undertaken by participant in a social (including educational) situation in order to improve the rationality and justice of: (1) their own social or educational practices, (2) their understanding of these practices, and (3) the situations in which practices are carried out.

According to Arikunto (2006:2-3) informs that CAR consists of three words, so there are three definitions, which can be explained:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>24</td>
<td>Rilia Dian Pramesti</td>
</tr>
<tr>
<td>25</td>
<td>Riska Aulia Lailatul Rohmah</td>
</tr>
<tr>
<td>26</td>
<td>Rizki Nur Ariani</td>
</tr>
<tr>
<td>27</td>
<td>Rosita Rahmawati</td>
</tr>
<tr>
<td>28</td>
<td>Salma Hamidah</td>
</tr>
<tr>
<td>29</td>
<td>Sofiana Ulima Z</td>
</tr>
<tr>
<td>30</td>
<td>Siti Mar’ah</td>
</tr>
<tr>
<td>31</td>
<td>Tesa Febri Veolina</td>
</tr>
<tr>
<td>32</td>
<td>Untung Maulana</td>
</tr>
<tr>
<td>33</td>
<td>Wildan Ardiyasah</td>
</tr>
<tr>
<td>34</td>
<td>Yaqub Tariq Aziz</td>
</tr>
<tr>
<td>35</td>
<td>Yosita Nata Sasmita</td>
</tr>
</tbody>
</table>
a. Research-indicate an activity to observe the object by using of ways and methodologies to get the useful data or information to improve the quality of thing and that is necessary for researcher.

b. Action is a movement activity, which is done deliberately with a certain purpose.

c. Classroom- in this case is not bound by the term of the classroom, but it has a more specific meaning. The word of class means groups of students who are in the same time receive the same lesson from the same teacher.

Based on three of main words; research, action, and class, Classroom Action Research (CAR) means an observation toward learning process that organized as an action, which is appeared deliberately and happened simultaneously in the classroom.

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

D. Procedure of The Research

This research applied Kemmis and Mc Taggart’s model of classroom action research’s method. Arikunto (2010:137) informs that the principal concept of CAR according to both of those experts consists of
four stages (and its repeating); they are planning, acting, observing, and reflecting. The researcher spent two cycles in this research. This stage can be drawn as follows:

FIGURE 3.1

THE PROCEDURES OF CLASSROOM ACTION RESEARCH

![Diagram showing the procedures of classroom action research]

a. Planning

Planning explains about WH question (what, why, when, where, who and how the action done) (Arikunto, 2010; 138). The activities in the planning are:

1) Preparing materials, making lesson plan, and design the step in doing the action
2) Preparing list of students’ name and scoring

3) Preparing teaching-aids

4) Preparing sheets for student’s and teacher’s observation sheet

5) Preparing a test for pre-test and post test (to know whether students’ reading comprehension improve or not)

b. Acting

In accordance to Arikunto (2010:139), acting is the implementation of planning. The researcher spent two meetings to do a classroom action research.

1) The first meeting is the action of cycle I.

- The researcher introduced herself
- The researcher informed her purpose in doing the research
- The researcher used some text in the pre-test and post-test in each cycle.
- The researcher gave a pretest to know the students’ achievement before the applying “PQ4R” strategy.
- The researcher applied “PQ4R” strategy to teach the students and observe learning activity.
- The researcher gave occasion to the students to ask any difficulties or problems
- The researcher gave a posttest and an assignment to the students to read descriptive text as the learning material.
• The researcher reflected the learning activity with the observer in order to prepare the better TLP in the second cycle.

• The researcher gave assignment to the students for cycle II.

2) The second is action of cycle II.

• The researcher used those times to provide pretest to know the students’ achievement after the applying “PQ4R” strategy in first cycle

• The researcher applied “PQ4R” strategy to teach the students and observe learning activity.

• The researcher gave occasion to the students to ask any difficulties or problems

• The researcher gave a posttest and an assignment to the students to read descriptive text as the learning material.

• The researcher reflected the learning activity with the observer in order to prepare the better TLP in the next cycle.

c. Observation

Observation is data gathering. In other word, observation is the instrument to show how far the effect of the action. Observation can be systematically used to observe and note the phenomenon investigated like the students’ feeling, thinking, and something they do in teaching learning process. Observations focused on the implementation of the learning activities and write something that happened in the classroom.
d. Reflecting

Reflection is made after teaching learning process to analyze the action research along with the implementation of the action. It is to remember what happened that has been written in observation. Reflection seeks to make sense of process, problem and real issues in strategy action. It device account of comprehend the issues and circumstance in which they will arise. Reflection has an evaluative aspect, it asks the writer to weight the experience, to judge whether effects were desirable, and suggest ways of proceeding.

E. Technique of Data Collection

Data collecting is used to gather information, in this part is about classroom action research (Hopkins, 1993: 115). This research will use some techniques to collect the data:

a. Observation

Observation was carried out to observe the application of “PQ4R” strategy in improving the eighth grade students of MTS NU Salatiga reading comprehension. Based on the observation, it can be known interest, motivation and the reading comprehension improvement of students that occurred in learning.

In conducting the observation, the researcher uses field note and documentation. In accordance to Hopkins (1993: 116), keeping field notes is a way of reporting observation, reflections and reactions to
classroom problem. Ideally, they should be written as soon as possible after a lesson.

b. Interview

Interview is a form of verbal communication a kind of conversation that aims to obtain information. (Nasution, 1991: 153). In this research, the researcher interviews the English teacher of eighth year to know the condition of the students before conducting the research.

c. Test

Test is a series question or exercises or other device used to measure the skills, knowledge, and intelligence, ability or talent possessed by individuals group (Arikunto, 1996:138).

The researcher provided pretest in every cycle (cycle I and cycle II) to know how far students’ reading comprehension about descriptive text before applying PQ4R strategy. Moreover, she gave posttest to know how far the improvement students’ reading comprehension about descriptive text after applying PQ4R strategy.

d. Audiotape Recording

Audiotape recording is one of the most popular teacher research methods. Transcripts are excellent for those situations where teachers require a very specific and accurate record of a limited aspect of their
teaching, or of a particular interaction, say between a specific teacher and child or between two children (Hopkins, 1993: 119).

e. Videotape Recorder

The videotape recorder is increasingly being used by teachers as a means of gathering general information about their teaching. It allows the teacher to observe many facets of his or her teaching quickly, and provides heuristic and accurate information for diagnosis (Hopkins, 1993: 132).

F. Technique of Data Analysis

There are two techniques to analyze the data in this research.

They are as follows:

a. Descriptive technique

A descriptive technique is function to analyze the data, which will obtain from the observation in each cycle, such as:

1) The observation towards teacher and students’ activities TLP.
2) The observation toward teacher in applying “PQ4R” strategy in improving students’ reading comprehension

b. Statistical technique

Statistical technique is used to calculate the result of the test, before and after applied “PQ4R” strategy in improving students’ reading comprehension. The scores of tests can be counted using the formula of Mean as follows (Sudijono, 2010: 82):
\[ M = \frac{\sum X}{N} \]

Explanation:

\[ M \] : The mean of obtained

\[ \sum X \] : The sum of score

\[ N \] : Number of cases

To calculate the Mean, the whole scores will add and the sum will divide by the total number of cases. This analysis technique will purpose to find out how is the influence of the application of PQ4R strategy in improving students’ reading comprehension or not. In this study, researcher counts the data using the mean because it is already known the result of the research from this way. It shows that there are differences between cycle I pretest – posttest, and cycle II pretest – posttest or not. Even it has significance or not.

G. Schedule of the research

The researcher made the schedule of the research as in the table below:

<table>
<thead>
<tr>
<th>No</th>
<th>Activities</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The action cycle I</td>
<td>10 August 2015</td>
</tr>
<tr>
<td>2.</td>
<td>The action cycle II</td>
<td>14 August 2015</td>
</tr>
</tbody>
</table>
CHAPTER IV

DATA ANALYSIS

A. Field Note

In this chapter, the researcher would like to analyze the data gathered from the action research activities. The data was obtained from teaching learning process and evaluation. The data analysis is function to measure the students’ reading comprehension improvement by applying PQ4R Strategy.

In this research, the data consists of field note, the result of pretest and posttest. The action of this research consists of pre cycle and two cycles, cycle I and cycle II. For the whole stages of every cycle (cycle I and cycle II) explained in the description below. However, the researcher would like to explain the action of pre cycle first.

1. Cycle I

1) Planning

The researcher prepared some instrument of the research, such as:

a. Lesson plan as teaching guidance in learning process

b. Material

c. Sheet for classroom observation

d. Teaching aids
e. Pretest and posttest

Pretest was given to the students before applying PQ4R strategy and protest was given after applying this strategy.

2) Implementation of the action

On Monday, 10 August 2015 the researcher and observer came to the eighth year students of MTs NU Salatiga. The condition of the class was quiet and the observer accosted the students soon. She gave greeting, asked about their condition and prayed. She introduced herself and told her purpose to do the action research. Subsequently, she gave a question about descriptive text to the students, which was given at seventh year. Some students answered the question correctly. After that, the researcher gave pretest for 30 minutes before start the lesson. After the students done the test, she collected their worksheet. The teacher asked them about the difficulties when they done it. They answered “Sulit bu, banyak yang ga’ tahu artinya”. She answered, “Ok, never mind (tidak apa-apa), itu Cuma latihan kok”.

Afterwards, the teaching learning process was begun. The researcher asked the students about procedure text.

Teacher :”Okay, today we will learn about descriptive text. What is the descriptive text?

Some students :” text yang isinya menggambarkan (text to describe something)”
Some students: "silent"

Teacher: "Ya, boleh, ada yang lain? (Yes, right, any other answer?)"

The student kept silent, and then the researcher gave the material and explained to them.

Teacher: "iya betul, text descriptive adalah text yang menggambarkan tentang sesuatu secara spesifik. (yes, right, descriptive text is a text which describe something specifically). Any question so far?

Students: "No..."

Teacher: "Oke berarti sudah paham semua ya (Okay, all of you have understood). We will learn about text descriptive by using "PQ4R Strategy".

Students: "Look so confused"

Teacher: "Bingung ya? PQ4R strategy itu strategi belajar dengan Preview, Question, Read, Reflect, Recite and Review (do you confused? PQ4R strategy is Preview,
"Ooh...Yes"

Teacher: "Oke lanjut, apa tadi descriptive text? (okay next, what is descriptive text?)"

Students: "Text yang menggambarkan tentang sesuatu secara spesifik"

Teacher: "Iya betul, missal kalian punya teman dekat. Lalu kalian pengen cerita tentang teman dekat kalian. Saya punya teman dekat, namanya Ahmad, dia tampan, dia tinggi, hidungnya mancung. Nah yang seperti itu namanya text descriptive. Paham? (yes, right. Example, if you have a friend, and you want to tell him with other. I have a friend, he is Ahmad, and he is handsome, tall and has a pointed nose. It is the example of descriptive text. Understand?)"

Students: "iya bu... (yes Miss)"
Teacher: "kemudian apa tujuan descriptive teks? (and than, what is the purpose of descriptive text)"

Students: "Untuk menggambarkan sesuatu. (to describe something)"

Teacher: "yes, you are right. Ibu akan memberikan kalian sebuah materi, silakan dibaca ya. (I will give you a material, and read it!)

Students: "yes miss..."

Teacher: "iya bisa dilihat dimateri tentang cirri-cir teks descriptive. Apa saja disitu generic structure nya? (yess, you can see the characteristic of descriptive text. What is the generic structure of descriptive text?)"

Students: "Identification and description"

Teacher: "iya betul,(yes, right). Kemudian teks descriptive ada ciri-ciri yang lain, apa saja disitu? (next, what is the another characteristic of descriptive text?)"

Students: "Focus on Specific Participant (the Park, My cat), Describing features (use
Teacher

adjectives), Use Simple Present tense (S+ V1). Using action verbs (run, eat, jump)
tadi. Kalian cek, benar atau tidak antara fakta yang kalian lihat dengan teks bacaan 5). Recite, tulis/ garis bawahi pada teks kalian hal-hal yang penting/ jawaban dari pertanyaan kalian tadi. 6) review, coba cek ulang antara pertanyaan yang kalian buat dengan jawaban yang ada. Apakah sudah sesuai belum. Paham ? (Okay, now in front of you there is a text. Please read it with PQ4R Strategy, 1). Preview, scan the title. For example, the title is the Elephant. After you read the title, you will image about the elephant, and you can predict what the content of the text. 2). Question, after you know that the title “The Elephant”, you make questions about it. What is the colour? What is the food? Where is they live. 3). Read, after it you read the text carefully and try to find the answers of your question. 4). Reflect, maybe you have ever seen that elephant has 4 legs. So, connect the fact with the contents of the text. 5). Recite, recite important information and
answers from your questions or underline the word in the text, if you think that it is important information. 6). Review, check your questions and answers. Make it correctly. Understand?

**Students**

: “Paham bu...(understand miss)”.

**Teacher**

;” Oke, kalau sudah paham silakan baca. Saya beri waktu 5 minutes. Kalau ada kesulitan silakan ditanyakan (okay, if you have understood, please read it. I give you 5 minutes. Ask me when you find difficulties).”

**Students**

: “Ya bu...(yes miss)”.

The students read the text carefully; they tried to understand the text. However they looked confuse and found difficulties. In fact, they needed more than five minutes for read the text.

When the students finished read the text, the researcher and the students discuss about the text, subsequently asked them to do the posttest, for 30 minutes. The researcher gave rewards to the students who have good score.

Before closed the lesson, the researcher gave a conclusion of the lesson today. She explained to the students; how to identify the descriptive text and tips to answered the questions. Subsequently, the
researcher gave an assignment to the students to read any kind of
descriptive text in their book, as the lesson material for cycle II.

3) Observation

The observation was carried out during the implementation of the action. The researcher and the observer observed the learning activities since the cycle I going on. The students done the pretest by self without ask to their friends, although they still got difficulty in understanding or comprehend English text, because they lacked of vocabulary and pronunciation. Some students gave less attention when the reseacher explained the material.

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Students’ Involvement</th>
<th>Note</th>
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<tbody>
<tr>
<td>1</td>
<td>A. Tedy Reynaldy</td>
<td>Less</td>
<td>Just keep silent during the lesson, get difficulty when done the test</td>
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<tr>
<td>2</td>
<td>Aditya Dimas P</td>
<td>Less</td>
<td>Just keep silent during the lesson, get difficulty when done the test</td>
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<td>3</td>
<td>Andreen Firmansyah</td>
<td>Good</td>
<td>Ask the researcher when she get difficulty and done the test well</td>
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<td>Putri</td>
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<td>Nur Hidayati</td>
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<td>Less</td>
<td>Just keep silent during the lesson, get difficulty when done</td>
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<td>Nur Indah C Pramesti</td>
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<td>29</td>
<td>Sofiana Ulima Z</td>
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<td>Siti Mar’ah</td>
<td>Less</td>
<td>Just keep silent during the lesson, get difficulty when done the test</td>
</tr>
<tr>
<td>31</td>
<td>Tesa Febri</td>
<td>Good</td>
<td>Ask the researcher</td>
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54
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<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Frequency</th>
<th>Behavior</th>
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<td>Veolina</td>
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<tr>
<td>35</td>
<td>Yaqub Tariq Aziz</td>
<td>Less</td>
<td>Good</td>
<td>Ask the researcher when she get difficulty and done the test well</td>
</tr>
</tbody>
</table>

Based on the result of the students’ observation sheet during the implementation PQ4R strategy in cycle I, the students’ involvement are “less”, 15 students just keep silent and still get difficulties. Beside, 20 students are good in involving the teaching learning process. They can answer the questions and ask the researcher when they find difficulties. It indicates that the PQ4R strategy help the students to answer questions based the text and it means the PQ4R strategy can improve the students’ reading comprehension.
Moreover, the researcher would like to analyze the students’ improvement in reading comprehension by calculating the result of pretest and posttest. The result of both of the test can be seen in the table as follows:

a. The score of pre-test in cycle I

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Score of pretest (X)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A. Tedy Reynaldy</td>
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<tr>
<td>2</td>
<td>Aditya Dimas P</td>
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<td>3</td>
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<td>Ariska Heri O</td>
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<tr>
<td>6</td>
<td>Arofiq Difa Ardana</td>
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<tr>
<td>7</td>
<td>Bayu Triyawan P</td>
<td>50</td>
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<tr>
<td>8</td>
<td>Ernamawati Putri</td>
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</tr>
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<td>9</td>
<td>Fachri Ardiansyah</td>
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<td>Gery Sandi K</td>
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<td>13</td>
<td>Ilham Adi Saputra</td>
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<td>M. Syarif Hidayat</td>
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</table>
b. Mean of pretest in cycle I

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

\[ M = \frac{1930}{35} \]

\[ M = 55.14 \]

c. The score of posttest in cycle I

<table>
<thead>
<tr>
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</table>
d. Mean of posttest in cycle I

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

\[ M = \frac{2390}{35} \]

\[ M = 68.2 \]

From the result of the test above, there is improvement of students’ reading comprehension before and after the application of PQ4R strategy in cycle I. Mean of post test 68.2 is higher than mean of pretest 55.14

4) Reflection

After analyzing the result of the action of cycle I, the researcher conclude that the students’ reading comprehension was improved. It was shown by the average of posttest, which higher than the average of pretest.

2. Cycle II

1) Planning

The researcher prepared some instrument of the research, such as:

a. Lesson plan as teaching guidance in learning process

b. Material

c. Teaching aids

d. Sheet for classroom observation

e. Pretest and posttest
Pretest was given to the students before applying PQ4R strategy and posttest was given after applying this strategy.

2) Implementation

On Thursday, 14 August 2015 the researcher and her partner came to the class. The researcher opened the lesson soon.

Teacher : "assalamualaykum waroh matullahi wabarokatuh"

Students : "Wa’alaykum salam waroh matullahi wabarokatuh"

Teacher : “Good Morning guys!”

Students : “Good Morning!”

Teacher : “How are you today?”

Students : “I am fine, and you?”

Teacher : “I am very well, thank you.

Teacher : ”Oke before we start our lesson today, please, say basmallah together!”

Students : “Bismillahirrahmanirrahim”

Teacher : ”Oke, thank you! And I will check your attendance list. Ahmad Teddy Reynaldy....”

Teddy : “Present!”

Other student : “Present!”
Teacher: "Sudah belajar descriptive text dirumah? (Have you studied descriptive text at home?)"

Some Students: "Yes miss!"

Some students: "Not yet miss!"

Teacher: "Oke thank you! Kenapa ada yang belum belajar?(why you have not studied?)"

Some student: "Lupa bu...!(forget miss)

Researcher: "Oke, seperti janji saya kemarin. Siapa yang nilainya paling tinggi akan saya beri hadiah. (Oke, yesterday I promised to give rewards for student who has highest score in the class)."

Students: "Yeee...!"

Teacher: "Dan yang mendapatkan nilai tertinggi pertama adalah Ilham Adi Saputra dengan nilai 90! (And, who get highest score is Ilham Adi Saputra, his score is 90)!". Give applause!

Students: "Yeee...prok..prok... prok..!"

Teacher: "Dan berikutnya adalah Muhammad Nizar, M.Syarif Hidayat, M. Sofwan dengan"
nilai 85 (and the next is Muhammad Nizar, M. Syarif, M. Sofwan with score 85)"

Students: “Yeee...prok..prok..prok!”

Teacher: “Please come in front of the class! Saya harap kalian akan lebih semangat dalam belajar ya, khususnya bahasa Inggris (I hope you will more enthusiasm in learning, especially in English). Sit down please!”

Students/ winner: “thanks you miss...!”

Teacher: “smile...”

“Untuk pemanasan hari ini saya berikan soal ya, kerjakan dengan baik (I will give you some question to warming up. Do it well!).”

Students: “Soal lagi soal lagi! (Always questions!)”

Teacher: “Gak pa pa, biar pintar! (No problem, be smart!)” kerjakan seperti kemarin ya. (Answer it like yesterday, okay!). Kalau ada yang bingung ditanyakan. (if you fell confuse, please ask me!”

Students: “Okay miss!”

Teacher: “Selesaikan dalam waktu 20 minutes (do it in 20 minutes)”
Students: "Yes miss!"

Teacher: "Waktu sudah selesai, ayo kumpulkan! (Time is up, come on submit your work!)

The students collected their work immediately. Some of students finished it before a set time, but some other more than 20 minutes.

Teacher: "Oke, pertemuan yang lalu kita mempelajari apa? (Okay, what we learn last meeting?)."

Students: "Descriptive text"

Teacher: "Iya bu, apa descriptive text itu? Silakan buka LKS halaman 9. (Good, what is the descriptive text? Please open on page 9!)."

Students: "Iya bu, text yang menggambarkan sesuatu hal secara specific" (Yes miss, text to describe something specifically).

Teacher: "Bagian dari descriptive text apa saja? (What is the generic structure of descriptive text?)."

Students: "Look confuse"

Teacher: "Coba dibaca bukunya. Apa bagiannya? (Read your book! What is the generic structure of descriptive text?)."
"Identification and description"

Lalu, apa tujuan descriptive text? (Next, what is the purpose of the text?)

"Silent..."

"Lihat baris ke dua! (Look, the second line!)

"To describe something".

Yes right! Disitu ada contoh teks descriptive, mari kita baca. Saya baca kemudian, tirukan setelah saya. (There is an example of descriptive text, come on read it. I read it, and you repeat after me).

The researcher read the text one by one sentence and the student repeated the sentence. Subsequently, after the researcher finished read the text, she asked one of the students to read the text with the right pronunciations. To improve their vocabulary also, the researcher wrote down on white board some vocabularies from the text and the students read it one by one. After they finished wrote and read the vocabularies, researcher and the students discussed the text with PQ4R Strategy.

"Oke, saya akan berikan teks descriptive. Baca teks tersebut dengan strategi PQ4R seperti minggu lalu. Masih ingat? (Oke, I will give you text of descriptive. Read it use..."
PQ4R strategy like last meeting. Have you remembered?"

"iya bu, tapi sedikit lupa. (Yes Miss, but little bit)"

: "Oke, lihat saya. 1). Lihat judul yang ada, misal judulnya monkey. 2). Buatlah pertanyaan tentang si monyet, makanannya apa? Tempat tinggalnya dimana? Warnanya apa? 3). Baca teksnya untuk mencari jawaban pertanyaan-pertanyaan tadi. Dan seterusnya ya. Jangan lupa dicatat/ digaris bawahi kalau sudah ketemu jawabannya.(Oke look at me, .1) for example, the title is the Monkey. 2) Make questions based on the text, example where is their live? What is their food? What is the colour? 3) Read the text to find the answers from your question and don’t forget to recite/ underline the answer for your question)".

: "Baca teks nya dengan teliti, kemudian jawab pertanyaannya. Kerjakan dalam
waktu 20 menit (Read the text carefully and answer the following question! Work it in 20 minutes)

Students: “Iya bu... (Yess Miss)”

Student: “Bu... ini maksud nomor 2 apa? Gallop?”
(Miss, what is the mean of number 2? Gallop?”)

Teacher: “Nomer 2 itu, kalian harus mencari persamaan kata dari kata gallop itu.
(Number 2, you must look for the similar word of gallop)”

Student: “Thank you Miss”

Teacher: “Kalau ada yang belum paham silakan ditanyakan. (if you have not understand with the question, please ask me)”

The teacher observed the students’ activities and answered when some student have not understand with some vocabularies or question. Almost all students done the post test in 20 minutes, after the time was up, they submitted their work on the teachers’ table. The teacher took the important point from the discussion. She explained more about how to identify the descriptive text. Finally, the students understood the explanation. She gave the opportunity them to make questions, but none done it. Subsequently, the teacher ended the lesson.
3) Observation

The researcher and the observer observed the learning activities since cycle II was going on. The teacher checked the students understanding about procedure text by reviewing the material in previous cycle. Based on the observation, from the observer during the lesson, the students gave more attention when the teacher explained the material than before. They read the text from the teacher more seriously than the first meeting. The students read the text with better pronunciation and more comprehension in reading. They done of pretest and posttest by self, without asked their friends. The students’ involvement during the lesson can be seen on the table below.

**TABLE 4.4 STUDENTS’ OBSERVATION SHEET**

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Students’ Involvement</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A. Tedy Reynaldy</td>
<td>Less</td>
<td>Get difficulty when done the test</td>
</tr>
<tr>
<td>2</td>
<td>Aditya Dimas P</td>
<td>Less</td>
<td>Get difficulty when done the test</td>
</tr>
<tr>
<td>3</td>
<td>Andrean Firmansyah</td>
<td>Good</td>
<td>Understand the material and done the test well</td>
</tr>
<tr>
<td>4</td>
<td>Annisa Amalia Z</td>
<td>Good</td>
<td>Understand the material and done the test well</td>
</tr>
<tr>
<td>5</td>
<td>Ariska Heri O</td>
<td>Good</td>
<td>Understand the</td>
</tr>
<tr>
<td></td>
<td>Name</td>
<td>Performance</td>
<td>Notes</td>
</tr>
<tr>
<td>---</td>
<td>------------------</td>
<td>-------------</td>
<td>--------------------------------------------</td>
</tr>
<tr>
<td>6</td>
<td>Arofiq Difa</td>
<td>Less</td>
<td>Get difficulty when done the test</td>
</tr>
<tr>
<td></td>
<td>Ardana</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Bayu Triawan P</td>
<td>Less</td>
<td>Get difficulty when done the test</td>
</tr>
<tr>
<td>8</td>
<td>Ernamawati Putri</td>
<td>Good</td>
<td>Understand the material and done the test</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>well</td>
</tr>
<tr>
<td>9</td>
<td>Fachri Ardiansyah</td>
<td>Less</td>
<td>Get difficulty when done the test</td>
</tr>
<tr>
<td>10</td>
<td>Fatma Azzahra</td>
<td>Good</td>
<td>Understand the material and done the test</td>
</tr>
<tr>
<td>11</td>
<td>Nur Hidayati</td>
<td>Good</td>
<td>Understand the material and done the test</td>
</tr>
<tr>
<td>12</td>
<td>Gery Sandi K</td>
<td>Less</td>
<td>Get difficulty when done the test</td>
</tr>
<tr>
<td>13</td>
<td>Ilham Adi Saputra</td>
<td>Good</td>
<td>Understand the material and done the test</td>
</tr>
<tr>
<td>14</td>
<td>Indi Zahria</td>
<td>Good</td>
<td>Understand the material and done the test</td>
</tr>
<tr>
<td>15</td>
<td>M. Syarif Hidayat</td>
<td>Good</td>
<td>Understand the material and done the test</td>
</tr>
<tr>
<td>16</td>
<td>Muftiara Risky</td>
<td>Good</td>
<td>Understand the material and done the test</td>
</tr>
<tr>
<td>No</td>
<td>Name</td>
<td>Grade</td>
<td>Comment</td>
</tr>
<tr>
<td>----</td>
<td>-----------------------</td>
<td>-------</td>
<td>--------------------------------------------</td>
</tr>
<tr>
<td>17</td>
<td>Muhammad Nizar F</td>
<td>Good</td>
<td>Understand the material and done the test well</td>
</tr>
<tr>
<td>18</td>
<td>Muhammad Sofwan</td>
<td>Good</td>
<td>Understand the material and done the test well</td>
</tr>
<tr>
<td>19</td>
<td>Muhammad Farhan</td>
<td>Good</td>
<td>Understand the material and done the test well</td>
</tr>
<tr>
<td>20</td>
<td>Nana Tri Restiani</td>
<td>Good</td>
<td>Understand the material and done the test well</td>
</tr>
<tr>
<td>21</td>
<td>Niken Ayu Sasqia</td>
<td>Good</td>
<td>Understand the material and done the test well</td>
</tr>
<tr>
<td>22</td>
<td>Novia Diah Pitaloka</td>
<td>Good</td>
<td>Understand the material and done the test well</td>
</tr>
<tr>
<td>23</td>
<td>Nur Indah C</td>
<td>Good</td>
<td>Understand the material and done the test well</td>
</tr>
<tr>
<td>24</td>
<td>Rilia Dian Pramesti</td>
<td>Good</td>
<td>Understand the material and done the test well</td>
</tr>
<tr>
<td>25</td>
<td>Riska Aulia Lailatul</td>
<td>Good</td>
<td>Understand the material and done the test well</td>
</tr>
<tr>
<td>26</td>
<td>Rizki Nur Ariani</td>
<td>Good</td>
<td>Understand the material and done the test well</td>
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</tbody>
</table>

70
<table>
<thead>
<tr>
<th></th>
<th>Name</th>
<th>Grade</th>
<th>Performance</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>27</td>
<td>Rosita Rahmawati</td>
<td>Good</td>
<td></td>
<td>Understand the material and done the test well</td>
</tr>
<tr>
<td>28</td>
<td>Salma Hamidah</td>
<td>Good</td>
<td></td>
<td>Understand the material and done the test well</td>
</tr>
<tr>
<td>29</td>
<td>Sofiana Ulima Z</td>
<td>Good</td>
<td></td>
<td>Understand the material and done the test well</td>
</tr>
<tr>
<td>30</td>
<td>Siti Mar’ah</td>
<td>Good</td>
<td></td>
<td>Understand the material and done the test well</td>
</tr>
<tr>
<td>31</td>
<td>Tesa Febri Veolina</td>
<td>Less</td>
<td></td>
<td>Get difficulty when done the test</td>
</tr>
<tr>
<td>32</td>
<td>Untung Maulana</td>
<td>Less</td>
<td></td>
<td>Get difficulty when done the test</td>
</tr>
<tr>
<td>33</td>
<td>Wildan Ardiarsyah</td>
<td>Less</td>
<td></td>
<td>Get difficulty when done the test</td>
</tr>
<tr>
<td>34</td>
<td>Yaqub Tariq Aziz</td>
<td>Less</td>
<td></td>
<td>Get difficulty when done the test</td>
</tr>
<tr>
<td>35</td>
<td>Yosita Nata Sasmita</td>
<td>Good</td>
<td></td>
<td>Understand the material and done the test well</td>
</tr>
</tbody>
</table>

Based on the result of the students’ observation sheet during the implementation PQ4R strategy in cycle II, the students’ involvement are good, almost of the students are good they can answer
the question because they ask the researcher when they find any
difficulties. However, 9 students who just keep silent and still get
difficulties. It indicates that the PQ4R strategy can improve the
students’ reading comprehension.

Moreover, the researcher would like to analyze the students’
improvement in reading comprehension by calculating the result of
pretest and posttest. The result of both of the tests can be seen in the
table as follows:

a. The score of pretest in cycle II

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Score of pretest (X)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A. Tedy Reynaldy</td>
<td>60</td>
</tr>
<tr>
<td>2</td>
<td>Aditya Dimas P</td>
<td>50</td>
</tr>
<tr>
<td>3</td>
<td>Andrean Fimansyah</td>
<td>70</td>
</tr>
<tr>
<td>4</td>
<td>Annisa Amalia Z</td>
<td>70</td>
</tr>
<tr>
<td>5</td>
<td>Ariska Heri O</td>
<td>60</td>
</tr>
<tr>
<td>6</td>
<td>Arofiq Difa Ardana</td>
<td>60</td>
</tr>
<tr>
<td>7</td>
<td>Bayu Triyawan P</td>
<td>60</td>
</tr>
<tr>
<td>8</td>
<td>Ernamawati Putri</td>
<td>80</td>
</tr>
<tr>
<td>9</td>
<td>Fachri Ardiansyah</td>
<td>60</td>
</tr>
<tr>
<td>10</td>
<td>Fatma Azzahra</td>
<td>70</td>
</tr>
<tr>
<td>11</td>
<td>Fatma Nur Hidayati</td>
<td>80</td>
</tr>
<tr>
<td>No</td>
<td>Name</td>
<td>Score</td>
</tr>
<tr>
<td>----</td>
<td>------------------</td>
<td>-------</td>
</tr>
<tr>
<td>12</td>
<td>Gery Sandi K</td>
<td>50</td>
</tr>
<tr>
<td>13</td>
<td>Ilham Adi Saputra</td>
<td>70</td>
</tr>
<tr>
<td>14</td>
<td>Indi Zahria</td>
<td>70</td>
</tr>
<tr>
<td>15</td>
<td>M. Syarif Hidayat</td>
<td>80</td>
</tr>
<tr>
<td>16</td>
<td>Muftiara Risky</td>
<td>80</td>
</tr>
<tr>
<td>17</td>
<td>Muhammad Nizar F</td>
<td>80</td>
</tr>
<tr>
<td>18</td>
<td>Muhammad Sofwan</td>
<td>80</td>
</tr>
<tr>
<td>19</td>
<td>Muhammad Farhan</td>
<td>80</td>
</tr>
<tr>
<td>20</td>
<td>Nana Tri Restiani</td>
<td>70</td>
</tr>
<tr>
<td>21</td>
<td>Niken Ayu Sasqia</td>
<td>70</td>
</tr>
<tr>
<td>22</td>
<td>Novia Diah Pitaloka</td>
<td>80</td>
</tr>
<tr>
<td>23</td>
<td>Nur Indah C</td>
<td>80</td>
</tr>
<tr>
<td>24</td>
<td>Rilia Dian Pramesti</td>
<td>70</td>
</tr>
<tr>
<td>25</td>
<td>Riska Aulia Lailatul</td>
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<tr>
<td>26</td>
<td>Rizki Nur Ariani</td>
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<tr>
<td>27</td>
<td>Rosita Rahmawati</td>
<td>80</td>
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<td>28</td>
<td>Salma Hamidah</td>
<td>70</td>
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<tr>
<td>29</td>
<td>Sofiana Ulima Z</td>
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<tr>
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<td>Siti Mar’ah</td>
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<tr>
<td>32</td>
<td>Untung Maulana</td>
<td>70</td>
</tr>
<tr>
<td>33</td>
<td>Wildan Ardiannya</td>
<td>70</td>
</tr>
</tbody>
</table>
b. Mean of pretest in cycle II

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

\[ M = \frac{2480}{35} \]

\[ M = 70.8 \]

c. The score of posttest in cycle II

**TABLE 4.6 THE RESULT OF POSTTEST IN CYCLE II**

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Score of posttest (X)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A. Tedy Reynaldy</td>
<td>70</td>
</tr>
<tr>
<td>2</td>
<td>Aditya Dimas P</td>
<td>70</td>
</tr>
<tr>
<td>3</td>
<td>Andrean Firmansyah</td>
<td>80</td>
</tr>
<tr>
<td>4</td>
<td>Annisa Amalia Z</td>
<td>90</td>
</tr>
<tr>
<td>5</td>
<td>Ariska Heri O</td>
<td>70</td>
</tr>
<tr>
<td>6</td>
<td>Arofiq Difa Ardana</td>
<td>70</td>
</tr>
<tr>
<td>7</td>
<td>Bayu Triyawan P</td>
<td>80</td>
</tr>
<tr>
<td>8</td>
<td>Ernamawati Putri</td>
<td>90</td>
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<tr>
<td>9</td>
<td>Fachri Ardiansyah</td>
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</tr>
<tr>
<td>10</td>
<td>Fatma Azzahra</td>
<td>90</td>
</tr>
<tr>
<td>No</td>
<td>Name</td>
<td>Score</td>
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<tr>
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<td>-------</td>
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<tr>
<td>11</td>
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<td>12</td>
<td>Gery Sandi K</td>
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<td>13</td>
<td>Ilham Adi Saputra</td>
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<td>14</td>
<td>Indi Zahria</td>
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<tr>
<td>15</td>
<td>M. Syarif Hidayat</td>
<td>100</td>
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<tr>
<td>16</td>
<td>Muftiara Risky</td>
<td>90</td>
</tr>
<tr>
<td>17</td>
<td>Muhammad Nizar F</td>
<td>90</td>
</tr>
<tr>
<td>18</td>
<td>Muhammad Sofwan</td>
<td>100</td>
</tr>
<tr>
<td>19</td>
<td>Muhammad Farhan</td>
<td>90</td>
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<tr>
<td>20</td>
<td>Nana Tri Restiani</td>
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<tr>
<td>21</td>
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<td>22</td>
<td>Novia Diah Pitaloka</td>
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<td>Rosita Rahmawati</td>
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<td>Sofiana Ulima Z</td>
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<td>Wildan Ardiarsyah</td>
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<tr>
<td>---</td>
<td>------------------</td>
<td>----</td>
</tr>
<tr>
<td>34</td>
<td>Yaqub Tariq Aziz</td>
<td>70</td>
</tr>
<tr>
<td>35</td>
<td>Yosita Nata Sasmita</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td>X</td>
<td>2960</td>
</tr>
</tbody>
</table>

d. Mean of posttest in cycle II

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

\[ M = \frac{2960}{35} \]

\[ M = 84.6 \]

From the result of the test above, there is improvement of students’ reading comprehension before and after the application of PQ4R strategy in cycle II. Mean of post test 84.6 is higher than mean of pretest 70.8.

4) Reflection

After analyzing the result of the action in this cycle, the researcher seen that the application of “PQ4R” Strategy could improve students’ reading comprehension. The students easy to understand the material, so that most of them did the test well. They learned to read seriously and carefully to find the answers of questions from their self, beside that, the pronunciation better than before. The result of pretest and posttest in this cycle are higher than first cycle.
B. Discussion

Based on the result of analysis in two cycles, the researcher would like to show the students' reading comprehension improvement from cycle I to cycle II. The improvement as follows:

**TABLE 4.7 THE ANALYZE OF STUDENTS’ READING COMPREHENSION IMPROVEMENT**

<table>
<thead>
<tr>
<th>Action</th>
<th>Mean of pretest</th>
<th>Mean of posttest</th>
<th>Degree of improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cycle I</td>
<td>55,14</td>
<td>68,2</td>
<td>13,06</td>
</tr>
<tr>
<td>Cycle II</td>
<td>70,8</td>
<td>84,6</td>
<td>13,7</td>
</tr>
</tbody>
</table>

The table above shows that the mean of pretest and posttest has significant differences, where both of posttests are higher than pretests. There were degrees of improvement between pretest and posttest in cycle I and cycle II. In cycle I = 13, 06 and cycle II = 13, 7. It means that the application of PQ4R strategy can improve students’ reading comprehension.

In this case, the improvement of students’ reading comprehension influenced by several factors. First, the students interested with the strategy, they gave more attention during the lesson. They could remember what they read easily through their note in “Recite” step and develop their imagination in “question and reflect” steps. Second, the student attracted to work in group when they read the text or discuss with the teacher, so that they could share their ideas each other, although they had to done the test individually.
CHAPTER V

CLOSURE

A. Conclusion

After conducted the research of teaching reading about descriptive text by applying “PQ4R (Preview, Question, Read, Reflect, Recite and Review)” strategy, the researcher draws some conclusions based on the discussion. The conclusions are:

1. The implementation of teaching learning using PQ4R strategy in cycle II better than cycle I. Based on the result of the students’ observation, in the cycle II, almost of the students done the test well, enthusiast, and involve them self in teaching learning process. Whereas, in cycle I there are only 20 students was involved in teaching learning process using PQ4R strategy and 15 students could not involve in teaching learning process, they could not follow the teachers’ guidance, found any difficulties and done the test poor.

2. Based on the data from the result of tests and observation that have been done and analyzed in the previous chapter, it indicates that there are significant improvements in each cycle. It was shown by mean score of the tests, which increased. In cycle I, mean of posttest 68, 2 is higher than mean of pretest 55, 14. Besides, mean of post test in cycle II, 84, 6 is higher than mean of pretest 70, 8.
B. Suggestions

At the end of this chapter, the researcher would like to propose some suggestions, which hopefully would be useful:

1. For the teacher
   
a. The teacher needs to select material before conducting teaching learning process. The teacher should find the interesting reading material can make the students more enjoy in learning.

b. The teachers must give guidance during the lesson. They should teach them how to read with PQ4R strategy. They are recommended to motivate all students to be active in the classroom.

c. The teacher has to give reinforcement to the students’ job because it can improve their motivation in learning. Most of students will be happy when the teachers give reinforcement or rewards to their job.

d. The teachers need to create a good atmosphere in the classroom, so the students feel more comfort and happy in learning process.

2. For Students
   
a. The students must be active in learning process. They should not be embarrassed to share their idea during the lesson

b. Ask the teacher when they get difficulties.

c. The students should read the material carefully, so they can make questions related to the material. By making questions will help the students understand the text.
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APPENDIXES
RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : MTs NU Salatiga

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII / 1

Pertemuan ke : 1

Standar kompetensi : Membaca

5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk \textit{descriptive} dan \textit{recount} untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar

5.3 Merespons makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk \textit{descriptive}.

Indikator : Membaca

1. Membaca teks fungsional pendek berbentuk \textit{descriptive}

2. Memahami dan menjawab pertanyaan dari teks fungsional pendek berbentuk \textit{descriptive}

Jenis Teks : \textit{Descriptive}

Skill : Reading

Alokasi Waktu : 2 x 40 menit (1x Pertemuan)
A. Tujuan Pembelajaran

1. Siswa mampu membaca teks fungsional pendek berbentuk descriptive teks
2. Siswa mampu memahami dan menjawab pertanyaan dari teks fungsional pendek berbentuk teks descriptive.

B. Materi Ajar

*Descriptive Text*

**MY NEW BACKPACK**

I have a new backpack. Its color is soft green. I always bring it whenever I go to school. It is made of strong fabric.

My backpack has several different parts. The first part is the pocket where I put my money and library card. The second part is the main part. I always put my books and pencil case in it. The third part is a small pocket at the left side of the backpack. I keep a bottle of plain water in this pocket.

**NOTE:**

1. The text above is a descriptive text.
2. The function of a descriptive text is to describe something specifically
3. The generic structure of a descriptive text is:
   - Identification
   - Descriptions
4. The significant lexico grammatical feature of a descriptive text are the following:
   - Focus on Specific Participant (the Park, My cat)
   - Describing features (use adjectives)
➢ Use Simple Present tense (S+ V1)
➢ Using action verbs (run, eat, jump)

C. Metode Pembelajaran/ Teknik

PQ4R (Preview Question, Read, Reflect, Recite and Review)

D. Langkah – langkah Pembelajaran

1. Kegiatan Awal (20 menit)
   ✓ Greeting
   ✓ Doa
   ✓ Absensi
   ✓ Menanyakan tentang hasil belajar siswa dirumah
   ✓ Memberikan motivasi

2. Kegiatan inti
   a. Eksplorasi (15 menit)
      ✓ Guru memberitahukan tentang hasil belajar pertemuan sebelumnya
      ✓ Guru meminta Siswa mengerjakan soal pre test tentang descriptive text
      ✓ Guru menunjukkan contoh teks descriptive
      ✓ Guru menjelaskan kembali tentang teks descriptive
      ✓ Guru dan siswa membaca teks monolog berbentuk descriptive
   b. Elaborasi (30 menit)
      ✓ **Preview:** Siswa melakukan *previewing* pada text descriptive dengan cara scanning judul, melihat gambar terkait atau membaca kalimat pada awal atau akhir paragraf.
      ✓ **Question:** Siswa memprediksi/ mengimajinasikan pertanyaan yang relevan dengan judul.
      ✓ **Read:** Siswa membaca text descriptive yang diberikan guru.
✓ Reflect: siswa merefleksikan informasi yang telah didapatkan terdahulu dengan informasi yang sekarang.

✓ Recite: siswa menulisikan ringkasan atau hal-hal penting yang terdapat dalam text descriptive.

✓ Review: Siswa mengecek kesesuaian pertanyaan yang timbul tekait dengan text dengan jawaban dalam text.

✓ Siswa untuk mepresentasikan hasil membaca dengan PQ4R

3. Konfirmasi (10 menit)

✓ Guru menanyakan kesulitan siswa

✓ Guru memberikan soal post test

✓ Guru menjadi sumber dan fasilitator siswa dalam memahami teks descriptive

3. Kegiatan Akhir (5 menit)

✓ Menyimpulkan materi pembelajaran dan penguatan materi

✓ Mengingatkan siswa untuk selalu belajar

✓ Guru menutup pembelajaran dengan membaca hamdallah dan salam.

E. Sumber Belajar

☑ Lembar Kerja Siswa

☑ Buku-buku yang terkait berdasar BSNP

☑ Kamus Bahasa Inggris-Indonesia
F. Penilaian

☐ Teknik : Produk Tertulis
☐ Bentuk : Multiple choice
☐ Instrumen :

Pre-Test :
✓ Read the text carefully and answer these following questions!

Post-Test :
✓ Read the text carefully and answer these questions based on the text.

G. Rubrik Penilaian

Setiap jawaban benar bernilai : 10
Jumlah soal : 10
Total nilai : jawaban benar * 10
Guru Mata Pelajaran
Uswatun Khasanah, S.Pd.I
NIP. -  

Peneliti
Lailatul Syarifah
NIM 11311137

Salatiga, 10 Agustus 2015

Mengetahui

Kepala MTs NU Salatiga

Dra. Muh Syamsul, M.PdI
NIP 196707012006041015
RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : MTs NU Salatiga
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII / 1
Pertemuan ke : 2

Standar kompetensi : Membaca
5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive* dan *recount* untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar
5.3 Merespons makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *descriptive*.

Indikator : Membaca
1. Membaca teks fungsional pendek berbentuk *descriptive*
2. Memahami dan menjawab pertanyaan dari teks fungsional pendek berbentuk *descriptive*

Jenis Teks : *Descriptive*
Skill : Reading
Alokasi Waktu : 2 x 40 menit (1x Pertemuan)

A. **Tujuan Pembelajaran**

1. Siswa mampu membaca teks fungsional pendek berbentuk *descriptive*
2. Siswa mampu memahami dan menjawab pertanyaan dari teks fungsional pendek berbentuk descriptive

B. Materi Ajar

*Descriptive Text*

**Bromo Mountain**

Bromo Mountain is a heaven of the world, one of the most beautiful places. It is located in Ngadasari village, Sukapura Subdistrict, Probolinggo Regency. It is still very natural. There is no pollution in most areas. The air is still clean and you can feel the air is cool when it comes into your nose, your throat, and your lungs. It is certainly good for us to breathe. We can also see many kinds of vegetables planted by natives, such as cabbage, carrot, potato, corn and many more. Even we can also find many strawberry gardens which are owned by natives on the way to go to Bromo mountain. We can harvest it right away or just buy and take it home. It can make us feel like in our dream land. From Pananjakan we can see sunrise and it is one of the best places in the world for being able to see sunrise. The scenery is certainly very amazing. You can feel like you are in the clouds. There are many visitors going there, willing to feel a cold, awaking in the early morning and taking journey to Pananjakan just to see the wonderful scenery from the top of it. It also has a unique event called Kasada on Kasada month 14-15 (the 10th month according on Javanese calendar), which is celebrated by natives (Tengger ethnic) to give thanks to God for their harvest by putting many kinds of their harvests on Bromo's crater. It is very exciting event. I think it is rather difficult to find the thanks giving event like Kasada, because it is only held in Bromo. All of those are very interesting and entertaining to refresh our mind from any kind of life problems. That is why it is not wrong for us to call Bromo as a heaven of the world, one of the most beautiful places which is exciting to visit.
NOTE:

1. The text above is a descriptive text.

2. The function of a descriptive text is to describe something specifically

3. The generic structure of a descriptive text is
   ➢ Identification
   ➢ Descriptions

4. The significant lexico grammatical feature of a descriptive text are the following:
   ➢ Focus on Specific Participant (Prambanan temple, Bali)
   ➢ Describing features (use adjectives)
   ➢ Use Simple Present tense (we can use simple past tense if the thing we describe is no longer exist)
   ➢ Using action verbs
   ➢ Using noun phrase, using general and abstract noun
   ➢ Using conjunction of time and cause-effect.

C. Metode Pembelajaran/ Teknik

Mnemonic, Diskusi, Pemecahan Masalah

D. Langkah – langkah Pembelajaran

1. Kegiatan Awal (20 menit)
   ✓ Greeting
   ✓ Doa
   ✓ Absensi
   ✓ Memperkenalkan diri
2. Kegiatan inti
   a. Eksplorasi (15 menit)
      ✓ Guru menanyakan tetang pelajaran pertemuan sebelumnya
      ✓ Siswa menjawab pertanyaan dari guru
      ✓ Siswa mendengarkan penjelasan guru tentang descriptive text
      ✓ Siswa membaca teks monolog berbentuk descriptive
      ✓ Guru menjelaskan kembali strategi PQ4R kepada siswa
   
   d. Elaborasi (30 menit)
      ✓ **Preview:** Siswa melakukan *previewing* pada text descriptive dengan cara scanning judul, melihat gambar terkait atau membaca kalimat pada awal atau akhir paragraf.
      ✓ **Question:** Siswa memprediksi/mengimajinasikan pertanyaan yang relevan dengan judul.
      ✓ **Read:** Siswa membaca text descriptive yang diberikan guru.
      ✓ **Reflect:** siswa merefleksikan informasi yang telah didapatkan terdahulu dengan infomasi yang sekarang.
      ✓ **Recite:** siswa menuliskan ringkasan atau hal-hal penting yang terdapat dalam text descriptive.
      ✓ **Review:** Siswa mengecek kesesuaian pertanyaan yang timbul tekait dengan text dengan jawaban dalam text.
      ✓ Siswa untuk mepresentasikan hasil membaca dengan PQ4R
      ✓ Siswa mengerjakan post test
G. Rubrik Penilaian

Setiap jawaban benar bernilai : 10
Jumlah soal : 10
Total nilai : jawaban benar*10

Salatiga, 14 Agustus 2015

Guru Mata Pelajaran

Uswatun Khasanah, S.Pd.I
NIP. -

Peneliti

Lailatul Syarifah
NIM 11311137

Mengetahui

Kepala MTs NU Salatiga
Drs. Moh Syamsul, M.PdI
NIP 196707012006041015
Descriptive Text

MY NEW BACKPACK

I have a new backpack. Its color is soft green. I always bring it whenever I go
to school. It is made of strong fabric.

My backpack has several different parts. The first part is the pocket where I
put my money and library card. The second part is the main part. I always put my books
and pencil case in it. The third part is a small pocket at the left side of the backpack. I
keep a bottle of plain water in this pocket.

NOTE:

5. The text above is a descriptive text.

6. The function of a descriptive text is to describe something specifically

7. The generic structure of a descriptive text is:
   - Identification
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8. The significant lexico grammatical feature of a descriptive text are the following:
   - Focus on Specific Participant (the Park, My cat)
   - Describing features (use adjectives)
   - Use Simple Present tense (S+ V1)
   - Using action verbs (run, eat, jump)
Bromo Mountain

Bromo Mountain is a heaven of the world, one of the most beautiful places. It is located in Ngadasari village, Sukapura Subdistrict, Probolinggo Regency. It is still very natural. There is no pollution in most areas. The air is still clean and you can feel the air is cool when it comes into your nose, your throat, and your lungs. It is certainly good for us to breathe. We can also see many kinds of vegetables planted by natives, such as cabbage, carrot, potato, corn and many more. Even we can also find many strawberry gardens which are owned by natives on the way to go to Bromo mountain. We can harvest it right away or just buy and take it home. It can make us feel like in our dream land. From Pananjakan we can see sunrise and it is one of the best places in the world for being able to see sunrise. The scenery is certainly very amazing. You can feel like you are in the clouds. There are many visitors going there, willing to feel a cold, awaking in the early morning and taking journey to Pananjakan just to see the wonderful scenery from the top of it. It also has a unique event called Kasada on Kasada month 14-15 (the 10th month according on Javanese calendar), which is celebrated by natives (Tengger ethnic) to give thanks to God for their harvest by putting many kinds of their harvests on Bromo's crater. It is very exciting event. I think it is rather difficult to find the thanks giving event like Kasada, because it is only held in Bromo. All of those are very interesting and entertaining to refresh our mind from any kind of life problems. That is why it is not wrong for us to call Bromo as a heaven of the world, one of the most beautiful places which is exciting to visit.

NOTE:

1. The text above is a descriptive text.
2. The function of a descriptive text is to describe something specifically
3. The generic structure of a descriptive text is:
   a. Identification
   b. Descriptions
Example of Descriptive Text About Place: Venice

Venice

One of the famous city in Italy is Venice. It get its popularity because Venice is a rich and interesting city. It has a lot of history documentations and offers a lot of attractive things to visitors.

Venice has been established over 2000 years ago when waves of barbarians drove people out of their homes in various Roman cities. Around years 800-1100 AD, Venice underwent a period of growth, and became more centralized. It gradually developed into a city state, which is essentially a self-governed region of a country that trades freely among others.

As Venice gradually developed, it became a prominent player in the sea trade of the time. It was set upon by many different threats. Pirates became the hugest problem. Fewer and fewer shipments were making it through the treacherous water. It happened when the Republic of Venice decided to move the operations to the eastern shores.

When we think of Venice, the first thing which comes to mind are canals. They are considered the trademark of the city. Canals are mostly recognizable for providing the main form of transportation throughout the city. Visiting Venice brings a rich aura of history and culture. Floating through the canals for an afternoon makes for a memorable experience, and it’s one that any traveler commonly enjoy.
Taj Mahal, Agra, India

Taj Mahal is regarded as one of the eight wonders of the world, and some Western historians have noted that its architectural beauty has never been surpassed. The Taj is the most beautiful monument built by the Mughals, the Muslim rulers of India. Taj Mahal is built entirely of white marble. Its stunning architectural beauty is beyond adequate description, particularly at dawn and sunset. The Taj seems to glow in the light of the full moon. On a foggy morning, the visitors experience the Taj as if suspended when viewed from across the Jamuna river.

Taj Mahal was built by a Muslim, Emperor Shah Jahan (died 1666 C.E.) in the memory of his dear wife and queen Muntaz Mahal at Agra, India. It is an "elegy in marble" or some say an expression of a "dream." Taj Mahal (meaning Crown Palace) is a Mausoleum that houses the grave of queen Muntaz Mahal at the lower chamber. The grave of Shah Jahan was added to it later. The queen’s real name was Arjumand Banu. In the tradition of the Mughals, important ladies of the royal family were given another name at their marriage or at some other significant event in their lives, and that new name was commonly used by the public. Shah Jahan's real name was Shahab-ud-din, and he was known as Prince Khurram before ascending to the throne in 1628.

Taj Mahal was constructed over a period of twenty-two years, employing twenty thousand workers. It was completed in 1648 C.E. at a cost of 32 Million Rupees. The construction documents show that its master architect was Ustad ‘Isa, the renowned Islamic architect of his time. The documents contain names of those employed and the inventory of construction materials and their origin. Expert craftsmen from Delhi, Qannauj, Lahore, and Multan were employed. In addition, many renowned Muslim craftsmen from Baghdad, Shiraz and Bukhara worked on many specialized tasks.

The Taj stands on a raised, square platform (186 x 186 feet) with its four corners truncated, forming an unequal octagon. The architectural design uses the interlocking arabesque concept, in which each element stands on its own and perfectly integrates with the main structure. It uses the principles of self-replicating geometry and a symmetry of architectural elements.

Its central dome is fifty-eight feet in diameter and rises to a height of 213 feet. It is flanked by four subsidiary domed chambers. The four graceful, slender minarets are 162.5 feet each. The entire mausoleum (inside as well as outside) is decorated with inlaid design of flowers and calligraphy using precious gems such as agate and jasper. The main archways, chiseled with passages from the Holy
Qur'an and the bold scroll work of flowery pattern, give a captivating charm to its beauty. The central domed chamber and four adjoining chambers include many walls and panels of Islamic decoration.

The mausoleum is a part of a vast complex comprising of a main gateway, an elaborate garden, a mosque (to the left), a guest house (to the right), and several other palatial buildings. The Taj is at the farthest end of this complex, with the river Jamuna behind it. The large garden contains four reflecting pools dividing it at the center. Each of these four sections is further subdivided into four sections and then each into yet another four sections. Like the Taj, the garden elements serve like Arabesque, standing on their own and also constituting the whole.
Nama:

Nomor:

Read the text carefully and answer these following questions!

Peter

Peter is the youngest in our family. He is fourteen years old and four years younger than me. He has long, straight hair, bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do.

Peter is interested in sports very much, and at school, he plays football and tennis. He is the best badminton player in our family.

(sumber: pegangan guru untuk SMP/MTS oleh Bachtiar Bina Mustriana, 2009, PT Intan Pariwara)

1. How old is Peter? He is ... years old.
   a. Four
   b. Fourteen
   c. Forty
   d. Ten

2. The writer is ... years old.
   a. Fourteen
   b. Sixteen
   c. Eighteen
   d. Nineteen

3. Which of the following statement is not true about Peter?
   a. He has long and straight hair.
   b. He has bright eyes.
   c. He is interested in sports.
   d. He plays football and tennis.

4. According to the passage, we know that Peter is ....
   a. The writer’s youngest brother
   b. The writer’s elder brother
   c. A naughty boy
   d. A friendly boy

5. It is implied in the passage that ....
   a. Peter is naughty.
   b. Peter is lazy.
   c. Peter is unfriendly.
   d. Peter is diligent.

6. From the text, we may conclude that....
   a. Many people do not like Peter.
   b. People is older that the writer.
   c. Peter is a welcoming person.
   d. Peter is not diligent at all.
7. What is the text mostly about?
   a. Peter
   b. Peter’s hobby
   c. Peter’s family
   d. D. peters’ elder brother

8. "He is fourteen years old . . . Than me."
   The underlined word refers to ....
   a. Peter
   b. The writer
   c. The writer’s brother
   d. the writer’s family

9. “Peter is interested in sports very much, and at school he plays football and tennis.” The
   underlined phrase can be replaced by ....
   a. Dislike sport
   b. Really likes sport
   c. Hates sport very much
   d. Finds sport not really entertaining

10. “But he usually does what he is asked to do”
    The underlined phrase means ...
    a. He does anything he wants.
    b. He always asks.
    c. He is lazy.
    d. He is diligent.
Read the text carefully and complete the following sentences based on the text!

One of the interesting animals in the zoo is the giraffe. This is the giraffe we saw at the zoo. It is male and it is about six meters tall.

The giraffe has big brown eyes. They are protected by very thick lashes. This giraffe has brown spots on the skin. This coloring helps protect the giraffe. It also has two short horns on its head.

Like a camel, it can go for a long time without drinking water. One source of water is the leaves which it eats from tress. It is tall, so the giraffe can reach the tender leaves at the top of tree.

The giraffe has two methods of self protection. If something frightens an adult giraffe, it can gallop away at about fifty kilometers per hour or stay to fight with its strong legs.

1. A good title for the text is.....
   a. A small African animal
   b. Giraffe and Camel
   c. The tallest animal in the zoo
   d. An interesting animal

2. The word “gallop” in the last sentences means .........
   a. Run
   b. Protect
   c. Fight
   d. Walk

3. A giraffe is about ...... meters tall
   a. Two
   b. Three
   c. Four
   d. Six
4. The giraffe has two methods of self protection.
   One of them is ........
   a. Looking for other giraffe
   b. Staying to fight with its strong legs
   c. Hiding in a certain place
   d. Staying and doing nothing

My Smartphone

Last month, my uncle came to visit my home. He had just returned from China after living there for 2 years. He gave me a new smartphone. I really liked it.

My Smartphone color is black. It has a 5 inch screen. The width is about 5 cm and the thick is no more than 1 cm. This is the latest product from Sony.

The phone also has a very good color display. The performance of this mobile phone is also great. I can play games that require high specification using it. But sometimes, I forget about the time when play the game.

For social media, I can open it easily. It is easy for me to update status on facebook, twitter, instagram, etc. This mobile help me to always connect with my friends. If I have the assignment from my teacher, it also can help me. I can find many references from internet.

I really like this new smartphone. Because it always be helpful to me in various situations.

5. What does the text tell us about?
   a. My Uncle
   b. My Smartphone
   c. Social Media
   d. Facebook, twitter and Instagram

6. What is the colour of smartphone?
   a. White
   b. Black
   c. Red
   d. Grey

7. I really liked it. The underline word refers to.....
   a. My uncle
   b. China
c. My Smartphone  
d. My home  

8. What statement is TRUE according to the text?  
a. The width is about 5 cm and the thick is no more than 1 cm.  
b. My Smartphone color is black and white  
c. My Smartphone can’t to open social media  
d. The writer unlike his Smartphone  

**Complete these sentences with the appropriate word (9 and 10)**  

**ELEPHANT**  
This is a elephant. It live in the jungle or forest or zoo. It has tusk, it tusk is long. It is a (9).........animal. The elephant has a big ear and its has trunk. The trunk so long. Its has eyes. The eyes is small, the elephant eat like peanuts and fruits. And also its has a long tail and it has fur. The fur is soft and the fur is short and the colour is (10).........  

9. a. big  
b. cute  
c. small  
d. large  

10.a. red  
b. grey  
c. blue  
d. brown
Complete these sentences with the appropriate word (1 and 2)

MONKEY

This is a monkey. Its has grey fur. Its like eat (1)......... Its like climb tree. It has habitat in the forest. It is omnivora and mamalia animal. Sometimes it has short and long (2)........, and sometimes it has sharp tusk.

1. a. banana
   b. meat
   c. bread
   d. rice

2. a. nose
   b. hand
   c. tail
   d. foot

I love dogs very much. I keep some dogs in my house. They are Casper, Midas, Brownie and Dottie. Casper is a dachshund. He's short with long body and four strong legs. Brownie is a collie. She has long and thick fur. What color is her fur? Brown, of course that's why I call her Brownie. Dottie is a Dalmatian. She has a slim body and four long legs. She has thin fur and dots all over her body. The last is Midas. He is a bulldog. He has a large head, a short neck and thick short legs. He's very strong.

I always take care of my dogs everyday.

3. What kind of text is the text above?
   a. Recount
   b. Descriptive
   c. Narrative
   d. Report

4. The generic structure of the text is ......
   a. description – identification
   b. Identification – description
5. ‘They are Casper, Midas, Brownie and Dottie’.
The sentence is the ….. of the text.
   a. Description  c. Identification
   b. Orientation  d. Events

6. ‘He’s short with long body and four strong legs’
The sentence is one of the ……… of the text.
   a. Events  c. Descriptions
   b. Orientations  d. Identifications

7. How many dogs does the writer have?
   a. 1  b. 2  c. 3  d. 4

8. What does Casper look like?
   a. short with long body and strong legs
   b. Brown, with long and thick fur
   c. slim body, long legs
   d. thin fur and dots

9. Why does the writer call the collie, Brownie? The writer calls the collie, Brownie
   because ….
   a. she likes brownies  c. she has brown fur
   b. she has brown ear  d. she like it

10. What kind of dog is Dottie? Dottie is a …
    a. Dalmatian  c. Bulldog
    b. Daschun  d. Collie
POSTTEST CYCLE II

Read the text carefully and answer these following questions!

PLATYPUS

Many people call platypus duckbill because this animal has a bill like duckbill. Platypus is a native Tasmania and southern and eastern Australia. Platypus has a flat tail and webbed feet. Its body length is 30 to 45 cm and covered with a thick and woolly layer of fur. Its bill is detecting prey and stirring up mud. Platypus’ eyes and head are small. It has no ears but has ability to sense sound and light.

Platypus lives in streams, rivers, and lakes. Female platypus usually dig burrows in the streams or river banks. The burrows are blocked with soil to protect it from intruders and flooding. In the other hand, male platypus does not need any burrow to stay.

1. What is the title of the text?
   a. Platypus
   b. Duck
   c. Mouse
   d. Horse

2. What kind of the text?
   a. Procedure
   b. Narrative
   c. Descriptive
   d. Recount

3. Where is the Platypus live?
   a. Streams, rivers and lakes
   b. Garden
   c. Tress
   d. Yard
4. Why many people call Platypus duckbill?
   a. Because Platypus lives in water
   b. Because Platypus eats fish
   c. Because Platypus' eyes and head are small
   d. Because Platypus has a bill like duckbill

Borobudur Temple

Example of descriptive text – Borobudur

Borobudur is Hindu – Buddhist temple. It was build in the ninth century under Sailendra dynasty of ancient Mataram kingdom. Borobudur is located in Magelang, Central Java, Indonesia.

Borobudur is well-known all over the world. Its construction is influenced by the Gupta architecture of India. The temple is constructed on a hill 46 m high and consist of eight step like stone terrace. The first five terrace are square and surrounded by walls adorned with Budist sculpture in bas-relief. The upper three are circular. Each of them is with a circle of bell shape-stupa. The entire adifice is crowned by a large stupa at the centre at the centre of the top circle. The way to the summit extends through some 4.8 km of passage and starways.

The design of borobudur which symbolizes the structure of universe influences temples at Angkor, Cambodia.

Borobudur temple which is rededicated as an Indonesian monument in 1983 is a valuable treasure for Indonesian people.

5. Borobudur temple was built in.............
   a. third century
   b. fifth century
   c. seventh century
   d. ninth century
6. What the purpose of the text?
   a. To inform
   b. To describe
   c. To entertain
   d. To retell

7. Where is Borobudur temple?
   a. Magetan, East Java, Indonesia
   b. Magelang, Central Java, Indonesia
   c. Yogyakarta
   d. India

8. It was built in the ninth century under Sailendra dynasty of ancient Mataram kingdom.
The underline word means........
   a. Pemerintahan
   b. Kerajaan
   c. Kedaulatan
   d. Kekuasaan

   BUTTERFLY
   This is butterfly. It is look so beautiful with kind of colour. We can find at ..........(9) The butterfly has antena on its head. It has beautiful wing. It always compute ..........(10) in top flower. It life in good smell place, and it many kind of colour wing.

9. a. Flower Park
   b. Market
   c. School
   d. Street

10. a. bread
    b. honey
    c. milk
    d. water
Assalamualaikum wr.wb.

Dalam rangka penulisan Skripsi Mahasiswa Program Sarjana (S.1). Saudara ditunjuk sebagai Dosen Pembimbing / Asisten Pembimbing Skripsi mahasiswa:

Nama : Lailatis Syarifah  
NIM : 11311137  
Jurusan : Tarbiyah  
Judul Skripsi :

THE APPLICATION OF PQAR (PREVIEW, QUESTION, READ REFLECT, RECITE, REVIEW) STRATEGY TO IMPROVE STUDENT’S IN READING COMPREHENSION OF THE EIGHT GRADE STUDENTS OF MTS NU SALATIGA IN THE ACADEMIC YEAR 2014/2015

Apabila dipandang perlu Saudara diminta mengoreksi tema Skripsi di atas.

Demikian untuk diketahui dan dilaksanakan.

Wassalamualaikum wr.wb.

a.n. Ketua
Wakil Ketua
Bidang Akademik dan Pengembangan Lembaga

[Signature]

Dr. Agus Waluyo, M.Ag.
NIP. 19750211 200003 1 001
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Website : www.iainsalatiga.ac.id E-mail : administrasi@iainsalatiga.ac.id

Nomor : In.26/D1/PN.03.00/545/2015
Lamp : Proposal Penelitian.
Hal : Permohonan Izin Penelitian

Kepada

Yth. Kepala MTs NU Salatiga
Di Tempat

Assalamualaikum w.w.

Yang bertanda tangan di bawah ini, kami menerangkan bahwa :

Nama          : LAILATIS SYARIFAH
NIM            : 11311137
Mahasiswa     : Institut Agama Islam Negeri (IAIN) Salatiga
Fakultas       : Tarbiyah dan Ilmu Keguruan
Jurusan        : Tadris Bahasa Inggris (TBI)

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

Adapun judul skripsinya adalah :

The Aplication of PQ4R (Preview, Question, Read, Reflect, Recite, Review) Strategy to Improve Students' Reading Comprehension of the Eight Year Students of Mts NU Salatiga in the Academic Year 2015/2016

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 03 Agustus 2015 s.d selesai.

Kemudian atas pemberian izin Bapak/Ibu, kami sampaikan terima kasih.

Wassalamualaikum w.w.

Salatiga, 03 Agustus 2015 2015
Dekan,
Fakultas Tarbiyah dan Ilmu Keguruan

[Signature]

NIP. 19670121 199903 1002

Tembusan : 1. Mahasiswa yang bersangkutan
SURAT KETERANGAN
No : MTs.S/PP.00.5/080/IX/2015

Kepala MTs NU Salatiga, menerangkan dengan sesungguhnya bahwa :

Nama : LAILATIS SYARIFAH
NIM : 11311137
Mahasiswa : Institut Agama Islam Negeri (IAIN) Salatiga
Jurusan : Tarbiyah dan Ilmu Keguruan
Program Studi : Tadris Bahasa Inggris (TBI)

Keterangan :

Yang bersangkutan benar – benar telah melakukan penelitian di MTs NU Salatiga mulai tanggal 03 Agustus 2015 s.d 03 September 2015, untuk pembuatan skripsi dengan judul :

"The Application of PQ4R (Preview, Question, Read, Reflect, Recite, Review) Strategy to Improve Students’ Reading Comprehension of the Eight Year Students of MTs NU Salatiga in the Academic Year 2015/2016"

Demikian surat keterangan ini agar dipergunakan dengan sebaik – baiknya dan sebagaimana mestinya.

Salatiga, 9 September 2015

Kepala Madrasah

Drs. Muh Syamsul, M.PdI
NIP. 1967070112006041015
DAFTAR SKK

Nama : Lailatis Syarifah
Jurusan : TBI
NIM : 113 11 137
P.A : Rifqi Aulia Erlangga, S.Fil, M.Hum

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Salatiga, 14 September 2015

Mengetahui,

Wakil Dekan Kemahasiswaan dan

Kerjasama FTIK

[Signature]

Achmad Maimun, M.Ag.

NIP: 19700510 199803 1003
# Lembar Konsultasi Skripsi

**Nama Mahasiswa:** Laintari Syarifah  
**Nim:** 113 11 187  
**Pembimbing:** Setia Rinri, M.Pd  
**Judul:** The Application of PAQR Strategy to Improve Students' Reading Comprehension of The Eighth Year Students of MTS NU Solution in The Academic Year 2015/2016 Classrooms Action Research in the Eight Years Study

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CATATAN

SETIAP KONSULTASI LEMBAR INI HARUS DIBAWA
CURRICULUM VITAE

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Faculty : English Department

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✓ SMP N 1 Prembun  Graduated in 2008

✓ MAN Purworejo  Graduated in 2011

✓ IAIN Salatiga  Graduated in 2015

Salatiga, 9 September 2015

Lailatis Syarifah
NIM. 113/11 137