THE EFFECT OF USING PQ4R STRATEGY TOWARD STUDENTS' READING COMPREHENSION AT THE TENTH GRADE OF STATE SENIOR HIGH SCHOOL 4 BUKITTINGGI IN ACADEMIC YEAR 2015/2016

A Thesis

Submitted as fulfillment of requirements to obtain
strata 1 degree in english education section



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BUKITTINGGI 2016 M/1437 H

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ABSTRACT

Nur Azizah Mardianita, 2310.067, Thesis, The Effect of using PQ4R strategy toward reading comprehension at the tenth grade students of state senior high school 4 Bukittinggi, State Institute of Islamic Studies (IAIN).

This research was conducted based on researcher's observation at the tenth grade of State Senior High School 4 Bukittinggi, researcher found several problems that trigger the difficulty of comprehending descriptive text in reading skill. One factor which trigger the difficulty of students reading comprehension was students still used conventional strategy in doing reading. In theory, there are many strategy that could be used by the students to improve students reading comprehension. One of them was PQ4R strategy. It made the researcher interested in conducting the research at State Senior High School 4 Bukittinggi.

This research used a quatitative approach with the type of experimental research. The total of population was 319 students that would be sample in this research.The researcher used purposive sampling in choosing the sample. So, there were only one experimental and control class in this research. The data was gotten from the students' reading test that was given before and after treatment.

There were three hypotheses in this research. The first, from the result of accounting the pretest and the posttest scores of the experimental class, it was found that the $t_{obtain}$was higher than the t_{table} 2,000 (9,234 >2,000) with degrees of the freedom (df) (12+12-1) dan α = 0,05. So, descriptive hypothesis (Ha) was accepted where there was effect of using PQ4R strategy in improving students' reading comprehension. The second, the calculation of the posttest of both classes: it was calculated that the t_{obtain} was 9,3195 which was higher than the t_{table} 2,000 (9,3195>2,000). Thus, the descriptive hypothesis (Ha) was accepted where there is a significant difference between using PQ4R strategy and conventional strategy. The last, the calculation of the post-test of the both classes: it was calculated that the $t_{obtained}$ was 9,3195 which was higher than the t_{table}, 2,000. It also approves that the third hypothesis that the students' reading comprehension who are taught by using PQ4R strategy is better than the students' reading comprehension who are not taught by using PQ4R strategy.It was also found that the students' using PQ4R strategy in learning reading is better than the students using conventional strategy.

Thus, it can be concluded that the entire hypothesis is accepted. It is proved that using PQ4R strategy as a strategy can help the students to improve their reading comprehension in reading skill.

Key words: PQ4R strategy, reading comprehension.

ABSTRAK

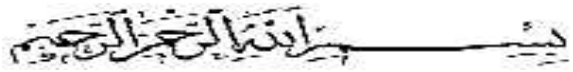
Nur Azizah Mardianita, 2310.067, Skripsi, Efek dari penggunaan strategi PQ4R terhadap pemahaman membaca pada peserta didik kelas X SMA N 4 Bukittinggi, Institute Agama Islam Negeri (IAIN) Bukittinggi.

Penelitian ini berdasarkan observasi yang dilakukan oleh peneliti di kelas X SMA N 4 Bukittinggi, peneliti menemukan beberapa masalah yang memunculkan kesulitan terhadap pemahaman pada teks deskriptif dalam kemampuan membaca. Salah satu faktor yang memunculkan kesulitan terhadap pemahaman pada teks deskriptif dalam kemampuan membaca peserta didik masih menggunakan strategy konvensional dalam membaca. Banyak strategy yang bisa digunakan oleh peserta didik untuk meningkatkan pemahaman membaca. Salah satunya adalah dengan menggunakan strategi PQ4R. Hal ini membuat peneliti tertarik untuk meneliti di kelas X SMA N 4 Bukittinggi.

Jenis penelitian yang digunakan adalah dalam bentuk eksperimen dengan pendekatan kuantitatif. Jumlah populasi 319 orang dan semua populasi menjadi sampel, karena penulis menggunakan tekhnik total sampling dalam pemilihan sampel. Jadi hanya ada satu kelas eksperimen dan satu kelas kontrol dalam penelitian ini. Data di peroleh dari hasil penelitian pemahaman membaca yang diberikan sebelum dan sesudah perlakuan dilakukan.

Ada tiga *hypothesis* di dalam penelitian ini. Pertama, dari hasil penelitian dan hasil perhitungan dari pre-test dan post-test di kelas experimen di dapatkan hasil t_{hitung} lebih besar dari pada t_{tabel} yaitu 9,234 > 2,000. Sebagai derajat kebebasan (df)12+12-1 dan $\alpha = 0,05$. Jadi, deskriptive *hypothesis* (Ha) diterima yang mana adanya dampak dari pengunaan strategi PQ4R terhadap peningkatan pemahaman membaca. Kedua, dari perhitungan hasil post-test dari kedua kelas experimen dan kontrol didapatkan hasil t_{hitung} adalah 9,3195 yang mana lebih tinggi dari pada t_{tabel} yaitu 2,000. Maka, *hypothesis* alternative (H_a) diterima yang menyatakan terdapat perbedaan yang signifikan dalam penggunaan strategi PQ4R dalam peningkatan pemahaman membaca peserta didik. Kemudian yang terakhir, dari perhitungan post-test dari kedua kelas didapatkan hasil t_{hitung} adalah 9,3195 yang mana lebih tinggi dari pada t_{table} yaitu 2,000. Maka, *hypothesis* alternative (Ha) pemahaman membaca mengunakan strategi PQ4R lebih baik dari pada strategi konventional. Kesimpulannya, strategi PQ4R bisa meningkatkan kosakata siswa, guru bisa menggunakan strategi ini dalam mengajarkan pemahaman membaca bahasa Inggris di kelas.

ACKNOWLEDGEMENT



Alhamdulillahirabbil'alamin, in the name of Allah the Almighty, the Most Merciful, who has opened the heart, thought, and mind of His creatures and who always gives the best giving love to the researcher in complementing this thesis under the title "The Effect of Using PQ4R strategy toward reading comprehensionat the Tenth Grade of State Senior High School 4 Bukittinggi in Academic Year 2015/2016" *Shalawat* and *Salam* to the Prophet Muhammad SAW who is the best leader to obey and the best apostle to convince.

The researcher would like to express the deepest gratitude to the people who give their contributions and helps to the researcher in conducting this thesis:

1. Dr. Ridha Ahida, M.Hum as the head of IAIN Bukittinggi and his first assistant: Ashari, S.Ag., M.Si second assistant: Novi Hendri, M.Ag, and third assistant: Dra. Hj. Nuraisyah, M.Ag.
2. Dr. H. Nunu Burhanuddin, Lc.,M.Ag as the head of Tarbiyah Faculty IAIN Bukittinggi and Veni Roza, S.S., M.Pd as the head of English education section.
3. Veni Roza, S.S., M.Pd as her Academic Advisor who sincerely supported the researcher during her study.
4. Melyann Melani, S.S., M.Pd and Arifmiboy, S.Ag., M.Pd as her advisors for their understanding, guidance, time, patience, suggestions, critics, and corrections in complementing this thesis.

5. Reflinda, S.S, M.Pd, and Drs. Genta Sakti, MA as her examiners in thesis examination for their guidance, and valuable suggestions.
6. The Librariants of IAIN Bukittinggi who have sincerely helped and allowed the researcher in collecting the references.
7. All of the lecturers who have given their knowledge, ideas, and contributions during her study and helped to the completion of her thesis.
8. Drs.H.Firdaus, M.Pd, the headmaster of SMAN 4 Bukittinggi, then, all of administration staffs, all of the teachers who kindly facilitated, helped, and gave the researcher her meaningful time and chances to conduct research in her classes.
9. Her beloved father and mother: Mardimus and Erita, her sisters Nur Halimah Mardianita who never stop giving their love, prays, supports, motivation, advices and their smile to the writer whenever and wherever they are.
10. Her best friends Titi Wulanda Zulfa, Fitri Rahayu, Sugito Amri and Ade Suhendra who always supports and helps her in doing this research.
11. All of friends at English Education Section, especially from 2010's generation for the sweet memories, helps, supports, and wonderful friendship.

Hopefully, Allah SWT always blesses the people who have helped the researcher whether they are mentioned above or not and all their sacrifice become their merciful deeds to help them gain success in their future life. Hence,

the suggestions, valuable critics, and the meaningful advices from the reader are highly appreciated to make this thesis become more meaningful.

Bukittinggi, August 2016

The Researcher,

Nur Azizah Mardianita
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CHAPTER I

INTRODUCTION

A. Background of the Problem

In learning English, students will learn English with four skills which consist of reading, listening, writing and speaking. When a class of students are shown a text in learning English, reading is the skill that students have to use at that time. When the students are reading a text they will always find the paragraphs in a text which shows to students about the content of the text that will give students comprehension of the text at the end of reading it. But for some students to get comprehension in reading are difficult. It happend because some students read the text using conventional strategy. In conventional strategy some students read a text through translate word by word and among of them just concern or take attention more to the stucture of the sentence, grammar, instead of comprehend the text paragraph by paragraph to get the main idea, significant details and rethorical of the text. The sentences in the text exactly relate with writing skill which it affects the context of the text content in learning English. However in learning English specially in reading, students not only learn and say that the thing which they need to be concerned in text is writing skill or knowing grammar but also there is an important thing that the students should get in reading, it is a main idea. To get the idea which the writer want to say in the text, students have to comprehend the text. Because without comprehend the text students can not get the information which it is an important part of reading.

Reading is the important skill. Without reading students can not get the information which it will become their knowledge after they read some texts, articles or books. According to Nunan, reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. [1] In accordance with Nunan, Getile said in his book that it is important to define reading because "a person's definition of reading affects his attitude toward reading the way he reads, what he will read, and for what purposes he will read". Generally, reading can be defined in two different ways. The first concerns using one's knowledge and experience to interpret various signs, symbols, gestures, signals, or pictorial illustrations. A native america has the uncanny ability to "read" impressions in the dirt or messages rising through the air in the form of smoke puffs, a CB operator "read" a "good buddy" loud and clear, a doctor "reads" X-rays and symptomps of various diseases, a quarterback "reads" an oponent's defensive alignments, a psychologist "reads" body language, a backpaker "reads" compasses, a sailor "reads" semaphore or the weather and a deaf person "read lips". Second, reading refers to an individual's capacity to recognize graphic symbols or written words and understand, explain, or critique ideas in print. Reading concerns a person's ability to recall or paraphrase an author's direct and inferred meanings.[2] Based on the experts statements above in reading students do a process, process to get the information from the source to achieve a

[1] David Nunan, *Practical English language Teaching*, (Singapore: Mc Graw Hill, 2003), p. 68

[2] Lance M. Gentile, *Using Sports and Physical Education to Strengthen Reading Skills*, (North Texas State University: An IRA Service Bulletin, 1983), p. 1

comprehension. Because reading ask students to combine the information which they get from the text that it is being read with their own prior knowledge and resulting the idea of the text. Beside of that to get comprehension while reading students need to look at the context of the text because without understand and interpret the text based on the context appropriately students will not get the comprehension.

The main purpose of reading is reading comprehension. Martha Dallman said in her book that reading as an activity which involves the comprehension and interpretation of ideas symbolized by written or printed language.[3] Based on the expert above it means that reading is not only read a text but reading is a process to comprehend the information which got from the source, in processing of comprehension students also need to analyze the text based on students' prior knowledge. So that, they can combine the information with prior knowledge and finally interpret the information become the main idea of the text.

Reading comprehension will be related by text type in English subject. Based on syllabus, the text type consists of narrative text, report text, descriptive text, explanation text, procedure text, hortatory exposition text, anecdote text, discussion text, spoof text, new item text and recount text, the researcher chooses descriptive text to conduct a research. According to explanation from Th.M.Sudarwati and Eudia Grace descriptive text is text which describe a person, thing and place that structurely consist of name,

[3] Martha Dallmann, *The Teaching of Reading* , (New York: Ohio Wesleyan University, 1964), p. 17

occupation, profession, physical features, part, quality of the subject being described.[4] From the expert's statement above, it can be inferred that descriptive text is a text which describes characteristic of particular place, person or thing. As stated by Ellis, descriptive text is consider as the simplest and easiest writing form compared to narrative, recount, or procedure, particularly for the beginning from.[5] However, descriptive text is one of the simplest text types but the students still have problems in comprehending descriptive text in this case. That is reason why the researcher chooses this text to be researched.

When the students read the text they have to identify the genre of the text which they are reading. In this research, the genre of the text which students will read and get the comprehension of it is descriptive text. According to Pardiyono, descriptive text is a type of written text which has the spesific function to give description about an object (human or not human)[6]. Descriptive text has part which called as generic structure that it takes important parts of the text type. As the order text types, descriptive text has special characteristics in form of generic structure and language feature. Two experts: Gerot and Wignell point out their statement about generic structure of descriptive text that generic structure of descriptive text consist of two

[4] Th.M.Sudarwati and Eudia Grace.2007.*Look Ahead An English Course.*Jakarta: Penerbit Erlangga.

[5] Rifki Haydan.*Implementation of The Cooperative Learning Method in Teaching Reading Comprehension*. Accessed from http://ejournal.upi.edu/index.php/L-E/article/download/584/441.pdf. On 24/04/2015 at 22.36 pm

[6] Pardiyono.2007.*Pasti Bisa! Teaching Genre-Based Writing.*Yogyakarta: CV Andi Offset.

elements. The first part is identification that is about the opening paragraph where the character (person, place, thing) are introduced. The second element is description, which describes the character. It usually describes the parts, qualities and characteristic of the object[7]. For the language feature of descriptive text Sudarwati and Eudia stated that language feature of descriptive text usually consists of adjectives and compound adjectives, attributes, degree of comparison and simple present tense[8]. So, generic structure on descriptive text is identification and description. These points differentiate descriptive text with another text types.

In reading comprehension, it is important to consider the appropriate strategy which will be employed at the classroom. There are many strategies that can students use to solve their problem in reading comprehension such as DRTA, KWL, and PQ4R strategy. DRTA is an acronym of Directed Reading Thingking Activity. KWL is an acronym of what you Know, what you Want, and what you Learned. But both of them have a weakness. DRTA strategy often take a long time, requires the supply of the textbook and often beyond the ability of school and students, information cannot be retrived quickly: Different case if obtained through abstraction presentasion orally by teacher.[9] For KWL

[7] Sherly Deswita and Muhd.Al-Hafizh. 2014.*Teaching Writing a Descriptive Text by Using The Bio Poems Strategy to Junior High School Students*.JELT Vol.2 No.2 Serie C.ISSN: 2302-3198. Accessed from http://e-journal.unp.ac.id/index.php/jelt/article/download/3728/2965.pdf. On 21/05/2015 at 12.40 am

[8] Th.M.Sudarwati and Eudia Grace.2007.*Look Ahead An English Course*.Jakarta: Penerbit Erlangga.

[9] F.Rofikasari.2016.*Peningkatan Keterampilan Membaca Pemahaman Melalui Strategi Directed Reading Thingking Activity pada siswa kelas v SD Negeri 2 Jlengiwangun Tahun Ajaran 2014/2015*.Accessed from http://eprints.uns.ac.id/26432/3/k7111516_bab2.pdf. On 29/04/2015 at 13.30 pm

strategy it also take a lot of time to complete the strategy, it is not effective for reading fiction materials, it is not appropriate for readers who are not active thinkers (criticly), students will give up and get bored easily.[10] On the other hand PQ4R strategy assists students to process a lot of information within a short period of time.[11] PQ4R strategy is one of the suitable strategy to be applied in reading and suitable strategy for student in senior high school, they can apply it in their reading activity this explanation in line with Longsdon in Moh Rodli.[12] Hayes in Moh Rodli maintains that PQ4R strategy can be applied for high school and college classes to make substantial use of textual materials and it can be used with individual students, small groups, and whole classes.[13] PQ4R strategy is propounded by Thomas and Robinson. PQ4R strategy is stands for Preview (P), Question (Q), and the four R (Read, Reflect, Recite and Review). According to Shiny Mendonce and Thomas this PQ4R strategy establishes the main purpose for reading, which leads to higher levels of comprehension.[14] Adding of statement from Shiny and Thomas, Sobkowiaka in Ruqia Bibi explains that in Preview step of PQ4R strategy it can help students to get the general idea of the text by quickly overview the text and understand

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[10] Ummul Khaira.2015.*The Use of Know What to Know and Learnt (KWL) Strategy to Improve Reading Comprehension.*Accessed from http://www.jurnal.unsyiah.ac.id/EEJ/article/download/2583/2437.pdf. English Education Journal (EEJ).6(3).411-423. On 21/03/2015 at 14.15 pm

[11] Maria Agustina Kleden.2015.*Analysis of Self Directed Learning upon Students of Mathematics Education Study Program.*Journal of Education and Practice.Accessed from

[12] Moh.Rodli.2015.*Applaying PQ4R Strategy for Teaching Reading.*Vol I Issue I Pages 31-41.Accessed from http://ejournal.kopertains4.or.id/index.php/EFI/article/download/215/90.pdf ISSN:2460-0938. On 22/04/2015 at 11.04 am

[13] *Ibid*

[14] Dr.Shiny Mendonce and St.Thomas.2012.*Role of Proper English Pronounciation in Projecting a Better Personality.*Accessed from http://www.tgpcet.com/E-journal/VolumeIII/2010/Shiny/Mendis.pdf. On 18/05/2015 at 3.01 am

the main points and how this information is structured. In line with statement of previous expert Slavin from Carlow University states that in Preview step of PQ4R strategy it will help students to identify general outline, main idea and subheadings.[15] Besides, George said that PQ4R strategy shall help students to determine supporting details in text in Read step of PQ4R strategy.[16] Furthermore, in PQ4R strategy generic structure of the text can be determined by students in Read step of PQ4R strategy.[17] From experts statements above can be explained that PQ4R strategy is the strategy that may solve the problems of the students in reading text. Each steps of PQ4R strategy will also guide students organizing information in their mind and make it meaningful.

Besides, Wahono states that there are some advantages of PQ4R strategy such as it helps to make individual to know what tolearn. It focuses students attention, increasing interest, relating new ideas to previously known concepts and building comprehension. The students are encouraged to actively interact with the material while reading by the following organizing steps. PQ4R is easy to use and can be applied to readings in most academic.[18] Based on expert

[15] *Module 2: Critical Reading*.2008.Accessed from http://www.carlow.edu/uploadedFiles/Academics/Resources_and_Support/Graduate_Skills_Prep_Course/criticalreading-prep.pdf . On 22/05/2015 at 14.33 pm

[16] George.*Learning Strategies*.Accessed from http://www.georgeacademics.com/Strategies/Learn%20Strategies%20Manual.pdf .On 14/04/2015 at 22.58 pm

[17] Siti Ramdiah and A.Duran Corebima.2014.*Learning Strategy Equalizing Students' Achievement, Metacognitive, and Critical Thinking Skills.*American Journal of Educational Research. Vol.2 No.8. 577-584. Available online at http://pubs.sciepub.com/education/2/8/3 © Science and Education Publishing DOI:10.12691/education-2-8-3.Accessed from http://www.sciepub.com/portal/download?doi=10.12691/education-2-8-3&filename=education-2-8-3.pdf. On 28/05/2015 at 17.59 pm

[18] Suparwoto Sapto Wahono.2014.*Using PQ4R to Increase The Students Reading Comprehension Al-bidayah Islamic Boarding School Jember*.Fenomena Vol.13 No.2 Nov

statement above PQ4R strategy is the one of strategies that can help students problems in reading with its advantages.

For the students of senior high school, teaching reading is important. By teaching reading, it is expected that students can answer the questions based on the text that it only can be reached by comprehend the text in this case descriptive text. Teacher teaches the lesson based on the syllabus and based on syllabus students have to comprehend the text which has been decided in syllabus. Therefore, students have to reach the mark of the test suitable with standard of the curriculum which is determined by the goverment.

Students at tenth grade of State Senior High School 4 Bukittinggi have learned reading text with conventional strategy which is usually taught by the teacher. Conventional strategy that is usually used or that has been used for along time. In conventional strategy in reading class teacher ask students to read the text then teacher ask students whether students find the difficult words or unknown words in the text. If they have found it, teacher will discuss it and explain to the students or teacher ask students to search the translations of the unknown words in dictionary. After students already have read whole of the text, teacher ask students to conclude the text. But, eventhough they have been taught by conventional strategy the result for some of students test is under of the standard that standard result which is decided by the goverment.

Problems which are faced by students can be known by the reseacher from the result of students test. Based on preliminary researcher's interview

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2014.Accessed from http://ejournaliain-jember.ac.id/index.php/fenomena/article/download/138/118. On 23/06/2015 at 6.12 am

with some students of State Senior High School 4 Bukittinggi about students' reading comprehension on descriptive text. Some students said that they have some problems. The first student said that she felt hard to identify the main idea in the paragraphs of descriptive text. The second student said that she felt difficult to identify significant details of paragraphs in the text. The third student said that she felt difficult to differentiate between identification and description parts in descriptive text or determine a generic structure. In conclusion, there are some problem that will emerge based on the interview above. First, some students felt difficult to identify the main idea in the paragraph. Second, some student felt difficult to identify significant details of the paragraph, Third, some students felt difficult to differentiate between identification and description part or generic structure in descriptive text which it is the principal part of the text.

Based on the researcher observation, some students are faced with some factors which trigger of lack comprehension in reading text. First, it is triggered that students do not have an appropriate strategy to comprehend the text while they are reading. Second, some students get difficulty to read a long text which having some of the paragraphs inside. Third, teacher does not use variety strategy in teaching reading. Beside that when some students outside of the classroom students do not practice more for their reading.

Based on the problems above, the researcher conducts a research under the title **"The Effect of PQ4R strategy in reading skill toward reading**

comprehension at the Tenth Grade of State Senior High School 4 Bukittinggi in Academic Year 2014/2015".

B. Identification of the Problem

Based on the background of the problem above, the researcher found some problems which can be identified as follow:

1. Some students are difficult to identify the main idea in descriptive text.
2. Some students are difficult to identify the significant details of descriptive text.
3. Some students are difficult to identify generic structure of the text, whether the paragraph which students read is identification part or description part in descriptive text.

C. Limitation of the Problem

Since there are some important problems which occured in this research, the researcher limited the problem on using PQ4R strategy in solving students difficulty which related with reading comprehension on descriptive text at State Senior High School 4 Bukittinggi at the ten grade.

D. Formulation of the Problem

In this research, the researcher wants to see the problem based on the limitation of the problem above, the problems of the study are formulated into the following question:

1. Is there any significant effect using PQ4R stategy toward students' reading comprehension of the ten grade of State Senior High School 4 Bukittinggi in reading skill?
2. Is there any significant difference of students' reading comprehension taught by using PQ4R strategy and taught by conventional strategy?
3. Does using PQ4R strategy gives better result than conventional strategy toward students'reading comprehension?

E. Purpose of the Research

The main purposes of this research are:

1. To know whether there is significant effect of using PQ4R stategy toward students' comprehension skill in reading.
2. To know whether there is significant difference of students' reading comprehension which are taught by using PQ4R stategy and conventional strategy.
3. To know whether PQ4R stategy gives better result than conventional strategy.

F. Significance of the Research

The result of this research is expected useful for:

1. It can give information to the teacher about students' reading comprehension on descriptive text.
2. The researcher gets knowledge and experience through this research.
3. It gives information to the next researchers.

G. Definition of Key Terms

In order to avoid misunderstanding in this study, the researcher defines specific key terms as follow:

1. Based on Oxford dictionary, the definition of effect word is a change that somebody/something causes in somebody/something else; a result.
2. Martha Dallman said in her book that reading as an activity which involves the comprehension and interpretation of ideas symbolized by written or printed language.
3. According to Pardiyono, descriptive text is a type of written text which has the spesific function to give description about an object (human or not human).
4. According to Logsdon PQ4R strategy is usefu in improving the students' understanding of the text.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. Review of The Related Theories

1. The Nature of Reading

a. Definition of Reading

Reading is one of important skills. It supports other skills because the information which students get from reading will become students' prior knowledge that it is important in relating th information with other skills. In line with definition above, Martha Dallman said in her book about defenition of reading. She said that reading is much more complex process. We know that effective reading involves all of the higher mental processes. It involves recall, reasoning, evaluation, imagining, organizing, applying, and problem solving. Good reading requires good thinking. When we teach reading, especially in the beginning stages, we must teach thinking. In her book she also points out that reading as an activity which involves the comprehension and interpretation of ideas symbolized by written or printed language.[19]

In accordance with Martha, Gentile said that Getile said in his book that it is important to define reading because "a person's definition of reading affects his attitude toward reading the way he reads, what he will read, and for what purposes he will read". Generally, reading can be

[19] Martha Dallmann, *The Teaching of Reading* , (New York: Ohio Wesleyan University, 1964), p. 17

defined in two different ways. The first concerns using one's knowledge and experience to interpret various signs, symbols, gestures, signals, or pictorial illustrations. A native america has the uncanny ability to "read" impressions in the dirt or messages rising through the air in the form of smoke puffs, a CB operator "read" a "good buddy" loud and clear,, a doctor "reads" X-rays and symptomps of various diseases, a quarterback "reads" an oponent's defensive alignments, a psychologist "reads" body language, a backpaker "reads" compasses, a sailor "reads" semaphore or the weather and a deaf person "read lips". Second, reading refers to an individual's capacity to recognize graphic symbols or written words and understand, explain, or critique ideas in print. [20] From experts explanation above can be concluded that reading is an complex activity to process collected written words which person looks. The symbols in text will be interpret in mind into the meaning word, sentence and paragraph.

b. Principles for Teaching Reading

There are eight principles for teaching reading as stated by Nunan:[21]

1) Exploit the reader's background knowledge.

A reader's background knowledge can influence reading comprehension. Background knowledge includes all of the experiences that a reader brings to a text: life experiences, educational experiences, knowledge of how texts can be

[20] Lance M. Gentile, *Using Sports and Physical Education to Strengthen Reading Skills*, (North Texas State University: An IRA Service Bulletin, 1983), p. 1

[21] David Nunan, ..., p. 74-78

organized rhetorically, knowledge of how one's first language works, knowledge of how the second language works, and cultural background and knowledge. Reading comprehension can be significantly enhanced if background knowledge can be activated by setting goals, asking questions, making predictions, teaching text structure, and so on. If the students are reading on an unfamiliar topic, you may need to begin the reading process by building up background knowledge.

2) Build a strong vocabulary base.

Recent research emphasized the importance of vocabulary to successful reading. As I have developed my own philosophy of the role of vocabulary in reading instruction, I have decided that basic vocabulary should be explicitly taught and L2 reader should be taught to use context to effectively guess the meanings of less frequent vocabulary. I have arrived at my philosophy, in part, by reviewing the research on vocabulary acquisition. Levine and Reves have found that "it is easier for the reader of academic texts to cope with special terminology than with general vocabulary". They stress the great need for a teaching program that builds general, basic vocabulary.

3) Teach for comprehension

In many reading instruction programs, more emphasis and time may be placed on testing reading comprehension than on teaching readers how to comprehend. Monitoring comprehension is essential to successful reading. Part of that monitoring process includes verifying that the predictions being made are correct and checking that reader is making the necessary adjustments when meaning is not obtained.

4) Work on increasing reading rate.

One great difficulty in the second language reading classroom is that even when language learners can read, much of their reading is not fluent. Often, in our efforts to assist students in increasing their reading rate, teachers over emphasize accuracy which impedes fluency. The teacher must work towards finding a balance between assisting students to improve their reading rate and developing reading comprehension skills. It is very important to understand that the focus is not to develop speed reader, but fluent readers. I define a fluent reader as one who reads at a rate of 200 words-per-minute with at least 70 percent comprehension.

5) Teach reading strategies.

Strategies are “the tools for active, self-directed involvement that is necessary for developing communicative ability. Strategies are not a single event, but rather a creative sequence of events that learners actively use”. This definition underscores the active role that readers take in strategic reading. To achieve the desired result, students need to learn how to use a range of reading strategies that match their purposes for reading. Teaching them how to do this should be a prime cosideration in the reading classrom.

6) Encourage readers to transform strategies into skills.

An important distinction can be made between strategies and skills. Strategies can be defined as conscious actions that learners take to achieve desired goals or objectives, while a skill is a strategy that has become automatic. This characterization underscores the active role that readers play in strategic reading. As learners consciously learn and practice specific reading strategies, the strategies move from conscious to unconscious; from strategy to skill.

7) Build assessment and evaluation into your teaching.

Assessing growth and development in reading skills from both a formal and an informal perspective requires time and

training. Both quantitative and qualitative assessment activities should be included in reading classroom. Quantitative assessment will include information from reading comprehension tests as well as reading rate data. Qualitative information can include reading jurnal responses, reading interest surveys, and responses to reading strategy checklists.

8) Strive for continuous improvement as a reading teacher.

The quality of individual teacher is integral to success of second/foreign language readers. Reading teachers need to be passionate about their work. They should view themselves as facilitators, helping each reader discover what works best. Integrating the key principles discussed above can lead to more effective reading instruction in the second language classroom. While research studies conducted as early as the 1960s failed to support a single approach to teaching reading as a better than others, it did support the central role of the teacher in students' success in learning to read. The good reading teacher actively teaches students what to do. To succeed, you need more than classroom tips and techniques: you need to understand the nature of the reading process.

From Nunan explanation above as a teacher so important that in teaching reading teacher teach reading strategy and how to get comprehending in reading.

c. Reading Purpose

Many reasons by the reader to read the books, one of the examples are to get information. According to Wallace several reasons appear in our mind about reading purpose. For the moment let us look at some of the more personal reasons for reading as stated by Catherine Wallace:[22]

1) Reading for survival

We might call some kinds of reading in response to our environment 'reading for survival'. Indeed some reading is almost literally a matter of life and death-for example a 'stop' sign for a motorist. Survival reading serves immediate needs or wishes. Obvious examples are 'ladies', 'gentlement', and 'exit'. Less obvious examples given to me by students recently arrived in Britain are 'off peak' (indicating that a travel ticket can only be used outside the rush-hour) and 'way out' rather than the more familiar 'exit'. Young children, for instance, tend to feel that things like ice creams and hamburgers are, if not essential, at least important to their well-being. In fact it has been found that children from all social backgrounds very readily acquire an understanding of print, related to the ways they perceive their day-to-day needs and interests, from such as sources as TV, advertising, and street signs. This is sometimes called 'environmental print'. For other social groups such as parents survival reading might involve the ability to read instructions on baby food and safety regulation on toys.

[22]Catherine Wallace.1992.*Language A Scheme for Teacher Education*.Oxford University Press, p. 6-7.

2) Reading for learning

As well as a means of finding out information on a strictly utilitarian basis-reading for survival-reading serves the wider role of extending our general knowledge of the world. Much day-to-day reading is for this purpose of learning. Moreover we may want not so much to learn something new as to remind ourselve about half-known facts or vaguely formulated opinions. For instance, as I write this book I move between the text I am creating and key sources in order to support, consolidate, and clarify my ideas.

One might expect reading for lerning to be exclusively school related. In fact, while a good deal of reading to support learning clearly takes place in academic contexts-and I discuss the nature of some of these in Section Two-there are also many kinds of reading activities sanctioned and supported by educational institutions which arguably have little to do with acquiring facts or opinions. The function of some of these activities is what Goodman has called ‘ritualistic’. One example of this would be those situations when readers read aloud a text either individually to the teacher or to the whole class with, as may become evident on questioning, little understanding of its content. Particularly where English is being learned as a second or foreign language ‘language practice’ may take the form of ‘reading round the class’. This kind of reading might be

said to have a ‘display’ function rather than offering evidence of learning or reflection.

3) Reading for pleasure

While reading for survival involves an immediate response to a situation and reading for learning is also goal orientated, albeit in rather different way, reading for pleasure is done for its own sake-we don’t have to do it. This point may be lost on children in school where literature, originally written primarily to offer enjoyment, is required reading for examinations. Educational practices tend to neglect the pleasure principle, producing young learners of the kind quoted by Clark who, although already a fluent reader, expressed the view that the purpose of learning to read was ‘so that you can stop’! and if readers do not read for pleasure in their mother-tongue they are very unlikely to do so in a second or foreign language. An important by-product of reading for pleasure in any language is fluency. This can create a vicious circle. Unless a reader gains fluency, that is speed and ease of reading, the reading of any material for whatever purpose is likely to be tedious. This, in turn, decreases motivation to read anything other than essential ‘survival’ material-the minimum required to function in school or the work-place and fluency never gets a chance to develop.

So, there are three parts of reading purpose,they are reading for survival, reading for learning, and reading for pleasure. Related with

this research reading descriptive text included into reading for learning.

2. The Nature of Reading Comprehension

a. Definition of Reading Comprehension

In reading the text the students must concern about reading comprehension because that is the goal of reading. Richard points out that reading for comprehension is the primary purpose for reading, raising students awareness of main ideas in a text and exploring the organization of a text is esential for good comprehension.[23] It can be said that when the teacher asks the students to read the text, they should concern about the main idea and organization of the text that will reside in students' mind to longterm memory. Klingner states that reading comprehension is the process of constructing meaning by coordinating a number of complex process that include word reading, word and world knowledge, and fluency.[24] It can be concluded that to get reading comprehension, the students should know about the complex process that include word reading, word and world knowledge, and fluency to build meaning of the text.

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[23] Jack C.Richards and Renandya, *Methodology in Language Teaching*, (US: Cambridge University Press, 2001) p. 277

[24] Janette K. Klingner, et al, *Teaching Reading Comprehension to Students with Learning Difficulties*, (New York: The Guilford Press, 2007), p. 2

To know the students' reading comprehension on descriptive text, the researcher needs to know the various indicators reading comprehension as explain below according to Martha Dallmann:[25]

1) Reading to find the main idea

One of the most common reasons for reading is to get the general idea of a selection. Reading of fiction is usually done for this purpose. Even in other types of reading, like science, it may often legitimately be the goal. In that field the primary grade pupil may read a page to find out whether it tells about helicopters. The more mature reader in an elementary school may read to find out whether it is advisable to include a certain chapter in a bibliography that he is preparing on "Our Solar System." The ability to determine the main idea of a part read is basic also to many other comprehension skills; such as the ability to summarize and organized. Skill in finding the main idea in a paragraph or a longer selection, and in not mistaking a detail for major point, needs to be developed in many pupils not only through incidental means but often also through practice exercises.

2) Reading to select significant details

The ability to note important details is closely related to skill in finding the central thought or main idea of a selection. To be

[25] Martha Dallmann, *The Teaching of Reading* , (New York: Ohio Wesleyan University, 1964)p. 134-136

proficient in this respect, the reader needs to do more than diffirentiate between main points and supporting details; he must also be able to decide what points are important for the purpose he has in mind.

3) Reading to answer questions

At times, reading to answer questions is a means of improving the ability to note significant details. Reading to find the answer to one or more questions is one of the common goals for reading in the elementary school. Even in high school and collage and in life outside of school it often forms the purpose for reading. In school the teacher will often ask a question, as Mrs. Westlund did when she asked her first-garde children to read the story "Bobby and the Apples" to find out whether Bobby was able to get some apples to give to his mother. In the intermediate grades the teacher may ask the pupils to read a paragraph about cranberries in New England in order to find out what kind of soil is required for their growth. Or she may write on the board a list of questions which the pupils note before they read a selection.

Answers are relatively easy to find when the questions are partly couched in the exact words of the writer. With the immature reader or the one who has difficulty in reading to find the answer to a question, this type of question may be used at first. If the writer says, "Susan's father gave her a kitten for her brithday," the teacher may ask,'' What did Susan's father give her for her birthday?" A sample of

a question to which the answer can be found less easly is, “What reasons can you find for the actions of the heroine?”

The pupils should gain skill in finding answers to questions that are stated by others. To avoid overdependence on the teacher they also need to develop in ability to formulate significant questions for themselves as purposes for reading. Questions by the teacher should serve chiefly as stepping stones to questions that the reader decides upon for himself.

From Martha Dallman explanation above it can be concluded that measuring students reading comprehension teacher need to look up to the indicators above which important to do by students.

b. Levels of Reading Comprehension

When the students read the text, they should know about their levels of reading comprehension. According to Herber, levels of reading comprehension are: 1) literal; 2) interpretive; 3) applied:[26]

1) The literal level of comprehension applied to a content textbook produces knowledge of what the author said. Students who function at this level decode words, determine what each means in the given content, and recognize that there is some relationship among the words. That relationship represents what the author has said. It is quite possible for students to identify what an author has said, and even

[26] L. Herber Harold, *Teaching Reading in Content Areas*, (USA: Prentice Hall, 1970), P. 62 – 63l

memorize and repeat it in class, without understanding what the author meant by his statements.

2) The interpretive level of comprehension is applied to what the author said in order to derive meaning from his statement. The reader looks for relationships among statements within the material he has read. From these instrinsic relationships he derives various meanings. The intrinsic relationships he perceives are colored and influenced by his previous knowledge of and experience with the topic in question. Howewer, the reader is confined by the text and determines meaning primarily as he perceives intratext relationships.
3) The applied level of comprehension takes the product of the literal, what the author has said, and the interpretive, what the author meant by what he said, and applies it in some pragmatic or theoretical exercise. Possibly he might apply this product to other knowledge he already possesses, thereby deepening his understanding. At the applied level the reader selects intrinsic relationships produced at the interpretive level of comprehension and places them in juxtaposition to concepts which are the product of previous knowledge and experience. Out of this juxtaposition the reader perceives a new relationship-an extrinsic relationship-which has a scope large than the meanings imposed by the context of the reading selection, producing new ideas which extend beyond those immediately identifiable in the reading selection.

This can be concluded that the levels reading comprehension can give information to the reader, they include literal, interpretive, or applied level in reading the text. Literal level is the reader memorize and repeat the author's statements without understanding. The interpretive level is the reader get the meaning from the author statements. The applied level is the reader can combine literal and interpretative level to apply in exercises. Related with this research students in this research included into applied level.

3. The Nature of Descriptive Text

a. Definition of Descriptive Text

According to Pardiyono, descriptive text is a type of written text which has the spesific function to give description about an object (human or not human)[27] From the statement above, it can be inferred that descriptive text is a text which describes characteristic of particular place, person or thing. As stated by Ellis, descriptive text is consider as the simplest and easiest writing form compared to narrative, recount, or procedure, particularly for the beginning from.[28] From the explanation above, descriptive text is the text which students learn and it more easier and simpler than other writing form.

[27] Pardiyono.2007.*Pasti Bisa! Teaching Genre-Based Writing*.Yogyakarta: CV Andi Offset

[28] Rifki Haydan.*Implementation of The Cooperative Learning Method in Teaching Reading Comprehension*. Accessed from http://ejournal.upi.edu/index.php/L-E/article/download/584/441.pdf. On 24/04/2015 at 22.36 pm

b. Generic Structure of Descriptive Text

Descriptive text has generic structure because it is the most important parts of the text type. As the order text types, descriptive text has special characteristics in form of generic structure and language feature. Two experts: Gerot and Wignell point out their statement about generic structure of descriptive text that generic structure of descriptive text consist of two elements. The first part is identification that is about the opening paragraph where the character (person, place, thing) are introduced. The second element is description, which describes the character. It usually describes the parts, qualities and characteristic of the object[29] So, generic structure on descriptive text is identification and description. These points differentiate descriptive text with another text types.

c. Language Feature of Descriptive Text

Language feature of desciptive text should be comprehended by the students because it is part of descriptive text. Grace points out that there are nine language feature of descriptive text:[30]

1) The use of adjectives and compound adjectives. Such as *a five hundred football stadium*

[29] Sherly Deswita and Muhd.Al-Hafizh. 2014.*Teaching Writing a Descriptive Text by Using The Bio Poems Strategy to Junior High School Students*.JELT Vol.2 No.2 Serie C.ISSN: 2302-3198. Accessed from http://e-journal.unp.ac.id/index.php/jelt/article/download/3728/2965.pdf. On 21/05/2015 at 12.40 am

[30] Eudia Grace.2007.*Look Ahead An English Course for Senior High School Students Year X*. (Jakarta: Erlangga), p.172

2) The use of linking verbs/ relating verbs. Such as The temple *is* so magnificant
3) The use of Simple Present Tense. Such as The museum *houses* hundreds of Greek Statues.
4) The use of degree comparison. Such as The weather in Jakarta *is better than* Bandung.

So, by using language feature the students will be easy to differentiate among the text type. Language feature can help the students to comprehend the text type as well.

d. Example of Descriptive Text

Yogyakarta

Yogyakarta is one of the nicest places. I have ever visited. It is a city in south of Java Island. It is a popular holiday resort for people who like cultural and historical sites. Yogyakarta is a small city but there are lost of different things to see. There are many temples in the province, such as Prambanan, Kalasan and Sambi Sari. There are also two palaces that we must not miss, Hamengkubuwono and Paku Alam palace. Yogyakarta is tropical city. There are lots of palm trees and other tropical fruit trees. There are also beautiful beaches, such as Parangtritis, Krakal, Kukup, Glagah. It is not difficult to get around the city at the day because taxis and buses are easily found. Unfortunately, there is no bus in the evening. The only way to see the nightlife of the city is by taxi, but it is rare at night. I like Yogyakarta because it's a beautiful and peaceful city. I would like to visit it again one day.

4. The Nature of PQ4R strategy

a. Definition of PQ4R strategy

PQ4R strategy is propounded by Thomas and Robinson. According to Logsdon in Moh Rodli there are six steps in implementing PQ4R strategy, it will be explained from each initials of PQ4R are P

(Preview), Q (Question), R (Read), R (Reflect), R (Recite), and R (Review). **Preview** is a step involves previewing a reading, scan or preview the title, section headings, and visual aids. Read the first paragraphs. This should give the reader a general idea of the purpose of the text and the major concepts to be covered. The information gleaned from the preview is used in the next step. **Question** is a step involves predicting questions that may be answered in the text. Look for answers to the questions while reading in the next step. **Read** is a step involves reading the complete text carefully, recording notes in the margin or underlining important information that answers the predicted questions. With the knowledge structure in mind, read the assignment one section at a time for content. Instead of focusing on isolated details, search for relationships among the main ideas and their supporting details. Look for information that answers the predicted questions, and take note of unexpected ideas. **Reflect** is a step when information from the passage or article is linked together. The reader should attempt to develop insight into the topic and make associations among the important material noted while reading. **Recite** is a step involves summarizing the main points and supporting details of the complete text. To involve more senses and improve understanding, say the summary aloud or write it down using an information organization tool like flowcharts and outlines. **Review** entails highlighting key points of the text. Make sure the predicted

questions have been answered and that the author's purpose is fully understood.[31]

From explanation above can be concluded that PQ4R strategy is a strategy that can help students in reading comprehension.

b. The Procedure of PQ4R strategy

Trianto in Laila Syarifah shows the table how the steps from teacher and students activity in doing PQ4R strategy. They are:[32]

Procedure	Teacher's Activities	Students' Activities
Step 1: Preview	a.Give a reading material to the students and ask them to read it. b. Inform to the student how to find main idea or purpose of the study that want to be reached.	Scan the material that is given by teacher to get an idea.
Step 2: Question	a. Inform the students to pay attention to the idea of the reading material that's given. b. Give students taskto make questions from main idea that they found	a. Pay attention to teacher's explanation b. Make their own questions before reading the reading material

[31]Moh.Rodli.2015.*Applaying PQ4R Strategy for Teaching Reading*.Vol I Issue I Pages 31-41.Accessed from http://ejournal.kopertains4.or.id/index.php/EFI/article/download/215/90.pdf ISSN:2460-0938. On 22/04/2015 at 11.04 am

[32]Lailatis Syarifah.2015.*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.*Accessed from http://perpus.iainsalatiga.ac.id/docfiles/fulltext/2895898716.pdf.On 23/12/2015 at 7.56 am

	by using WH –words.	
Step 3: Read	Give students task to read the text and ask them to try answering their questions when read	Reading actively. Try to answer the questions while reading
Step 4: Reflect	Inform the students to relate their prior knowledge with the reading material that they read.	Think about the reading material they read and try to make it meaningful by relating it to their prior knowledge
Step 5 : Recite	Ask students to conclude what they have just read	Practice remembering the information by stating the points aloud and asking and answering the questions and notes the major idea they have got from the expository text as their conclusion.
Step 6 : Review	a. Ask students to read the conclusion from the main idea that they get from the reading material b. Ask students to reread again the reading material if they have not sure yet with their answer.	Read the conclusion of the and reread if they aren't sure of their answer

From the explanation above can be concluded that there are some steps that teacher and students need to do in PQ4R strategy. It will guide students to use this strategy.

c. The Advantages of PQ4R strategy

There are some advantages of PQ4R strategy. Wahono states that there are some advantages of PQ4R strategy such as it helps to make individual to know what tolearn. It focuses students attention, increasing interest, relating new ideas to previously known concepts and building comprehension. The students are encouraged to actively interact with the material while reading by the following organizing steps. PQ4R is easy to use and can be applied to readings in most academic.[33] Based on expert statement above PQ4R strategy is the one of strategies that can help students problems in reading with its advantages.

From Wahono explanation above about the advantages of PQ4R strategy, it can help students to comprehend in reading text. It also can be one of the strategies that can be chosen by the students to solve the problem in reading.

B. Review of Related Studies

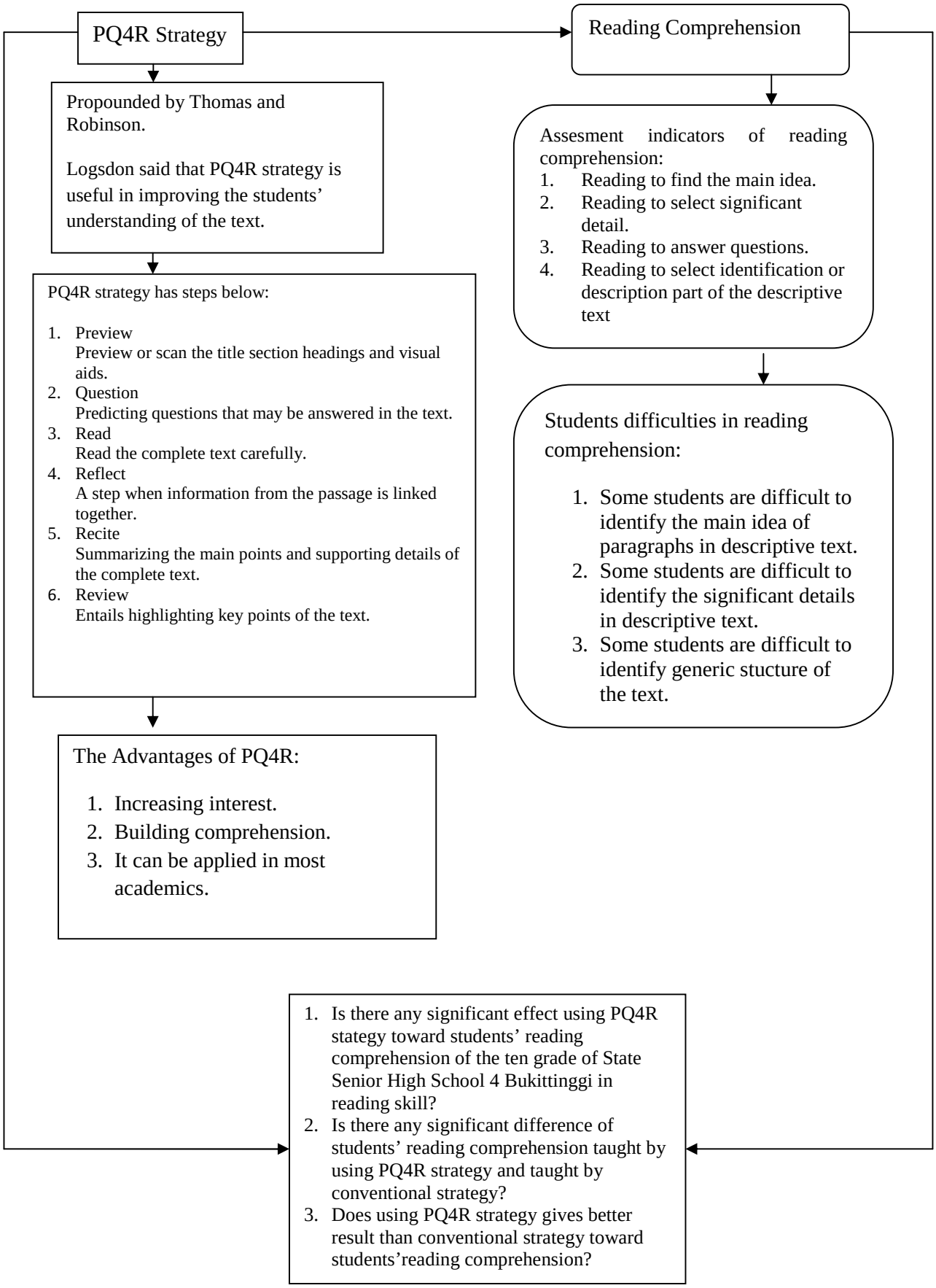
Many studies had been conducted by the researchers. First, the research was conducted by Sudarman (2009). His study was *Peningkatan Pemahaman*

[33] Suparwoto Sapto Wahono.2014.*Using PQ4R to Increase The Students Reading Comprehension Al-bidayah Islamic Boarding School Jember*.Fenomena Vol.13 No.2 Nov 2014.Accessed from http://ejournaliain-jember.ac.id/index.php/fenomena/article/download/138/118. On 23/06/2015 at 6.12 am

dan Daya Ingat Siswa Melalui Strategi Preview, Question, Read, Reflect, Recite and Review. He found the problems. The problems of this research were students could not understand the text, they forget the idea after they read the text as result they were difficult to answer the questions. Second, the research was conducted by Mediana Manalu and Bachtiar with their title improving students' achievement in reading comprehension through preview,question, read,reflect, recite, and review (PQ4R). The problems of this research are basically about students' reading comprehension in reading descriptive text. The problem is students do not understand the idea of the text. The similarity of this research is to knowing about students reading comprehension. So, the difference among these researches are the text type which is used by the researcher is descriptive text.

C. Conceptual Framework

Reading is often related by the text type especially with descriptive text because the researcher chose this text to conduct the research. Many problems were found by the researcher in reading comprehension on descriptive text. The problems consisted of reading comprehension of the main idea of the text, supporting details and generic stuctures as schema below. After that, the problems were solved by the PQ4R strategy which will applied by the reseacher in reading class to the students.


PQ4R Strategy
Propounded by Thomas and Robinson.
Logsdon said that PQ4R strategy is useful in improving the students' understanding of the text.
PQ4R strategy has steps below:
1. Preview
Preview or scan the title section headings and visual aids.
2. Question
Predicting questions that may be answered in the text.
3. Read
Read the complete text carefully.
4. Reflect
A step when information from the passage is linked together.
5. Recite
Summarizing the main points and supporting details of the complete text.
6. Review
Entails highlighting key points of the text.
The Advantages of PQ4R:
1. Increasing interest.
2. Building comprehension.
3. It can be applied in most academics.
Reading Comprehension
Assesment indicators of reading comprehension:
1. Reading to find the main idea.
2. Reading to select significant detail.
3. Reading to answer questions.
4. Reading to select identification or description part of the descriptive text
Students difficulties in reading comprehension:
1. Some students are difficult to identify the main idea of paragraphs in descriptive text.
2. Some students are difficult to identify the significant details in descriptive text.
3. Some students are difficult to identify generic stucture of the text.
1. Is there any significant effect using PQ4R stategy toward students' reading comprehension of the ten grade of State Senior High School 4 Bukittinggi in reading skill?
2. Is there any significant difference of students' reading comprehension taught by using PQ4R strategy and taught by conventional strategy?
3. Does using PQ4R strategy gives better result than conventional strategy toward students'reading comprehension?

D. Hypothesis

Based on the background, formulation and purposes of the problem above, the hypotheses of this research are:

1. Ha: There is significant effect of using pq4r strategy in improving students' reading comprehension. (Ha :$\mu_1 \neq 0$)

   Ho: There is no effect of using PQ4R strategy in improving students' reading comprehension. (Ho: $\mu_1 = 0$)
2. Ha: There is significant difference between using PQ4R strategy and conventional strategy.(Ha : $\mu_1 \neq \mu_2$)

   Ho: There is no significant differences between using PQ4R strategy and conventional strategy.(Ho : $\mu_1 = \mu_2$)
3. Ha: Students' achievement in reading comprehension which using PQ4R strategy is better than conventional strategy.(Ha : $\mu_1 > \mu_2$)

   Ho: Students' achievement in reading comprehension which using PQ4R strategy is as same as conventional strategy.(Ha : $\mu_1 = \mu_2$)

In conclusion, Ha means there is significant effect of using PQ4R strategy in improving students' reading comprehension at the tenth grade students of State Senior High School 4 Bukittinggi. On the other hands, Ho means there is no effect of using PQ4R strategy in improving students' reading comprehension at the first grade students of State Senior High School 4 Bukittinggi.

Ha means there is any significant differences between using PQ4R strategy and conventional strategy at the tenth grade students of State Senior High School 4 Bukittinggi . Ho means there is no any significant differences between using PQ4R strategy and conventional strategy at the students of State Senior High School 4 Bukittinggi

Ha means students' reading comprehension which using PQ4R strategy is better than conventional strategy such as; read a text likes students do as usual at first grade students of State Senior High School 4 Bukittinggi. Ho means students' reading comprehension which using PQ4R strategy is same as conventional strategy such as read a text likes students do as usual at the students of State Senior High School 4 Bukittinggi.

CHAPTER III

RESEARCH METHOD

A. Design of the Research

In this research, the researcher used quantitative approach since the data form as numeral data and need to be quantified by statistical formula.[34] In other word, the research presents numeral data (students' mark) and used statistical formulas in analyzing it. There are many types of quantitative approach. Dealing with the problem of the study stated previously, the researcher uses experimental research type in this research.

The kind of the experimental research that used in this design is quasi experimental. Muijs said that quasi experimental is especially suited to looking at the effect of an educational intervention, such as school improvement program, a project to improve specific element or a professional development program.[35]

Basically, Quasi experimental research has three kinds of design: The nonequivalent control group design, time series design, counter balanced design.[36] In this case, the researcher used the nonequivalent control group design because she wants to match the ability of the students before and after conducting the treatment. This research involved two group, one group as

[34] Syamsudin and Vismaia S. Damaianti, *Metode Penelitian Pendidikan Bahasa*, (Bandung: PT. Remaja Rosdakarya Offset, 2007), Second Edition, p. 21

[35] Muijs, Daniel. *Doing quantitative Research in Educational with SPSS*. P.24

[36] L.R Gay.Educatonal Research: Competencies for analysis and application. (Singapore: Merill Publishing Company) 1990. P.284-289

experimental group which treated by using PQ4R strategy and other as control group which treated by using conventional strategy.

This research described as following table:

Table 3.1 Pretest –posttest design

	Pretest	Treatment	Posttest
Experimental Class	T1	X	T2
Control Class	T2	O	T2

Where:

X = The treatment that will be given to experimental class by using PQ4R strategy

T1 = Pretest

T2 = Posttest

O = Teacher teach by using conventional strategy

Based on the table above is the differences between the groups, pretest administred before conducting the treatment. In this design, the experimental group received the special treatment while the control did not. After the treatment group have done a post test to measure the effect of the treatment given. Next, the result compared, in order to find out the cause effect relation on treatment.

B. Population and Sample

a. Population

Margono says the population is the totality of research object as a source of the data that has specific characters in a research or study.[37] The population of this research is all of tenth grade students (X) that divided into nine classes State Senior High School 4 Bukittinggi in 2015 period. The population described in the following table:

Table 3.2 The totality of tenth grade students (IX classes) SMA 4 Bukittinggi in 2015 period.

No	Class	Students' totality
1.	X1	30
2.	X2	30
3.	X3	37
4.	X4	39
5.	X5	38
6.	X6	35
7.	X7	36
8.	X8	37
9.	X9	37

Source: English Teacher

[37] Margono. Metodolaogi Penelitian Pendidikan.(Jakarta:PT. Rineka Cipta.2007).p.118

b. Sample

According to Margono, sample is a part of population as the sample which is taken by using certain ways.[38] Based on the research problem and the research design which used, the researcher needs an experimental class and a control class. There were some sampling techniques to determine the sample, and the researcher used "Purposive Sampling Technique". According to Margono, purposive sampling technique is a technique that is used by researcher if that researcher has some certain considerations to determine the samples.[39]

The researcher chose both of X1 and X2 classes as the sample, because there are some considerations. First, the researcher choose both of the classes because the English teacher's suggestion. The teacher knows the ability of the students in learning English especially in reading. The two classes assigned as the experimental and control group; the classes in the same level of ability after doing homogenous and normality testing to all classes. Moreover, to choose the experimental or the control class from these classes, the researcher follows the steps below:

1) Collect the mark or score of students' daily reading result.

Before doing the experiment, the researcher collected the score of students' daily reading test result to test the normality and homogeneity of the data.

[38] Margono, *Metodologi Penelitian Pendidikan,*…, p. 121
[39] Margono. *Metodolaogi Penelitian Pendidikan*.(Jakarta:PT. Rineka Cipta.2007).

2) Test the normality of the data.

The purpose of testing the normality of the data is to know whether the data spread out normally or not. Liliefors test used to test the normality of the data. It can be done as these steps below:

a) Arrange the data from the lower to the higher one

b) Find the mean score (x) and the standard deviation (s) :

- $X = \frac{\sum x}{N}$
- $s = \sqrt{\frac{\sum (xi - \bar{x})^2}{n-1}}$

c) Find the score of Zi by using this formula:

$$Zi = \frac{Xi - x}{S}$$

d) Find the score of F (Zi) by consulting the score of Zi with Z table

e) Find S (Zi)

f) Find the absolute score of F (Zi) – S (Zi)

g) Determine the higher score of absolute mark:

F (Zi) – S (Zi). It is named as Lo (Liliefors)

h) Test the Lo score with Liliefors table with the certain degree of freedom (α): 0,01 or 0.05

i) Take the conclusion, if the Ltab > Lo, it could be concluded that the data is distributed normally with the degree of freedom in (α): 0,01 or 0,05[40]

[40] Arifmiboy, *Kumpulan Materi Kuliah Statistik*, (Bukitttinggi: STAIN Sjech M. Djamil Djambek Press, t.th) p. 2 (Unpublished)

3) Test the homogeneity of the data

The purpose of homogeneity test is to know whether the population has the homogeneous or not. F test used to test the homogeneity of the data. F test will do by follow the steps below:

a) Find the mean score (x):

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

b) Find the standard deviation(s):

$$s = \sqrt{\frac{\sum (xi - \bar{x})^2}{n - 1}}$$

c) Find the variant (s):

$$S^2 = \frac{\sum (fx)}{n-1}$$

d) Find $F_{calculated}$ by using formula F calculated=

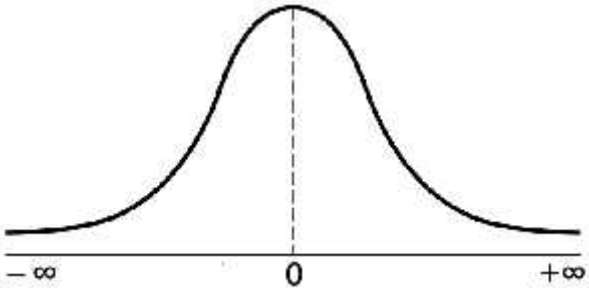
$$\text{F-calculated} = \frac{\text{the higher variant}}{\text{the lower variant}}$$

e) Find the score of F-table with the certain of level significance (α) 0,01to the right of F-obtained and 0'05 to the left of F-obtained.

Ftab Kanan : Fα (V1.V2)

Ftab Kiri : $\frac{1}{F\alpha\ (V1.V2)}$

f) Draw the result in a curve like :



Ftab Left Fobt Ftab Right

g) Take the conclusion, if the F-obtained located between F-table right and F-table left, it can be concluded that the two classes of the data is homogenous in the level of significance (α) 0.01.

h) After find the homogenous group, then the researcher decided the control and experimental class.

i) To determine the experimental class and the control class, two classes are chosen from two classes by using purposive sampling. The researcher chooses the X1 class as the experimental class and X2 class as the control class. The total of the samples are 60 students; 30 students in X1 class, and 30 students in X2 class.

C. Instrumentation

Instrument is a technique that is used to collect the data. The Instrument will be used in this research is a test about the students' reading

comprehension. There are two kinds test which used in this research, they are; pre-test and post-test. The form of this test is multiple choices. The test consists of 20 items. The test is created by considering the validity and reliability test. In order to make that test become valid and reliable, the researcher will do the validity and reliability of the test. Margono says, the main requirements of the test are validity and reliability, as explained below:

1. Validity

Validity concerns with a test which measures what is supposed to be measured and for whom it is appropriate. In another word, test is valid if it measures accurately what is intended to be measured. In this research, the validity used the content validity and items validity. Content validity is an instrument that has content appropriateness to measure what is supposed to be measured.[41]

To analyzing the test valid or not, the researcher used product moment formula to validate the items of the test. The validity test by using product moment test did by Pearson.[42]

$$R_{xy} = \frac{N\sum X\ Y - (\sum X\ )(\sum Y)}{\sqrt{\{N\sum X\ ^2 - (\sum X\ )^2\}\{N\sum Y^2 - (\sum Y)^2\ \}}}$$

in which:

R_{xy} = Correlation Index

N = the sum of tester

[41] Margono, *Metodologi penelitian Pendidikan* .Jakara: Rineka Cipta

[42] Zainal arifin. *Evaluasi Pembelajaran Prinsip-Teknik Prosedur*.(Bandung: Pt Remaja Rosdakarya.2009) p.254

$\sum XY$ = the sum item score and total score

$\sum X$ = the sum of item score

$\sum Y$ = the sum of total score

Table 3.3 The validation coefficient[43]

The Range of Score Category	Interpretation
0.80-1.000	Very high
0.60-0.80	High
0.40-0.60	Sufficient
0.20-0.40	Low
0.00-0.20	Very low

2. Reliability

The test is reliable if it gives the constant result. Basically, reliability is the degree to which a test consistently measures whatever it measures. Johnson said that reliability refers to the consistency or stability of the test scores.[44] It means that if the test or assessment procedure provides reliable scores, the score will be similar on every occasion.

This test will be arranged by following some ways that are suggested by Hughes in order to make the test more reliable, they are: First, students should not be given a choice and the range over which possible answer might vary should be restricted. Second, the test is provided clear and

[43]. Zainal arifin. *Evaluasi Pembelajaran Prinsip-Teknik Prosedur*…….p.257
[44] Burke Johnson and Larry Christensen.*Educational Research*.p.138

explicit instructions. Third, the test is well laid out and perfectly legible. Fourth, the format and testing techniques are familiar for students. Fifth, the identification students who do the test are only by number (students' attendance number) not name.[45] In addition, test used analytic scoring and Hughes also states that a test which uses the analytic score tended to make the scoring more reliable.[46]

$$r_{11} = 1 - \frac{Vs}{Vr}$$

r_{11} = reliability coefficient

V_S = residue variant

V_r = variants respondent

Table 3.4 The correlation (reliabelity) coefficient[47]

The range of Score Category	Interpretation
$0,00 < r_{11} \leq 0,20$	Very Low
$0,20 < r_{11} \leq 0,40$	Low
$0,40 < r_{11} \leq 0,60$	Average
$0,60 < r_{11} \leq 0,80$	High
$0,80 < r_{11} \leq 1,000$	Very High

The research compared between the *r* score table and *r* total score. If $r_{table} > r_{total\ score.}$ It means the score is reliable.

[45] Arthur Hughes, *Testing for Language Teachers*, (Cambridge: Cambridge University Press, 1990), p. 91-93

[46] Arthur Hughes, *Testing for Language Teachers*, …, p.94

[47] Suharsimi Arikunto, Dasar Dasar Evaluasi Pendidikan.(Jakarta: Bumi Aksara, 1999), p. 109

D. Technique of the Data Collection

In line with the research design above, the data will be taken from the students' reading test. The pretest will be given to the experimental and the control class before giving the treatment. The students will be asked to answer the questions related to the text of reading. The pretest will be used to know the students' reading comprehension at the beginning. The posttest will be given to the experimental and control class after giving the treatment in experimental class. The posttest will be used to know the development of the students' reading comprehension at the ending. The purpose of the test is to measure the students' achievement in reading.

E. Technique of the Data Analysis

The researcher used the t-test to analyze the data. According Arikunto, in this research there are experimental and control class, the researcher use t-test to analyze the data.[48] Gay also states that the t-test used to determine whether two means are significantly different at a selected probability level. [49]

$$t = \frac{\bar{X}1 - \bar{X}2}{\sqrt{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}} \sqrt{\frac{n_1 n_2 (n_1 + n_2) - 2}{n_1 + n_2}}$$

For Hypothesis 1:

[48] Suharsimi Arikunto, *Manajemen Penelitian,…*, p. 39

[49] L.R.Gay. *Educational Research: Competences for Analysis and Application,* …, Third Edition, p. 390

t : The score of t – calculated

$\bar{X}1$: Mean score of the posttest of the experimental class

$\bar{X}2$: Mean score of the pretest of the experimental class

n_1 : Number of experimental class in posttest

n_2 : Number of experimental class in pretest

S_1^2 : Variance of Experimental Class

S_2^2 : Variance of Experimental Class

S^2 : Variance

For Hypothesis 2:

t: The score of t – calculated

$\bar{X}1$: Mean score of the posttest of the experimental class

$\bar{X}2$: Mean score of the posttest of the control class

n_1: Number of experimental class in posttest

n_2: Number of control class in posttest

S_1^2 : Variance of Experimental Class

S_2^2 : Variance of Experimental Class

S^2 : Variance

For the first, post-test scores are analyzed to see whether there is or there is no significant difference of the students' reading post-test result between the students who used PQ4R strategy and the students who do not using PQ4R strategy by comparing mean scores both of the classes.

For the next, to test the hypothesis to indicate a significant difference between mean scores of two classes, it compared between t-obtained to the value of t in the table at the degree of freedom $\alpha = 0.05$. The condition is the alternative hypothesis (Ha) is accepted if t – obtained > t-table. While the null hypothesis (Ho) is accepted if t–obtained < t-table.

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

The research findings include the students' score of reading test both of experimental class and control class and the analysis of students' score. This section also described about analysis of the data collected to answer the research questions: 1. Is there any significant effect of using PQ4R strategy toward students' reading comprehension of the ten grade of State Senior High School 4 Bukittinggi in reading skill? 2. Is there any significant differences of the students' reading comprehension between the students who are taught by using PQ4R strategy and the student who are not taught by using PQ4R strategy? and 3. Does using PQ4R strategy gives better result than conventional strategy toward students' reading comprehension?

The finding of the research; the first, the use of PQ4R in reading comprehension to the tenth grade students of State Senior Hih School 4 Bukittinggi has significant effect in increasing the students' reading comprehension. Second, there is significant difference between the students' who were taught by using PQ4R strategy and the students who were not taught by using PQ4R strategy. Third, the use PQ4R strategy is better than not using PQ4R strategy.

1. **Description of the Data**

The data of this research was gotten based on the research that had been done by the research at the ten grade of State Senior High School 4 Bukittinggi. The scores of the students' reading comprehension were collected after conducting the pre-test at the beginning of the research and post-test at the end of the research, both experimental and control classes were used as the data of this research.

There were 60 students who were involved in the pre-test, 30 students in control class and 30 students in experimental class. While 60 students who were involved in the post-test, 30 students in control class and 30 students in experimental class.

The description of data in both of experimental and control classes were explained below.

a. Data from pre-test of experimental and control class

The pre-test is the data analysis that have been given by the researcher at the first meeting before conducting the treatment for experimental class by using PQ4R strategy and treatment for control class by not using PQ4R strategy.

The description of raw pre-test score value by the experimental class is as follows:

Table 4.1 Pretest scores in experimental class

No	IN	X1
1	AHN	55
2	AAS	50
3	APZ	60
4	AS	53
5	AR	50
6	AO	75
7	DD	50
8	ER	60
9	EI	70
10	FSR	60
11	FI	65
12	GR	55
13	HA	55
14	HF	50
15	HS	50
16	HH	50
17	LA	65
18	MA	70
19	MKA	53

20	NFAT	65
21	NH	65
22	NRRA	70
23	PSD	60
24	RD	55
25	RS	50
26	RN	80
27	RCF	55
28	R	60
29	SN	60
30	SA	60

The data value showed that the lowest scores of pre-test gained by the experiment class is 50 and the highest is 80. It is found that there is eight of them got 50, six of them got 55, seven of them 60, four of them got 65, three of them got 70, one of them got 75, and one of them got 80.

The description of raw pre-test score value by the control class is as follows.

Table 4.2 Pretest scores in control class

No	IN	X2
1	AR	50
2	AR2	55
3	AAK	45
4	AA	50
5	BEH	50
6	BF	60
7	DA	65
8	DO	60
9	FK	45
10	FL	45
11	FAR	55
12	FLI	55
13	FEP	55
14	HN	50
15	IH	60
16	IHP	45
17	IPS	50
18	I	70

19	JRJ	60
20	MJ	65
21	ML	70
22	NAI	65
23	NF	65
24	NS	55
25	NI	45
26	NR	50
27	PM	75
28	RH	55
29	R	70
30	RY	70

The data value showed that the lowest scores of pre-test gained by the control class is 45 and the highest is 75. It was found that there was five of them got 45, six of them got 50 , six of them got 55, four of them got 60, fourof them got 65, four of them got 70, and one of them got 75.

Table 4.3 The result of scores gained from the pre-test

Classes	N	Mean	Standard deviation	Low	High	Sum of square
Control	30	57	8,9635	45	75	80,345
Experiment	30	59,167	8,2088	50	80	67,385

The table showed that the mean of pretest score of control class is 57, while the mean of pretest score of experiment class is 59,167 , with slight difference of these groups score, it can be concluded that the two groups have similar ability in reading.

Table 4.4 The t-test of students' pretest in control and experiment class

Variable	$T_{obained}$	T_{table}
Pre-test	0,9405	2,0002

167	$N_1 = 30$	$S_1^2 =$ 67,385
	$N_2 = 30$	$S_2^2 =$ 80,345

$$t = \frac{\bar{X}1 - \bar{X}2}{\sqrt{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}} \sqrt{\frac{n_1 n_2 (n_1 + n_2) - 2}{n_1 + n_2}}$$

$$t = \frac{59{,}167-57}{\sqrt{(29)\,67{,}385+(29)80{,}345}}\sqrt{\frac{841\,(58-2)}{58}}$$

$$t = \frac{2{,}167}{\sqrt{1954{,}165+2330{,}005}}\sqrt{\frac{47096}{58}}$$

$$t = \frac{2{,}167}{\sqrt{4284{,}17}}\sqrt{812}$$

$$t = \frac{2{,}167}{65{,}453} \text{ x } 28{,}5$$

$$t = 0{,}033 \text{ x } 28{,}5$$

$$t = 0{,}9405$$

The table above showed that the value of t-obtained is (0,9405) and the value of t-table is (2,0002). It is found that the value of t-obtained is lower than the value of t-table. Therefore, it can be concluded that H_0 is accepted; it means that there was no significant difference between the mean of pre-test of control group and the mean of pre-test of experiment group. It can be said that the starting reading ability between the two groups is in the same level and the same condition.

b. Data from post-test of experimental and control class

As mentioned in previous chapter, the post-test was carried out to identify students' reading comprehension after they got the

treatment, because the purpose of this test was to know whether the two groups start from the same level ability in reading. It was given in the end meeting after they got the treatment.

The description of raw post-test score value by the experimental class is as follows.

Table 4.5 Post-test scores in experimental class

No	IN	X1
1	AHN	65
2	AAS	75
3	APZ	80
4	AS	80
5	AR	70
6	AO	90
7	DD	70
8	ER	80
9	EI	90
10	FSR	80
11	FI	85
12	GR	75
13	HA	75
14	HF	70

15	HS	70
16	HH	70
17	LA	85
18	MA	85
19	MKA	75
20	NFAT	85
21	NH	85
22	NRRA	85
23	PSD	80
24	RD	75
25	RS	65
26	RN	95
27	RCF	75
28	R	80
29	SN	80
30	SA	85

The data showed that the lowest scores of post-test gained by the experimental class is 65 and the highest is 95. It is found that there is two of them got 65, five of them got 70, six of them got 75, seven of them got 80, seven of them got 85, two of them got 90, and one of them got 95.

The description of raw post-test score value by the control class is as follows.

Table 4.6 post-test scores in control class

No	IN	X2
1	AR	55
2	AR2	55
3	AAK	50
4	AA	45
5	BEH	45
6	BF	60
7	DA	65
8	DO	65
9	FK	45
10	FL	55
11	FAR	50
12	FLI	50
13	FEP	50
14	HN	50
15	IH	60
16	IHP	45

17	IPS	45
18	I	75
19	JRJ	55
20	MJ	60
21	ML	70
22	NAI	70
23	NF	70
24	NS	55
25	NI	45
26	NR	50
27	PM	75
28	RH	55
29	R	70
30	RY	65

The data showed that the lowest scores of post-test gained by the control class is 45 and the highest is 75. It is found that there is six of them got 45, six of them got 50, five of them got 55, four of them got 60, three of them got 65, four of them got 70, and two of them got 75.

Table 4.7 The result of scores gained from the post-test

Classes	N	Mean	Standard deviation	Low	high	Sum of square
Experimental	30	78,666	7,53535	65	95	56,7816
Control	30	57	9,70247	45	75	94,1379

The table above shows that the mean score of the experimental group's posttest score is 78,666, while the mean score of the posttest score of the control group is 57. It means that the mean score of the experimental class was higher than the control class. The standard deviation of the experimental class is 7,53535 and the control class is 9,70247. In addition, based on the maximum result of the experiment class and the control class above, it can be shown that experimental class maximum result is higher than the control maximum result; 95 is higher than 75.

After doing the pre-test and post-test, the researcher compared both of the result of the pre-test and post-test from the experimental

and the control class. The comparison test result of pre-test and post-test from the experimental and the control class showed in the following table:

Table 4.8 The comparison of pre-test and post-test of the experimental and the control class

Test Result / The Class	Pre-test	Post-test
Experimental Class	9,167 S = 8,2088 S^2 = 67,385	78,666 S = 7,5353 S^2 = 56,781
Control Class	S = 8,9635 S^2 = 80,345	S = 9,7024 S^2 = 94,137

Based on the table above, the post-test result of the experimental class was bigger than the pre-test result (78,666 bigger than 57). It means that the treatment that has been used by the researcher can help the students in improving their reading skill. The comparison of the post-test results between experimental and control class showed that the control class test result was lower than experimental class. It is indicated by the mean score of the post-test result of control class

(59,167) is lower than the post-test result of experimental class (78,666). It means that the students who were treated by using PQ4R strategy give better result than the students who were taught by not using PQ4R strategy.

2. **Analysis of the Data**

In analyzing the data of this research, the researcher used two kind data analysis. Pre-test and post-test from the experimental class and control class. The pre-test of two classes shows that experimental class and control class were equal at the beginning of the research because they were normal and homogenous. The researcher used liliefors test to find out whether the data was distributed normally or not and used f test to obtain.

a. Normality of pre-test of the experimental

The normality test of pre-test score of the experimental class can be showed by the table below:

Table 4.9 Normality Test of Pretest Score in Experiment Class

x	*f*	*z*	*f(z)*	*s(z)*	*|f(z) - s(z)|*
50	8	-1,11668	0,132065	0,233	0,10126824
55	6	-0,50758	0,305873	0,467	0,16079371
60	7	0,101517	0,54043	0,7	0,1595702
65	4	0,710616	0,761339	0,833	0,07199444
70	3	1,319715	0,906535	0,933	0,02679835
75	1	1,928815	0,973123	0,967	0,00645641
80	1	2,537914	0,994424	1	0,00557576
Jumlah	30				

From the table of F(Z)-S(Z) the highest of the score is 0,1607. The score of L_o for N= 30 with level of significant 0.05 = 0,1617. So, $L_o < L_{table}$ is 0,1607<01617. It can be concluded that the samples are distributed normally.

b. Normality Test of Pretest Score of Control Class

The normality test of pretest score of control class can be showed by the table below:

Table 4.10 Normality Test of Pretest Score in Control Class

x	*f*	*z*	*f(z)*	*s(z)*	*|f(z) - s(z)|*
45	5	-1,33876	0,090325	0,167	0,076342
50	6	-0,78094	0,217418	0,367	0,1492485
55	6	-0,22313	0,411719	0,567	0,1549481
60	4	0,33469	0,63107	0,7	0,0689296
65	4	0,892506	0,813939	0,833	0,0193943
70	4	1,450322	0,926516	0,967	0,0401511
75	1	2,008138	0,977686	1	0,0223143
Jumlah	30				

From the table of F(Z)-S(Z) the highest of the score is 0.1492. The score of L_o for N= 30 with level of significant 0.05 = 0.1617. So, $L_o < L_{table}$ is 0.1492<0.1617. It can be concluded that the samples are distributed normally.

c. Homogeny Test of Pretest Score from the Control and the Experiment Class

The data from the pretest test of the experimental and control class are homogenous as presented in the table below:

Table 4.11 Homogeneity Test of Pretest Score from the Control and the Experiment Class.

The Class	**Mean Score ($\bar{x}$)**	**Totally of Sample (N)**	**Standard Deviation (SD)**	**Variant S^2**
Experiment Class	59,167	30	8,2088	80,345
Control Class	57	30	8,9635	67,385

F = The higher variant

The lower Variant

$$Fhit = \frac{S^2_1}{S^2_2}$$

$$Fhit = \frac{80,344828}{67,385057}$$

$$= 1,1923241$$

$$F_{tab\ kanan} = F\alpha\ (V_1, V_2)$$

$$= F_{0,01}\ (29, 29)$$

$$= 2{,}423439$$

$$F_{tab\ kiri} = \frac{1}{F\alpha\ (V_2, V_1)}$$

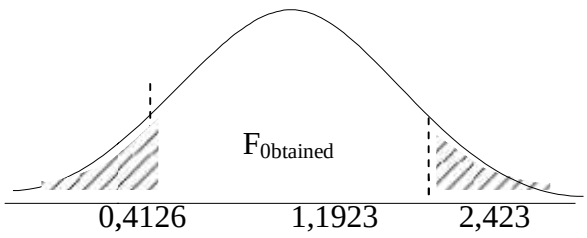
$$= \frac{1}{F\alpha_{(0,01)}(29, 29)}$$

$$= \frac{1}{2{,}423439}$$

$$= 0{,}4126368$$

From the calculation above, F_o is located between $F_{\text{left-table}}$ and $F_{\text{right-table}}$, it means that the data is homogenous. It can be showed by the folowing curve:

Figure 1 The Curve of F-test (homogeneity test) of the Pre-test in the Experimental and Control Class



From the curve of the F- test above, it is showed that $F_{obtained}$ located between F left-table and F right- table (0.4126<1.1923<2,423), it is proved that the data of the post-test in the experimental and control classes are homogenous.

d. Normality of post-test of the experimental and control class

The data from the post-test of the experimental and control class also homogenous, it can be seen in the table below:

Table 4.12

Normality Test of Posttest Score in Experiment Class

x	*f*	*z*	*f(z)*	*s(z)*	*|f(z) - s(z)|*
65	2	-1,81367	0,034864	0,067	0,0318025
70	5	-1,15013	0,125044	0,233	0,1082889
75	6	-0,48659	0,313273	0,433	0,1200606
80	7	0,176944	0,570224	0,667	0,096443
85	7	0,840482	0,799681	0,9	0,1003191
90	2	1,504021	0,933712	0,967	0,0329547
95	1	2,167559	0,984904	1	0,0150961
Jumlah	30				

From the table of F(Z)-S(Z) the highest of the score is 0.1200. The score of L_o for N= 30 with level of significant 0.05 = 0.1617. So, $L_o < L_{table}$ is 0.1200<0.1617. It can be concluded that the samples are distributed normally.

e. Test of normality distribution of post-test of the control class

The normality test of post test scores of the control class can be showed by the table below

Table 4.13

Normality Test of Post-test Score in Control Class

x	*f*	*z*	*f(z)*	*s(z)*	*|f(z) - s(z)|*
45	6	-1,22093	0,111057	0,2	0,0889429
50	6	-0,70504	0,240392	0,4	0,1596078
55	5	-0,18916	0,424985	0,567	0,141682
60	4	0,326727	0,628063	0,7	0,0719373
65	3	0,842611	0,800277	0,8	0,0002769
70	4	1,358495	0,912847	0,933	0,0204867
75	2	1,874379	0,969561	1	0,0304391
Jumlah	30				

From the table of F(Z)-S(Z) the highest of the score is 0.1596. The score of L_o for N= 30 with level of significant 0.05 = 0.1617. So, $L_o < L_{table}$ is 0.1596<0.1617. It can be concluded that the samples are distributed normally.

f. Homogeny Test of Post-test Score from the Control and the Experiment Class

The data from the post-test of experimental and control class also homogenous, it can be seen in the table below:

Table 4.14

Homogeneity of the Post-test Score from the Control and the Experiment Class.

The Class	Mean Score ($\bar{x}$)	Totally of Sample (N)	Standard Deviation (SD)	Variant S^2
Experiment Class	78,666	30	7,5353	56,781
Control Class	57	30	9,7024	94,137

F = The higher variant

The lower Variant

$$Fhit = \frac{S^2_1}{S^2_2}$$

$$Fhit = \frac{94,13793}{56,78161}$$

$$= 1,657895$$

$$Ftab\ kanan = F\alpha\ (V_1, V_2)$$

$$= F_{0,01}\ (29,29)$$

$$= 2,423439$$

$$F_{tab\ kiri} = \frac{1}{F\alpha\ (V_2, V_1)}$$

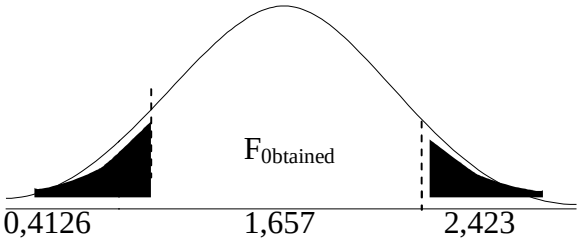
$$= \frac{1}{F\alpha_{(0,01)}(29,29)}$$

$$= \frac{1}{2,423439}$$

$$= 0,412637$$

From the calculation above, F_o is located between $F_{\text{left-table}}$ and $F_{\text{right-table}}$, it means that the data is homogenous. It can be showed by the folowing curve:

Figure 2 The Curve of F-test (homogeneity test) of the Post-test in the Experimental and Control Class



From the curve of the F- test above, it is showed that F_{obtained} located between F left-table and F right- table (0,4126<1,657<2,423),

it is proved that the data of the post-test in the experimental and control classes are homogenous.

3. **Testing hypothesis**

After finding the mean score, the standard deviation, and the value of the $t_{obtained}$ by using t-test of the both classes, the hypothesis was tested. The hypothesis of this research was tested as follow:

a. The first hypothesis

H_a: There is significant effect of using PQ4R strategy toward students' reading comprehension.

H_0: There is no significant effect of using PQ4R strategy toward students' reading comprehension.

After analyzing the pretest and posttest of experimental class, the value of t-obtained was compared with the value of t-table. L. R. Gay stated, "If the value of *t* obtained is equal to or bigger than the value of *t* table, then the null hypothesis is rejected."[50] In other words, if the value of $t_{obtained}$ is bigger than the value of t-table, the null hypothesis (Ho) is rejected and the research hypothesis (Ha) is accepted. The measure whether the researcher would accept or reject the hypothesis, the researcher used the formula to find whether Ho is accepted or rejected.

[50] L. R. Gay, *Educational Research: Competences for Analysis and Application,* (Singapore: Merril Publishing Company, 1990), Third Edition, p.390

666	N = 30	S = 56,781
,167	N = 30	S_2^2 = 67,385

$$t = \frac{\bar{X}1 - \bar{X}2}{\sqrt{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}} \sqrt{\frac{n_1\, n_2\, (n_1 + n_2) - 2}{n_1 + n_2}}$$

$$t = \frac{78{,}666 - 59{,}167}{\sqrt{(29)\,56{,}781 + (29)67{,}385}} \sqrt{\frac{841\,(58-2)}{58}}$$

$$t = \frac{19{,}499}{\sqrt{1646{,}649 + 1954{,}165}} \sqrt{\frac{47096}{58}}$$

$$t = \frac{19{,}499}{\sqrt{3600{,}814}} \sqrt{812}$$

$$t = \frac{19{,}499}{60} \text{ x } 28{,}5$$

$$t = 0{,}324 \text{ x } 28{,}5$$

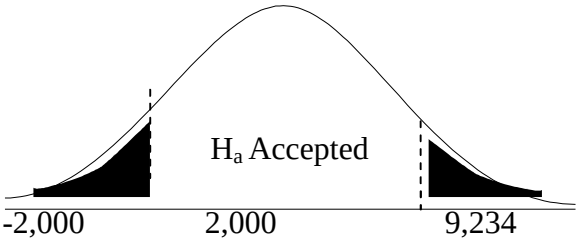
$$t = 9{,}234$$

From the calculation of pre-test and post-test scores of the experimental class, the mean score of the post-test ($\bar{X}_1$) is 78,666. It is bigger than the mean score of the pre-test ($\bar{X}_2$) is 59,167.

Furthermore, the standard deviation of each class is obtained and they were analyzed by using t-formula to find the value of the $t_{obtained}$ by using the t-formula. It was found that $t_{obtained}$ is 9,234 and the t_{table} for degrees of

freedom (df) = (na + nb – 1) = (30+30 – 1) = 59 with level of significance α 0.05= 2,000. By comparing the $t_{obtained}$ (9,234) and t_{table} (2,000), it was found that the $t_{obtained}$ is bigger than the t_{table}. Moreover, the $t_{obtained}$ located after the + t_{table}.

Figure 3 The Curve of the t-test Result in the pre-test and the post-test of experimental class



From the data, it means that the descriptive hypothesis (H_a) is accepted or the null hypothesis (H_0) is rejected because the $t_{obtained}$ was bigger than t table. As a conclusion, there is a significant effect of using PQ4R strategy toward students' reading comprehension.

b. The second hypothesis

H_a: There is significant difference of the students' reading comprehension between the students who are taught by using PQ4R strategy and the students who are not taught by using PQ4R strategy.

H_0: There is no significant difference of the students' reading comprehension between the students who are taught by using PQ4R strategy and the students who are not taught by using PQ4R strategy.

After analyzing the pretest and posttest of experimental class, the value of t-obtained was compared with the value of t-table. L. R. Gay stated, "If the value of *t* obtained is equal to or bigger than the value of *t* table, then the null hypothesis is rejected."[51] In other words, if the value of $t_{obtained}$ is bigger than the value of t-table, the null hypothesis (Ho) is rejected and the research hypothesis (Ha) is accepted. The measure whether the researcher would accept or reject the hypothesis, the researcher used the formula to find whether Ho is accepted or rejected.

666	N_1 = 30	S_1^2 = 56,781
57	N_2 = 30	S_2^2 = 94,137

$$t = \frac{\bar{X}1 - \bar{X}2}{\sqrt{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}} \sqrt{\frac{n_1\, n_2\, (n_1 + n_2) - 2}{n_1 + n_2}}$$

$$t = \frac{78{,}666 - 57}{\sqrt{(29)\ 56{,}781 + (29)94{,}137}} \sqrt{\frac{841\ (58-2)}{58}}$$

$$t = \frac{21{,}666}{\sqrt{1646{,}649 + 2729{,}973}} \sqrt{\frac{47096}{58}}$$

$$t = \frac{21{,}666}{\sqrt{4376{,}622}} \sqrt{812}$$

$$t = \frac{21{,}666}{66{,}156} \text{ x } 28{,}5$$

[51] L. R. Gay, *Educational Research: Competences for Analysis and Application,* (Singapore: Merril Publishing Company, 1990), Third Edition, p.390

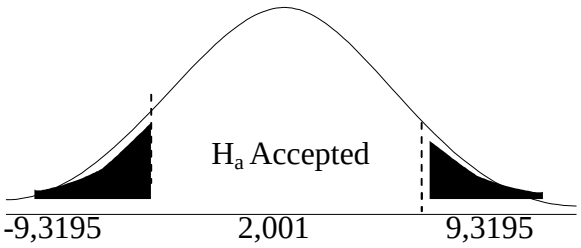
$$t = 0{,}327 \text{ x } 28{,}5$$

$$t = 9{,}3195$$

From the calculation of post-test scores of the both classes, the mean score of the post-test ($\bar{X}_1$) of the experimental class is 78,666. It is bigger than the mean score of post-test of the control class ($\bar{X}_2$), 57.

In addition, the standard deviation of each class was obtained and they were analyzed by using t-formula to find the value of the $t_{obtained}$. It was found that $t_{obtaned}$ is 9,3195 and the t_{table} for degrees of freedom (df) = (na + nb – 2) = (30+30 – 2) = 58 with α 0.05= 2,001. By comparing the $t_{obtained}$ (9,3195) and t_{table} (2.001), it was found that the $t_{obtained}$ is bigger than the t_{table}. In addition, the $t_{obtained}$ located after t_{table}.

Figure 4 The Curve of the t-test Result in the post-test of the experiment and the control class



From the data above, it showed that the descriptive hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected because the $t_{obtained}$ is bigger than the t_{table} or the $t_{obtained}$ located after the + t_{table}. So, it can be said that

there is any significant difference of the students' reading comprehension between the students who are taught by using PQ4R strategy and the students who are not taught by using PQ4R strategy.

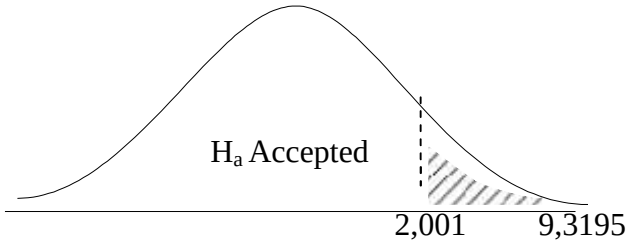
c. The third hypothesis

H_a: The reading comprehension of the students who are taught by using PQ4R strategy is better than the reading comprehension of the students who are not taught by using PQ4R strategy.

H_0 : The reading comprehension of the students who are taught by using PQ4R strategy is not better than the reading comprehension of the students who are not taught by using PQ4R strategy.

The data which were gotten to prove the hypothesis above is the same with the data to prove the second hypothesis. The difference occurs in the form of one tailed or two tailed tests and the third hypothesis is in the form of one tailed test. From the second hypothesis above, it is found that $t_{obtained}$ is 9,3195 and the t_{table} for degrees of freedom (df) = (na + nb – 2) = (30+30 –2) = 58 with α 0,05 was 2,001. By comparing the $t_{obtained}$ (9,3195) and t_{table} (2,001), it is found that the $t_{obtained}$ is bigger than the t_{table}. Moreover, the $t_{obtained}$ located after the + $t_{table.}$ The result of the t-test is shown in the following figure:

Figure 5 The Curve of the t-test Result of the third hypothesis



The figure above showed that the $t_{obtained}$ is bigger than the + $t_{table,}$ 9,3195 >2,001. It means that the alternative hypothesis (H_a) is accepted and it can be concluded that the reading comprehension of the students who are taught by PQ4R strategy is better than the reading comprehension of the students who are not taught by using PQ4R strategy.

B. Discussion

Before giving the treatment, the students' achievement in reading was categorized low based on the standar score from the goverment at the time which was proven by score in descriptive text test. The students' mean score from the pre-test value by the students in the experiment class is 59,167 bigger than the result of the students' pretest in the control class that is 57. Moreover, the result of statical t-obtained (0,9405) is lower than t-table (2.000) for 0.05 (5%) level of sinificance, and degree of freedom 60. It means that there was no significance different between the experimental group and the control group.

At the beginning of the research, both classes were given the pre-test. After that, both classes were given the treatment. Then, the post-test was given to both classes. The data of the pre-test and post-test of the experimental class were tested by using t-obtained and it was valuable in order to find the effect of using PQ4R strategy toward students' reading comprehension.

After giving the treatment to the groups that is by using PQ4R strategy in teaching reading, the students' achievement in reading for the experiment group increases. The students' mean score from the posttest value by the students in the experimental group 78,666 is bigger than the mean score of pretest 59,167. It is indicated that the mean score of the post-test is bigger than the mean score of the pre-test.

Then, the data of pre-test and post-test of the experimental class were tested by using t-test formula. It is found that the $t_{obtained}$ is 9,234, which is bigger than the value of the t_{table} for df = (na + nb – 1) = (30+ 30 – 1) = 59 with level of significance 0.05 (2,000). It is found that the $t_{obtained}$ bigger than t_{table}. Thus, the result of this research supported the first research hypothesis that there is significant effect of using PQ4R strategy toward students' reading comprehension and also one of the purposes of the research that wanted to identify the effect of using PQ4R strategy toward students' reading comprehension.

Based on the data analysis, the result which was gained by the two classes were different although they got the same length of time, the same material, and the pre-test and post-test that were given were the same, except only the different media in teaching and learning reading. The mean score of the post-test of the experimental class ($\bar{X}_1$) is 78,666, while the mean score of the control class ($\bar{X}_2$) is 57. It is indicated that the mean score of the experimental class is higher than the mean score of the control class. After tested both data by using t-test formula it is found that the $t_{obtained}$ is 9,3195, which is bigger than the value of the t_{table} for df = (na + nb – 2) = (30+30 – 2) = 58 with level of significance 0.05 is 2,001. It is found that there is significant difference of the students' reading comprehension between the students who are taught by using PQ4R strategy and the students who are not taught by using PQ4R strategy.

Finally, the data of the pre-test and post-test of the experimental and control classes were also obtained to indicate the third hypothesis that wanted to know whether the the reading comprehension of the students who are taught by using PQ4R strategy is better than the reading comprehension of the students who are not taught by using PQ4R strategy. From the data that was obtained, it was found that the mean score of post-test of the experimental class ($\bar{X}_1$) is bigger than the mean scores of post-test of the control class ($\bar{X}_2$), 78,666 > 57.

Hence, the result of this research can answer the formulation of the problems stated in the chapter I and the result finds that the entire hypothesis was accepted.

It can be concluded that first, H_a of the first hypothesis was accepted; there is significant effect of using PQ4R strategy toward students' reading comprehension. Second, H_a of the second hypothesis was accepted where there is significant difference of the students' reading comprehension between the students who are taught by using PQ4R strategy and the students who are not taught by using PQ4R strategy. Third, H_a of the third hypothesis was accepted where the reading comprehension of the students who are taught by using PQ4R strategy is better than the reading comprehension of the students who are not taught by using PQ4R strategy.

The findings prove that using PQ4R strategy in the classroom can help students in improving their reading comprehension. It is similar to the theory proposed by Trianto that PQ4R is one of the good strategy that can help students to understand and to remember the material that they have read. The researcher found that the suggestions recommended by Trianto gave great influence to the students. The students were more motivated and encouraged in learning reading because they can easily read what they read. The students seemed to enjoy the learning activities.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the research findings and discussion presented in the previous chapter, the researcher tries to conclude this research that focus on students' reading comprehension through PQ4R strategy.

1. The use of PQ4R strategy in teaching reading to the tenth grade students of State Senior High School 4 Bukittinggi has a significant effect in increasing the students' reading comprehension. It is supported by the data, in which the mean score of the students in the pre-test from the experimental group 59,167 has been improved in the posttest, in which the students' mean score is 78,666. In applying the t-test formula it is found that t-value is 9,234 which is higher than t-table 2,0009. It means that hypothesis (Ha) of this research could be accepted that using PQ4R strategy gives significant effect toward the students' reading comprehension.
2. There is significant different between the students who were taught by using conventional strategy only. It was found that the value of t test 9,3195 is bigger than the value of t-table 2,000. Moreover, the mean score of posttest of experimental group was bigger than the mean score of posttest of control group. It means that hypothesis (Ha) of this research could be accepted that using PQ4R strategy

gives significant different toward the students' reading comprehension.

3. The use of PQ4R strategy in teaching reading is better than not use PQ4R strategy. It is proved by the data of the posttest of both group where the mean score of experimental group is 78,666 and the mean score of control group is only 57. It means that hypothesis (Ha) of this research was accepted that using PQ4R strategy better than not use PQ4R strategy toward the students' reading comprehension.

In the line with, the use of PQ4R strategy in the classroom can help students in improving their reading comprehension.The using of PQ4R strategy in teaching reading comprehension is better than not.

B. Suggestions

Based on the conclusion presented in the previous subchapter, the researcher tries to give some suggestion as follows:

1. To improve students's reading comprehension, the English teachers are suggested to use PQ4R strategy as a teaching strategy. The teachers can also use it for another skill: writing, reading and speaking. The consideration is how the teacher can catch the students' attention and willing to study English.
2. The teacher should create the fun atmosphere in order to make the students enjoy in learning reading.

3. The using of PQ4R strategy can make the students easier to understand the material as long as the PQ4R strategy can illustrate what is being said.
4. Since this research is only a beggining research, future research is expected to be done to see other issues that have not been covered by this research.

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