

**IMPROVING STUDENTS' READING COMPREHENSION USING PQ4R
TECHNIQUE**

SKRIPSI

*Submitted in Partial Fulfillment of The requirements
For the Degree of Sarjana Pendidikan (S.pd)
Study Program of English Department*

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**FACULTY OF TEACHERS TRAINING AND EDUCATION
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
MEDAN
2024**

BERITA ACARA

Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata I
Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara

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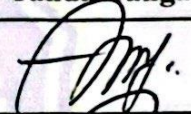






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Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
18 Okt 2023	Title determination	
23 Des 2023	- Revise chapter 1, 2, and 3 - Validation 1, 2 dan 3	
01 Feb 2024	- check ^{and} revise the way of typing and grammar - Revise chapter 4 dan 5	
05 Feb 2024	- Add more discussion in chapter IV - Research and conclusion	
19 Feb 2024	Table of contents	
21 Feb 2024	Validation chapter 1, 2, dan 3	
27 Feb 2024	ACC Skripsi	

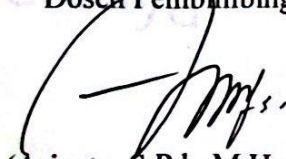
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PERNYATAAN KEASLIAN SKRIPSI

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Dengan ini saya menyatakan bahwa skripsi saya yang berjudul "**Improving Students' Reading Comprehension Using PQ4R Technique**" adalah bersifat asli (Original), bukan hasil menyadur mutlak dari karya orang lain.

Bilamana dikemudian hari ditemukan ketidaksesuaian dengan pernyataan ini maka saya bersedia dituntut dan diproses sesuai dengan ketentuan yang berlaku di Universitas Muhammadiyah Sumatera Utara.

Demikian pernyataan ini dengan sesungguhnya dan dengan yang sebenarnya.

Medan, November 2024
Hormat Saya
Yang membuat pernyataan,



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ABSTRACT

Meutya Sari, 1902050114. Improving Students' Reading Comprehension with the PQ4R Technique. Class VII Case Study Forward English Course Academic Year 2022/2023. English Education Department, Faculty of Teacher Training and Education, Universitas Muhammadiyah Sumatera Utara, North Sumatra, Medan, 2023.

This aim of this research is to investigate the use of PQ4R method whether can improve the students' reading comprehension in explanation text in Forward English Course Medan. The research sample consisted of (30) male students and female students in class VII. This research used experimental research; with its design is only one-group pre-test and post-test design. The Results of This research is the students' reading comprehension in explanation text has Improved significantly by using PQ4R method The research findings can be proved that the students mean score in pre-test is 5.30 while the mean score in post-test is 14.35. Thus improvement can be calculated by the result of that t_{count} is 15.15 was more than t_{table} is 1.697. It means that the hypothesis of this research is tenable; it namely PQ4R Method had large effect on students' reading comprehension of explanation text or it proved there was a difference of students' comprehension of explanation text.

Keywords: Reading Comprehension, Explanation Text, and PQ4R method.

ACKNOWLEDGMENTS



Assallamu'alaikum Wr.Wb

Firstly, in the name of Allah the most almighty, the most merciful, all of the praises to Allah SWT the most almighty who already gave her health and mercy so that she was able to finish this study. Secondly, blessing and peace upon to prophet Muhammad SAW who had brought people from the darkness to the brightness. Thirdly, her dearest parents My Father **Suroto** and My Mother **Julidar**, and My Brothers and Sisters who had given her more supports, and all for material and their prayer during, before and after her academic year in completing her study at UMSU.

This study is entitled “**Improving Students’ Reading Comprehension Using PQ4R Technique**”. In writing this study, there were many difficulties and problems faced by her and without much guidance from the following people, it may be impossible for her to finish the study. Therefore, her would like to express her great thank to those who have given guidance, spirit, motivation and supports during completing this research, they are :

1. **Prof. Dr. Agussani, M.AP**, As the Rector of the Universitas Muhammadiyah Sumatera Utara
2. **Dra. Hj Syamsuyurnita, M.Pd**, as the Dean of the Faculty of Teacher Training and Education, Universitas Muhammadiyah Sumatera Utara.
3. **Dr.Hj Dewi Kesuma Nasution, SS M.Hum**. Deputy Dean I of the Faculty of Teacher Training and Education, Universitas Muhammadiyah Sumatera Utara.
4. **Pirman Ginting S.Pd, M.Hum** and **Rita Harisma, S.Pd., M.Hum**. the Head and Secretary of English Department in Faculty of Teacher.

5 **Arianto S.Pd.,M.Hum** his supervisor who had given suggestion, ideas, criticism and guidance in writing the study.

6. **Ambar Wulan Sari S.Pd.,M.Pd.**, as an proposal seminar examiner who directed her to finish this thesis.

7. **All Lecturers** of the English Education Study Program, Faculty of Teacher Training and Education Universitas Muhammadiyah Sumatera Utara who have provided teaching and administrative fluency to research so far.

8. **All friends** in Class C Morning who cared and supported each other in finishing this researcher."

9. Her best friends Mustika Ayu Mentari S.H and Sylvania S Salsabila S.K.M. and Siti Nurhalimah S.Pd. who have given support each other in finishing this study.

10. "His mine 230320 who had given the researcher pray, support, suggestion, inspiration, spirits, and motivations in finishing her study at FKIP UMSU. Thanks for everything."

Finally, with all humility, the researcher realizes that the writing of this thesis is still far from perfect, if in this writing there are words that are less pleasing, the author apologizes profusely and hopefully this thesis can be useful for all of us. May Allah ta'ala always bless us all. Amen.

Medan, 23 June 2024

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CHAPTER 1

INTRODUCTION

1.1 Background of Study

Students are involved in an interaction with the subject matter as the medium material. In this interaction, the students are more active, not the teacher. Students' activity certainly includes all physical and mental activities, individually or in groups. Therefore it is said to be maximal when it occurs between the teacher and all students, between students and teachers, between students and students, students with learning materials and media, and even students with themselves, but still to achieve the goals that have been set together, namely learning outcomes that optimal.

Reading is a means for students to learn something that is not yet known and can broaden their knowledge, students can recognize themselves, their culture of other people, and students can explore written messages contained in reading. A student's ability to read is needed to achieve the above objectives.

Henry Guntur Tarigan stated, "Reading is a process that is carried out and used by the readers to get the messages, which the writer wants to convey through the medium of words or written language."

Reading is one of the most important language skills besides other language skills. Because reading is a means to learn about other worlds that are desired so that humans can expand their knowledge, have fun, and explore written messages just by reading. However, reading is not an easy job. Reading is a process that can be developed using approaches, techniques, strategies, and methods that are appropriate to the purpose of reading. There are several types of reading, and the ability to read comprehension is part of the type of reading silently. Reading comprehension is one of the efforts to grow and hone critical reading skills.

The importance of reading comprehension for students that is, to gain a full understanding of the arguments that logically, students can read the entire contents of the can express revisit the content of the reading using their own words.

To obtain optimal results, the teacher plays a very important role in the learning process. The teacher as a facilitator must try to create effective learning conditions,

to enable the learning process to take place properly and improve students' ability to listen to lessons and master the educational goals they must achieve. To fulfill the above. Teachers are required to be able to manage the learning process to provide stimulation to students toward Indonesian language subjects. For this reason, the teacher must be good at choosing methods and adjusting the subject matter according to the curriculum.

Without language, it will be difficult to realize the vision of national education. Therefore Indonesian language education is one of the main materials that need to be taught to students at school. Reading skills are basic skills for students that they must master to be able to participate in the entire education and learning process. The success of students in the learning process is strongly influenced by their reading ability.

The ultimate goal of reading is to understand the content of the reading, but the reality is that not all students can achieve that goal. Many students can read fluent reading material but do not understand the contents of the reading material. Reading comprehension is one aspect of language skills that must be mastered by school students, especially in advanced classes.

Through this activity, students can obtain information actively, because by reading, someone will obtain information, gain knowledge and new experiences. Based on the results of a pre-survey conducted on February 6, 2023, at the forward English course, Jln Platina Raya, Medan. It is known that there is an internal problem with learning to read that occurs in class VII. Students have not been allowed to define themes, ask questions, and compose the conclusion of the reading. As a result, most students are less active in reading, students also feel bored with learning to read So they are less enthusiastic to follow it. In every study reading, the teacher only gives reading material and then assigns students to read silently followed by answering the appropriate questions with reading material. This is done repeatedly at every opportunity to learn to read, so students feel bored and less interested. When the teacher gives questions related to reading only a few students can answer questions correctly, and the majority of students are still confused in concluding the reading. Based on observations, if one student is asked to read to his

friends, other students who are a lot loud and playing alone, the reading material read is less enjoyable well.

Many students are not able to understand the reading they read. This is supported by document data from the evaluation results of class VII students academic year 2022/2023 which shows the average score of the exam results mid-semester English in the aspect of reading is not maximized namely 33.33%. Midterm exam data shows 8 students got a score below the KKM and only 4 students scored above the KKM namely 71. Based on these data it can be achieved that the implementation of English learning at the Forward English Course is not yet optimal, so a process of improvement is needed learning. Seeing the problems above, it is necessary learning that can help students remember the material they are learning and read from the reading material. One of the expected lessons later can improve students' reading comprehension skills, namely with the use of the PQ4R method. PQ4R is one part of the strategy elaboration. this strategy is used to help students remember what they read, and can help the teaching and learning process in the classroom carried out with book reading activities.

So the PQ4R method is a learning method used to help students remember what they have read in the book reading is not only from short-term memory to long-term memory fact, many students are lazy to read the text found in reading books so students have difficulty understanding the material studied.

Thus, the use of the PQ4R learning method is expected able to improve students' reading comprehension skills accordingly with the Minimum Completeness Criteria (KKM) class VII in Subjects English. Because in the method In this type of PQ4R cooperative learning, students are required to be active in carrying out the responsibilities of the tasks given by the teacher. Based on the problems above, the researcher tries to use the PQ4R method to improve students' reading comprehension. Therefore, the researcher raised the title "Efforts to Improve Reading Ability Student Understanding Through the PQ4R Method in English Lessons In Class VII in the Forward English Course Year Lesson 2022/2023".

1.2 Identification of Problems

Based on the background of the problem above, it can be identified

The problems in this research are as follows:

1. Reading Ability Students' understanding of language subjects in English class VII FORWARD ENGLISH COURSE is still low.
2. The learning approach conveyed by educators is still lacking varied.

1.3 Scope and Limitation

Based on the help of the problems above, this research is limited to the problem of the reading comprehension ability of language students in English class VII FORWARD ENGLISH COURSE which is still low.

1.4 Formulation of The Problem

Based on the background described above, the problem formulated in this classroom Action Research are:

1. What the application of the PQ4R method able to improve capabilities reading comprehension of students in English lesson class VII FORWARD ENGLISH COURSE Academic year 2022/2023?
2. How to improve your comprehension ability to read English text using the PQ4R technique?

1.5 Purpose and Benefits of Research

The purpose of this Classroom Action Research is:

“To improve students’ reading comprehension skills by using the PQ4R method in English class VII FORWARD ENGLISH COURSE Academic Year 2022/2023”.

This research is expected to provide benefits including:

1. for researchers, it can develop insight into researchers using the PQ4R method.
2. For teachers, it can improve performance, and teacher creativity as well as make it easier for teachers to convey material in subjects in English.

1.6 Significance of Study

This research has provided some crucial contributions theoretically and practically to teachers. Theoretically, this research is expected to have significance to prove the use of this research theory. Practically, this research is expected to contribute to improving the English Learning Teaching (ELT) at FORWARD ENGLISH COURSE, especially for English teachers. The teacher might use this method to expose students' reading comprehension.

1.7 Previous Relevant Study

To support this research, the following results will be presented research that is relevant to the research that has been carried out. Research on Nurma Yuniardi's thesis in 2013 entitled "application of the PQ4R strategy to improve reading skills "Understanding Of class VA Students at SD bojong Salaman 02 Semarang". Results observation of student activities in cycle I got a good score and in cycle II got a good score. Students' reading comprehension skills in cycle I meeting 1 53.33% increased to 70% at meeting 2. cycle II meeting I 80% increased to 83.33% at meeting 2. This research shows that there is an increase in skills reading comprehension of students. Also the research from Isna Dwi Setianingsih with titled "The effect of PQ4R strategy on Students' Reading Comprehension at the first year study of SMA YLPI Pekanbaru" increased the mean score of pre-test was 45,52 and post test was 69,57. While in control class, the mean score of pre-test was 39,48 and post-test was 43,45. It can be conclude that the increase of mean score of the experimental class was more significant than the control class.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 Definition Reading

Reading comprehension is the process of recognizing, interpreting, and perceiving written or printed material. According to Braunger and Lewis (2001:4), Reading is a complex and purposeful sociocultural, cognitive, and linguistic process in which the reader simultaneously uses knowledge of the spoken and written language, the subject of the text, and his own culture, to construct the meaning of the text.

You need understanding if you want to learn from textbooks and manuals, enjoy great literature, or simply follow cookbook instructions. This is the activity that associates or links the reader's ideas and thoughts to the printed statements in the "About".

According to Dalman (2014:5) states "Reading is an activity or cognitive process that attempts to find various information contained in writing. This means that reading is a thinking is not just looking at a collection letters tha have formed words, groups of word, sentences, paragraphs and discourse, but more than that, reading is activity of understanding symbols/ signs/ meaningful writing so that the message conveyed by the author can be received by the reader.

Nurhadi (2016:2) "Reading is critical-creative processing of reading carried out by readers to obtain a comprehensive understanding of reading, which is followed by an assessment of the condition, value, function and impact of the reading."

Ana Widyastuti (2017:2) Reading is an activity that involves auditive (hearing) and visual (observation) elements.he ability to read begins when children enjoy exploring books by holding or flipping through language books. It is the main communication tool for children tool for children to express their desires and needs."

2.2 Purpose Reading

The main purpose of reading is to understand all the information contained in the reading text to develop the intellectual property of the reader.

There are also many benefits of reading for your purpose and daily life.

the purpose of reading according to Puji Santoso, et al (2007:65) the purpose of reading is:

1. Connect new people to their diagrams.
2. allow someone to experiment to study something described in the text.
3. Answer the questions given in the reading passage.
4. Enjoy the beauty contained in reading.
5. Read aloud to give someone a chance to enjoy reading the text.
6. Use certain strategies to understand the read text.
7. Explore someone's knowledge base or stereotype about a topic.
8. Study information to prepare for a reading or a report.

2.3 Types of Reading

2.3.1 Reading Aloud

Reading aloud is an activity that is a tool for teachers, students, or readers together with other people or listeners to capture and understand the author's information, thoughts and feelings (Tarigan, 2008: 23). In line with this opinion, reading aloud is the activity of reading by making a sound or the activity of pronouncing the symbols of language sounds in a loud enough voice (Dalman, 2010:48). From this opinion, it can be said that reading aloud is the activity of reading by voicing the text that is read with appropriate speech and intonation so that listeners and readers can capture the information conveyed by the author, whether in the form of thoughts, feelings, attitudes or writing experiences (Dalman, 2013:64). Examples of reading aloud in the school like reading poetry in front of the class, reading the constitution during ceremonies.

2.3.2 Reading in The Heart

Reading silently is a reading activity that is carried out without voicing sound symbols. Because it is done silently, this type of reading allows students to

understand the text they are reading in more depth. The skills required in reading silently include the following:

1. Read without making a sound, without moving lips, without any hissing.
2. Read without any head movements.
3. Reading faster than reading aloud.
4. Without using fingers or other tools as pointers.
5. Understand and comprehend the reading material.
6. Eye speed is required in reading.
7. Read with good understanding.
8. Can adjust the speed to the level of difficulty found in the reading.

For comprehension skills, the most appropriate is to read silently which can also be divided into:

a. Extensive reading or speed reading includes reading surveys, carried out to check, and examine word lists, chapter titles contained in the books concerned, and problems of the reading text.

b. Intensive reading or comprehension reading is an in-depth reading activity to understand the content of the reading required fully. In this study, the researcher wanted to examine students' intensive reading skills or reading comprehension, which aims to understand the contents of the text they have read. Students are also expected to be able to answer the questions posed by the teacher and apply them in everyday life.

2.4 Technique Reading

1. Skimming

Skimming is a reading technique used to get the main gist of a material. It's all about going through a chunk of text quickly and less about comprehension. This does not mean that skimming is speed reading. While speed reading covers a lot of information quickly, skimming is simply sifting through information in quick time. In speed reading, you read the details, but when skimming, you skip over the details. However, skimming is an invaluable reading technique when all you need is to get the main idea. It can be a great technique to "survey" a material before

settling down to read it in detail. Skimming can also come in handy when you need to review something you've read before. When skimming a previous read, you move your eyes quickly over the material to help refresh your memory.

You use skimming technique when:

- Going through a newspaper or magazine to know what's covered
- Going through a product review to have an idea of the product's features

2. Scanning

Scanning is similar to skimming in approach. It also involves going through a chunk of text quickly without any care for comprehension. The difference between skimming and scanning is on purpose. While skimming is done to get the main idea of the whole material, scanning is done to find specific information in the material. Scanning is a reading technique that you'll find useful in many situations. One of such situations is reviewing a reading material to revive understanding of what was read. In reviewing, you move your eyes quickly over the text, searching for keywords or keyphrases that'll refresh your memory.

2.5 Reading Skills to Improve Students Reading

Reading can be said to be process of obtaining information contained in a reading text to gain understanding of the reading. The ability to read comprehension is part of reading skills. Intensive reading is an effort to grow and hone critical reading skills.

According to Tarigan (2008), reading comprehension (reading for understanding) is a type of reading to understand literary standards or norms, critical reviews, written drama, and patterns of fiction to gain an understanding of the text, readers use certain strategies.

Comprehension is an important aspect of reading activities, because in essence understanding reading material can improve reading skills themselves and for certain goals to be achieved. So, reading ability can be interpreted as the ability to understand reading material. Based on these various definitions, it can be concluded that reading comprehension is the activity of reading the text carefully and thoroughly with the aim of understanding it in detail as written as well as what is implied from the reading material to achieve optimal results in learning.

2.6 PQ4R Learning Method

2.6.1 Definition of PQ4R

The PQ4R strategy is used to help students remember what they have read and can support the classroom teaching and learning process that takes place through reading. The reading activity aims to thoroughly study each chapter of the textbook. Therefore, the first major choice for students to develop and master is to read textbooks and other supplementary reading.

“The PQ4R strategy is part of the design strategy,” says Hamzah B. Uno Building strategy is the process of adding ratings to make new information more meaningful.

Thomas and Robinson (1972) argue that “this learning process will increase the ability to absorb high based on good concentration when reading and being able to remember information for a long time.

This method is used to improve memorization performance in understanding the content of the text, which can encourage students to process the material more thoroughly and more broadly. The PQ4R method is a learning strategy that requires students to perform Preview (rapid reading with attention to titles and main topics, general objectives and summaries, and construction of reading content). Questions (questioning themselves, questions include 5W + 1H), Reading (students are guided to find answers to all the questions they have posed), Reflection (reflecting while reading and understanding what they read), Recitation (students reflect on information about what they have learned and answer questions aloud without looking, then reread if necessary and answer questions).

So, in short, the PQ4R method is a learning technique used to help students understand and remember the material they read and can support the classroom teaching and learning process that takes place through reading. In this method, the researcher constructs not only active learning but also memorable learning. Memorization will awaken the long-term memory of the student during the learning process so that the information provided during the long-term learning process will be stored in the student's brain.

2.6.2. Characteristics of the PQ4R method

This strategy is used to help students remember what is read with the aim of studying thoroughly chapter by chapter in a textbook. The characteristics of this method, namely:

- a. Refers to behavioral and thinking processes, including memory and metacognitive processes, which are directly involved in completing learning tasks.
- b. Teaching students to learn on their own accord, thereby forming students as independent learners through diagnosing certain learning activities, choosing learning strategies to complete the learning they face, and monitoring The effectiveness of the strategies used so that students are motivated to engage in learning situations until the problem is resolved.

2.6.3 Steps of the PQ4R Methods

For steps used in the method of PQ4R learning is:

2.6.3.1. Preview

This first step is intended for students to skim quickly before starting to read student reading material. Students can start by reading topics, main sub-topics, titles and subtitles, sentences at the beginning or end of a paragraph, or a summary at the end of a chapter. Pay attention to the main ideas that will become the core of the discussion in student reading materials. With this main idea will be easier for them to give all the existing ideas.

2.6.3.2. Question

The second step is to ask yourself questions for each chapter in the student reading material. Use “headlines and subheadings or main topics and subtopic,” prefix questions with the words “what, who, why, and how.”

2.6.3.3. Read

Read the essay actively, namely by means of the student’s mind must react to what he reads. Don’t take long notes. Try to find answers to all the questions that were asked before.

2.6.3.4. Reflect

During reading, students do not only need to remember or memorize but to understand and make the information presented meaningful by (1) connecting that information with things that they already know; (2) linking the subtopics in the text with the main concepts or principles ; (3) try to resolve the contradictions in the information presented; and (4) try to use the material to solve simulated and recommended problems from reading material.

2.6.3.5. Recite

In this fifth step, students are asked to reflect (recall) the information they have learned by stating important points Aloud and by asking and answering questions. Students can look back at the notes that have been made and use the words that are highlighted in the reading. From the notes made in the previous step and based on the ideas that existed in the students, they were asked to make the essence of the material from the reading.

2.6.3.6. Review

In this last step, students are asked to read the short notes (essentials) they have made, repeat the entire contents of the reading if necessary, and once again answer the questions asked.

2.5 Hypothesis

Based on the literature review, an action hypothesis can be formulated in this classroom action research as follow: “Using the PQ4R Method can improve students' reading comprehension skills in English language class VII In FORWARD ENGLISH COURSE Academic 2022/2023.

CHAPTER III RESEARCH METHOD

3.1 Location And time Research

This research was conducted on the students of Forward English Course, Jl. Platina Raya No.57, Rengas Pulau, Kec. Medan Marelan, Kota Medan, Sumatera Utara during the odd semester of the 2023/2024 academic year. This location chooses because there is some problem due to the student's speaking skills and the same research has never been conducted before.

3.2 Population And Sample

3.2.1 Population

The research's location for this class is Forward English Course Jl. Platina Raya No.57, Rengas Pulau, Kec. Medan Marelan, Kota Medan, Sumatera Utara. Meanwhile, the subject 60 students in class VII studying English.

(Sugiyono, 2015) states that the research method was based on the philosophy of positivism, used to research on certain populations or samples, sampling techniques are generally carried out randomly, data collection used research instruments, and data analysis used quantitative.

Tabel: Population Research

No	Class	Population
1	Class A	30
2	Class B	30
Total		60

3.2.2 sample

According to Sugiono (2015:118), the sample is part of the number and characteristic that represents the number owned by the population. The characteristic that represents the number possessed by the population. Technique sampling technique This study uses a sample random sampling technique, namely by randomly sampling members of the population randomly without regard to the strata in the population. Randomly without regard to the strata that exist in that population.

The sample in this study were students of class VII in the Forward English Course Medan North Sumatra. This study consisted of 2 classes, namely one class A and one class as a class B. So the number of samples used in this study was 30 grade VII students. The sample of this study can be seen in the table

Tabel: Sample Research

No	Class	Population	Sample
1	Class A	30	16
2	Class B	30	16
Total		60	32

3.3 Research Design

This research is the English subject by using a purposeful type of classroom action research (PTK). To improve the reading comprehension skills of class VII students through the application PQ4R method. The observation had carried out simultaneously with performing actions. The teacher makes observations as a researcher and observer as a collaborator Use tools in the form of observation sheets. Observation sheet Prepared including observation sheets on student activities. Evaluation of the success of the action is done through trials formative, including measuring student understanding of reading content, and the problem-solving skills of every student. The data collected is data quantitative.

3.4 Instrumen Of The Research

Research instruments are used to explore all data Required to solve problems in research activities using various studies. The research instruments used in This research are a checklist or observation sheet of teacher activities implementing PQ4R learning, checklists or observation sheets student activities, and essay test questions.

Types of Instruments

A. Observation

Observation sheets are used to observe activities Student learning during the learning process takes place in the eyes of English language lessons for class VII.

B. Test

This instrument is used to determine the abilities of students, especially mastery of the material that has been studied by applying the PQ4R method. Data collection tools were used, namely through pretest and postes.

C. Documentation

Documentation is a method that is done internally Collect the necessary data through written notes. This documentation is used to collect documents.

3.5 Techenique Collection Data

Data collection techniques are based on the type of data used to obtain learning outcomes data, it is practical to carry out learning outcomes tests. And so that this information on learning outcomes is more complete, the teacher (researcher) will conduct interviews with students. To collect the desired and necessary data, in this research, researchers used data collection techniques as follows:

a. Observation

Observation is a conclusion or diagnosis, with the aim of providing a conclusion or diagnosis, with the aim of seeing, observing, and observing behavior.

This method is used by teachers who are also researchers and observers and the implementation of the use of the PQ4R technique by teachers during the teaching and learning process.

b. Test

A test is a series of questions or other tools used to measure skills, knowledge, intelligence, abilities, or talents possessed by individuals or groups. This instrument is used by researchers to measure students' reading comprehension skills in relation to the subjects that students have studied with standard learning outcomes in accordance with the KKM in English language subjects.

c. Documentation

Documentation is an indirect data collection technique shown to the researcher subject but through documents. Written records about various activities or events in the past.

3.6 Technique Analysis Data

Quantitative analysis

Quantitative analysis had carried out to test differences in material mastery from the posttest results in the research, namely to see the increase in learning outcomes through written and oral tests using the PQ4R method. This quantitative data analysis is calculated using statistical formulas, namely as follows :

- a. To calculate the average value

Used formula:

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

note:

\bar{X} = Class average value

$\sum x$ = Total student test score

n = total of students who took the test

- b. To calculate percentage

$$P = \frac{f}{N} \times 100\%$$

Notes:

F = the frequency the percentage is being searched for

N= number of cases (number of frequencies/ number of individuals)

p = percentage figure

The calculation results were consulted with the criteria for learning completeness students are grouped into two categories complete and incomplete. with the following criteria:

Table criteria for learning completion

Classical completeness criteria	Individual completion criteria	Qualification
$\geq 75\%$	≥ 71	Tuntas
$< 75\%$	< 71	Tidak Tuntas

BAB IV

FINDINGS AND RESEARCH

4.1 Data

This research used the Classroom Action Research (PTK) method where the researcher collaborates with the teacher in the field of study concerned as an observer. This research aims to improve reading comprehension skills in English lessons for class VIII students who take English courses at the Clover Leaf Course on Jl. Sekip Medan. Researchers designed the learning by applied the PQ4R method. Learning is carried out in two cycles where each cycle consists of 2 meetings. Learning activity data to determine student understanding was observed and recorded in observation sheets and the increase in student understanding was measured through the results of tests carried out in cycle I and cycle II.

1. Cycle Activities 1

In cycle I, learning was carried out in 2 meetings with each meeting lasting 2 hours (2 x 60 minutes). The first meeting was on Friday, December 22 2023 with intensive reading material: "Respect Story by Andrew Frinkle" The second meeting was on Thursday, December 28 2023 with the material of interpreting difficult words using a dictionary in the reading "Respect Story by Andrew Frinkle". The stages in cycle I learning are:

The writer has prepared learning tools that will be used as instruments to collect data. Learning tools needed are:

- a. Syllabus,
- b. Lesson plans,
- c. Student worksheets,
- d. Student evaluation sheets,
- e. Lattice questions for daily assessment I,
- f. Daily assessment questions I,
- g. Teacher's activity observation sheets, and
- h. Students' activity observation sheets.

1.1 Implementation of Cycle Action 1

The first cycle was carried out on December 21 2023. During the learning process, all students were joined or participated in learning activities. The learning activities are carried out in accordance with the guidelines in the syllabus and the Lesson Plan that has been prepared in advance. In the implementation phase of the first cycle, the learning process was carried out in 2 meetings, where the first meeting was held in 60 minutes. At the second meeting, the teacher carried out a daily assessment I. The implementation of this action used the PQ4R learning method which consisted of 6 steps, namely: Preview (a quick glance) where students were asked to skim sub- topics to be discussed in the given reading text, Question (asking) Students were asked to make a list of questions based on reading text using what question words, who, where, when, why and how to be with the group, Read (read) students and groups were asked to silently read the text contained in the student package book, Reflect (reflection) after completing reading the text students were asked to answer the questions they have made in the Student Worksheet (LKPD), Recite (make a digest) students were asked to mention important points related to the text and then make the point of the whole discussion that has been learned, Review (repeat thoroughly) in this stage students were asked to read the main point/idea or conclusions that have been made and students were given the opportunity to ask questions about material that is still not understood yet.

1.2 Daily Assessment 1

In the second meeting the researchers held a cycle I daily repetition carried out for 45 minutes. The questions given as many as 15 questions were in the form of objective questions and referred to indicators that have been determined and validated by the validator.

1.3 Observation Phase Cycle 1

The observation phase was carried out during the learning process, where during the learning process was observed by the observer who was a Daily English

Teacher, namely Miss Cindy Rahmatullah Effendi, S.Pd by filling out the observation sheet of the teacher's and students' activities.

1.4 Cycle Reflection Cycle 1

In the first cycle, the activities of teachers and students were still in the sufficient category and there were still many things that were lacking and must be increased again by the teacher and students. At this meeting students still seemed confused by the learning steps taken, not all students were actively involved in discussions in their respective study groups so that the results of their work were dominated by active students. Students were also still hesitant and afraid in answering questions raised by the teacher.

2. Cycle Activities 2

Researcher has prepared learning tools that would be used as instruments to collect data. Learning tools needed were: syllabus, lesson plans, student worksheets, student evaluation sheets, daily grading questions II, daily grading II questions, teacher's activity observation sheets, students' activity observation sheets.

2.1 Implementation of Cycle Action 2

The actions in the cycle 2 consist of 2 meetings, one meeting for the action, and one meeting for the test 2. In the planning of cycle 2, the researcher and collaborator discussed about some of problems that found in cycle 1. Therefore, in this step the researcher would to prepare the lesson plan, material and media that would be used in teaching learning process. The material was descriptive text. The material included the definition, the generic structure, and the example of descriptive text. Moreover, the researcher made an observation sheet that consists of list of students name and list of the students activities that will be observed during teaching learning process.

2.1 Daily Assessment Cycle 2

In this session, they were looked more enthusiasm and more active in following the learning process. They more asked the question or answered it. They also could deliver their result discussion well. The first meeting was done on January 18 2024. At the beginning of the class, the researcher greeted the students friendly. The students answered it friendly also.

The learning process in the cycle 2 was focused on the weakness of cycle 1. The researcher found the students problems were in finding the main idea and drawing conclusion the text. The researcher asked about the previous material before she explained more about it. After that, the researcher explained again what is After that, the researcher gave post-test cycle 2 with the similar task on post-test cycle 1 before. He gave 40 minutes to the students to finish their task. The score of post-test cycle 2 can be seen on the table below:

Table 1

Table of the result Score of Students Reading Comprehension Post Test II

No	Name	Score	Note
1	AA	80	Complete
2	AIR	90	Complete
3	AFS	90	Complete
4	BAS	90	Complete
5	DAS	90	Complete
6	DFS	90	Complete
7	EF	90	Complete
8	FS	90	Complete
9	GHR	90	Complete
10	GM	90	Complete
11	MFS	80	Complete
12	MFSM	90	Complete
13	MF	80	Complete
14	MZ	90	Complete
15	NFT	90	Complete
16	NST	80	Complete
17	NR	80	Complete
18	NZ	90	Complete
19	OP	80	Complete
20	OZ	80	Complete

21	RDA	90	Complete
22	RH	90	Complete
23	RZ	100	Complete
24	SF	80	Complete
25	TAV	90	Complete
26	TAM	80	Complete
27	TBA	90	Complete
28	VT	100	Complete
29	YB	90	Complete
30	YZ	90	Complete
31	ZA	90	Complete
32	ZK	80	Complete
Total		2800	
Average		87,5	
High Score		100	
Low Score		80	

Source : The result of Post-Test on January 18 2024

Table 2

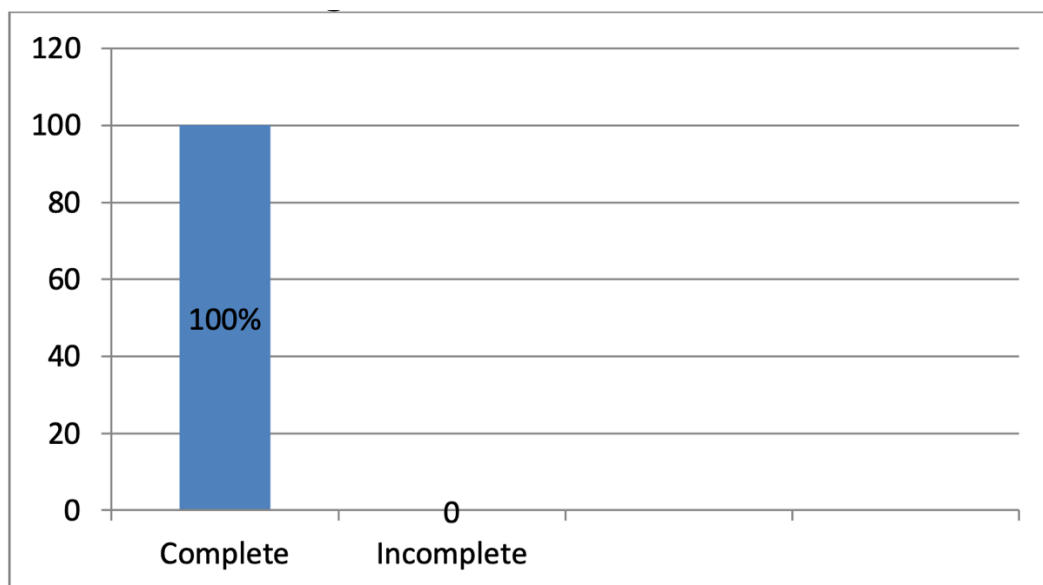
Percentage Students Mark of Post-Test in Cycle II

No	Mark	Frequency	Percentage	Category
1	>75	32	100%	Complete
2	<75	-	-	Incomplete
Total		32	100%	

Source : The result of Post-test on January 18 2024

Graph 1

The Percentage of the Students Score of Post-Test 2



Based on the table above, it could be seen that the students average score in post-test II was 87,5. The highest score was 98 and lowest score 80. According to minimum mastery criteria (MMC). There were 32 students (100%) whose the scores of post-test completed the minimum mastery criteria (MMC). Most of the students could improve their reading comprehension. It means that cycle II was successful.

2.2 Observation Phase Cycle II

The observation phase was carried out during the learning process, where during the learning process was observed by the observer who is a Daily English teacher, namely Miss Cindy by filling out the observation sheet of the teacher and student activities.

2.3 Cycle Reflection Phase II

In cycle II, there was an improvement and an increase in results in the ability to read understanding and activities of teachers and students. It can

be seen from an increase in teacher teaching activities and students' learning activities as well as an increase in students' reading comprehension at the end of the second cycle test that has achieved the target indicators of success set. Research in the second cycle is categorized very well because it has met the indicators of the success of the specified actions and an increase in teacher teaching activities and students' learning activities.

3. Interpretation

3.1 The Result of Pre-Test

To see the students reading comprehension before implementing the treatment, the researcher conducted the pre-test. It carried out on Friday, December 21 2023.

Based on the result of the students pre-test, just 4 (12,5%) students passed The Standard Minimum Criteria that was 75. In pre- test, the researcher found the students problem such as they still confused to understand about the text. The problem could be seen by the students score in pre-test. There were 28 students who got score less than 75. It showed that the result of students reading comprehension was still low. So, it needs improvement by using PQ4R Method.

3.2 Action and Learning Result at Cycle I

English learning process at cycle I was successful enough, although the students average mark is low. Nevertheless, there was an improvement mark of the studentss post test 1 than pre-test mark. This is the illustration mark in cycle I.

Table 3**The Result Mark of Students Pre-test and Post-test I**

No	Students Code	Students Result			Category
		Pre-test	Post-test 1	Improve	
1	AA	30	50	20	Improve
2	AIR	50	80	30	Improve
3	AFS	80	80	0	Constant
4	BAS	60	80	20	Improve
5	DAS	80	80	0	Constant
6	DFS	80	80	0	Constant
7	EF	40	80	40	Improve
8	FS	60	60	0	Constant
9	GHR	40	80	40	Improve
10	GM	40	80	40	Improve
11	MFS	30	50	20	Improve
12	MFSM	40	80	40	Improve
13	MF	30	60	30	Improve
14	MZ	50	80	30	Improve
15	NFT	20	80	60	Improve
16	NST	30	50	20	Improve
17	NR	20	60	40	Improve
18	NZ	30	80	50	Improve
19	OP	40	60	20	Improve
20	OZ	20	50	30	Improve
21	RDA	20	80	60	Improve
22	RH	40	80	40	Improve
23	RZ	50	80	30	Improve
24	SF	20	60	40	Improve
25	TAV	30	80	50	Improve
26	TAM	30	80	50	Improve
27	TBA	30	40	10	Improve
28	VT	80	80	0	Constant
29	YB	20	80	60	Improve
30	YZ	20	80	60	Improve
31	ZA	70	80	10	Improve
32	ZK	20	50	30	Improve
Total		1300	2270		
Average		40,6	70,9		
High Score		80	80		

Source : The result of Pre-test and Post-test Cycle 1

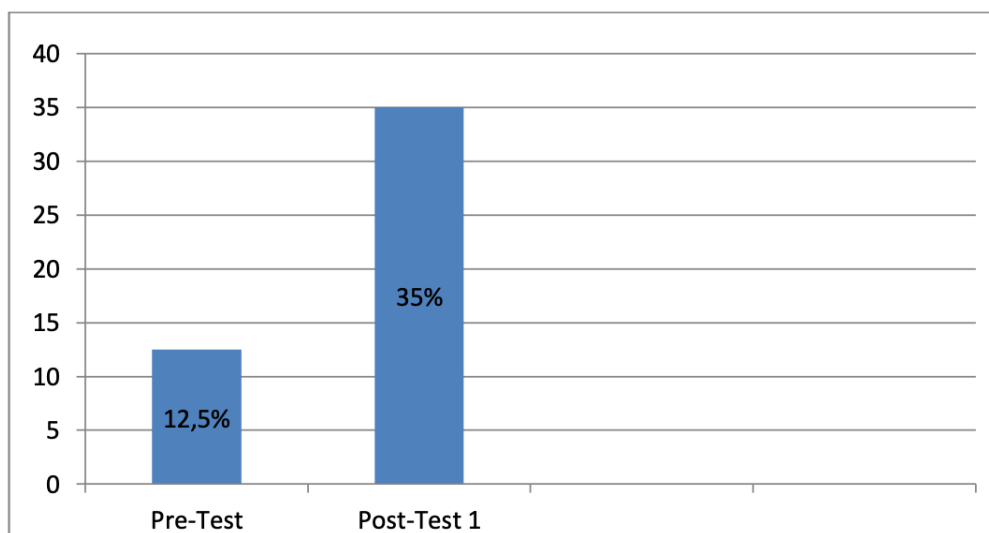
Table 4

The Recapitulation of Students Complete Score of Pre-test and Post-test 1

Mark	Pre-test		Post-test		Category
	F	%	F	%	
>75	4	12,5%	11	35%	Complete
Total Students			32		
Percentage			100%		

Graph 2

The Comparison of Quantity Students Activity in Pre test and Post Test



Source: the result of pre test and post test 1

In this research, the researcher gave pre-test and post-test. It aimed to know the students ability before and after treatment. From the average mark of pre-test and post-test 1 above, it can be seen that there was an improving of students Reading Comprehension. The average mark in pre-test is 40,6 improved to 70,9 in post test 1, so there is an improving 30,3 points.

3.3 Action and Learning Result at Cycle II

Teaching and learning process at cycle II was on climax situation. The students mark was improve significantly and the condition in the class conducive.

Table 5
The Result Mark of Students Post test 1 and Post-test II

No	Name	Students Result			Category
		Post-test I	Post-Test II	Improve	
1	AA	50	90	40	Improve
2	AIR	80	90	10	Improve
3	AFS	80	90	10	Improve
4	BAS	80	90	10	Improve
5	DAS	80	90	10	Improve
6	DFS	80	90	10	Improve
7	EF	80	90	10	Improve
8	FS	60	80	20	Improve
9	GHR	80	90	10	Improve
10	GM	80	90	10	Improve
11	MFS	50	80	30	Improve
12	MFSM	80	90	10	Improve
13	MF	60	80	20	Improve
14	MZ	80	90	10	Improve
15	NFT	80	90	10	Improve
16	NST	50	80	30	Improve
17	NR	60	80	20	Improve
18	NZ	80	90	10	Improve
19	OP	60	80	20	Improve
20	OZ	50	80	30	Improve
21	RDA	80	90	10	Improve
22	RH	80	90	10	Improve
23	RZ	80	100	20	Improve
24	SF	60	80	20	Improve
25	TAV	80	90	10	Improve
26	TAM	80	90	10	Improve
27	TBA	40	80	40	Improve
28	VT	80	90	10	Improve
29	YB	80	100	20	Improve
30	YZ	80	90	10	Improve
31	ZA	80	90	10	Improve
32	ZK	50	80	30	Improve
Total					
Average					

Source: the result of post test I and post test I

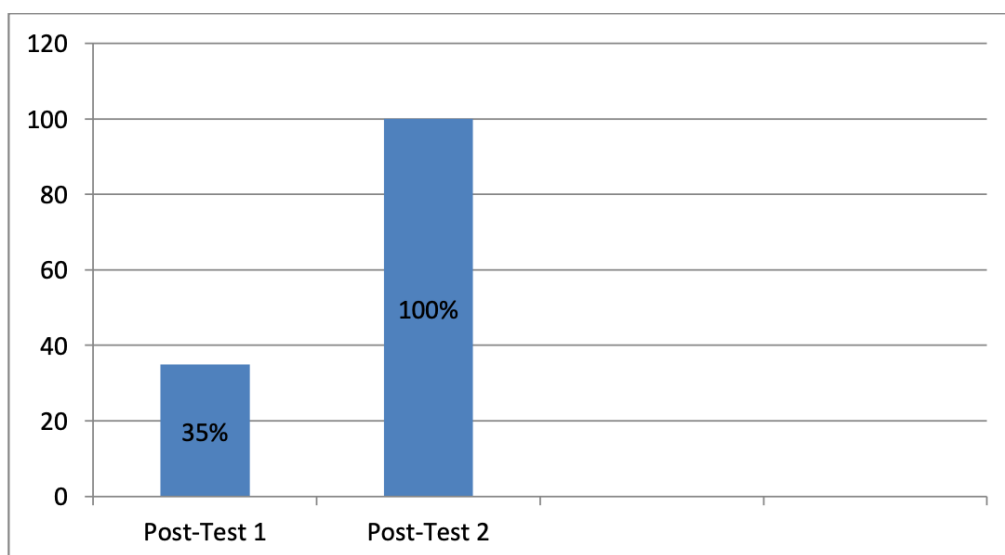
Table 6

The Recapitulation of Students Complete of Post-Test I and Post-Test II

Mark	Pre-test		Post-test 1		Category
	F	%	F	%	
>75	11	35%	32	100%	Complete
Total Students			32%		
Percentage			100%		

Graph 3

The Quantity of Students Mark on Post-Test I and Post-Test II



Source: The result of post test I and Post Test II

1. The Result of Students Mark Pre-test, Pos test I and Post test II

Never Thales, there is an improve mark of the students post test I than pre-test. At the cycle II, the improve of post test II better than post test I. This is the illusion mark of them.

Table 7**The Result Mark of Students Pre-Test, Post Test I and Post Test II**

No	Name	Students Result			Category
		Pre-test	Post-Test I	Post-Test II	
1	AA	30	50	80	Improve
2	AIR	80	80	90	Improve
3	AFS	50	80	90	Improve
4	BAS	80	80	90	Improve
5	DAS	60	80	90	Improve
6	DFS	80	80	90	Improve
7	EF	60	80	90	Improve
8	FS	40	60	90	Improve
9	GHR	40	80	90	Improve
10	GM	40	80	90	Improve
11	MFS	30	50	80	Improve
12	MFSM	50	80	90	Improve
13	MF	40	60	80	Improve
14	MZ	30	80	90	Improve
15	NFT	30	80	90	Improve
16	NST	30	50	80	Improve
17	NR	20	60	80	Improve
18	NZ	20	80	90	Improve
19	OP	20	60	80	Improve
20	OZ	20	50	80	Improve
21	RDA	40	80	90	Improve
22	RH	50	80	90	Improve
23	RZ	40	80	100	Improve
24	SF	20	60	80	Improve
25	TAV	30	80	90	Improve
26	TAM	30	80	90	Improve
27	TBA	30	40	80	Improve
28	VT	80	80	90	Improve
29	YB	20	80	100	Improve
30	YZ	20	80	90	Improve
31	ZA	70	80	90	Improve
32	ZK	20	50	80	Improve
Total		1300	2270	2800	
Average		40,6	70,9	87,5	

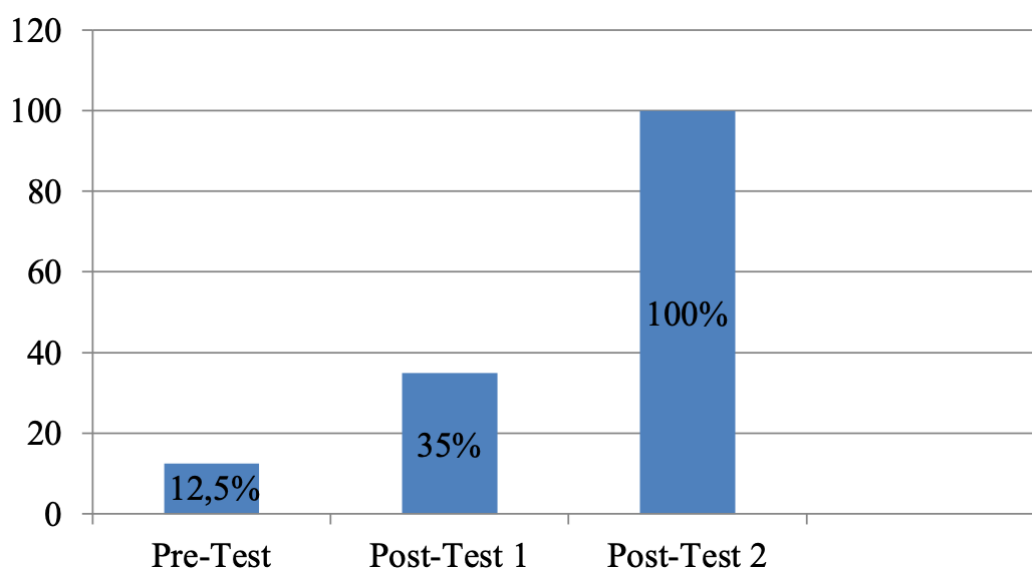
Source : The result of Pre-test, Post-Test I, and Post-Test II

Table 8**The Recapitulation of Students Complete Score of Post-test 1 and Post-test 2**

Mark	Pre-Test		Post Test I		Post Test II		Category
	F	%	F	%	F	%	
>75	4	12,5%	11	35%	32	100%	
Total Students			32				
Percentage			100%				

Graph 4

The Quantity of the Average of The Students Mark at Pre-Test, Post Test, Cycle I, and Post Test Cycle II



Source: the result of pretest, post test 1&2

3.4 The Result of the Students Activity

This observation sheet result was gotten when the learning process happened by the researcher. The result of the students activities in cycle I and cycle II can be seen as follow:

Table 9**The Result of The Students Activity in Cycle I and II**

No	Name	Cycle I	Cycle II
1	AA	3	4
2	AIR	2	4
3	AFS	3	3
4	BAS	3	4
5	DAS	3	4
6	DFS	3	4
7	EF	3	4
8	FS	3	5
9	GHR	3	4
10	GM	3	4
11	MFS	3	4
12	MFSM	3	4
13	MF	4	4
14	MZ	3	4
15	NFT	3	3
16	NST	4	5
17	NR	3	4
18	NZ	4	4
19	OP	3	4
20	OZ	3	3
21	RDA	3	4
22	RH	3	5
23	RZ	2	4
24	SF	4	4
25	TAV	3	5
26	TAM	3	3
27	TBA	3	5
28	VT	3	3
29	YB	3	4
30	YZ	2	4
31	ZA	3	4
32	ZK	2	4
Total		96	128
Average		3	4

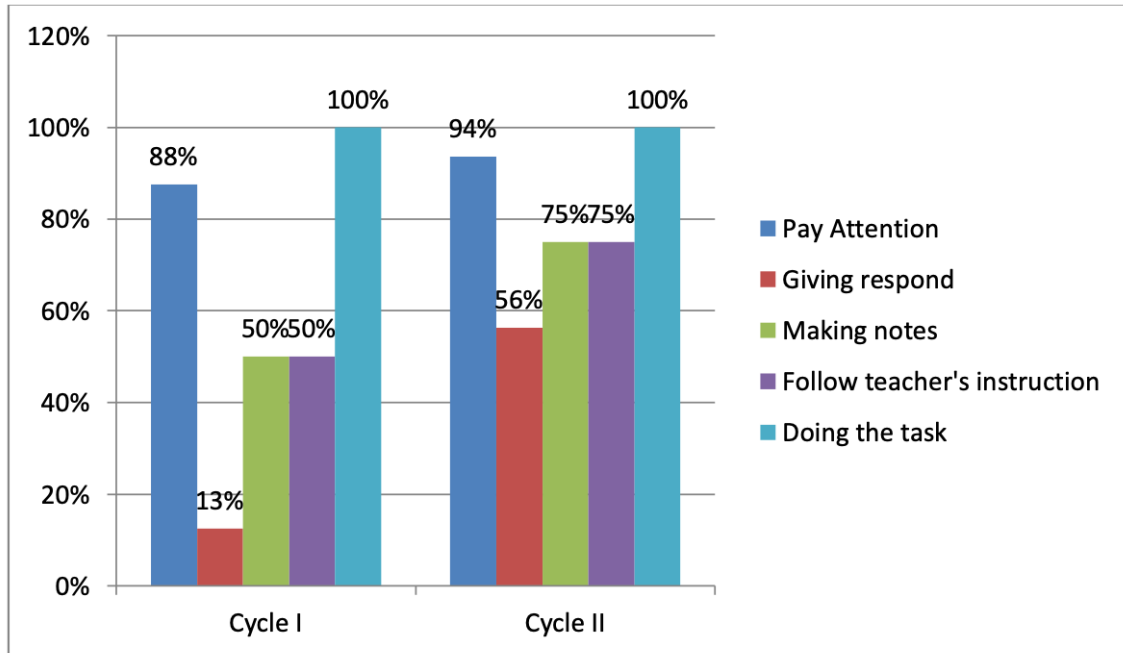
Table 10

The Percentage of Students Result Activity in Cycle I and Cycle II

No	Students Activities	Cycle I		Cycle II		Increasing
		F	%	F	%	
1	The students pay attention to the teacher explanation	28	87,5%	30	94%	6,5%
2	The students giving respond from the teacher explanation	4	12,5%	18	56%	43,5%
3	The Students are following the teacher instruction	16	50%	24	75%	25%
4	The students making notes	16	50%	24	75%	25%
5	The students are able to do the task	32	100%	32	100%	0

Graph 5

The Comparison of Percentage Students Activity in Cycle I and Cycle II



Based on the table and graphic above, it could be concluded that there was an improving of students activities during the learning process of cycle I and cycle II through using imaging strategy. It means that PQ4R Method had positive effect to improve the teaching learning process.

Related this research until cycle II, the result mark and the result activities of the studentss was achieved the target that was decided on indicator of success 75% from studentss got minimum mark 75. Based on the result of this research was known that more than 75% from the studentss got minimum mark 75. So, it can be said that this research was finish and didn't need to be continued to the next cycle.

4.2 Discussion

In teaching reading at the grade of VII Forward English Course based on pre-survey there were some problems, such as some students difficulties to understand about text in reading. The researcher choose PQ4R Method to improve the students reading comprehension.

Based on the explanation of cycle I and cycle II, it could be inferred that the use of predicting strategy could improve the students reading comprehension. There was a progress average score from pre-test was 40,6, post-test I was 70,9 and become 87,5 in post-test II. We could be seen that there was an improvement on the average score and total of the studentss who passed the test from pre-test, post-test I and post-test II.

In improving the students reading comprehension, the researcher used PQ4R as a Method to train the students reading comprehension and made the studentss more understand descriptive text in reading also interested in learning english reading. The students score improved because the students had trained with PQ4R as a Method.

Moreover, the researcher used the PQ4R Method which could be improve the students reading comprehension. The researcher gave a text to the studentss which contained of descriptive text. The students read the text. This activity was did until

the end of the meeting. After did the the cycle I, and cycle II the students reading comprehension improve because the researcher used PQ4R Method.

BAB V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the result of the use of PQ4R in reading comprehension, it can be concluded that there is the improvement of reading comprehension by using PQ4R at Forward English Course. Therefore, the use PQ4R can be effective method and it can be used as an alternative way in teaching reading, because it is easy to be implemented and it is one of the improving strategies which is very closed to the students' learning activities. The students are involved actively in teaching learning process. It makes the students to be easier to understand the material in multiple choice so it can improve the students reading comprehension.

It is supported by the improvement of the students' average score from pre test 40.6% to post test I 70.9% became 87.5% in post test II. In cycle 1, there were 21 students passed the test. Moreover, in cycle II there were 32 students who got score ≥ 75 . It means that the result of cycle II had already reached the indicator of success that was 100 % students fulfill the minimum mastery criteria (MMC). It was clear that PQ4R Method could be used to improve the students' reading comprehension.

5.2 Suggestions

Based on the result of the research, the researcher would like to give some suggestion as follows:.

1. The students are suggested to be active in learning process in order to they can understand the material and improve their result especially in descriptive text.
2. The English Teacher are suggested to use PQ4R because this method is effective to improve the students reading comprehension in learning process.

3. The principle is supposed to give more motivation to the students in order to the students can be more excite in English learning.

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Kepada Yth : Bapak/Ibu Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu'alaikum Wr. Wb.

Dengan hormat, yang bertanda tangan di bawah ini :

Nama : Meutya Sari
NPM : 1902050114
Program Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai di bawah ini dengan judul sebagai berikut :

Improving Student's Reading Comprehension Using PQ4R Technique

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu sebagai :
Dosen Pembimbing : Arianto S.Pd,M.Hum
Sebagai Dosen Pembimbing proposal/risalah/makalah/skripsi saya

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akl perhatian dan kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 15 Maret 202
Hormat Pemohon,

(Meutya Sari)

Dibuat Rangkap 3 :
- Untuk Dekan/Fakultas
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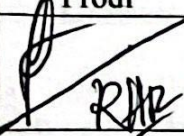

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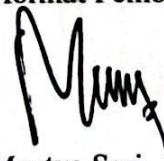
Nama : Meutya Sari
NPM : 1902050114
Program Studi : Pendidikan Bahasa Inggris
IPK Kumulatif : 3,33

Persetujuan Ketua/Sek Prodi	Judul yang diajukan	Disyahkan Oleh Dekan Fakultas
	Improving Student's Reading Comprehension Using PG43 Technique	
	An Emperical Investigation of Teacher Student Share Reading of Task Book	
	The Effect of Reading Medium Towards Processing and Integration of Textial and Pictorial Information	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 15 Maret 2023

Hormat Pemohon,



Meutya Sari

Dibuat Rangkap 3 :

- Untuk Dekan/Fakultas
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- Untuk Mahasiswa yang bersangkutan



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BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama : Meutya Sari
NPM : 1902050114
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Improving Student's Reading Comprehension Using PQ4R Technique

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
8/ sept 23	- Revise the background of the study - state exactly the problem	
	- revise the related study	
	- revise chapter <u>III</u>	
12/ sept 23	- state the speaking assessment rubric - endorse the lesson plan and the instrument	
18/ sept 23	- revise the references	
26/ sept 23	- revision complete	

Medan, 11 Oktober 2023

Diketahui oleh:
Ketua Prodi

(Pirman Ginting, S.Pd., M.Hum.)

Dosen Pembimbing

(Arianto Siregar, S.Pd., M.Hum.)

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Nomor : 1374 /II.3/UMSU-02/F/2023
Lamp : ---
Hal : **Pengesahan Proyek Proposal
Dan Dosen Pembimbing**

Bismillahirrahmanirrahim
Assalamu'alaikum Wr. Wb

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan Perpanjangan proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama : **Meutya Sari**
N P M : 1902050114
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : **Improving Student's Reading Comprehension Using PQ4R
Technique.**

Pembimbing : **Arianto Siregar, S.Pd., M.Hum.**

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan **BATAL** apabila tidak selesai pada waktu yang telah ditentukan.
3. Masa kadaluwarsa tanggal : **18 Maret 2024**

Medan 25 Syah'ban 1444 H
18 Maret 2023 M



Wassalam
Dekan

Dra. H. Syah'suyurnita, MPd.
NIDN : 0004066701

Dibuat rangkap 5 (lima) :

1. Fakultas (Dekan)
 2. Ketua Program Studi
 3. Pembimbing Materi dan Teknis
 4. Pembimbing Riset
 5. Mahasiswa yang bersangkutan :
- WAJIB MENGIKUTI SEMINAR**



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UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
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SURAT KETERANGAN

Nomor: 00766/KET/II.5-AU/UMSU-P/M/2024

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Berdasarkan hasil pemeriksaan data pada Sistem Perpustakaan, maka Kepala Perpustakaan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan :

Nama : MEUTYA SARI
NPM : 1902050114
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/ P.Studi : Pendidikan Bahasa Inggris

telah menyelesaikan segala urusan yang berhubungan dengan Perpustakaan Universitas Muhammadiyah Sumatera Utara Medan.

Demikian surat keterangan ini diperbuat untuk dapat dipergunakan sebagaimana mestinya.

Medan, 27 Syawal 1445 H
06 Mei 2024 M
Kepala Perpustakaan,

Dr. Muhammad Arifin, M.Pd.

DAFTAR RIWAYAT HIDUP



A. DATA PRIBADI

Nama : Meutya Sari
Jenis Kelamin : Perempuan
Tempat, Tanggal Lahir : Medan, 06 Januari 2001
Alamat : Lingkungan III Sicanang, Medan
Belawan
Kebangsaan : Indonesia
Agama : Islam
Email : meutyasari00@gmail.com
Nomor Hp : 0813 7768 2077

B. RIWAYAT PENDIDIKAN

Nomor Peserta Mahasiswa : 1902050114
Fakultas : Keguruan dan Ilmu Pendidikan
Program Studi : Bahasa Inggris
Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Alamat Perguruan Tinggi : Jl. Kapten Muchtar Basri BA. No.3
Medan

No	Tingkat Pendidikan	Nama Dan Tempa	Tahun
1.	SD	SD Negeri 0650002	2007 - 2013
2.	SMP	SMP Swasta Harapan Mekar Medan	2013 - 2016
3.	SMK	SMA Pangeran Antasari	2016 - 2019
4.	Perguruan Tinggi	Universitas Muhammadiyah Sumatera Utara	2019 - 2024

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminari oleh mahasiswa di bawah ini:

Nama Lengkap : Meutya Sari
N.P.M : 1902050114
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : Improving Student's Reading Comprehension Using PQ4R Technique

Pada hari Rabu, tanggal 11 bulan Oktober, tahun 2023 sudah layak menjadi proposal skripsi.

Medan, 11 Oktober 2023

Disetujui oleh:

Dosen Pembahas

(Ambar Wulan Sari, S.Pd., M.Pd)

Dosen Pembimbing

(Arianto, S.Pd., M.Hum.)

Diketahui oleh
Ketua Program Studi,

(Pirman Ginting, S.Pd., M.Hum.)