

**THE EFFECTIVENESS OF PQ4R METHOD ON READING
COMPREHENSION IN JUNIOR HIGH
SCHOOL STUDENTS**

SKRIPSI

*Submitted in Partial Fulfillment of the Requirements
For the Degree of Sarjana (S.Pd)
English Education Program*

By:

SITI AMELIA
NPM. 1902050056



**FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
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BERITA ACARA

Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata 1
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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Panitia Ujian Sarjana Strata-1 Fakultas Keguruan dan Ilmu Pendidikan dalam Sidangnya yang diselenggarakan pada hari Sabtu, Tanggal 02 Maret 2024, pada pukul 08.30 WIB sampai dengan selesai. Setelah mendengar, memperhatikan dan memutuskan bahwa:

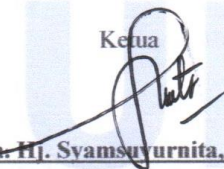
Nama : Siti Amelia
NPM : 1902050056
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effectiveness of PQ4R Method on Reading Comprehension In Junior High School Students

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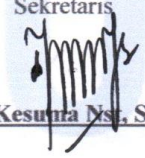
PANITIA PELAKSANA

Ketua


Dr. Hj. Syamsuyurnita, M.Pd.




Sekretaris


Dr. Hj. Dewi Kesuma Nst, S.S., M.Hum.

ANGGOTA PENGUJI:


1. Dr. Mandra Saragih, S.Pd., M.Hum.

1. 

2. Pirman Ginting, S.Pd., M.Hum.

2. 

3. Yayuk Hayulina Manurung, S.Pd., M.Hum.

3. 



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

LEMBAR PENGESAHAN SKRIPSI

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Skrripsi ini diajukan oleh mahasiswa di bawah ini:

Nama : Siti Amelia
NPM : 1902050056
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effectiveness of PQ4R Method on Reading Comprehension In Junior High School Students

sudah layak disidangkan.

Medan, Desember 2023

Disetujui oleh:

Pembimbing

Yayuk Hayulina Manurung, S.Pd., M.Hum.

Diketahui oleh:

Dekan

Ketua Program Studi

Dra. Hj. Syamsuyurnita, M.Pd.

Pirman Ginting, S.Pd, M.Hum.



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id



BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama : Siti Amelia
NPM : 1902050056
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effectiveness of PQ4R Method on Reading Comprehension In Junior High School Students

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| | | |

Medan, Desember 2023

Diketahui oleh:
Ketua Prodi

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

Dosen Pembimbing

(Yayuk Hayulina Manurung, S.Pd., M.Hum.)



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

PERNYATAAN KEASLIAN SKRIPSI



Saya yang bertandatangan dibawah ini :

Nama : Siti Amelia
NPM : 1902050056
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effectiveness of PQ4R Method on Reading Comprehension
in Junior High School Students

Dengan ini saya menyatakan bahwa skripsi saya yang berjudul "The Effectiveness of PQ4R Method on Reading Comprehension in Junior High School Students" 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, Januari 2024
Hormat saya
Yang membuat pernyataan,



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ABSTRACT

Siti Amelia. 1902050056. "The Effectiveness of P4QR Method on Reading Comprehension in Junior High School Students". Skripsi. English Education Department, Faculty of Teacher Training and Education. Universitas Muhammadiyah Sumatera Utara. Medan. 2024.

This research was conducted because there were problems in students' reading comprehension ability, the way that teachers delivered the material in conventional ways and the lack of use of learning method during teaching impacted students' low of reading ability. The formulation of the problem in this research is how effective was the PQ4R method usage in improving the students' reading comprehension ability. The purpose of this research is to find out the improvement of students' reading comprehension ability through PQ4R method. This research was conducted a classroom action research. The procedure for collecting data was carried out by two cycles. The data analysis technique of this research is qualitative data and quantitative data. The qualitative data was taken by interview and observation sheet while quantitative data was taken using SPSS 26.0. The result show that there was unimprovement on the students' reading ability as it was provent in cycle I, the students' average score was 52.10 then the improvement was found in cycle II with an average score was 75.50, it mean there was a 23.4 point as the improvement. Other improvement was shown from the students' activeness and motivation in learning reading. In conclusion, there is significance in using the PQ4R method in order to improving students' ability in reading comprehension.

Keywords: *reading, comprehension, PQ4R, method*

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Finally, with all humility, the researcher realizes that the researcher of this thesis is still far from perfect, if in this writing there are words that are less pleasing, the

researcher apologizes profusely and hopefully this thesis can be useful for all of us.

May Allah ta'ala always bless us all. Amin.

Medan, March 2024
The Researcher

Siti Amelia
NPM. 1902050056

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CHAPTER I

INTRODUCTION

A. The Background of the Study

Reading is one of the most fundamental aspects of the learning process (Lestari et al., 2020) since reading is like a window through which students can get a lot of the information they need (Satriani, 2018) and students will learn a lot about things they do not know or have not seen before (Maizarah, 2018). Information is an effective process in skill development (Mustafa & Bakri, 2020) besides students who have trouble reading are less likely to read widely and reap the benefits of this form of media exposure (Protopapas et al., 2011). However, the simplistic reading view cannot account for all the skills that affect reading comprehension, neither can it guide the necessary steps in teaching understanding (Filderman et al., 2021).

Reading comprehension difficulties are common among elementary and secondary school students and have extensive academic consequences (Calet et al., 2019) while the ultimate goal of reading teaching is reading comprehension. Students are expected to show adequate reading fluency to achieve this goal (Ozbek & Ergul, 2021). Students who do not understand what words and sentences mean, can not recognize the main ideas and explanatory ideas, can not find meaningful sentences in reading, and can not explain the views or mandates in discourse are all signs that they do not understand how to read (Ramayani et al., 2020).

As well as observations made by researcher during internships, the

researcher found at SMP Al-Hikmah Medan that the students faced several obstacles in reading comprehension. Most of the students had difficulties in understanding the reading text. Many students still have low ability in reading comprehension, because students do not master vocabulary, do not know the form of sentences and are still confused about the meaning of the text.

Some of the factors that make students confused are : having difficulty with certain words, uninteresting topics, students not concentrating, and also difficulties in conveying the meaning of the word as a whole. By making observations, the researchers found if these factors is because the teaching method is not interesting and not motivating, the teacher always uses oral communication when explaining material and monotony that makes students feel bored.

In fact, in SMP Al-Hikmah Medan, student achievement must reach the minimum completeness criteria (KKM), namely a score of 75, but from daily tests in class, many students cannot achieve the minimum completeness criteria (KKM), the average student is only able to achieve a score 65-70.

Therefore, learning how to read with comprehension needs the correct method to make teaching and learning easier (Wahyuningsih & Citraningrum, 2019) along a learner to read a text and understand what it means, they must use specific techniques or strategies to interact with the text (Khellab et al., 2022). The researcher has found a good and effective method to help the teaching and learning process, especially in improving the ability of students to read comprehension, called the PQ4R method. There are several methods to improve

students' reading comprehension.

PQ4R is a Method that can be used by English teachers in teaching reading to students. Rathus in Octaviani (2013) stated that "PQ4R is the acronym for preview, question, read, reflect, recite, and review. This method is a method that is related to work of educational psychologist Francis by Thomas and Robinson in Octaviani (2013). PQ4R strategy has increased students reading skill and it prove that PQ4R strategy helps the students understanding the material easily. It is main key to successful in learning reading. A good strategy can make learning process more meaningful and preferred by students and also help the students to be master in reading text. Thus, it is important for the teacher to find out effective strategy to help students in text easy (Martina D.E, 2018).

Based on the explanation above, the researcher is interested in conducting an Classroom Action Research (CAR) research by using PQ4R method in teaching reading comprehension. This study is entitled The Effectiveness of PQ4R method on reading comprehension in junior high school.

B. The Identification of Problem

Related to the background above, the problems was identify as follow:

1. Students' reading ability were low.
2. The students still got difficulty to comprehend the main idea of the text.
3. The teaching method could not help the students to resolve their problem in comprehend the reading text.

C. The Scope and Limitation

The scope of this research is focused on reading comprehension in the ninth grade students of SMP Al-Hikmah Medan. So that reading comprehension becomes better than what students usually have. In focusing on reading comprehension the teacher used a new method of teaching. The teacher applied the PQ4R method and guides students to improve their reading comprehension. Then the teacher makes the students get to the next level of learning by testing their vocabulary in reading comprehension.

D. The Formulation of Problem

Based on the background above, the problem of this research was formulated as the follow: How effective was the PQ4R method usage in improving the students reading comprehension ability ?

E. The Objective of the Study

Based on the problem of the study, the aim of the study was : To find out the effective of students' reading comprehension ability through PQ4R Method.

F. The Significance of the Study

The significance of the study are expected to be useful theoretically and practically.

1) Theoretically

This research is expected to be a reference for other researchers who want

to conduct research on the effect of the PQ4R method on reading comprehension for students in Vocational Schools or at universities.

2) Practically

a. To Researchers

The researcher hopes that this research will be useful to develop their ability to teach reading comprehension to students. Researchers hope that the results of this study can be used as additional references in other studies.

b. To Students

The results of this study are expected to make the learning process more interesting and fun, so that it will to enrich students' reading comprehension.

c. To English's Teachers

Teachers need to use interesting techniques and media such as the PQ4R method. Students will be interested in following the lesson and they must be able to develop a good atmosphere in the classroom, so that students learn in a comfortable situation.

CHAPTER II

REVIEW OF LITERATURE

This chapter deals with a review of the related literature. Some of the theories used in this research are important to explain in order to understand certain concepts. There are many related theories as the basis of research.

A. Theoretical Framework

2.1 The Concept of Reading Comprehension

2.1.1 Definition of Reading Comprehension

One of the goals Reading is comprehension. Reading can help people to improve their comprehension. Comprehension can be meant the process by which a person understands the meaning of written or spoken language.

Reading comprehension is a reading thinking activity for its success upon the level of intelligence of the readers, his or her speed of thinking and ability detectrelationship. In this case, comprehension depends not only on characteristic of the reader, but including prior knowledge, working memory, language process, vocabulary, sensitivity to text structure, inferencing and motivation. Meanwhile, according to Durkin (1993) in (Oktadela : 2014) reading comprehension is active process of constructing meaning from the text. In addition, Anderson to (2003) states that in reading comprehension, a reader must have the following understanding; in identifying the main idea, following the procedure of the text, getting the impact, drawing the inferences, and seeing the writer's intention. Taking everything into consideration, comprehension is the skillsin reading to get

the meaning from the text what being read. To comprehend the reader must have a wide range of capacities and capabilities. These include cognitive capacities (e.g., attention, memory, critical analytic ability, inferencing, visualization ability), motivation (a purpose for reading, an interest in the content being read, self-efficacy as a reader), and various types of knowledge (vocabulary, domain and topic knowledge, linguistic and discourse knowledge, knowledge of specific comprehension strategies). Of course, the specific cognitive, motivational, and linguistic capacities and the knowledge base called on in any act of reading comprehension depend on the texts in use and the specific activity in which one is engaged. For example, a reader want to construct the text and gets the meaning, so it is not enough just read, during read a text then do not know what we read because of lack of vocabulary, so it will not run smoothly, thats why a reader should have challanging in background knowledge and other factors.

2.1.2 Component of Reading Comprehension

The component of reading comprehension, they are :

a. Main Idea

The main idea of paragraph is tell what the author wants reader to know about the topic such as particular statement or emphasizes a special aspect of the topic, usually expressed as complete thought and indicates the author's reason or purpose of writing the message wants to share with the reader. It is not only in the beginning of the paragraph, but also in the middle ant at the endof the paragraph.

b. Finding Specific Information

It refers to reading for details or level of reading comprehension in which the reader reads to note specific information and purpose. A good reader is able to choose details relevant to main ideas and also to produce implied main ideas from detailed information and also factual information.

c. Finding Inference

Is the process of arriving at hypothesis, idea, or judgement on the knowledge to making inference. It is means, the reader need to make a logical conclusion based on the evidence, it can be point of view.

In conclusion, the ability in reading comprehension should have component. The information can presented implicitly and explicitly (Brevik, 2014). There are many component in reading comprehension including : *main idea, implicit meaning and explicit meaning*.

First, how to identify main idea is important information that tells more about the overall idea of a paragraph or section of a text.

Second, how to evaluate aspects of main idea identification should be expanded. So, we must be make a connections between them. The word "explicit" means clear and fully expressed. If something is explicit, there is no question as to what it means, no hidden connotations and no room for misunderstanding. If a fact is explicit in a reading comprehension passage, it is stated outright.

For example, if the first sentence of a story is "It was a dark and stormy night," that is an explicit fact. There is no room for debate; the reader cannot be confused and think that the story is set on a sunny morning.

Then, this is important to identify the main idea and explicit with implicit. To know the explanation and review the text and to make an inference. Students could be helped to see that sometimes main ideas occur in recognizable patterns with supporting details. Because they have a relationship. If something is implicit, it is not expressly stated, but the reader understands it anyway through other clues in the text. For example, if a story begins with "The trees were swaying wildly outside Anne's window as she prepared for bed, and the gutters were overflowing," the reader can infer that it is probably dark, stormy and at night even though these facts are not explicitly stated. Implicit facts in reading comprehension also often involve the motivations of the characters (Mitchell : 2019).

2.1.3 Factors Influencing of Students' Reading Comprehension

To know the factors that influence the learning process, the researcher will observe it. The influence factors in reading comprehension is reading materials. Sabet (2012) in (Oktadela : 2014) states that in order to increase the students' achievement in reading comprehension, the teacher should know the appropriate materials for their students who want to read effectively. In short, the materials that are taught by the teacher in the class are based on the standard competencies and core or basic competencies.

To choose and develop the materials there are many possible sources of materials such as : radio, CD, Cassettes, MP3, photographs, slides, electronic images, transparencies, posters, diagrams, graphs, maps, illustrations, printed materials, photocopies, books, magazines, video, movies, multimedia, internet and

many more. Furthermore, the material should be meaningful and understandable so the learners can get the ideas.

Successful learning activities are influenced by classroom management with teacher preparation before teaching and learning process such as greeting, praying, checking attendance, explaining the purpose of teaching then explaining the previous to the next or new topic with the strategy, after that giving feedback and conclusion.

A student who has determined what he or she expects to gain from his or her reading should select a reading strategy which best suits and is comfortable for a particular purpose. If people are reading a novel or magazine for pleasure, they would obviously not use the same kind of reading strategy to use in studying science books, linguistics, mathematics, and other subjects at the same time.

It means a teacher needs to choose an interesting and appropriate material for the students. Teacher also needs to provide the students with a good reading technique. If the technique is suitable with the purpose of reading, it will be easier for students to comprehend the reading text. By helping students to develop their technique in reading, the teacher would be able to make the students succeed in reading and understanding the material by the strategy that is applied by the teacher.

It means that the technique applied in reading teaching influences the students' ability to understand the text (Sri Wahyuni : 2010) in Gusriyana. The students should be motivated to acquire this skill and they should also read a lot to cover any kind of information. Positive motivation can build a good reading habit.

2.2 The Concept of *PQ4R Method*

2.2.1 Definition of *PQ4R Method*

The PQ4R method was developed by Thomas and Robinson (1972). *PQ4R* is one of the most successful strategies for remembering textbook material. *PQ4R* stand for six activities to engage in when you read: *Preview, Question, Read, Reflect, Recite and Review*.

According to Trianto (2007: 147) in (Sopiawati : 2015) *PQ4R* is one reading strategies developed from two previous reading strategies, namely SQ3R (Survey, Question, Read, Recite and Review), created by Francis Robinson in 1941 and the PQRST strategy (Preview, Question, Read, State and Test) by Thomas F. Staton. This *PQ4R* is based on cognitive theory and information process. The main purpose use of the PQ4R strategy is helping learners to understand and remember material read in long-term memory.

2.2.2 Procedures of *PQ4R Method*

PQ4R is abbreviation from *Preview, Question, Read, Reflect, Recite and Review*. They are :

1. Preview

It means of reading at a glance quickly. This step is a rapid survey of the material that refers to gather the information to help set up mental compartment in which students fit the material. It consists of skimming and scanning a text to get an idea. Students conduct this by studying all the main ideas and sub-ideas in the project as well as the review, if there is one. They also look at all, charts, tables, maps, and graphs and read their captions.

2. Question

Means to make a list of questions that are relevant to the text. Sobkowiaka (2001) in (Shoaib : 2016) says that the second step question assists the reader to concentrate on the text or paragraph and make questions about the text. This step consists of making questions (WH Questions) includes *What, Who, Where, When, Why, and How*.

3. Read

Remind the students to read the material, connect to the question which they had previously designed. Means to read the text actively to find answers to the questions that have been arranged. Read until you can understand what the author's idea. According to Reynolds, (1996) in (Shoaib : 2016) the third step of PQ4R strategy is central reading involves thinking process. When questions are designed in PQ4R strategy then the whole material should be read to answer the questions. During reading the students must be understanding, remembering and getting the idea from the text or paragraph. It also to concentration to get the key points, main and sub headings, new vocabulary, terms and concept or idea to understand and clear.

4. Reflect

It means, this part try to understand, know, and make meaningful the information presented relate the things already known which is essential and effective, the students can make a note from the material.

5. Recite

It means practice to remember the information, ask and answer question

from the material. In addition, memorize or recall every answer that has been found. According to Kiewra (2002) in (Shoaib : 2016) recite which means repetition of information.

6. Review

This is the final steps, it means reviewing all the answers to the questions arranged in the second and third steps. Review consists of scanning the main and sub headings again reading loudly answer the questions. If questions are not answered the material should be read again. Make sure you have included all relevant information.

Table 2.1
The learning steps of using PQ4R method (Trianto, 2002:150-151)

| No. | The steps | Teacher's steps | Students' step |
|-----|-----------|---|--|
| 1 | Preview | <ul style="list-style-type: none"> a. Give the reading materials for students to read. b. Inform to students how to find the main idea/learning objectives to be achieved. | Reading quickly to find the main idea/ learning objectives to be achieved. |
| 2 | Question | <ul style="list-style-type: none"> a. Inform the students to pay attention to the meaning of the passage. b. Give students' assignments to make the question of the principal idea that found using the words what, why, who, and how | <ul style="list-style-type: none"> a. Pay attention to teacher's explanation. b. Answer the question that have been made |

| | | | |
|---|---------|--|--|
| 3 | Read | Instruct students to read and respond / answer the questions that had been prepared before. | Read actively while providing a response to what has been read and answer the questions made. |
| 4 | Reflect | Simulating / inform the materials on reading material | Students not only memorize and remember the subject matter but try to solve the problem of information provided by teachers with the knowledge that has been known through reading materials. |
| 5 | Recite | Ask students to make the essence of the whole discussion of the lessons learn today. | <ul style="list-style-type: none"> a. Ask and answer questions b. See the notes/the essence have been made before c. Making the essence of the whole discussion |
| 6 | Review | <ul style="list-style-type: none"> a. Ask students to read the essence that made from the details of the main idea in their mind. b. Ask students to read back the reading material, if still not sure with their answer | <ul style="list-style-type: none"> a. Read the essence that have been made. b. Read back the literature if still not convinced of the answers that have been made |

From the steps of PQ4R method that have been described above, it can be seen that this learning strategy can help students understand the learning material, especially for materials that are more difficult and helps students to concentrate longer.

2.2.3 The Advantages and Disadvantages by Using PQ4R Method

1. The Advantages of PQ4R Method

- a. It helps to make individual to know what they are learn. It focuses to students' attention, interest, relating new ideas to previously known concepts and building comprehension.
- b. The students are proposed to actively interact with the material while reading by the following organizing techniques.
- c. PQ4R is easy to use and can be applied to readings in most academic
- d. PQ4R is easy to use in english especially recount text but also the other subject matter such as sport, mathematic, biology, physic, etc.
- e. This strategy makes reading a more lively process, activates previous knowledge among students, and links it to new learning with the transmission of the learning impact.
- f. It stimulates students' motivation to learn with all their mental capacities in all educational fields.
- g. It also achieves the students' confidence, positive role, focus of the educational process, working to increase the achievement of the students, allowing them to join the disciplines desired at university.

2. The Disadvantages of PQ4R Method

- a. It requires the ability to skim texts which involve the rapid reading of chapter elements such as introduction, conclusion, summary, first and the last lines of paragraph, etc.
- b. It also requires the ability to scan texts which involves careful search for

specific facts and examples.

- c. This strategy can be not suitable for the young students as it maybe difficult for them.

B. Relevant Study

This section discusses relevance research that relate to this study. It can be seen from the variable of the research, objective of the research and the research findings.

The first research was conducted by Faraditha Dwi Ramayani, Lazim N, Zufriady (2020) entitled, “The Implementation of PQ4R Learning Method to Improve The Students’ Reading Comprehension of The 4th Grade at SD Muhammadiyah 6 Pekanbaru”. The purpose of this research is to improve students reading comprehension at the fourth grade of SD Muhammadiyah 6 Pekanbaru. The type of this research was classroom action research, which was in two cycles. The result showed that there was an increasing students’ reading comprehension ability in each cycle. The average grade score of students reading comprehension before implementing PQ4R learning method was 68. After the implementation of PQ4R method at cycle I, the average grade score increased to 76 with a large increased of 12%. In the second cycle, the score increased to 84 with a large increased of 23%. In the cycle I, the teacher’s activities in the first meeting were 62.5% in moderate criteria. Then, in the second meeting, the percentage increased to 70.8% in moderate criteria. Then in the cycle II, the teacher’ activities in the first meeting the percentage became 83.3% in high

criteria and in the second meeting increased to 87.5% in very high criteria. In the cycle I, the students' activities in the first meeting were 58.3% in low criteria. In the second meeting, it increased to 66.7% in moderate criteria. In the cycle II, the students' activities in the first meeting had the percentage becoming 79.2% in high criteria and then increased to 83.3% in high criteria on the second category. The result of the research proves that the application of PQ4R method can improve students' reading comprehension ability.

Another research was conducted by Cindy Alvioni, Pupun Nuryani, and Effy Mulyasari (2019) entitled "Metode PQ4R Meningkatkan Kemampuan Membaca Pemahaman Siswa Kelas III Sekolah Dasar". the purpose of this research to increase ability of student's reading comprehension 3rdclass elementary school with application of pq4r method (preview, question, read, reflect, recite, and review). participants of this research is students 3rd class elementary school in one of the elementary school in bandung city on academic year 2017/2018 as many as 30 people. the purpose of this research is to describe planning, execution, and enhancement ability of reading comprehension with application of pq4r method. the reason of implemented this research is urgency of the problem to immediately fixed, because ability of reading comprehension influence the ability of students in reach learning other subject. understand meaning from an information is evidence that someone reach purpose from reading this prove that reading comprehension is very important owned. the research method used is classroom action research in two cycles. there are indicator of reading comprehension that measured researcher include: write title

reading text; make question; answer question; concluded content of reading text. based on this research found improvement in reading comprehension from pretest result of 26,7% to 46,7% on 1st cycle and increased again 46,7% on 2nd cycle to 86,7%. this increase is seen from the learning result application pq4r method can be improve ability of student's reading comprehension of 3rd class elementary school.

Meanwhile research also was conducted by Mochamad Yurhan, Hari Satrijono, Nanik Yuliati (2014) with title "Penerapan Metode PQ4R (Preview, Question, Read, Reflect, Recite, Review) untuk Meningkatkan Kemampuan Membaca Pemahaman Siswa Kelas V SDN Jambekumbu 01 Lumajang Tahun Ajaran 2013/2014 (Application Of Preview, Question, Read, Reflect, Recite, Review Method (PQ4R) To Improve Students' Reading Comprehension For 5th Graders Elementary School Jambekumbu 01 Lumajang Academic Year 2013/2014)". This research was conducted in 5th graders SDN Jambekumbu 01 Lumajang with with general purpose in applying the PQ4R method order to improve the ability of fifth grade students' reading comprehension Indonesian subjects in SDN Jambekumbu 01 Lumajang. This is because students ability of reading comprehension included in the criteria quite well. Quite effective alternative is to use a PQ4R method. This research is Classroom Action Research (CAR), which consided of 2 cycles with 2 meetings, with 4 stages: planning, action, observation and reflection. The subjects were students of class V of 24 students. Data collection methods used were observation, interviews, documents and tests. Data analysis in this study used descriptive qualitative data analysis.

Based on the results of the study, application of the PQ4R method is quite effective. Proven in the implementation cycle 1 and cycle 2. Students look more critical and responsive to what they read. Reading comprehension abilities the first cycle which were 70 (both criteria), have increased to second cycle 11.67 in the second cycle was 81.67 (criterion very well).

Based on review of previous studies shows that some of them discussed the subject of achievement such as the effect and to improve reading comprehension by using PQ4R Method. So, the purpose or position of the researcher in this study to prove whether the PQ4R method can improve students' reading comprehension based on review of previous studies.

C. Conceptual Framework

The research was conducted through PQ4R in improving reading achievement, because the students' ability still low, and their interest in learning English also low. These problems could be overcome during the teaching and learning process through implementation through PQ4R. The teaching and learning process was took place in several meetings in cycle I, if in cycle I there is no increase in student scores, it was compared with the results in cycle II. Then when the results in cycles I and II had been found. Then the final result was determined.

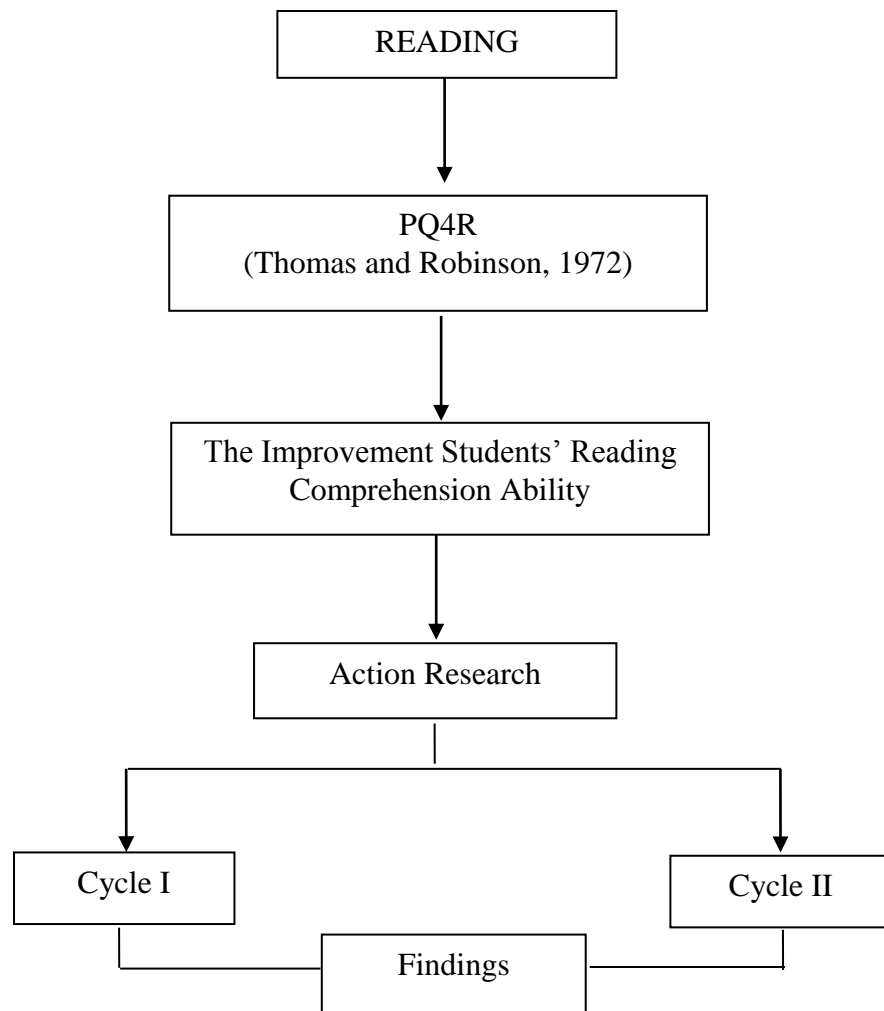


Figure 2.1 Conceptual Framework

CHAPTER III

RESEARCH METHODOLOGY

A. Location and Time

This research was conducted at SMP Al-Hikmah Medan at Jalan Marelan I No.10, Rengas Pulau, Kec. Medan Marelan, Sumatera Utara, at academic year of 2023/2024, ninth grade students in junior high school. The reason for chose this school was because the researcher found that the ninth grade students had problems in reading comprehension and the researcher wanted to provided new ideas used the *P4QR method* that did not yet exist in teaching reading comprehension at the school. The time of this research in this study occured for 2 months it was six meetings to applied the method included pre-test, treatment, and post-test.

B. Subject and Object of the Research

This study was focused on the ninth grade at SMP Al-Hikmah Medan for the academic year 2023-2024. The researcher selected 50 students from the class of IX-6 for the research. The purpose of the study to enhanced students' reading comprehension used PQ4R Method. The determination of IX-6 as the subject of the research based on a survey conducted by the researcher who saw a lack of reading comprehension in English subjects showing accurated data. To facilitate researcher in the research process, researcher used some subjects to represent the entire population of students.

C. Research Design

The classroom action research was conducted in this study. This classroom action research using the model of Kemmis and McTaggart which is a cycle system. Where each cycle includes four step, namely: planning, action, observing and reflection. The planning stage includes all action steps in detail, all the requirements for implementing classroom action research. In this stage it is also necessary to take into obstacles that may appeared during the action stage. The action stage is the realization of the theories and teaching techniques that have been prepared in the planning stage. The observation stage is carried out simultaneously with the implementation of the action. This stage contains the implementation of the actions and plans that have been made and their impact on the process and results of the actions. The reflection stage is a stage for processing data obtained when making observations. However, before the stages in this research are carried out, it first begins with a pre-research stage which includes problem identification, problem analysis, problem formulation and action hypothesis formulation.

D. Instrument of Research

The researcher was using a reading test as an instrument. The test was applied to pre-test and post-test. The test was taken from the student's textbook and consists of 20 multiple choice questions. The pre-test aimed to determine the students' reading comprehension before applied the *P4QR method*, while the post-test aim to determined the students' reading comprehension enrichment after used

the *P4QR method*.

E. Technique of Collecting the Data

The procedure for collecting research data was carried out by carrying out six meetings and two cycles. Each cycle consisted of three meetings. The four steps were planning, action, observation and reflection which were carried out in each cycle.

This procedures could be drawn as follows:

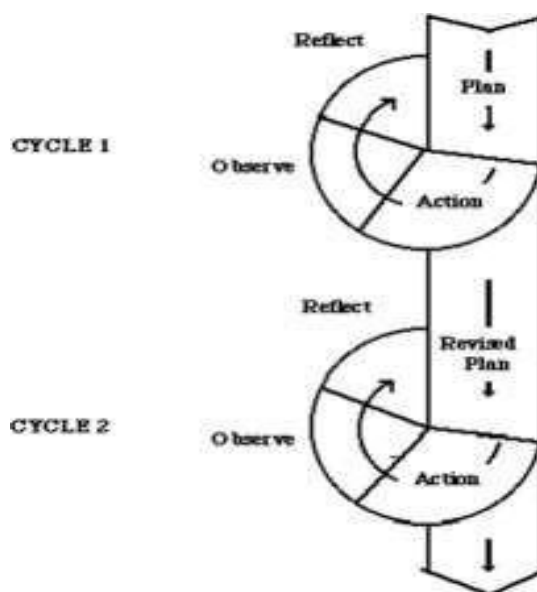


Figure 3.1 The Procedure of Action Research

Cycle 1

a) Planning

In this step, the researcher was offering a new technique of improvement students' reading comprehension by using PQ4R method. This action was based on the RPP (teaching lesson plans) implemented in class.

Besides that, the researcher also prepared materials to be taught in class and made lesson plans.

b) Action

This step was an implementation of the use of speed reading as a teaching and learning technique. The teacher carried out the lesson plan in class gradually. This illustrated how used of the PQ4R Method in class could improve students' reading comprehension. To obtain the goal, the teacher created a classroom atmosphere as well as possible. In this case, the teacher took the role of controlling student activities and also providing assistance when they experienced difficulties in carrying out a task.

c) Observing

The teacher was actively involving in this step. The teacher was not only the participant in the class but also as the observer. The researcher observed the student participant in the class. The students' reading comprehension improvement would be directly observed by the researcher through observing their active participation in discussion, doing exercise, and test result.

d) Reflecting

After the teaching and learning activities were carried out, namely teaching reading using the PQ4R method the researcher recited the events in the class as a result of these actions. Then evaluated the process and results of implementing speed reading in class. Evaluation was useful for deciding what researcher did in the next cycle. This step analyzed the overall action to be performed.

Based on the data collected, the teacher as a collaborator and researcher discussed and evaluated to determine the next cycle. This was carried out to find out the effect of using the PQ4R method by analyzing the strengths and weaknesses using speed reading, the researcher could decide what the next action is for continuous improvement.

F. Technique for Analyzing the data

In this study, both qualitative and quantitative data was employed. The qualitative data was used to described the circumstances throughout the teaching-learning process, while the quantitative data was analyzed to determined the students' performance.

From the interview, qualitative data was extracted and evaluated to described the improvement when learning reading comprehension by using PQ4R Method. Frankel and Wallen (2009:445) stated that conducting interviews was a crucial step for researcher to do in order to confirm their findings. In order to acquire comprehensive data, the researcher conducted interview with 10 students. The researcher asked the interview subjects to elaborate on their comments in order to elicit clarity and further details. During the interviews, the researcher asked the students some questions before and after applied the PQ4R method.

While according to (Annisa & Rohaeti, 2021) quantitative data is analyzed by using descriptive statistical analysis such as finding the average value, percentage of success and others. This data analysis was carried out used SPSS 26.0.

CHAPTER IV
FINDINGS AND DISCUSSION

A. Data

This research was conducted by using quantitative data and qualitative data. Qualitative data were obtained from the average score of students' worksheets in the basic subject of reading comprehension. Each cycle consists of four stages, namely planning, action, observation, and reflection. The first cycle consisted of three meetings, while the second cycle only required three meetings. In each cycle a post-test was carried out.

The researcher obtained data from class IX-6 at Al-Hikmah Middle School regarding the factual conditions of problems faced by teachers and students in the English teaching and learning process, especially in reading ability. Before the researcher carried out the pre-test and post-test on the research, the researcher first recorded how many students carried out the research. The total number of students was 50 people consisting of 24 girls and 26 boys who are attached to the following data:

Table 4.1 The Data of Students

| NO | NAME |
|-----------|-------------|
| 1 | AF |
| 2 | AB |
| 3 | ASR |
| 4 | AP |
| 5 | ASG |
| 6 | AA |

| | |
|----|-----|
| 7 | BL |
| 8 | CHP |
| 9 | DAA |
| 10 | DS |
| 11 | DJH |
| 12 | DAM |
| 13 | DA |
| 14 | FAS |
| 15 | FMH |
| 16 | FU |
| 17 | HNA |
| 18 | H |
| 19 | IN |
| 20 | KAS |
| 21 | KT |
| 22 | KH |
| 23 | MA |
| 24 | MIF |
| 25 | MK |
| 26 | MK |
| 27 | MAF |
| 28 | MAP |
| 29 | MFM |
| 30 | MNA |
| 31 | MR |
| 32 | MZN |
| 33 | MAN |
| 34 | NM |
| 35 | NK |
| 36 | NA |

| | |
|----|-----|
| 37 | NS |
| 38 | RAM |
| 39 | RA |
| 40 | RN |
| 41 | RP |
| 42 | RC |
| 43 | RR |
| 44 | SF |
| 45 | SMB |
| 46 | SA |
| 47 | SA |
| 48 | TM |
| 49 | WFA |
| 50 | ZL |

In cycles I and II, it was carried out in six meetings. Before the researcher prepared planning 1 in cycle 1 the researcher had given a pre-test to students to determine their achievement in reading ability without using the P4QR method. At the second meeting in cycle I the researcher provided material on reading skills about recount text using the P4QR method which was carried out using PowerPoint media. When this implementation took place, there was interaction between the teacher and students with questions and answers. In cycles one and two, it was carried out in six meetings.

In the observing step, students were given reading comprehension worksheets from researcher. The researcher then used the PQ4R method to improve students' reading comprehension. After applied the method, an evaluation of students' talents and understanding of reading comprehension is carried out at

each meeting. The first test is an pre-test which is carried out at the initial meeting. The pre-test occurs at the end of the first cycle, and the next post-test occurs at the end of the second cycle. So, post tests are given at the end of each cycle.

B. Data Analysis

4.1 Cycle I

4.1.1 Quantitative Data

In quantitative data, test was given two students with 20 questions in pretest, the result of students score shown was very low, it can be seen that the total and mean scores are very bad. The total pre-test score is 1625 and the number of students is 50 students so the average pre-test score is:

| Descriptive Statistics | | | | | |
|-------------------------------|----|---------|---------|-------|----------------|
| | N | Minimum | Maximum | Mean | Std. Deviation |
| PreTest | 50 | 10 | 70 | 32.50 | 15.980 |
| Valid N (listwise) | 50 | | | | |

It can be concluded that the students' reading comprehension is still low. It continued to the next cycle in post-test I. The students' score in post-test I, it shown that the total and mean score was good. The total score in post-test I was 2,645 and the number of students were 50 students so the mean score in post-test I using formula:

| Descriptive Statistics | | | | | |
|-------------------------------|----|---------|---------|-------|----------------|
| | N | Minimum | Maximum | Mean | Std. Deviation |
| Siklus I | 50 | 30 | 80 | 52.10 | 13.135 |
| Valid N (listwise) | 50 | | | | |

Student learning outcomes in cycle I have not been achieved because the PQ4R learning method applied tends to be new so students' readiness is less than optimal because usually lessons take place passively where as now the researcher have to emphasize student activity and many students could not understand the meaning of the text also have difficulties finding the main idea from it given text. So during the research implementation in cycle I, there were still many students who got scores below the KKM and had not succeeded in reaching the average. Because the researcher found problems in this research, the researcher continued the cycle in cycle II.

4.1.2 Qualitative Data

In cycle I consists of planning, action, observation, and reflection.

a. Planning

In this phase the researcher made a plan based on the problems faced by students regarding reading comprehension. The researcher has prepared several plans, the first is that the researcher must find out the students' problems in reading in class. After the researcher know the students' problems, the researcher makes a lesson plan for the meeting in cycle I. The researcher must analyze the textbooks used in school. Furthermore, researcher must prepare materials and media in teaching reading comprehension. After that, the researcher prepared

research instruments including observation sheets to observe students, pretest as an instrument to collect data about student problems and posttest to determine whether there was an increase in student grades.

b. Action

The action was to carried out the procedures that had been prepared as follows:

Table 4.4 Action of Cycle I

| NO | Step | Action | Students |
|-----------|-----------------|--|--|
| 1 | <i>Preview</i> | Students should pay attention to the title and main topic, as well as the overall summary and what it would discuss. After that, a short explanation of the recount text material is provided to motivate students to ask. | a. Students pay attention the main topic of the material. b. Students motivate themselves with real-life examples. c. Students pay attention, take notes, and listen to the teacher's explanation. |
| 2 | <i>Question</i> | Asked students to put their question what they wanted to ask on paper. | Students make a questions |
| 3 | <i>Read</i> | The teacher asked students to read discourse containing learning material | Students read the material. |
| 4 | <i>Reflect</i> | The teacher asked students to reflect on the discourse they had to read by working a questions available on PowerPoint. | Students work on and discuss with friends. |
| 5 | <i>Recite</i> | The teacher conducted question and answer to students. | Students had question and answer with the teacher |
| 6 | <i>Review</i> | Together with the students | Students with the teacher |

| | | | |
|--|--|--|----------------------------------|
| | | concluded the material that has been given with interactive question and answer. | concluded the material together. |
|--|--|--|----------------------------------|

Based on table 4.4 action taken was the optimization of the PQ4R method actions that would be carried out in cycle I. So that students can get used to applying the PQ4R method (Preview, Question, Read, Reflect, Recite, Review) also the teacher should direct the PQ4R method directly well and correctly.

c. Observing

Observation activities carried out in class IX-6, researcher applied the P4QR method to improve students' reading ability in the learning process. During the action, researcher observed learning starting from initial activities on how to manage the learning process and organize students.

Based on the teaching observation report, there are several things that researcher must pay attention to checking the observation sheet using a checklist observation format, making a daily note, analyzing the class and writing down all the actions taken that occur in the class. This was done to determine students' interest in learning reading comprehension using the P4QR method and to determine the increase in reading comprehension using the P4QR method.

Based on observation data obtained from observation sheets and field notes, it can be concluded that the reading comprehension learning process using the PQ4R learning method in cycle I is still not conducive and efficient. This is obvious from how the PQ4R method's stages are implemented, which most students found difficult to follow. Many students still appear confused and unable

to comprehend the PQ4R method's steps. As a result, students engaged in more conversation, jokes, and activities that distract their focus from the lessons.

Based on interview collected from ten students who took part in random interviews, most of them expressed confusion about obtaining the PQ4R method's phases in cycle I. This was because students were not used to it and felt unfamiliar with the stages of the PQ4R method which included the preview (membaca sekilas), question (membuat pertanyaan), read (membaca), refleksi (menjawab pertanyaan), recite (meringkas) dan review (menyimpulkan). But the majority of students are content because they got a new teaching method that they have never used before.

d. Reflection

Based on observations during the first cycle of research, information was obtained that reading comprehension learning in classes XI-6 was still not effective. This is apparent from the fact that some students are still confused of the PQ4R method and have not become used to it, as well as the fact that learning is still focused on teachers in the classroom and is carried out in a passive way. Students' lack of readiness to receive learning is also an obstacle to creating effective learning.

The average score for the pretest in cycle I was 32.50. The average score is still below the KKM, no students achieved a score above the KKM. This shown that students' abilities at the initial stage are still low. After carried out the posttest at the end of the cycle, the data obtained was that the average value of the first cycle posttest results was 52.10 with the highest score being 80 and the lowest

score being 30. Meanwhile, those who met the specified KKM (Minimum Completeness Criteria) score were 75, namely 6 students. This shows that the students' abilities has not yet experienced an increase.

So, the teaching and learning process used the P4QR method in cycle I, the researcher observed that there were several things that needed to be improved in cycle II to perfect this research. Specifically, students' reading comprehension abilities must be improved, and teacher must pay attention to students who lack self-confidence so they have the courage to develop their ideas. There needs to be a revision of actions and plans before they are implemented in the next cycle so that the success criteria for this research can be achieved. Therefore, researcher must continue to the next cycle.

4.1 Cycle II

4.2.1 Quantitative Data

Researcher continued to Cycle II, the score in post test II showed that the total and means score was very good. The total score in post-test II was 3.700 and the number of students were 50 students so the mean score in post-test II using formula:

| Descriptive Statistics | | | | | |
|------------------------|----|---------|---------|-------|----------------|
| | N | Minimum | Maximum | Mean | Std. Deviation |
| Siklus II | 50 | 55 | 100 | 75.50 | 9.755 |
| Valid N (listwise) | 50 | | | | |

It can be concluded that reading comprehension increases by using the P4QR method. To find out the increase in student scores from the pre-test, post-

test I, and post-test II, it shown that the total of students score in pre-test was 1625 and the mean score was 32.50. Than in post test I there was improvement students reading comprehension were the total of score was 2645 and the mean score was 52.10. In post test II the total students was 3700 and the mean score was 75.50.

4.2.2 Qualitative Data

The first cycle starts from the first meeting to the third meeting. In cycle II, researcher expect better results from students than in the first cycle. Similar to the first cycle, the researcher conducted the second cycle with the same steps. In cycle II consists of planning, action, observation and reflection.

a. Planning

In this cycle, three meetings were held with students. Researcher prepare related materials. The researcher asked the students several questions to encourage them to talk and find out their level of ability in English. At this stage the researcher made a plan based on the problems faced by students regarding reading comprehension in cycle I. The researcher had prepared several plans, the researcher made a lesson plan for the meeting in cycle II.

After that, the researcher prepared post-test II as an instrument for collect data about students' difficulties in reading comprehension. Next, researcher must prepared materials and media for teaching reading comprehension. After that, the researcher prepared research instruments, for example observation sheets to observe students, post test I as an instrument to collect data about student problems. And finally, researcher created more supportive conditions to

encourage students to provide more responsiveness and active participation in class.

b. Action

The first cycle was carried out on November 14, 21, 28 then the next action was to carried out the procedures that had been prepared as follows:

Table 4.7 Action of Cycle I

| NO | Step | Action | Students |
|-----------|-----------------|--|--|
| 1 | <i>Preview</i> | Students should pay attention to the title and main topic, as well as the overall summary and what it would discuss. After that, a short explanation of the recount text material is provided to motivate students to ask. | <ul style="list-style-type: none"> a. Students pay attention the main topic of the material. b. Students motivate themselves with real-life examples. c. Students pay attention, take notes, and listen to the teacher's explanation. |
| 2 | <i>Question</i> | Asked students to put their question what they wanted to ask on paper. | Students make a questions |
| 3 | <i>Read</i> | The teacher asked students to read discourse containing learning material. | Students read the material. |
| 4 | <i>Reflect</i> | The teacher asked students to reflect on the discourse they had to read by working a questions available on PowerPoint. | Students work on and discuss with friends. |
| 5 | <i>Recite</i> | The teacher conducted | Students had question and |

| | | | |
|---|---------------|---|--|
| | | question and answer to students. | answer with the teacher |
| 6 | <i>Review</i> | Together with the students concluded the material that has been given with interactive question and answer. | Students with the teacher concluded the material together. |

Based on table 4.5, the actions taken in cycle II are expected to get optimal results. Students was started to get used to implementing PQ4R (Preview, Question, Read, Reflect, Recite, Review).

c. Observing

Based on observation data obtained from observation sheets and field notes, it can be concluded that the reading comprehension learning process using the PQ4R learning method in cycle II has begun to be more conducive and efficient compared to cycle I. This can be seen from more than 50% of students following the stages in the PQ4R method and the learning atmosphere by applying the PQ4R method are optimal. Students seem focused on the lesson and there are no longer any students chatting and joking. Everyone seems focused on following the stages of the PQ4R method.

Based on the results of interviews with ten students in cycle II, data was obtained that students were happy with the application of the PQ4R method. In cycle II, students begin to get used to the stages of the PQ4R method so that the application of the PQ4R method in cycle II is more optimal. It can also be seen

that most students are started to get used to and liked the PQ4R method (Preview, Question, Read, Reflect, Recite, Review). With PQ4R learning, students are motivated to pay attention to the teacher's explanations and are accustomed to reading discourse so that students focus on working on the questions given.

d. Reflection

It was found through observations made during the research cycle II that teaching reading comprehension in classes XI-6 had started to show results. Compared to cycle I, the classroom atmosphere is more productive as students are becoming used to the PQ4R method and the learning process. They also seem to be participating more actively in it.

The average score for post-test results in cycle II was 75.50 with the highest score being 100 and the lowest score being 55. Meanwhile, those who met the KKM score (Minimum Completeness Criteria) determined at 75, namely 33 students, had reached the KKM score. This shown that the students' abilities had improved from the cycle I to cycle II.

Students' reading comprehension learning outcomes improved in comparison to cycle I, according to data obtained from the cycle II reflection. Furthermore, students' responses to the PQ4R method of teaching were positive and their learning activities were more active. These indicators shown that students have met the expected requirements for reading comprehension when it comes to comprehending recount text. Thus, cycle III learning actions do not need to be completed.

From the results of data analysis, it can be found in this research that there is an increase in students' reading comprehension by applied the P4QR method. This can be seen from the pre-test average of 32.50. After the P4QR method in the first cycle, there was an increase in students' reading comprehension results with an average of 52.10. This means that there was an increase from pre-test to post-test I and in cycle II after reflection in cycle I there was an increase in the student mean, namely 75.50, and based on the results of observations, it showed that students were enthusiastic and motivated to learn reading comprehension very well after using the P4QR method.

From the explanation above, it shown that the application of the PQ4R method (Preview, Question, Read, Reflect, Recite, Review) provided a great opportunity for students to be directly or actively involved during learning. As a result of active learning, it created student creativity and the learning process becomes fun, so that learning achieved the set learning objectives or is effective and improved student learning outcomes.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

After carrying out research and analyzing data, researcher found that students' reading comprehension achievement had increased by implementing the P4QR method. This can be seen from the average student score on the pre-test of 32.50, the average student score on post-test I of 52.10, and the average student score on post-test II of 75.50. The increase in scores from pre-test to post-test I increased by 19.6 points and from post-test I to post-test II increased by 23.4 points.

The result shown that students' reading comprehension learning outcomes improved. Additionally, the PQ4R teaching approach was well received by the students also gave students an incredible opportunity to participate directly or actively in the learning process. Learning achieved the set goals for learning or is effective and improved student learning outcomes because active learning encourages student creativity and makes the learning process enjoyable. These indicators shown that students had been able to recount texts to the expected level of reading comprehension.

B. Suggestions

Based on the results of the discussion and conclusions, suggestions for research. These are as follows:

a. To the English Teacher

As a teacher, in the process of teaching and learning activities, you are expected to pay attention to the methods that will be used in learning, which of course must pay attention to the needs and suitability of learning media with students' ability to master reading so as to improve students' reading comprehension. For example, by using the P4QR method in learning and improving students' reading comprehension, teachers should use the P4QR method as a learning method. Because using the P4QR method will also train students to get used to using learning methods as a learning method.

b. For Students

In this modern era, it is hoped that we can maximize the use of learning methods as a learning method to enrich scientific insight. So that students can be more active and have broader insight into learning.

c. For Other Researchers

The P4QR learning method research emphasizes cognitive assessment to determine the level of results based on research results related to learning using media so that it can improve the learning outcomes of class IX students.

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Appendix 1. The Result of SPSS

Result of Pretest :

| Descriptive Statistics | | | | | |
|------------------------|----|---------|---------|-------|----------------|
| | N | Minimum | Maximum | Mean | Std. Deviation |
| PreTest | 50 | 10 | 70 | 32.50 | 15.980 |
| Valid N (listwise) | 50 | | | | |

Result of Cycle I :

| Descriptive Statistics | | | | | |
|------------------------|----|---------|---------|-------|----------------|
| | N | Minimum | Maximum | Mean | Std. Deviation |
| Siklus I | 50 | 30 | 80 | 52.10 | 13.135 |
| Valid N (listwise) | 50 | | | | |

Result of Cycle II :

| Descriptive Statistics | | | | | |
|------------------------|----|---------|---------|-------|----------------|
| | N | Minimum | Maximum | Mean | Std. Deviation |
| Siklus II | 50 | 55 | 100 | 75.50 | 9.755 |
| Valid N (listwise) | 50 | | | | |

Appendix 2. The Data of Students

| NO | NAME | GENDER |
|-----------|-------------|---------------|
| 1 | AF | M |
| 2 | AB | F |
| 3 | ASR | M |
| 4 | AP | F |
| 5 | ASG | M |
| 6 | AA | F |
| 7 | BL | F |
| 8 | CHP | F |
| 9 | DAA | M |
| 10 | DS | M |
| 11 | DJH | F |
| 12 | DAM | F |
| 13 | DA | M |
| 14 | FAS | M |
| 15 | FMH | M |
| 16 | FU | F |
| 17 | HNA | F |
| 18 | H | M |
| 19 | IN | F |
| 20 | KAS | F |
| 21 | KT | F |
| 22 | KH | F |
| 23 | MA | M |
| 24 | MIF | M |
| 25 | MK | F |
| 26 | MK | M |
| 27 | MAF | M |
| 28 | MAP | M |

| | | |
|----|-----|---|
| 29 | MFM | M |
| 30 | MNA | M |
| 31 | MR | M |
| 32 | MZN | M |
| 33 | MAN | F |
| 34 | NM | F |
| 35 | NK | F |
| 36 | NA | F |
| 37 | NS | F |
| 38 | RAM | M |
| 39 | RA | M |
| 40 | RN | M |
| 41 | RP | M |
| 42 | RC | M |
| 43 | RR | F |
| 44 | SF | M |
| 45 | SMB | F |
| 46 | SA | F |
| 47 | SA | F |
| 48 | TM | M |
| 49 | WFA | F |
| 50 | ZL | M |

Appendix 3. Test Sheet

SOAL PRETEST & POST TEST

Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : IX-6 / I
 Pokok Bahasan : Recount Text

Try to choose one correct answer by making a cross (x) at points a,b,c, or d !

The following text is for questions 1-4

Yesterday was my birthday and i got a new watch from my father. I really like its black color that makes is look expensive and elegant. The watch is made of strong plastic, but the strap is made of the flexible one it makes it very comfortable to wear.

My new watch has many features. To activate the features, all I have to do is pressing the buttons. If I want the screen to show all the features of the watch, I just press the red button above the screen touch mode. It will allow me to use any features by just touching the symbols on the screen.

When the watch is not in the screen touch mode, I should use the buttons on the sides of the screen to active the features. The two buttons on the right side are used for showing the date and temperature, while the two buttons on the left are used for activating the alarm and stopwatch. The last button is below the screen. It is used for activating the flash light! Cool, isn't it?

1. What is the best title for the text above ?
 - a. my birthday
 - b. my new watch
 - c. my birthday present
 - d. my father's new watch

2. How many buttons are mentioned in the text ?
 - a. four
 - b. five
 - c. six
 - d. seven

3. "it is used for activating the flash light" (last paragraph)
 The word "it" refers to.....

| | |
|--------------|--------------------|
| a. the alarm | c. the screen |
| b. the watch | d. the last button |

4. “ Cool , isn’t it?” (last sentence)

The underlined word can best be replaced by.....

- a. cold c. breezy
b. calm d. attractive

The following text is for questions 5-8

A VISIT TO A DOCTOR

One morning, I woke up with a very sore throat. I could not swallow without feeling great pain. I told my mother about it. She decided that I should skip school that day. She was going to take me to see a doctor.

At 9 a.m., my mother and I took the bus to town to see our family doctor. We waited for a while at the clinic before I got to see the doctor. Dr. Lee examined me carefully. I had a slight fever and other symptoms that indicated that I might be coming down with influenza. So he gave me an injection and prescribed some oral medicine for me. He also wrote me a medical certificate so that I could be absent from school for a couple of days.

By the time we reached home, my throat was definitely not as sore as it was before. The injection must be doing its work.

I took the oral medicine diligently and after two days of rest, I was well on my way back to health again.

5. What is the intention of the text above ?
- To tell the writer’s past experience
 - To entertain the readers with the event
 - To tell the writer how to cure the disease
 - To describe the readers the chronological events
6. Where did they wait for a while before going to see the doctor?
- At home c. At the hospital
 - At the clinic d. At the drugstore
7. By reading the text, we know that the doctor....
- was very familiar for the writer
 - gave the writer some medicines
 - prescribed the writer an injection
 - certified the writer to skip school for one day

8. “ I had a slight fever and other symptoms that indicated ...” (paragraph 2)

What does the underlined word above mean?

- a. Coughs
- b. Headaches
- c. Influenza
- d. Signs of disease

The following text is for questions 9-11

Last Sunday, I was gardening with my father. It was half past six in the morning. The air was really fresh. My dad called me from the yard. He said something about “banana”. I walked to where he stood looking at one my banana trees. I saw some of them already yellow. What a great view!

Next, we were busy to harvest the bananas. It was my first time to do this. We just moved to the new house for about six months. Here, we have some yard besides the house with banana and guava trees.

After that, I watered the vertical garden and pulled out the wild grass. I also collected the old leaves and realized that the yard look nicer and cleaner after that.

Finally, I picked 2 ripe guavas. Hmm, they smelt nice. I took shower and breakfast with my parents right after that. It was a fine Sunday morning. I felt a stronger bond by doing the gardening together with my father.

9. What is the main idea of the first paragraph?

- a. The family had breakfast together
- b. The writer watered the plants and cleared the yard
- c. The writer found that some of the bananas were ripe
- d. The father and son were busy to harvest the banana trees

10. From the first text, we know that...

- a. the writer felt very bored last Sunday
- b. the writer’s garden is full of kinds of flowers
- c. mother was not at home last Sunday morning
- d. the writer really enjoyed the gardening time with his family

11. Why did the yard look nicer and cleaner?
- it was full of beautiful flowers
 - They cut off all the banana trees
 - The writer had watered the banana trees
 - He collected old leaves and pulled of the wild grass

For number 12 to 14, choose the suitable words to fill in the blanks.

Last weekend, my friends and I went camping. We (12)... the camping ground after we walked for about one and a half hours. We built the tent next to a small river. It was vacation. It was getting darker and colder, so we made a (13)... The next day, we spent our time observing plantation and insects during the day. At night, we sang, danced, read poetry, played magic tricks (14)...

- | | |
|-----------------|-------------|
| 12. a. searched | c. met |
| b. reached | d. examined |
| 13. a. tent | c. fire |
| b. camp | d. firework |
| 14. a. greatly | c. friendly |
| b. happily | d. nicely |

The following text is for questions 15 – 17

Last month, my friend and I went to Pangandaran beach. It took 5 hours from my hometown, Bandung. We decided to go to Pangandaran beach with our motorcycle because it was more interesting tour if we rode motorcycle from my hometown. We took a rest for a while in Tasik and the continued our trip.

We arrived in Pangandaran beach at 1.00 p.m. and we decided to stay at an inn for one night. In the afternoon, we headed to the beach. We also have lunch there by eating some food that we brought from Bandung. We continued to explore the coast of Pangandaran. We started by exploring the beach and the sea by boat Charter. We were very pleased and happy to play at the beach.

We started to come back to Bandung in the morning. It was wonderful experience that I and my friend ever had. We will never forget that moment.

15. The main idea of the second paragraph is that the writer and his friends....
- had dinner at the beach
 - stay two nights in the inn
 - were excited playing at the beach
 - arrived at the beach in the morning
16. Where did the writer and his friend take a rest before arriving in Pangandaran?
- In Tasik
 - In an inn
 - At the beach
 - At the hometown
17. Why did they go to the beach by riding motorcycle?
- It was faster than by car
 - They wanted to enjoy the scenery
 - It was very cheap by riding motorcycle
 - By riding the motorcycle, the tour was more interesting

The following text is for questions 18 – 20

I have got painful experience that I went through last semester. I joined the cross country. We were running race competing against several other schools. The entire race was long and dreadful. It took place in the desert so it was really hot and humid. We ran up and down the hills.

It was getting awful after 10 minutes of the race. People who run in front of me made me breathe the dust they created. It wasn't so bad until my throat started to hurt. It was very painful. I had a hard time to catch my breath and I sweat a lot. I really hated it.

In the end, I managed to finish the race. I felt really good after that. I felt fully alive again. That race was horrible experience. That is the reason why I quit the team a week later.

18. What does the second paragraph tell us about ?
- A cross country race
 - An awful place in the mountain
 - A good feeling after completing the race
 - Painful incidents during the cross country

19. From the text, we know that...
- a. the writer quitted and never made it to the finish line
 - b. although he had a painful throat, the writer could finish the race
 - c. the race was a competition between students in the writer's school
 - d. the race route was so mountainous that the weather was cool and windy
20. Why was the writer's throat painful?
- a. He sweat a lot
 - b. He couldn't breathe
 - c. It was really hot and humid
 - d. People in front of him created dust

Appendix 4. Lesson Plan Cycle I

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP) CYCLE I

Satuan Pendidikan : SMP AL-Hikmah Medan

Kelas/Semester : IX/Ganjil

Mata Pelajaran : Bahasa Inggris

Materi Pokok : Recount Text

Alokasi Waktu : 2 x 40 Menit

A. Kompetensi Dasar

3.3 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya (C5).

4.3 Teks recount

4.3.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount) (C3)

4.3.2 Menyusun teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks (C6)

B. Indikator Pencapaian

1. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks personal recount.
2. Menentukan teks personal recount terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya.
3. Membandingkan struktur teks, dan unsur kebahasaan beberapa teks personal recount.

4. Merangkum makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount).
5. Membuat teks recount, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau.

C. Tujuan Pembelajaran

Setelah mengikuti rangkaian kegiatan pembelajaran peserta didik dapat :

1. Mampu mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks personal recount dengan benar dan bertanggung jawab.
2. Menentukan teks terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya dengan benar dan bertanggung jawab.
3. Membandingkan fungsi social teks personal recount dengan benar dan bertanggung jawab.
4. Merangkum terkait teks recount, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau dengan benar dan tanggung jawab.

D. Media Pembelajaran, Alat dan Sumber Belajar

- Media/Bahan : Materi Pembelajaran dalam Recount Text, Lembar Kegiatan Peserta Didik (LKPD), Lembar Penilaian
- Alat : Laptop, Proyektor, Alat Tulis, Papan Tulis
- Sumber : Buku Bahasa Inggris Kelas IX Kemendikbu Tahun 2018

E. Langkah – Langkah Kegiatan Pembelajaran

1. Kegiatan Pendahuluan (5 menit)

1. Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, serta memeriksa kehadiran peserta didik sebagai sikap disiplin.

2. Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.
3. Menyampaikan motivasi tentang apa yang dapat di peroleh (tujuan dan manfaat) dengan mempelajari materi recount text.

2. Kegiatan Inti (30 menit)

a. Preview

1. Meminta siswa untuk membaca selintas sub topik atau judul dan rangkuman tentang materi apa yang akan dipelajari.
2. Menjelaskan selintas materi untuk memotivasi siswa untuk membuat pertanyaan.

b. Question

1. Meminta siswa membuat pertanyaan pada kertas mengenai materi yang akan dibahas.
2. Memberikan waktu kepada siswa untuk membuat pertanyaan.
3. Meminta siswa untuk bertanya tentang pertanyaan yang sudah ditulis.

c. Read

1. Meminta siswa memperhatikan PowerPoint.
2. Meminta siswa untuk membaca wacana yang sudah tersedia di PowerPoint dan mencoba memahami tentang materi yang akan dibahas, tentang beberapa informasi yang penting yang akan dibahas.
3. Memberikan waktu kepada siswa selama 10 menit untuk membaca wacana yang ada pada PowerPoint.
4. Meminta siswa menulis informasi yang penting di dalam buku tulis.

d. Reflect

1. Meminta siswa untuk melakukan refleksi wacana yang sudah mereka baca dengan mencoba menjawab pertanyaan-pertanyaan yang ada di dalam PowerPoint.
2. Meminta siswa untuk membuat gambaran atau kesimpulan dari pertanyaan dan jawaban yang sudah dikerjakan.

e. Recite

1. Meminta siswa untuk menghafal pertanyaan dan jawaban dengan cara tanya jawab sendiri.
2. Membahas bersama-sama jawaban dari pertanyaan yang sudah siswa kerjakan dengan mengadakan Tanya jawab interaktif dengan metode tanya jawab.
3. Memberikan reward kepada siswa dengan memberikan skor pada siswa yang aktif dalam mengungkapkan pendapat atau alasan dalam menjawab pertanyaan dari guru.
4. Melakukan Post-test

3. Kegiatan Penutup (5 menit)**a. Review**

1. Guru bersama peserta didik merangkum point-point penting yang telah di pelajari dalam kegiatan pembelajaran.
2. Guru memberikan penilaian dan apresiasi terhadap peserta didik.
3. Guru memimpin doa untuk menutup pembelajaran.

F. Penilaian

- a. Penilaian Sikap
- b. Penilaian Kognitif : Pre-test dan Post-test

Peneliti

Siti Amelia

NPM : 1902050056

Appendix 5. Lesson Plan Cycle II

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) CYCLE II

Satuan Pendidikan : SMP AL-Hikmah Medan
Kelas/Semester : IX/Ganjil
Mata Pelajaran : Bahasa Inggris
Materi Pokok : Recount Text
Alokasi Waktu : 2 x 40 Menit

A. Kompetensi Dasar

3.3 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya (C5).

4.3 Teks recount

4.3.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount) (C3)

4.3.2 Menyusun teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks (C6)

B. Indikator Pencapaian

1. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks personal recount.
2. Menentukan teks personal recount terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya.
3. Membandingkan struktur teks, dan unsur kebahasaan beberapa teks personal recount.

4. Merangkum makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount).
5. Membuat teks recount, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau.

C. Tujuan Pembelajaran

Setelah mengikuti rangkaian kegiatan pembelajaran peserta didik dapat :

1. Mampu mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks personal recount dengan benar dan bertanggung jawab.
2. Menentukan teks terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya dengan benar dan bertanggung jawab.
3. Membandingkan fungsi social teks personal recount dengan benar dan bertanggung jawab.
4. Merangkum terkait teks recount, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau dengan benar dan tanggung jawab.

D. Media Pembelajaran, Alat dan Sumber Belajar

- Media/Bahan : Materi Pembelajaran dalam Recount Text, Lembar Kegiatan Peserta Didik (LKPD), Lembar Penilaian
- Alat : Laptop, Proyektor, Alat Tulis, Papan Tulis
- Sumber : Buku Bahasa Inggris Kelas IX Kemendikbu Tahun 2018

E. Langkah – Langkah Kegiatan Pembelajaran

1. Kegiatan Pendahuluan (5 menit)

- a. Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, serta memeriksa kehadiran peserta didik sebagai sikap disiplin.

- b. Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.
- c. Menyampaikan motivasi tentang apa yang dapat di peroleh (tujuan dan manfaat) dengan mempelajari materi recount text.

2. Kegiatan Inti (30 menit)

a. Preview

1. Meminta siswa untuk membaca selintas sub topik atau judul dan rangkuman tentang materi apa yang akan dipelajari.
2. Membagikan siswa dalam kelompok yang sudah ditentukan.
3. Menjelaskan selintas materi untuk memotivasi siswa untuk membuat pertanyaan.

b. Question

1. Meminta siswa membuat pertanyaan pada kertas mengenai materi yang akan dibahas.
2. Memberikan waktu kepada siswa untuk membuat pertanyaan.
3. Meminta siswa untuk bertanya tentang pertanyaan yang sudah ditulis.

c. Read

1. Meminta siswa memperhatikan PowerPoint.
2. Meminta siswa untuk membaca wacana yang sudah tersedia di PowerPoint dan mencoba memahami tentang materi yang akan dibahas, tentang beberapa informasi yang penting yang akan dibahas.
3. Memberikan waktu kepada siswa selama 10 menit untuk membaca wacana yang ada pada PowerPoint.
4. Meminta siswa menulis informasi yang penting di dalam buku tulis.

d. Reflect

1. Meminta siswa untuk melakukan refleksi wacana yang sudah mereka baca dengan mencoba menjawab pertanyaan-pertanyaan yang ada di dalam PowerPoint dengan cara berdiskusi dengan teman kelompok.
2. Meminta siswa untuk membuat gambaran atau kesimpulan dari pertanyaan dan jawaban yang sudah dikerjakan.

e. Recite

1. Melakukan kuis untuk membuat siswa mengingat butir-butir penting dari materi yang sudah di pelajari.
2. Meminta siswa untuk menjawab kuis dengan cara berdiskusi dengan teman sekelompok.
3. Memberikan reward kepada kelompok dengan memberikan skor pada kelompok yang aktif dalam menjawab kuis dari guru.
4. Melakukan Post-test

3. Kegiatan Penutup (5 menit)

a. Review

1. Guru bersama peserta didik merangkum point-point penting yang telah di pelajari dalam kegiatan pembelajaran.
2. Guru memberikan penilaian dan apresiasi terhadap peserta didik.
3. Guru memimpin doa untuk menutup pembelajaran.

F. Penilaian

- c. Penilaian Sikap
- d. Penilaian Kognitif : Pre-test dan Post-test

Peneliti

Siti Amelia

NPM : 1902050056

Appendix 6. The Score of Pretest

| NO | NAME | SCORE |
|-----------|-------------|--------------|
| 1 | AF | 60 |
| 2 | AB | 10 |
| 3 | ASR | 20 |
| 4 | AP | 35 |
| 5 | ASG | 30 |
| 6 | AA | 25 |
| 7 | BL | 40 |
| 8 | CHP | 25 |
| 9 | DAA | 20 |
| 10 | DS | 45 |
| 11 | DJH | 30 |
| 12 | DAM | 25 |
| 13 | DA | 70 |
| 14 | FAS | 70 |
| 15 | FMH | 45 |
| 16 | FU | 15 |
| 17 | HNA | 15 |
| 18 | H | 20 |
| 19 | IN | 20 |
| 20 | KAS | 15 |
| 21 | KT | 60 |
| 22 | KH | 50 |
| 23 | MA | 55 |
| 24 | MIF | 20 |
| 25 | MK | 20 |
| 26 | MK | 25 |
| 27 | MAF | 65 |
| 28 | MAP | 15 |
| 29 | MFM | 30 |

| | | |
|--------------|-----|--------------|
| 30 | MNA | 40 |
| 31 | MR | 30 |
| 32 | MZN | 30 |
| 33 | MAN | 30 |
| 34 | NM | 35 |
| 35 | NK | 35 |
| 36 | NA | 40 |
| 37 | NS | 30 |
| 38 | RAM | 40 |
| 39 | RA | 55 |
| 40 | RN | 15 |
| 41 | RP | 25 |
| 42 | RC | 15 |
| 43 | RR | 25 |
| 44 | SF | 35 |
| 45 | SMB | 35 |
| 46 | SA | 15 |
| 47 | SA | 20 |
| 48 | TM | 15 |
| 49 | WFA | 60 |
| 50 | ZL | 25 |
| TOTAL | | 1,625 |

Keterangan :

| | |
|-----------------|----------|
| Jumlah | 1,625 |
| Rata-Rata | 15 |
| Nilai Tertinggi | 70 |
| Nilai Terendah | 10 |
| Ketuntasan (%) | 0% siswa |

Appendix 7. The Score of Cycle I

| NO | NAME | SCORE |
|-----------|-------------|--------------|
| 1 | AF | 60 |
| 2 | AB | 30 |
| 3 | ASR | 40 |
| 4 | AP | 60 |
| 5 | ASG | 45 |
| 6 | AA | 60 |
| 7 | BL | 65 |
| 8 | CHP | 50 |
| 9 | DAA | 50 |
| 10 | DS | 60 |
| 11 | DJH | 40 |
| 12 | DAM | 50 |
| 13 | DA | 80 |
| 14 | FAS | 75 |
| 15 | FMH | 60 |
| 16 | FU | 45 |
| 17 | HNA | 50 |
| 18 | H | 55 |
| 19 | IN | 45 |
| 20 | KAS | 45 |
| 21 | KT | 75 |
| 22 | KH | 75 |
| 23 | MA | 70 |
| 24 | MIF | 45 |
| 25 | MK | 40 |
| 26 | MK | 40 |
| 27 | MAF | 75 |

| | | |
|--------------|-----|-------------|
| 28 | MAP | 35 |
| 29 | MFM | 55 |
| 30 | MNA | 65 |
| 31 | MR | 40 |
| 32 | MZN | 40 |
| 33 | MAN | 45 |
| 34 | NM | 45 |
| 35 | NK | 50 |
| 36 | NA | 40 |
| 37 | NS | 40 |
| 38 | RAM | 55 |
| 39 | RA | 70 |
| 40 | RN | 45 |
| 41 | RP | 50 |
| 42 | RC | 45 |
| 43 | RR | 45 |
| 44 | SF | 55 |
| 45 | SMB | 65 |
| 46 | SA | 45 |
| 47 | SA | 30 |
| 48 | TM | 40 |
| 49 | WFA | 80 |
| 50 | ZL | 40 |
| TOTAL | | 2645 |

Keterangan :

| | |
|-----------------|-----------|
| Jumlah | 2,645 |
| Rata-Rata | 45 |
| Nilai Tertinggi | 80 |
| Nilai Terendah | 30 |
| Ketuntasan (%) | 12% siswa |

Appendix 8. The Score of Cycle II

| NO | NAME | SCORE |
|-----------|-------------|--------------|
| 1 | AF | 85 |
| 2 | AB | 65 |
| 3 | ASR | 70 |
| 4 | AP | 100 |
| 5 | ASG | 75 |
| 6 | AA | 80 |
| 7 | BL | 90 |
| 8 | CHP | 70 |
| 9 | DAA | 80 |
| 10 | DS | 80 |
| 11 | DJH | 70 |
| 12 | DAM | 85 |
| 13 | DA | 85 |
| 14 | FAS | 85 |
| 15 | FMH | 85 |
| 16 | FU | 70 |
| 17 | HNA | 80 |
| 18 | H | 75 |
| 19 | IN | 70 |
| 20 | KAS | 70 |
| 21 | KT | 85 |
| 22 | KH | 95 |
| 23 | MA | 75 |
| 24 | MIF | 60 |
| 25 | MK | 65 |
| 26 | MK | 55 |
| 27 | MAF | 80 |

| | | |
|--------------|-----|-------------|
| 28 | MAP | 65 |
| 29 | MFM | 75 |
| 30 | MNA | 75 |
| 31 | MR | 65 |
| 32 | MZN | 70 |
| 33 | MAN | 85 |
| 34 | NM | 70 |
| 35 | NK | 70 |
| 36 | NA | 75 |
| 37 | NS | 80 |
| 38 | RAM | 60 |
| 39 | RA | 75 |
| 40 | RN | 75 |
| 41 | RP | 75 |
| 42 | RC | 60 |
| 43 | RR | 60 |
| 44 | SF | 70 |
| 45 | SMB | 90 |
| 46 | SA | 70 |
| 47 | SA | 85 |
| 48 | TM | 80 |
| 49 | WFA | 90 |
| 50 | ZL | 70 |
| TOTAL | | 3700 |

Keterangan :

| | |
|-----------------|-----------|
| Jumlah | 3.700 |
| Rata-Rata | 70 |
| Nilai Tertinggi | 100 |
| Nilai Terendah | 55 |
| Ketuntasan (%) | 62% siswa |

Appendix 9. Observation Sheet Cycle I

OBSERVATION SHEET CYCLE I

Mata Pelajaran : Bahasa Inggris
 Pokok Bahasan : Recount Text
 Kelas / Semester : IX-6 / Ganjil
 Alokasi Waktu : 2 x 45 Menit
 Pelaksanaan : September

A. Kemampuan Siswa

| No | Aspek Pengamatan | Skor | | | Alasan |
|----|---|------|---|---|---|
| | | K | C | B | |
| 1 | Kemampuan mempraktekkan metode belajar PQ4R | | v | | Siswa masih bingung dan perlu bimbingan dari guru dan observer |
| 2 | Kemampuan mengingat materi | v | | | Kemampuan mengingat materi kurang dan malas membaca |
| 3 | Kemampuan Menyusun dan menjawab pertanyaan | v | | | Motivasi belajar kurang, siswa merasa malu dan takut salah |
| 4 | Kemampuan penyampaian intisari materi | | v | | Siswa merasa malu untuk maju dan merasa takut salah |
| 5 | Kemampuan menjawab pertanyaan guru | | V | | Masih malu tetapi ada beberapa siswa yang sudah berani menjawab |

B. Aktifitas siswa dalam mengikuti pelajaran

| No | Aspek Pengamatan | Skor | | | Alasan |
|----|--|------|---|---|--|
| | | K | C | B | |
| 1 | Kesiapan mengikuti pelajaran | v | | | Beberapa siswa kurang memperhatikan dan kurang siap menerima Pelajaran |
| 2 | Suasana pembelajaran kondusif | | v | | Pembelajaran berlangsung baik dan kondusif meski ada yang kurang memperhatikan Pelajaran |
| 3 | Keaktifan siswa menerapkan Langkah-langkah metode belajar PQ4R | | | v | Perlu bimbingan guru, mampu meningkatkan motivasi belajar siswa |
| 4 | Keaktifan penyampaian pendapat | | v | | Sudah cukup baik dalam penyampaian pendapat meskipun masih malu namun lebih baik dari kondisi sebelum Tindakan |
| 5 | Respon guru dan siswa saat proses pembelajaran | | v | | Pembelajaran cukup menyenangkan |

Observer

Siti Amelia
1902050056

Appendix 10. Observation Sheet Cycle II

OBSERVATION SHEET CYCLE II

Mata Pelajaran : Bahasa Inggris
 Pokok Bahasan : Recount Text
 Kelas / Semester : IX-6 / Ganjil
 Alokasi Waktu : 2 x 45 Menit
 Pelaksanaan : September

A. Kemampuan Siswa

| No | Aspek Pengamatan | Skor | | | Alasan |
|----|---|------|---|---|--|
| | | K | C | B | |
| 1 | Kemampuan mempraktekkan metode belajar PQ4R | | | v | Siswa sudah meningkat dalam menerapkan Langkah-langkah metode belajar PQ4R |
| 2 | Kemampuan mengingat materi | | | v | Meningkat dibandingkan siklus I, lebih siap menerima materi |
| 3 | Kemampuan Menyusun dan menjawab pertanyaan | | | v | Sudah terlatih kemampuan Menyusun dan menjawab siswa meningkat |
| 4 | Kemampuan penyampaian intisari materi | | | v | Siswa sudah berani menyampaikan intisari materi didepan kelas |
| 5 | Kemampuan menjawab pertanyaan guru | | | v | Sudah meningkat dalam menjawab pertanyaan dan terlatih pada siklus I |

B. Aktifitas siswa dalam mengikuti pelajaran

| No | Aspek Pengamatan | Skor | | | Alasan |
|----|------------------------------|------|---|---|--|
| | | K | C | B | |
| 1 | Kesiapan mengikuti pelajaran | | | v | Siap menerima materi karena sudah membaca dari bahan bacaan yang telah dibagikan |

| | | | | | |
|---|--|--|--|---|---|
| 2 | Suasana pembelajaran kondusif | | | v | Siswa terkondisikan dengan baik |
| 3 | Keaktifan siswa menerapkan Langkah-langkah metode belajar PQ4R | | | v | Sudah mengerti dan lancar dalam mempraktekkan Langkah-langkah metode belajar PQ4R |
| 4 | Keaktifan penyampaian pendapat | | | v | Sebagian besar siswa aktif dalam menyampaikan pendapat |
| 5 | Respon guru dan siswa saat proses pembelajaran | | | v | Suasana pembelajaran berlangsung baik dan berbeda dengan kondisi biasanya |

Observer

Siti Amelia
1902050056

Appendix 11. Students' Interview Sheet

I. Interviewing with the students before conducting PQ4R Method

1. Do you like English subject?
2. Do you like learning about reading comprehension especially in recount text?
3. Do you still remember about recount text? What is it about?

II. Interviewing with the students after conducting the first cycle and the second cycle in teaching reading comprehension in narrative text using PQ4R Method.

1. What do you think about PQ4R Method?
2. What difficulties do you have when studying about reading in recount text using PQ4R Method?

Appendix 12. Teachers' Interview Sheet

I. Interviewing with the teacher before conducting PQ4R Method

1. Have students been taught materials about reading comprehension in recount text?
2. Do the ninth grade students like English lesson, especially reading comprehension in recount text?
3. Do students pay attention to learn about reading comprehension in recount text materials delivered by the teacher?
4. How do they behave in learning English subject?
5. What methods and media are used when the teacher teaches?
6. Has the teacher used PQ4R for learning reading comprehension in recount text?

II. Interviewing with the teacher after conducting the first cycle and the second cycle in teaching reading comprehension in narrative text using PQ4R Method.

1. What do you think about PQ4R Method that was applied in the classroom?
2. Do you think that PQ4R Method can improve students' knowledge of reading comprehension?

Appendix 13. Documentation of Research

Score of Pretest Cycle I

Name : Dina Alfitri (70)

Try to choose one correct answer by making a cross (x) at points a,b,c, or d!

The following text is for questions 1-4

Yesterday was my birthday and I got a new watch from my father. I really like its black color that makes it look expensive and elegant. The watch is made of strong plastic, but the strap is made of the flexible one it makes it very comfortable to wear.

My new watch has many features. To activate the features, all I have to do is pressing the buttons. If I want the screen to show all the features of the watch, I just press the red button above the screen touch mode. It will allow me to use any features by just touching the symbols on the screen.

When the watch is not in the screen touch mode, I should use the buttons on the sides of the screen to activate the features. The two buttons on the right side are used for showing the date and temperature, while the two buttons on the left are used for activating the alarm and stopwatch. The last button is below the screen. It is used for activating the flash light! Cool, isn't it?

1. What is the best title for the text above?
 - a. my birthday
 - b. my new watch
 - c. my birthday present
 - d. my father's new watch
2. How many buttons are mentioned in the text?
 - a. four
 - b. five
 - c. six
 - d. seven
3. "it is used for activating the flash light" (last paragraph)
The word "it" refers to....
 - a. the alarm
 - b. the watch
 - c. the screen
 - d. the last button

Name : Nazla Hidayat (40)

Try to choose one correct answer by making a cross (x) at points a,b,c, or d!

The following text is for questions 1-4

Yesterday was my birthday and I got a new watch from my father. I really like its black color that makes it look expensive and elegant. The watch is made of strong plastic, but the strap is made of the flexible one it makes it very comfortable to wear.

My new watch has many features. To activate the features, all I have to do is pressing the buttons. If I want the screen to show all the features of the watch, I just press the red button above the screen touch mode. It will allow me to use any features by just touching the symbols on the screen.

When the watch is not in the screen touch mode, I should use the buttons on the sides of the screen to activate the features. The two buttons on the right side are used for showing the date and temperature, while the two buttons on the left are used for activating the alarm and stopwatch. The last button is below the screen. It is used for activating the flash light! Cool, isn't it?

1. What is the best title for the text above?
 - a. my birthday
 - b. my new watch
 - c. my birthday present
 - d. my father's new watch
2. How many buttons are mentioned in the text?
 - a. four
 - b. five
 - c. six
 - d. seven
3. "it is used for activating the flash light" (last paragraph)
The word "it" refers to....
 - a. the alarm
 - b. the watch
 - c. the screen
 - d. the last button

Name : Alexa Bonita (2)

Try to choose one correct answer by making a cross (x) at points a,b,c, or d!

The following text is for questions 1-4

Yesterday was my birthday and I got a new watch from my father. I really like its black color that makes it look expensive and elegant. The watch is made of strong plastic, but the strap is made of the flexible one it makes it very comfortable to wear.

My new watch has many features. To activate the features, all I have to do is pressing the buttons. If I want the screen to show all the features of the watch, I just press the red button above the screen touch mode. It will allow me to use any features by just touching the symbols on the screen.

When the watch is not in the screen touch mode, I should use the buttons on the sides of the screen to activate the features. The two buttons on the right side are used for showing the date and temperature, while the two buttons on the left are used for activating the alarm and stopwatch. The last button is below the screen. It is used for activating the flash light! Cool, isn't it?

1. What is the best title for the text above?
 - a. my birthday
 - b. my new watch
 - c. my birthday present
 - d. my father's new watch
2. How many buttons are mentioned in the text?
 - a. four
 - b. five
 - c. six
 - d. seven
3. "it is used for activating the flash light" (last paragraph)
The word "it" refers to....
 - a. the alarm
 - b. the watch
 - c. the screen
 - d. the last button

Score of Post-test Cycle I

Name : WARU FANI RA ALVA (30)

Try to choose one correct answer by making a cross (x) at points a,b,c, or d!

The following text is for questions 1-4

Yesterday was my birthday and I got a new watch from my father. I really like its black color that makes it look expensive and elegant. The watch is made of strong plastic, but the strap is made of the flexible one it makes it very comfortable to wear.

My new watch has many features. To activate the features, all I have to do is pressing the buttons. If I want the screen to show all the features of the watch, I just press the red button above the screen touch mode. It will allow me to use any features by just touching the symbols on the screen.

When the watch is not in the screen touch mode, I should use the buttons on the sides of the screen to activate the features. The two buttons on the right side are used for showing the date and temperature, while the two buttons on the left are used for activating the alarm and stopwatch. The last button is below the screen. It is used for activating the flash light! Cool, isn't it?

1. What is the best title for the text above?
 - a. my birthday
 - b. my new watch
 - c. my birthday present
 - d. my father's new watch
2. How many buttons are mentioned in the text?
 - a. four
 - b. five
 - c. six
 - d. seven
3. "It is used for activating the flash light" (last paragraph)

The word "it" refers to....

 - a. the alarm
 - b. the watch
 - c. the screen
 - d. the last button
4. "Cool, isn't it?" (last sentence)

The underlined word can best be replaced by....

 - a. cold
 - b. calm
 - c. breezy
 - d. attractive

The following text is for questions 5-8

A VISIT TO A DOCTOR

One morning, I woke up with a very sore throat. I could not swallow without feeling great pain. I told my mother about it. She decided that I should skip school that day. She was going to take me to see a doctor.

At 9 a.m., my mother and I took the bus to town to see our family doctor. We waited for a while at the clinic before I got to see the doctor. Dr. Lee examined me carefully. I had a slight fever and other symptoms that indicated that I might be coming down with influenza. So he gave me an injection and prescribed some oral medicine for me. He also wrote me a medical certificate so that I could be absent from school for a couple of days.

By the time we reached home, my throat was definitely not as sore as it was before. The injection must be doing its work. I took the oral medicine diligently and after two days of rest, I was well on way back to health again.

Name : HERAVINO (35)

Try to choose one correct answer by making a cross (x) at points a,b,c, or d!

The following text is for questions 1-4

Yesterday was my birthday and I got a new watch from my father. I really like its black color that makes it look expensive and elegant. The watch is made of strong plastic, but the strap is made of the flexible one it makes it very comfortable to wear.

My new watch has many features. To activate the features, all I have to do is pressing the buttons. If I want the screen to show all the features of the watch, I just press the red button above the screen touch mode. It will allow me to use any features by just touching the symbols on the screen.

When the watch is not in the screen touch mode, I should use the buttons on the sides of the screen to activate the features. The two buttons on the right side are used for showing the date and temperature, while the two buttons on the left are used for activating the alarm and stopwatch. The last button is below the screen. It is used for activating the flash light! Cool, isn't it?

1. What is the best title for the text above?
 - a. my birthday
 - b. my new watch
 - c. my birthday present
 - d. my father's new watch
2. How many buttons are mentioned in the text?
 - a. four
 - b. five
 - c. six
 - d. seven
3. "It is used for activating the flash light" (last paragraph)

The word "it" refers to....

 - a. the alarm
 - b. the watch
 - c. the screen
 - d. the last button
4. "Cool, isn't it?" (last sentence)

The underlined word can best be replaced by....

 - a. cold
 - b. calm
 - c. breezy
 - d. attractive

The following text is for questions 5-8

A VISIT TO A DOCTOR

One morning, I woke up with a very sore throat. I could not swallow without feeling great pain. I told my mother about it. She decided that I should skip school that day. She was going to take me to see a doctor.

At 9 a.m., my mother and I took the bus to town to see our family doctor. We waited for a while at the clinic before I got to see the doctor. Dr. Lee examined me carefully. I had a slight fever and other symptoms that indicated that I might be coming down with influenza. So he gave me an injection and prescribed some oral medicine for me. He also wrote me a medical certificate so that I could be absent from school for a couple of days.

By the time we reached home, my throat was definitely not as sore as it was before. The injection must be doing its work. I took the oral medicine diligently and after two days of rest, I was well on way back to health again.

Name : Fitro Qotels (30)

Try to choose one correct answer by making a cross (x) at points a,b,c, or d!

The following text is for questions 1-4

Yesterday was my birthday and I got a new watch from my father. I really like its black color that makes it look expensive and elegant. The watch is made of strong plastic, but the strap is made of the flexible one it makes it very comfortable to wear.

My new watch has many features. To activate the features, all I have to do is pressing the buttons. If I want the screen to show all the features of the watch, I just press the red button above the screen touch mode. It will allow me to use any features by just touching the symbols on the screen.

When the watch is not in the screen touch mode, I should use the buttons on the sides of the screen to activate the features. The two buttons on the right side are used for showing the date and temperature, while the two buttons on the left are used for activating the alarm and stopwatch. The last button is below the screen. It is used for activating the flash light! Cool, isn't it?

1. What is the best title for the text above?
 - a. my birthday
 - b. my new watch
 - c. my birthday present
 - d. my father's new watch
2. How many buttons are mentioned in the text?
 - a. four
 - b. five
 - c. six
 - d. seven
3. "It is used for activating the flash light" (last paragraph)

The word "it" refers to....

 - a. the alarm
 - b. the watch
 - c. the screen
 - d. the last button
4. "Cool, isn't it?" (last sentence)

The underlined word can best be replaced by....

 - a. cold
 - b. calm
 - c. breezy
 - d. attractive

The following text is for questions 5-8

A VISIT TO A DOCTOR

One morning, I woke up with a very sore throat. I could not swallow without feeling great pain. I told my mother about it. She decided that I should skip school that day. She was going to take me to see a doctor.

At 9 a.m., my mother and I took the bus to town to see our family doctor. We waited for a while at the clinic before I got to see the doctor. Dr. Lee examined me carefully. I had a slight fever and other symptoms that indicated that I might be coming down with influenza. So he gave me an injection and prescribed some oral medicine for me. He also wrote me a medical certificate so that I could be absent from school for a couple of days.

By the time we reached home, my throat was definitely not as sore as it was before. The injection must be doing its work. I took the oral medicine diligently and after two days of rest, I was well on way back to health again.

Score of Post-test Cycle II

Name : ANINDA PRATIWI 18-6
 Try to choose one correct answer by making a cross (x) at points a,b,c, or d!

100

The following text is for questions 1-4

Yesterday was my birthday and I got a new watch from my father. I really like its black color that makes it look expensive and elegant. The watch is made of strong plastic, but the strap is made of the flexible one it makes it very comfortable to wear.

My new watch has many features. To activate the features, all I have to do is pressing the buttons. If I want the screen to show all the features of the watch, I just press the red button above the screen touch mode. It will allow me to use any features by just touching the symbols on the screen.

When the watch is not in the screen touch mode, I should use the buttons on the sides of the screen to activate the features. The two buttons on the right side are used for showing the date and temperature, while the two buttons on the left are used for activating the alarm and stopwatch. The last button is below the screen. It is used for activating the flash light! Cool, isn't it?

1. What is the best title for the text above?
 - a. my birthday
 - b. my new watch
 - c. my birthday present
 - d. my father's new watch
2. How many buttons are mentioned in the text?
 - a. four
 - b. five
 - c. six
 - d. seven
3. "it is used for activating the flash light" (last paragraph)
 The word "it" refers to....
 - a. the alarm
 - b. the watch
 - c. the screen
 - d. the last button
4. "Cool, isn't it?" (last sentence)
 The underlined word can best be replaced by....
 - a. cold
 - b. calm
 - c. breezy
 - d. attractive

The following text is for questions 5-8

A VISIT TO A DOCTOR

One morning, I woke up with a very sore throat. I could not swallow without feeling great pain. I told my mother about it. She decided that I should skip school that day. She was going to take me to see a doctor.

At 9 a.m., my mother and I took the bus to town to see our family doctor. We waited for a while at the clinic before I got to see the doctor. Dr. Lee examined me carefully. I had a slight fever and other symptoms that indicated that I might be coming down with influenza. So he gave me an injection and prescribed some oral medicine for me. He also wrote me a medical certificate so that I could be absent from school for a couple of days.

By the time was reached home, my throat was definitely not as sore as it was before. The injection must be doing its work. I took the oral medicine diligently and after two days of rest, I was well on way back to health again.

Name : Khusani
 Try to choose one correct answer by making a cross (x) at points a,b,c, or d!

55

The following text is for questions 1-4

Yesterday was my birthday and I got a new watch from my father. I really like its black color that makes it look expensive and elegant. The watch is made of strong plastic, but the strap is made of the flexible one it makes it very comfortable to wear.

My new watch has many features. To activate the features, all I have to do is pressing the buttons. If I want the screen to show all the features of the watch, I just press the red button above the screen touch mode. It will allow me to use any features by just touching the symbols on the screen.

When the watch is not in the screen touch mode, I should use the buttons on the sides of the screen to activate the features. The two buttons on the right side are used for showing the date and temperature, while the two buttons on the left are used for activating the alarm and stopwatch. The last button is below the screen. It is used for activating the flash light! Cool, isn't it?

1. What is the best title for the text above?
 - a. my birthday
 - b. my new watch
 - c. my birthday present
 - d. my father's new watch
2. How many buttons are mentioned in the text?
 - a. four
 - b. five
 - c. six
 - d. seven
3. "it is used for activating the flash light" (last paragraph)
 The word "it" refers to....
 - a. the alarm
 - b. the watch
 - c. the screen
 - d. the last button
4. "Cool, isn't it?" (last sentence)
 The underlined word can best be replaced by....
 - a. cold
 - b. calm
 - c. breezy
 - d. attractive

The following text is for questions 5-8

A VISIT TO A DOCTOR

One morning, I woke up with a very sore throat. I could not swallow without feeling great pain. I told my mother about it. She decided that I should skip school that day. She was going to take me to see a doctor.

At 9 a.m., my mother and I took the bus to town to see our family doctor. We waited for a while at the clinic before I got to see the doctor. Dr. Lee examined me carefully. I had a slight fever and other symptoms that indicated that I might be coming down with influenza. So he gave me an injection and prescribed some oral medicine for me. He also wrote me a medical certificate so that I could be absent from school for a couple of days.

By the time was reached home, my throat was definitely not as sore as it was before. The injection must be doing its work. I took the oral medicine diligently and after two days of rest, I was well on way back to health again.

Name : HERVINO
 Try to choose one correct answer by making a cross (x) at points a,b,c, or d!

75

The following text is for questions 1-4

Yesterday was my birthday and I got a new watch from my father. I really like its black color that makes it look expensive and elegant. The watch is made of strong plastic, but the strap is made of the flexible one it makes it very comfortable to wear.

My new watch has many features. To activate the features, all I have to do is pressing the buttons. If I want the screen to show all the features of the watch, I just press the red button above the screen touch mode. It will allow me to use any features by just touching the symbols on the screen.

When the watch is not in the screen touch mode, I should use the buttons on the sides of the screen to activate the features. The two buttons on the right side are used for showing the date and temperature, while the two buttons on the left are used for activating the alarm and stopwatch. The last button is below the screen. It is used for activating the flash light! Cool, isn't it?

1. What is the best title for the text above?
 - a. my birthday
 - b. my new watch
 - c. my birthday present
 - d. my father's new watch
2. How many buttons are mentioned in the text?
 - a. four
 - b. five
 - c. six
 - d. seven
3. "it is used for activating the flash light" (last paragraph)
 The word "it" refers to....
 - a. the alarm
 - b. the watch
 - c. the screen
 - d. the last button
4. "Cool, isn't it?" (last sentence)
 The underlined word can best be replaced by....
 - a. cold
 - b. calm
 - c. breezy
 - d. attractive

The following text is for questions 5-8

A VISIT TO A DOCTOR

One morning, I woke up with a very sore throat. I could not swallow without feeling great pain. I told my mother about it. She decided that I should skip school that day. She was going to take me to see a doctor.

At 9 a.m., my mother and I took the bus to town to see our family doctor. We waited for a while at the clinic before I got to see the doctor. Dr. Lee examined me carefully. I had a slight fever and other symptoms that indicated that I might be coming down with influenza. So he gave me an injection and prescribed some oral medicine for me. He also wrote me a medical certificate so that I could be absent from school for a couple of days.

By the time was reached home, my throat was definitely not as sore as it was before. The injection must be doing its work. I took the oral medicine diligently and after two days of rest, I was well on way back to health again.

Interview with students and teacher







Learning Activities





Test Situation









Appendixes XIV : Form K1



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Form : K - 1



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

Perihal : PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa : Siti Amelia
NPM : 1902050056
Prog. Studi : Pendidikan Bahasa Inggris
Kredit Kumulatif : 121 SKS

IPK= 3.54

| Persetujuan Ket./Sekret. Prog. Studi | Judul yang Diajukan | Disahkan oleh Dekan Fakultas |
|---|---|--|
|  | The Effectiveness of PQ4R Method on Reading Comprehension of Junior High School Students |  |
| | An Analysis of Teachers Difficulties in Applying PQ4R Method in Teaching Reading Comprehension of SMP Al-Hikmah Medan | |
| | An Investigation of Spying Method to Boost Learner's Speaking Ability at SMP Al-Hikmah | |

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


Medan, ~~7~~Desember 2022
Hormat Pemohon,


Siti Amelia

Keterangan:

- Dibuat rangkap 3 : - Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Program Studi
- Untuk Mahasiswa yang bersangkutan

Appendixes XVI : Form K2



UMSU
Unggul | Cerdas | Terpercaya

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Form K-2

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

Assalamu'alaikum Wr, Wb

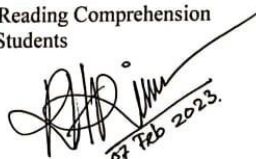
Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa : **Siti Amelia**
NPM : 1902050056
Prog. Studi : Pendidikan Bahasa Inggris

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

**The Effectiveness of PQ4R Method on Reading Comprehension
of Junior High School Students**


Sekaligus saya mengusulkan/ menunjuk Bapak/ Ibu:

Yayuk Hayulina Manurung, S.Pd., M.Hum. 

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.


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

Medan, 07 Februari 2023
Hormat Pemohon,


Siti Amelia

Keterangan
Dibuat rangkap 3 : - Untuk Dekan / Fakultas
- Untuk Ketua / Sekretaris Prog. Studi
- Untuk Mahasiswa yang Bersangkutan

Appendixes XVII : Form K3



MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

UMSU Terakreditasi Unggul Berdasarkan Keputusan Badan Akreditasi Nasional Perguruan Tinggi No. 1913/SK/BAAN-PT/Ak.KP/PT/10/2022
 Pusat Administrasi: Jalan Mukhtar Basri No. 3 Medan 20238 Telp. (061) 66224500 - 66224567 Fax. (061) 6625474 - 6631993
<https://fkip.umsu.ac.id> fkip@umsu.ac.id umsumedan umsumedan umsumedan umsumedan

Uniqul | Cerdas | Terpercaya
 Kita menemani Anda di setiap langkah belajar dan berprestasi

Nomor : 2993 /II.3/UMSU-02/F/2023 Medan, 4 Shafar 1445 H
 Lamp : --- : 21 Agustus 2023 M

Hal : Izin Riset



Kepada : Yth. Bapak/Ibu Kepala
 SMP Al – Hikmah Medan
 Di
 Tempat.

Bismillahirrahmanirrahim
 Assalamu'alaikum Wr. Wb

Wa ba'du semoga kita semua sehat wal'afiat dalam melaksanakan tugas sehari-hari sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk penulisan Skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/ibu memberikan izin kepada mahasiswa kami dalam melakukan penelitian /riset ditempat Bapak/ibu pimpin. Adapun data mahasiswa tersebut di bawah ini :




Nama : Siti Amelia
 N P M : 1902050056
 Program Studi : Pendidikan Bahasa Inggris
 Judul Penelitian : The Effectiveness of PQ4R Method on Reading Comprehension in Junior High School Students.

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/ibu kami ucapkan banyak terima kasih, Akhirnya selamat sejahteralah kita semuanya. Amin.

Wassalam
 Dekan
 Dra. Hj. Svamsuyurnita, MPd.
 NIDN : 0004066701

****Peringgal**

BAAN-PT MQA OS STARS
 Agensi Kelayakan Malaysia
 Malaysian Qualifications Agency

Appendixes XVIII : Berita Acara Bimbingan Proposal



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
 Fakultas : Keguruan dan Ilmu Pendidikan
 Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
 Nama Lengkap : Siti Amelia
 NPM : 1902050056
 Program Studi : Pendidikan Bahasa Inggris
 Judul Skripsi : The Effectiveness of PQ4R Method on Reading Comprehension in Junior High School Students

| Tanggal | Deskripsi Hasil Bimbingan Proposal | Tanda Tangan | Keterangan |
|-----------|--|--------------|------------|
| 1/3 2023 | Introduction, Background of the study and the research purpose | | |
| 9/3 2023 | Review of literature, conceptual framework | | |
| 30/5 2023 | Research Design | | |
| 14/6 2023 | Steps of Action research | | |
| 22/6 2023 | Final Revision | | |
| | | | |
| | | | |

Diketahui oleh:
 Ketua Prodi Studi
 Pendidikan Bahasa Inggris

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

Medan, 27 Juni 2023

Dosen Pembimbing

(Yayuk Hayulina Manurung, S.Pd. M.Hum.)

Appendixes XIX : Berita Acara Seminar Proposal



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30
 Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

BERITA ACARA SEMINAR PROPOSAL

Pada hari ini Senin Tanggal 10 Bulan Juli Tahun 2023 diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa :

Nama Lengkap : Siti Amelia
 NPM : 1902050056
 Program Studi : Pendidikan Bahasa Inggris
 Judul Skripsi : The Effectiveness of PQ4R Method on Reading Comprehension in Junior High School Students

| No | Masukan dan Saran |
|------------|--|
| Judul | — |
| Bab I | - background of the study - the identification problem - the significance of the study |
| Bab II | - conceptual framework |
| Bab III | - location and time - subject and object of the research - research design |
| Lainnya | - technique for analyzing data (SPSS) |
| Kesimpulan | [] Disetujui [] Ditolak [✓] Disetujui Dengan Adanya Perbaikan |

Dosen Pembahas

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

Dosen Pembimbing

(Yayuk Hayulina Mandrung, S.Pd. M.Hum.)

Ketua


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

Panitia Pelaksana


Sekretaris

(Rita Harisma, S.Pd., M.Hum.)

Appendixes XX : Lembar Pengesahan Hasil Seminar Proposal



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30
 Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id



LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL



Proposal yang sudah diseminari oleh mahasiswa di bawah ini:

Nama Lengkap : Siti Amelia
 NPM : 1902050056
 Program Studi : Pendidikan Bahasa Inggris
 Judul Skripsi : The Effectiveness of PQ4R Method on Reading Comprehension in Junior High School Students


Pada hari Senin tanggal 10, bulan Juli tahun 2023 sudah layak menjadi proposal skripsi.

Medan, Juli 2023

Disetujui oleh:

| | |
|--|--|
| <p>Dosen Pembahas</p>  <p>(Pirman Ginting, S.Pd., M.Hum.)</p> | <p>Dosen Pembimbing</p>  <p>(Yayuk Hayulina Manurung, S.Pd. M.Hum.)</p> |
|--|--|

Diketahui oleh
Ketua Program Studi,


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

Appendix XXI : Surat Pernyataan Tidak Plagiat



UMSU
Unggul | Cerdas | Terpercaya

**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238

Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

PERNYATAAN KEASLIAN SKRIPSI

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Saya yang bertandatangan dibawah ini :

Nama : Siti Amelia
NPM : 1902050056
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effectiveness of PQ4R Method on Reading Comprehension in Junior High School Students

Dengan ini saya menyatakan bahwa skripsi saya yang berjudul "The Effectiveness of PQ4R Method on Reading Comprehension in Junior High School Students" 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, Januari 2024

Hormat saya

Yang membuat pernyataan,


METERAN
TEMPEL
1000
00DBAKX818961620
Siti Amelia

Unggul | Cerdas | Terpercaya

Appendixes XXIII : Surat Keterangan Selesai Riset



SURAT KETRANGAN

Nomor : 403/SMP-AH/X/2023

Saya yang bertanda tangan dibawah ini Kepala SMP Swasta Al-Hikmah Jl. Marelan I Pasar 4 Kel. Rengas Pulau Kec. Medan Marelan, dengan ini menerangkan bahwa:

Nama : SITI AMELIA

NIM : 1902050056

Program Studi : Pendidikan Bahasa Inggris

Adalah benar nama tersebut diatas telah melakukan riset di SMP Swasta Al-Hikmah pada 23 Agustus 2023 s.d 5 Oktober 2023 guna mendapatkan data-data yang berhubungan dengan skripsi berjudul " **The Effectiveness of PQ4R Method on Reading Comprehension in Junior High School Students**"

Demikianlah surat keterangan ini di perbuat untuk dapat di penggunaan sebagaimana mestinya

Medan, 07 Oktober 2023
Kepala Sekolah,

(NURJAYA, S. Ag)

Appendixes XXIV : Berita Acara Bimbingan Skripsi



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
 Website: <http://www.fkip.umhu.ac.id> E-mail: fkip@umhu.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
 Fakultas : Keguruan dan Ilmu Pendidikan
 Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
 Nama : Siti Amelia
 NPM : 1902050056
 Program Studi : Pendidikan Bahasa Inggris
 Judul Skripsi : The Effectiveness of PQ4R Method on Reading Comprehension In Junior High School Students

| Tanggal | Deskripsi Hasil Bimbingan Skripsi | Tanda Tangan |
|------------|-----------------------------------|--------------|
| 27/10/2023 | Data , Data Analisis | |
| 04/11/2023 | Data Analisis (Quantitative Data) | |
| 17/11/2023 | Data Analisis (Qualitative Data) | |
| 1/12 | Research findings & Discussion | |
| 11/12 | Conclusion, Preface, Appendix | |
| | | |
| | | |

Medan, Desember 2023

Diketahui oleh:
Ketua Prodi

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

Dosen Pembimbing

(Yayuk Hayulina Manurung, S.Pd., M.Hum.)

Appendixes XXV : Surat Pengesahan Skripsi



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

LEMBAR PENGESAHAN SKRIPSI



Skripsi ini diajukan oleh mahasiswa di bawah ini:

Nama : Siti Amelia
NPM : 1902050056
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effectiveness of PQ4R Method on Reading Comprehension In Junior High School Students

sudah layak disidangkan.

Medan, Desember 2023

Disetujui oleh:

Pembimbing

Yayuk Hayulina Manurung, S.Pd., M.Hum.

Diketahui oleh:

Dekan

Dra. Hj. Syamsuyurnita, M.Pd.

Ketua Program Studi

Pirman Ginting, S.Pd, M.Hum.

Appendixes XXVI : Surat Bebas Pustaka



SURAT KETERANGAN

Nomor: 03600/KET/II.1-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 : SITI AMELIA
 NPM : 1902050056
 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, 13 Rajab 1445 H
 24 Januari 2024 M

Kepala Perpustakaan,


 Dr. Muhammad Arifin, M.Pd.

Skripsi Siti Amelia

ORIGINALITY REPORT

| | | | |
|------------------|------------------|--------------|----------------|
| 7 % | 6 % | 2 % | 4 % |
| SIMILARITY INDEX | INTERNET SOURCES | PUBLICATIONS | STUDENT PAPERS |

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| 4 | Submitted to The Citadel Student Paper | <1 % |
| 5 | ejournal.unisi.ac.id Internet Source | <1 % |
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| 8 | library.iugaza.edu.ps Internet Source | <1 % |
| 9 | repository.uin-suska.ac.id Internet Source | <1 % |

Appendix XXVII**Curriculum Vitae**

Name : Siti Amelia
Npm : 1902050056
Gender : Female
Religion : Islam
Place/Date of Birth : Medan, 28 Agustus 2001
Address : Psr 4 Link 8 Marelan
No. Hp : 0857-6347-5085
Email : Sitiamelia8985@gmail.com
Father's Name : Ali Sadikin
Mother's Name : Elpita

Educational Backgrounds

Elementary School : SD Negeri 065000 (2007-2013)
Junior High School : SMP Negeri 32 Medan (2013-2016)
Senior High School : SMK Yapim Taruna Marelan (2016-2019)
University : Universitas Muhammadiyah Sumatera Utara (2019-2024)