THE EFFECT OF USING PQ4R METHOD ON STUDENTS' ABILITY IN READING COMPREHENSION AT EIGTH GRADE STUDENTS OF SMP N 3 SATU ATAP PANGKALAN SUSU

Submitted to Faculty of Tarbiyah and Teaching Training UIN-SU Medan as a Partial Fullfilment of the Requirement for S-1 Program

SKRIPSI

By:

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TARBIYAH AND TEACHING FACULTY

STATE ISLAMIC UNIVERSITY OF NORTH SUMATRA

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2020

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STATE ISLAMIC UNIVERSITY OF NORTH SUMATRA
MEDAN
2020

Nomor : Istimewa   Medan, 21 Desember 2020

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Prihal : Skripsi   Bapak Dekan Fakultas Tarbiyah

     a.**n Malahayati**   UINSU

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Assalamualaikum Wr. Wb.

Setelah membaca, meneliti, mengoreksi dan memberi saran saran perbaikan seperlunya terhadap skripsi saudari

Nama   : **Malahayati**

Jurusan   : **Tadris Bahasa Inggris**

Judul   : **THE EFFECT OF USING PQ4R METHOD ON STUDENTS' ABILITY IN READING COMPREHENSION AT EIGTH GRADE STUDENTS OF SMP N 3 SATU ATAP PANGKALAN SUSU.**

Dengan ini kami telah menilai skripsi tersebut dapat disetujui untuk diajukan dalam Sidang Munaqasah Skripsi pada Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara.

Wassalamualaikum Wr. Wb.

Medan, 21 Desember 2020

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UNIVERSITAS ISLAM NEGERI SUMATERA UTARA

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SURAT PENGESAHAN

Skripsi yang berjudul : **"The Effect of Using PQ4R Method on Students' Ability in Reading Comprehension at Eight Grade Studets of SMP N 3 Satu Atap Pangkalan Susu"** oleh **Malahayati,** yang telah dimunaqasyahkan dalam sidang munaqasyah Sarjana Strata Satu (S1) Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara Medan pada tanggal :

21 Desember 2020
6 Jumadil Awal 1442 H

Dan telah diterima sebagai persyaratan untuk memperoleh gelar Sarjana Pendidikan (S.Pd) pada jurusan Tadris Bahasa Inggris Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara Medan.

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Nama : Malahayati

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Judul : **THE EFFECT OF USING PQ4R METHOD ON STUDENTS' ABILITY IN READING COMPREHENSION AT EIGTH GRADE STUDENTS OF SMP N 3 SATU ATAP PANGKALAN SUSU.**

Menyatakan dengan sebenar-benarnya bahwa skripsi yang berjudul diatas adalah asli dari buah fikiran saya, kecuali kutipan-kutipan didalamnya sebagai sumbernya.

Apabila dikemudian hari saya terbukti atau dapat dibuktikan ini hasil jiplakan, maka gelar dan ijazah yang diberikan oleh Universitas batal saya terima.

Medan, 21 Desember 2020

Yang Membuat Pernyataan

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ABSTRACT

MALA HAYATI. 0304163194. THE EFFECT OF USING PQ4R METHOD ON STUDENTS ABILITY IN READING COMPREHENSION AT EIGHT GRADE OF SMP N 3 SATU ATAP PANGKALAN SUSU. THESIS. FACULTY OF TARBIYAH SCIENCE AND TEACHERS' TRAINING. STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA MEDAN. 2020.

This study aims to determine the effect of using PQ4R method on students' reading comprehension. The subject of this research was students of SMP N 3 Satu Atap Pangkalan Susu at eight grade. This research were used quasi experimental with pre-test and post-test design. In this design there was two groups, namely groups randomly selected experimental and control groups. The researcher were use two classes as sample in this research, they were VIII A that consisted of 30 students of experimental class and VIII B that consisted of 30 students of controlled class, namely class VIII A was an experimental class and given action was used the PQ4R method and class VIII B was controlled class in this study given used conventional method. This research were used quantitative method. The findings of this study that t-observed (3.79) was higher than t-table (1.674) at the level of significance of $\alpha = 0.05$ and at the degree of freedom (df) = $N_x + N_y - 2$. Where N_x the total numbers of Experimental class is 30 and N_y was the total numbers of c ontrol class is 30. Thus, df = 30 +30- 2= 58. Based on the data, it can be concluded that there was a significant effect between using PQ4R method and conventional method on the students' achievement in reading comprehension.

Keywords: PQ4R Method, Students' Reading Comprehension, Experimental Design

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Assalamu'alaikum wr.wb

Praise be to Allah SWT, the Almighty for mercy and courage, *Alamdulillahirobbil' alamin,* so that I can finally finish this thesis. And also do not forget shalawat and do'a for the last prophet Muhammad SAW, who took us from darkness to knowledge of lightness.

This undergraduate thesis entitled *"The Effect of Using PQ4R Method On Students' Ability in Reading Comprehension At Eight Grade Students Of SMPN 3 Satu Atap Pangkalan Susu".* As a final prerequisite for the completion of a university degree, it shall be submitted to the English Department of the Faculty of Science and Teacher Training of the State Islamic University of North Sumatera. The researcher realized that without the assistance of different people, both morally and materially, this study could not be completed. Therefore the researcher would like to express his gratitude to all those who helped in the preparation of this study, especially to:

1. Prof. Dr. Syahrin Harahap, MA as Rector of State Islamic University of North Sumatera (UIN-SU).

2. Dr. H. Amiruddin Siahaan, M. Pd as Dean of the Faculty of Tarbiyah and State Islamic University of North Sumatera Teacher Training and all administrative staff.

11. All parties that the researcher cannot mention one by one who helped in completing the writing of this thesis.

In the end, The researcher realizes that, due to the limited experience and expertise that the researcher has this study is far from ideal. The researcher, therefore, expects all types of feedback from different parties and even constructive criticism. Hopefully this study, particularly in the field of the English Department, maybe useful for readers and all parties.

Medan, Oktober 2020

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CHAPTER I

INTRODUCTION

A. Background of the Study

In this age of globalization, the value of English makes many people strive hard to learn and master English. One of the language skills that must be learned is reading. In curriculum 2013, reading as a language competency functions as a means of delivery communication of their idea and knowledge.[1] Reading is a complex process performed by a readers to understand the author's goals. Besides, in reading the process of the reader uses their brain to think and reason. Students may add data and develop science and culture.

Based on the 2013 curriculum, teaching reading comprehension is one of the lessons language competence in English is considered essential since learners can add and get new knowledge from any sort of text more easily through reading. In reading, understanding is the primary objective. It is also required that reading comprehension exercises read a student's habit and make students able to grasp the context of the text and represent what they have read in their own language.[2]

Adiputri stated that the fact on the ground show the reading competence of Indonesia's young generation is of great concern. Programme for International Students Assessment (PISA) under Organizational and Economic Coorperation Development (OECD) in 2012 then issued a survey that Indonesia ranked in the

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[1] Elsa Ernawati N. (2018). *The Teaching of Reading Comprehension Based On 2013 Curriculum At Senior High School*. Getsempena English Education Journal (GEEJ). Vol.5 (2). Jakarta. p. 192

[2] Anie Susanie S. (2011). *Reading Comprehension Problems Encounted by The Students of Higher Education.* Jurnal Computech & Bisnis. Vol 5 (2). p. 74

top 10 at the bottom of 65 countries in reading apps, math and science. The results of the The Central Connecticut State University's 2016 report, Most Littered Nation in the World, also suggested that Indonesia was abnormally ranked 60th out of 61 countries for reading interest. Indonesia is situated under Thailand (59) and Bostwana above (61) (Kompas.com). In other words, Indonesian students are young has poor and very low reading competency.[3]

In fact in SMP N 3 Satu Atap Pangkalan Susu show that students learning achievement must reach the minimum completeness criterion (KKM) which is score 75, but from daily test in class many students can't achieve the completeness criterion (KKM), on average students are only able to achieve a score of 65-70.

In comprehension of reading, the learners is not easy to comprehend the text well especially at Junior High School. Based on the utterance and talk with the English teacher in SMP N 3 Satu Atap Pangkalan Susu, researcher found students faced several obstacle in reading comprehension, Most students are having trouble in comprehending the text of reading. Many students still have poor ability in reading comprehension, because the students don't master vocabulary, Don't know the sentence form and are still confuse about the meaning of the text.

Some factors that make students confuse are: have difficulties with certain words, the topic not interested, the students not concentration, and also difficulties to inform the meaning of the whole word. Those factors because the teaching method uninterested and unmotivated, the teacher always used oral

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[3] Defni Srimelisa, dkk. (2019). *Contributio to Understanding Reading Skills Description Text to The Skils of Writing Description Text*. Jurnal Pendidikan Bahasa dan Sastra Indonesia. Vol 8 No. 1. p. 54

communication when explain the material and monotone that make the students feel bored.

So, for solving the problems, interesting method are needed to be applied to improve students' reading comprehension. 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 are Preview, Question, Read, Reflect, Recite and Review.[4] PQ4R method is a method that researcher will use to help their students compile better written material. This method helps students focus on organizing information when thinking, so that is has meaning. PQ4R method make teaching learning process more active and very useful to help students in getting good information.

Based on the explanation of background above, the researcher interested to find the effect of PQ4R method on the students' ability in reading comprehension at eight grade of SMP N 3 Satu Atap Pangkalan Susu.

B. Identification of the Study

There are some factors that can researcher found in SMP N 3 Satu Atap Pangkalan Susu. Those factors are described as follows:

1. The students

    Students' reading ability are low and the most of The text is not comprehensible to students well that make students uninterested in reading ability.

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[4] Thomas and Robinson. (2010). *The PQ4R Method of Studying.* http://www.mindspiring.com/-dileader/classes/studyboy.htm

2. Teaching method

The teaching method can't help the students to resolve their problem in comprehend the reading text.

C. Scope and Limitation

Based on the problem identification, the scope of this study focuses on reading identification and the impact of using the PQ4R method on the capacity of students at SMPN 3 Satu Atap Pangkalan Susu, eighth grade in the academic year 2020/2021, will be reduced.

D. Formulation of the Study

Depend on the background above, the researcher eliminates the problems that arise with:

1. How is the students' ability in reading comprehension taught by using PQ4R method?

2. How is the students' ability in reading comprehension taught by conventional method?

3. Is the students' ability in reading comprehension taught by using PQ4R method better by using conventional method?

E. Objectives of the Study

Based on research problem, the objective of the research are to find out:

1. To know the students' ability in reading comprehension taught by using PQ4R method.

2. To know the students' ability in reading comprehension taught by using conventional method.

3. To know the students' ability in reading comprehension taught by using PQ4R method better than by using conventional method.

F. Significance of the Study

The results of this study can theoretically and actually be helpful,

Theoretically, the results of this study can be used as a valuable reference material for information and information to gain knowledge and understanding in order to improve the ability of students to understand reading by using a simpler and interesting PQ4R process.

Practically, the findings are going to be helpful for:

1. The students, to extend students' ability And inspire them to enhance students' ability in reading comprehension.

2. English teacher, to enhance teachers' ability in teaching reading comprehension by PQ4R methodology.

3. The opposite investigator, to upgrade their knowledge and to master the ability to comprehend reading.

CHAPTER II

REVIEW OF LITERATURE

A. Review of theories

Some theories is important to explain several concepts that related to the research. These terms should be classified to avoid misunderstanding. The following terms were used in this study.

1. Reading Comprehension

Reading comprehension is that wherever a reader builds an understanding of a text, the key pillar of reading activities. Within the text, they combine their thinking with a group of letters, phrases and sentences. Therefore in English text reading comprehension is not solely regarding however you browse well which incorporate pronunciation accuracy and loud voice. However, reading comprehension itself is an activity to make an understanding of the meaning of a text which may then Accuracy of pronunciation and loud speech. Reading comprehension itself, however is an activity to grasp the context of a text that can then be interpreted into its own language, this comprehending can be useful to others.[5]

Reading comprehension is the act of mixing data in a very passage with previous data so as to construct that means. Additionally, reading comprehension may be outlined as a thinking method through which readers become conscious of a concept, comprehend it in terms of their experiential background, and interpret in in relevancy their own wants and purpose.

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[5]https://www.caramudahbelajarbahasainggris.net/

Reading understanding, according to Grabe and Stoller, is the ability to understand or get knowledge from the text. In addition, reading partnerships are described as reading comprehension as an associated understanding of the text that is read, or the process of constructing a text by that means.[6]

Reading comprehension is an essential ability during school and an essential element of successful adult responsibility. It is a fancy product of the method of constructing which means from it. Reading comprehension are often conceptualized as association in associate degree interactive nursing method that needs a dynamic combi nation of the reader's background data translated from the text. Effective comprehension requires students to coordinate and actively engage in their own learning with many advanced talents.

Allah SWT aforesaid on the Qur'an in Al-Baqarah verse 121 regarding the command to browse:

ٱلَّذِينَ ءَاتَيۡنَٰهُمُ ٱلۡكِتَٰبَ يَتۡلُونَهُۥ حَقَّ تِلَاوَتِهِۦٓ أُوْلَٰٓئِكَ يُؤۡمِنُونَ بِهِۦۗ وَمَن يَكۡفُرۡ بِهِۦ فَأُوْلَٰٓئِكَ هُمُ ٱلۡخَٰسِرُونَ ﴿١٢١﴾

"Those of us who gave them the holy book, read it with true reading, believe in it. And whoever denies him the losers are the"[7]

With the verses on top of, it is clear that Qur'an accentuated reading ability to develop knowledge and we read with true and real reading.

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[6] Parthenership for Reading. Http://www.nifl.gov/partnershipforreading/". accessed on January 5th 2017

[7] Ahmadie Thaha, (2011), *Terjemahan Shahih Bukhari, Jilid 1*, Jakarta: Pustaka Panjimas.

There are several verses in Quran that state that a person must understand. As a living person who is granted the right of justification, understanding is one of our tasks. In al-Ghashiyah verse 17-20, the instruction to understand is found:

أَفَلاَ يَنْظُرُونَ إِلَى الْإِبِلِ كَيْفَ خُلِقَتَّ ◯ وَإِ لَى ا لسَّمَاءِكَيْفَ رُفِعَتْ ◯ وَالَىَ ا لْجِبَا لِ كَيْفَ نُصِبَتَّ ◯

Meaning:

"Don't they look at the camel then – how are they made? (17) And in the sky – how did it rise? (18) And in the sky – How did it rise? (19) And How is it distributed on Earth?"

In al-Ghasiyah verses 17-20 above, Allah instruct human who have cause to care all of His inventions, to think and appreciate them. The relation between the above verse and studying English is that every student must read and think in comprehension. Evaluating the teacher's English question and student don't must lack in comprehension. Because if there is so much of God's force that human reason must understand.

There are many meanings that can be taken from the experts about comprehension. Comprehension can be interpreted as a specific method of thinking that makes sense. He also give understanding that comprehension is an energetic method that involves students' integration of previous information or schemes with in text data.

Based on the above theories, reading is one skills required for students in school. It can be said that reading comprehension is thought process interprets text easily with good skills. Comprehension is an involved process students' special thoughts to to be able to read the data in the text.

2. Factors Affecting Reading comprehension

Some elements which may have an effect on the understanding of written materials. A number of the elements which will be described among others are materials characteristic, syntactic structure, and the shape of for

a. Vocabulary

One of the important factors here is;the reader's comprehension is familiar vocabulary, where successful link between printed words and their words meaning and reference depending on familiarity with words. Reading success comprehension is possible when most of the vocabulary in reading choices is known readers.

b. Material Draft

Words that are commonly used to express concepts that are difficult to understand can also provide a more understanding for a reader. Consequently, the readers that succeeded should have information (draft) on the reading material. However, the type of material is also difficult to affect reading. In reality, reading information usually need more concentration and cognitive processes rather than fiction.

Another element that might prepare a barrier to comprehension is the syntactical structure of the passages written in words and concepts that are familiar to the reader, but it is still difficult to comprehend the tortuous structure of grammar. To comprehend it, the students must get used to them by giving a lot of practice dealing with sentence structures. Materials for beginners are usually written in short sentences and mainly consists of noun and verbs. Reader material at a higher level contains longer sentences. This

practice reflects the awareness of students' language development and is an attempt to match the level of reading material with the students' spoken language.

c. Display Print

The format of the reading materials can affect the ease in comprehending it. The number of word per page, print style and space required. It is thought that high word density and small print on a page can make the readers less able. On the others hands, primary offensive materials can make the older reader bored.

There are several factors that influence the comprehension of the reader, they are:

1) Rapidity and Perception

Some readers are quickly to understand the meaning while the others are not. Those who are slower usually have difficulties and need more time to comprehend compared to the previous one. This can occur because of a regression marked by the reader and the narrow range of vocabulary.

2) Appropriate Perception

A readers who think a part of an idea or message is wrong will influence its comprehension. It caused him/her misunderstanding to whole part.

3) Memory and Ability to Remember Information

A reader can understand the reading material even though he/she is cannot remember much of the actual content. To have a good memory about the material, retention is needed. So that he/she can find a few points that need to be checked.

4) Reading inspiration or intent

For a specific reason, a reader who wants to read part of text definitely has good knowledge of what he/she can read according to it.

5) Concentration

For good understanding, complete concentration is required; but it can be affected either by external factors of intervention, such as wandering attention to anxiety, noise, or gestures.

Reading comprehension is the key challenge for many students with learning limitations. Most causes of poor understanding of reading are present.

a. The reader has a Language Problem

In reading, language plays a significant role. Its reading task can be compared to the task of ice hockey of running of soccer or ice-skating. The role of reading in ice hockey can be compared to the role of running in soccer or ice-skating. Someone cannot play soccer if one cannot run, and someone cannot play ice hockey if one cannot skate. Someone cannot browse a book during a language unless one is aware of that specific language. If a student's knowledge of English is poor, then their reading will also be bad, and of course their reading comprehension. As a result, they will cannot to read with comprehension.

b. The reader is unable to decipher the word

The decoding of the word could be a vital side of the reading act. While not having the ability to rewrite the word, reading comprehension is not possible. This make a case for why some students can "read" while not understanding what they're reading.

To understand the comprehension of reading, students must start by analysing what understanding means and the way it applies to complete reading method.

At least there are two interpretation issues that are crucial to the understanding of the teacher to help learners understand literacy. They are as follows:(1) How to learn understanding arises-that is, what is going on the mind of the reader? And (2) what techniques and methods of teaching will generate maximum growth in reading comprehension? Both of these questions are very critical ones in reading comprehension. The teachers have to think about what is going to take place in the heads of the students when they are reading and the teachers have to be critical to choose the good methods in teaching comprehension.

Therefore, the researcher is also seeking to find a tool that can assist the researcher. Students trigger their previous experience in order to comprehend the reading text `better.

3. The Comprehension Rate

In interpreting reading materials, there are four stages of comprehension: literal, interpretative, critical, and innovative reading comprehension.

a. Literal Comprehension

Reading for literal comprehension, which includes receiving knowledge that is it's very necessary to be announced directly within the option and also a prerequisite for higher-level comprehension. [8] In calculating literal comprehension, the learners should have the power to follow directions and therefore the ability to reiterate the author's material in alternative words. It

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[8] William Grabe and Fredricka L. Stooler. (2011). *Teaching and Researching Reading*. *2nd ed.* Longman. P. 13-14

means that the students must be able to retell in their own words the message of the writer. That's why the data, causes and effects and sequences are the basis of literal understanding by knowing the key ideas communicated. In addition, to develop a deeper understanding, it is very important to understand vocabulary, sentence definitions, and paragraph meanings.

b. Interpretative Comprehension

Interpretative comprehension is the way of delivering representation that are implied rather than explained directly. It includes reading between the lines or having about inferences. This implies that students are expected to describe ideas that are not explicitly explained in written text. Skills for interpretative reading include: Deduced the main ideas from the parts where the main ideas are not explained directly, deduced the cause and effect relationship when they are not explained directly, deduced pronouns references, conclude adverbs references, deduced the words that are omitted, discover mood, discover the author's purpose in writing, and draw a conclusion.[9]

c. Critical Comprehension

A method of testing material-comparing ideas found in the material with established expectations and assumptions regarding their accuracy, appropriateness and suitability. Literal and interpretative comprehension is based on critical reading. So, the reader must be an active reader in order to establish critical reading, by asking critically, searching action and delay judgement until all of the content has been considered by s/he. On the other side, critical reading can be encouraged by promoting critical thinking. The teachers encourage the

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[9] Ibid p. 183

students to read with a questioning attitude, to foster critical reading skills in the class.

d. Creative Comprehension

Creative comprehension involves going on the material given by the author. It needs readers to suppose like they read, even as important reading will, and additionally needs them to use their imagination. Moreover, it is involves with the assembly of latest ideas and also the development of latest insight. In this scenario, educators have to stop only asking questions that have few responses. Teachers should ask them to examine the motives for the behaviour in the passage and ask them to justify their reasons for thinking as they did, in order to help students acquire the skills of reading creatively.

4. Teaching Reading Comprehension

The process of comprehending is completed before we begin to read' and even after 'reading' is continuous. Pre-reading techniques such as previewing the text and using post-reading strategies were used by successful readers, such as summarizing in addition to the various methods they use to shape the means during 'reading' itself. Via the division of instruction into pre-reading, reading, and post-reading.[10]

As mentioned in the hadith below:

عَنْ أَنَس بْنِ مَالِكٍ عَنْ النَّبِيِّ صَلَّى اللهُ عَلَيْهِ وَسَلَّمَ قَالَ يَسِّرُوا وَلا تُعَسِّرُوا وَبَشِّرُوا وَلا تُنَفِّرُوا وكان يحب التخفيف والتسري على الناس

Meaning:

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[10] Professional Development Service for Teachers. (2012). *The Reading Process*. p. 9

"He is the All-mighty, the All-wise. The Prophet (peace and blessings of Allaah be upon him) likes to lighten up to people."[11]

This hadith explains the importance of providing convenience for students who have seriousness in learning, in the sense of teaching science should consider the ability of the student.[12] (*Shahih al-Bukhari, Vol 2, Book 17, Hadith 146)*

From the hadith, the researcher concluded that we must to make easy students in teaching reading comprehension, a teacher do not complicate the students with the way or method that teacher taught. In teaching process, students must be enjoyable and happy, so students not feel bored and unhappy in teaching process, especially in teaching reading comprehension.

a. **Pre-Reading Activities**

This stages is helpful to organize the learners before they are scan the text. Pre reading activities are: Guess a subject of the text from headings, illustration, etc, analyzed around a topic word, anticipate what the subject will be said, write the question that the text might answer.

Moreover, when readers prepare to read, they conduct background knowledge activities (schemata), set goals, and plan to read. Students repeatedly build predictions concerning the substance of the text and preview the choice throughout the pre-reading stage. It may be over that the foremost vital issue in

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[11] Ahmadie Thaha, (2011), *Terjemahan Shahih Bukhari, Jilid 1*, Jakarta: Pustaka Panjimas, p. 89

pre-reading stage is helps the students to utilize their prior previous and make predictions concerning the text.

b. During Reading Activities

This stage helps the students comprehend the text. The students use their knowledge of word decomposition and identification of words, high frequency words, strategies and skill to comprehend what they are reading. At this stage, the students can first do an easy scan or skimming assignment, then an assignment that requires more through comprehension. This stage is useful for the readers in comprehending the text.

During reading activities do the following: 1) Scan for two or four items of information, 2) Skin for the general idea, 3) Answer the question, 4) Complete a table, map or image, 5) Ask each another question.

c. Post Reading Activities

Within the post reading activities relate the readers connect what they have read with their own concepts and knowledge. This stage facilitate students clarify their comprehending concerning the text and synthesize the recently developed data.

Reading post activities do the following: a) Discuss what's interesting or what's new in the text, b) Discuss or debate controversial the text topic, c) Do assignments on language or text structure, d) Abridge the text, both orally and writing.

5. PQ4R Method

PQ4R method is a teaching and learning idea that helps teachers to connection their teaching materials to be conferred with their students' real learning, so it will improve understanding of subject matter.

Basically, there are so many approaches that can be used to enhance students' understanding of reading. SQ3R (Survey, Question, Read, Recite and Review), which has made a great improvement in the growth of teaching and learning method, is one of those teaching methods.

This model is then imitated and created by a variety of scientist by adding or modifying the words to the stage of the process. They have appeared as teaching methods such as PQRST (Preview, Question, Read, State and Test)[13], OK5R (Overview, Key, Ideas, Read, Record, Recite, Review and Reflect), STUDY (Survey, Think, Understand, Demonstrate and You review), and PQ4R is the latest one (Preview, Question, Read, Reflect, Recite, and Review).[14]

PQ4R methodology could be a methodology that peoples will use to assist them having higher comprehension the written language. This encourages people to concentrate on organizing data in their minds and make it relevant. PQ4R leads to a lot of active learning area and deeper processing of information. The method of studying PQ4R is based on certain extremely well established cognitive psychology concepts of learning and finding. Numerous experiments using the PQ4R approach have shown that the amount of knowledge can make a big

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[13] Thomas and Robinson. (2011). *The PQ4R Method of Studying.* *http://www.mindspring,com/-dileader/classes/studyboy.htm*

[14] Trianto. (2011). *Model-model Pembelajaran Inovatif Berorientasi Konstruvistik. 2ⁿᵈ ed.* Jakarta: Prestasi Pustaka

difference. By perfecting the previous elaboration and adding a further step to the procedure, the PQ4R method is considered as a perfection of SQ3R. That's why it is possible to identify both SQ3R and PQ4R as an elaboration form. PQ4R method is considered as a perfection of SQ3R by perfecting the previous elaboration and adding one more step of the process. That's why both SQ3R and PQ4R can be categorized as an elaboration method.

The PQ4R method is one of the methods of elaboration that includes the process of producing materials or information in order to make the new one more meaningful. [15] Compared to SQ3R method, PQ4R has one more additional elaboration, namely Reflect, which is intended to be useful for the comprehension of students when reading the text. Direct memory, short-term memory, and long-term memory are part of human memory. In order to remove information from short-term to long-term memory, the information must be retained in short-term memory for about 5 seconds.

They will establish a relationship between the new data they have obtained with their previous information at the time the readers are in the reflect stage. This allows them to move short-term to long-term memory data. This is what the roles of PQ4R are. This method is expected to help students understand the text's necessary data and what the information is for their lives. There are six phases of this method; they are Preview, Question, Read, Reflect, Recite, and Review.

As mentioned in the hadith below:

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[15] Ibid. p. 150

عَنْ أَبِي هُرَيْرَةَ أَنَّ رَسُولَ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ قَالَ وَفِي حَدِيثِ بَكْرٍ أَنَّهُ سَمِعَ رَسُولَ اللَّهِ صَلَّى

اللَّهُ عَلَيْهِ وَسَلَّمَ يَقُولُ أَرَأَيْتُمْ لَوْ أَنَّ نَهْرًا بِبَابِ أَحَدِكُمْ يَغْتَسِلُ مِنْهُ كُلَّ يَوْمٍ خَمْسَ مَرَّاتٍ هَلْ يَبْقَى مِنْ دَرَنِهِ شَيْءٌ

قَالُوا لَا يَبْقَى مِنْ دَرَنِهِ شَيْءٌ قَالَ فَذَلِكَ مَثَلُ الصَّلَوَاتِ الْخَمْسِ يَمْحُو اللَّهُ بِهِنَّ الْخَطَايَا

Meaning:

"From Abu Hurairah r.a. Rasulullah (peace and blessings of Allah be upon him) said: "I will not say to you that I will be among the 100 Have you any thoughts about the river at the door of one of you? He showers there five times a day. What do you think? Will there still be dirt left? They said, There will be no dirt left. He said; Such is the parable of the five-time prayer, with which God takes away the sins". (Muslim, I: 462-463)[16]

Based on the above verse, the researchers concluded this hadith explains that the teaching method used by researchers is to make it easier for students to understand the meaning of the reading text through the submission of questions that direct students to understand the material. The method of requesting this is to invite students to focus on the discussion. For example the word; "What do you think?" was the question asked.

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[16] Abdurrahman An Nahlawi, (2010). *Pinsip-prinsip dan Metode Pendidikan Islam.* Terjemah Herry Noer Ali. Bandung: CV. Diponegoro. p. 123

6. The Procedures of PQ4R method

It is proposed that the teacher who applies the PQ4R method to the teaching and learning process has six method procedures, such as Preview, Question, Read, Reflect, Recite and Review.[17]

a. Preview

Teacher lead the students to read quickly at this first point, or it refers to asking them to skim the text. The students clearly check the title, subheading, main subjects, subtopics, the boldface words and the description of the outline in this case. The students are supposed to get an idea or example of what they will be reading about by using this stage for reading.

b. Question

At this second level, based on their own questions, the students should formulate or create some questions about the text. To ask questions, they use the title, subheadings, main topics, and subtopics (the questions are based on the information that they found at the previous level). starting questions using the words of the questions (what, who, when, where, why and how). if questions are open at the end of the passage written by the writer, first the students are advised to read the questions because the previous study showed that if one reads in order to answer any questions, it would allow him both to read more carefully and to remember what he was reading.

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[17] Ibid. p. 146

c. Read

At this point, the teacher guides the students to carefully read the text. While reading, they try to answer the questions they made up. It is recommended that they make simple notes about the necessary details as they read. In order to help them more clearly understand the content, it is incredibly important that any notes they make are in their own language.

d. Reflect

Reflect is an important component of the prior process. When reading the text, it is not enough to recall and memorize, the students must be compelled to trust the fabric they merely scan and take a look at to create it significant by: a) Connecting to things they already know, b) Connecting subtopics to the main topics, c) Try to resolve the contradictions, and d) Trying to use the fabric to resolve aroused issues.

Moreover, whereas the reader reads the text, he must reflect on it, look for its shadow in reality, his own experience and background knowledge. Therefore, the main purpose of pondering the text is to understand the material.

e. Recite

At this fifth level, by starting points and asking and answering questions, students practice what they have learned. It allows them to remember the specifics longer. They can go back to the notes they've made. They are led to infer the text on the basis of the notes that they have established the previous phases on the basis of their own ideas.

f. Review

At this last stage, students conscientiously analyse the material concentrate in ask questions to themselves, and review the text only when they are unsure of the response.

7. The Advantages and Limitation of PQ4R Method

In the school, using the PQ4R approach brings certain benefits, such as:[Ibid. P. 145] a) Help students understand materials or passages, b) Help students focus while reading for a long time, c) Help students recall what they read in long-term memory, d) Making the teaching reading process active and efficient, e) Helping students to enable their previous knowledge or context knowledge as well as to apply fresh ideas to previously established concepts and develop understanding.

Contrary to the advantages, PQ4R method also has restriction. It needs the capability to browse texts that involves the fast reading of chapter parts like introduction, conclusion, summary, for the first and the last lines of paragraph, etc. It also needs the capability to inspect texts which requires conscientious explore for certain facts and examples. This could be complicated for younger learners to apply this method.

8. Conventional Method

A typical way of teaching that is used by teachers in the classroom is the conventional method. This relates to the teacher who is controlling it. The teachers fully hold the power and responsibility and also play the role of teaching as well as decision-maker. Students are considered to have information holes that need to be brimmed with the data. In short, the conventional approach illustrates how the instructor stimulates the learning process.

Conventional method touch on what is normally expected by individuals supported based what is common, at a selected time, during a specific culture. Conventional teaching methods are still adhered to at schools: teacher-centric classrooms, teacher's mood knowledge dispenser rather than facilitator, chalk and speech methods, organized classes, collaboration lack and group learning, emphasizing examinations and results rather than understanding concepts, improper alignment between goals, occupation and evaluation. The purpose of conventional teaching methods is to introduce all students to the same knowledge and develop certain interests..[18]

a. The Principle of Conventional Method

The conventional methods are The most relevant one for listening carefully and recording the essence of the teacher. So, It is possible to classify the conventional approach into traditional teaching method, because they have been used as a means of oral communication between teachers and students in the learning process. Despite this method needs a lot of teacher activeness than students, however the method of the lecture cannot be deserted in teaching

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[18]Dutta, Sukhendu. (2010). *Conventional Teaching in Basic Science : An Inner View*. A*l Ameen J Med Sci*,3 (3). p. 246

activities. How to teach with the lecture method can also be said as a lecture technique, is teaching that is used to communicate description of information subject matter verbally. Therefore, the lecture method can comprehend as a way of presenting the lessons done by teacher with narration or verbal explanation immediately to students. Considering methods in unfavourable terms, its use must be supported by tools and media or by other methods.

b. The Procedural Conventional Method

There are four procedures of conventional methods: (a) Introducing stimulation, (b) Observation and response models, (c) Provide exercises in answering stimulation, (d) Provide strengthening to the right response as soon as possible.

c. The Advantages and Disadvantages of Conventional Method

The advantages of this methods are: (a) Lecturing is an easy and inexpensive to do, (b) Lecturing capable present broad subjects, (c) Lectures can prepare the subjects that need to be spotlight, (d) Through lectures, teachers will management the state of the category as a result as a category is absolutely the obligation of the teacher giving the lecture, (e) Classroom organizations that use lectures can be easier , (f) Lectures don't need a range of room settings or don't need difficult preparations.

In conventional learning methods, verbal ability is emphasized, It means that the content presentation given express in order that the students are supposed to verbally master the curriculum. In this way, whether the students have

mastered the material or not, it can be clearly defined by truth. So the ability to communicate clearly in the form of verbal words tests mastery of the subject.

In addition to its advantages, this method has disadvantages such as: (a) Pay less attention to the differences in each students including learning styles, interests, talents, and backgrounds, (b) Focusing on a certain form of intelligence, as emotional intelligence and moral intelligence, all intelligent students with students are not touched.

B. Conceptual Framework

PQ4R method is better than conventional method because the application of PQ4R method is easy and make it Easier for students to get to know comprehend the material well. With the application of PQ4R method students are more interested and motivated in the learning process, because learning is not monotonous and doesn't make students boring, students also can express their idea.

This research attempts and realizes PQ4R the methodology as a tool for understanding students' reading comprehension. One of the difficulties of learning English as a foreign language is reading, particularly in terms of reading comprehension. Most students have some sensory difficulties because they lack vocabulary, interest, knowledge, etc. They are unable, therefore to interpret the text well.

In this case the researcher applied PQ4R methodology. For the PQ4R process, there are six steps, which are Preview, Question, Read, Reflect, Recite and Review, used in reading teaching. The first one is an outline. The students survey in this phase or just take a look at the text to get the ideas from it. They

look at the title and pictures to attempt to recognize what they are going to read. The second is question, the students ask questions in this section about the things they learned as they read it in the previous phase. Students read the passage and try to address the questions they have formed while reading. The next one is read. As they read, making a note allows them to interpret the content.

After that Reflect, the students have a certain thought of the text they just read. Ask them attempting to make it useful by connecting it to the things they have discussed in their own life. After reflecting the passage, by answering the questions they developed, the students practice recalling the data they got and try to clarify the ideas in their own organization as well as their vocabulary. The name of this segment is Recite. And the last step is checking, only re-reading the material only when they are not sure that they answered the questions they asked.

This approach is supposed to help students comprehend the text well because it allows them to concentrate and make it useful in manipulating the data in their minds.

C. Related Study

There are several scientists who have used the PQ4R process. The first is a thesis published in the Academic Year 2017/2018 by student IAIN Salatiga, entitled "The Effectiveness of PQ4R Strategy to Improve Student Reading Comprehension of Report Text For Ninth Year Students of SMP N Banyubiru." The effectiveness of SMP N Banyubiru studies' PQ4R Strategy was described in this review. The aim of this analysis is to find out whether or not the PQ4R strategy is successful in enhancing students' understanding of the report text. Experimental testing was the research design that was used in this research.

Via monitoring, pre-test and post-test, the data was obtained. The data has been analyzed in SPSS using the paired-sample t-test. The mean value of the experimental class pre-test and post-test was 63.00 and 83.78. While the mean pre-test and post-test means of the pre-test and post-test control class were 61.89 and 76.67. The outcome of the experimental class SPSS indicated that sig. (2-tailed) 0.00 and t-count 21.164. While (2-tailed) 0.00 and t-count16.913. were shown by the control class. The law was if sig. If sig. <0.05 (2-tailed) and t-table was lower than t-count, Ha is acknowledged. 2.04523 for 29 and 5% significance is seen in the T-table. It shows 5.84 or 9.07 percent in number or percentage. In this case, the experimental post-test result indicates the difference in number 6 or 9.1 percent higher than the control's post-test outcome. Therefore, before and after the introduction of the PQ4R technique, there was a substantial difference between experimental and control class reading. This means that the PQ4R strategy is successful.

The next is a journal written by Dedy Supriyadi, Sudirman and Ratih Yunita Sari. A journal entitled "The effect of the PQ4R strategy on the achievement of reading comprehension." The goal of this research was (1) to investigate whether there was a substantial difference in the achievement of reading comprehension by students before and after being taught using the PQ4R strategy. (2) Figuring out the elements of the students' reading comprehension achievement that develop most after being taught using the PQ4R strategy.The researcher performed a quantitative analysis involving one class as an experimental class with one group Pre-test Post-test Design. The method in this analysis was the reading test. The data analysis results showed that after being

taught using the PQ4R approach, there was a substantial difference in the reading comprehension achievement of students. Then, vocabulary comprehension increased the most than the other dimensions. The hypothesis test showed that the significance value was 0.000 ($p<0.05$) (2-tailed). It could be assumed that null-hypothesis was rejected, and the PQ4R strategy is inferred to enhance the understanding of reading by students in all aspects, especially in the understanding of vocabulary.

The other research journal, published by Mrs. Ruqia Bibi, Ph.D. and Manzoor H. Arif, Ph.D., volume 11: 12 December 2011, is entitled 'Impact of the PQ4R Study Strategy on Scholastic Achievement of Secondary School in Punjab (Pakistan). The influence of the PQ4R research strategy on scholastic achievement of secondary school students in the subject of Pakistan studies was identified in this article. This study used the configuration of the pre-test post test control group. The sample of 104 students, containing 52 students for each experimental group and control group, was balanced on the basis of their obtained pre-test marks. As an experimental group and a control group, all groups were randomly allocated. The experimental group was taught by PQ4R, while conventional approaches were used to teach the control group. The outcome of the study showed that after the PQ4R approach, there was a substantial increase in the scholastic achievement of students.

D. Hypothesis

The hypothesis is simply presented as a forecast of some potential results of a sample. Centred on both the theoretical and the conceptual context explained above. The hypothesis of this study is drawn as the reading understanding of the

following students taught by using the PQ4R method is more successful than that taught using the traditional method in this study, the researcher formulates an alternative hypothesis as a preliminary response to a query. As the following, it can be formulated.

a. The Null Hypothesis (H_o)

There is not a significant effect between using PQ4R method and conventional method on the students' ability in reading comprehension"

b. The Alternative hypothesis (H_a)

"There is a significant effect between using PQ4R method and conventional method on the students' ability in reading comprehension".

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study will be use a research design using a quantitative approach, using measurement. Research with a quantitative approach emphasize data numerical (numbers) processed by statistical methods.[19] This research used a pre-test and post-test control group design. In this design there are two groups, namely groups randomly selected experimental and control groups, then given a pre-test to determine the initial state, is there a difference between the experimental class and the control class.[20]

The control class was treated using conventional method, while the experimental class was treated using the PQ4R method. After finishing the treatment, the two classes were given a post-test aims to measure the learning achievement of students on treatment which has been given. The experimental design in this research shown in table 3.1 below:

3.1 Research Design

Group	Pre-test	Treatment	Post-test
Experimental Class	✓	B y using PQ4R method	✓
Control Class	✓	By using Conventional Method	✓

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[19]Azwar. (2011). *Metode Penelitian 2ⁿᵈ ed*. Yogyakarta: Pustaka Pelajar

[20] Sugiyono. (2011). *Metode Penelitian Kuantitatif, Kualitatif dan R&D. 2ⁿᵈ ed.* Bandung: Alfabeta

B. Population and Sample

1. Population

Population is a field of generalization consisting of: objects/subjects have certain characteristics and attributes determined and then deduced by the researcher for analysis.[21] This population is often referred to as the universe. Members of the population can be both living and inanimate objects and humans.[22]

The population studied in this research where the entire class VIII of SMP N 3 Satu Atap Pangkalan Susu. The total number of the students 60 students.

Table 3.2

Total Number of Population

No.	Class	Male	Female	Total
1.	VIII A	14	16	30
2.	VIII B	17	13	30

Source: Tata Usaha SMP N 3 Satu Atap Pangkalan Susu

2. Sample

The survey is a part of the population's numbers and characteristics.[23] The researcher use two classes as sample in this research, they are VIII A class and VIII B class, namely class VIII A being a class experiment and given action using the PQ4R method and class VIII B be a control class (comparison) in this study given using conventional method. The real sample of this research can be seen in the following:

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[21] Sugiyono. (2017). *Metode Penelitian Pendidikan.* Bandung: Alfabeta. h. 14

[22] Syahrum dan Salim. (2016). *Metodologi Penelitian Kualitatif.* Bandung: Citapustaka Media, h. 113

[23]*Ibid,* h. 118

Table 3.3

Sample of Research

No	Class	Group	Male	Female	Total
1.	VIII A	Experimental Group	14	16	30
2.	VIII B	Control Group	17	13	30

C. Operational Definitions of variables

In this research, there are two variables, which are variable independent and variable dependent. The independent variable is the variable X effect of the PQ4R Process. The dependent variable is the ability of the students to read comprehension and variable Y. In this case, the researcher focused on the effect of using PQ4R method on the students' ability in reading comprehension as variable Y in this research.

D. The Instrument of Collecting Data

Research instruments are tools used by researchers in doing a research. A good instrument will affect the quality of the research. The instrument as a means of collecting data should be properly designed and made in such a way as to produce empirical data as is.[24] To get relevant results, data collection techniques and instruments used in this research are:

The test instrument to measure the learning outcomes of students' reading comprehension in class VIII SMPN 3 Satu Atap Pangkalan Susu in terms of cognitive, namely in the form of a test sheet in the form of multiple choice consisted of 20 questions after doing validity and reliability. Each item of test

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[24] Sri Sumarni. (2012). *Metodologi Penilitian Pendidikan.* Yogyakarta: Insan Madani

consist of four options namely: a, b, c, and d, this test used to measure the learning outcomes of students' reading comprehension both in the experimental class (received treatment using the pq4r method and in the control class use conventional method.

E. The Procedures of Research

In this research, there are four procedures to collect the data, they are:

1. Try Out Instrument

Before being given the instrument to the experimental and control group, the instrument was first tested in another sample class as a try out. The aim is to see the validity and reliability of the test. In this case, the researcher gave the same instrument to the sample, namely the class level with the sample in this study. The test is valid and reliable, so it is given to the intended research sample.

2. Pre-test

The first test is pre-test given to students before treatment is given to students. The objectives of this pre-test given to students are as follows:

a) To determine the similarity of learning outcomes (homogeneity) of the two groups (experimental class and control class).

b) To determine the level of students' first knowledge

c) To ensure that students have never learned knowledge from material to be taught.

Both of experimental and control group were given the pre-test before the post-test. The test was used multiple choice. The aim to find the homogeneity of samples and to know the mean score both of groups. The scores of the tests range

from 0-100 to obtain the scores, the correct answers were analysed by using this following formula:

$$S = \frac{R}{N} \times 100$$

Under which:

S = The score

N = Number of things for the test

R = The right answer number

3. Treatment

Two groups, namely the experimental and control groups, were being taught. In the experimental group, the students were handled using the pq4r method and the control group was taught four meetings in this study using the traditional method and each meeting consisted of 45 minutes.

Table 3.4

Treatment in Experimental Group

Steps	Teacher's Activities	Students' Activities
1. Preview	1. Sending a text to be read to the students. 2. Clarify how to locate the key subject or concept to get the relevant knowledge to the students. 3. Asking the students to read quickly the heading, subheading, major topics and subtopics of the text to get the illustration what they will	1. Obtaining the text. 2. Carefully listen to the teacher's interpretation. 3. Doing the teacher's guidance by skimming each paragraph's heading, major topics, subtopics, first and last sentence.

	be reading about.	
2. Question	1.Inform the student to pay close attention to the text and ask him or her to understand the meaning of the text. 2. Ask students to ask questions based on the subject, subtopics and key idea found in the previous step by using the words of the question (what, who, where, when, why, and how).	1. Paying attention to the text carefully to get the purpose of the text 2. Making some questions by using WH - Questions and make some simple notes related to the topic if it is needed.
3. Read	1. Ask the students to carefully read the whole text and try to address the question they are asking while reading.	1. Reading the whole text actively and giving the answers of their own questions.
4. Reflect	1. Asking students to understand the text by comparing the text, their own experiences and their previous knowledge, to things in reality.	1.Understanding and comparing the text to their previous experience, subtopics to primary topics, and attempting to settle the dispute.
5. Recite	1. By asking and answering the questions, asking the students to practice what they have learned. 2. Leading the students to use their own words to conclude the text.	1.Trying to recall and answer the questions about what they received from the letter. 2. To conclude the text and to state it in their own terms.
6. Review	1.Asking the students to review and read the conclusion of the material.	1. Reading the conclusion. 2. Rereading the text only when they got some confusion about

	2. Asking them to reread the text only when the answer is not certain.	the answer.

Without using the method of PQ4R, the control group was instructed. It means that for them there is no care. The method for teaching is shown as follows:

Table 3.5

Teaching Procedures in Control Group

Teacher's Activities	Students' Activities
1. Giving the learners a text	1. 1.Obtaining the text.
2. Asking the text to be read by them.	2. 2.-Read the file.
3. Read the text aloud in front of the class and pick those students to read the text aloud in turn.	3. 3. First of all, listen to the instructor and then read the text aloud in turn.
4. Telling the students to figure out the complicated words in the dictionary and to look up the meaning and ask them to translate the letter.	4. 4. Scanning and translating the text for difficult words.
5. Asking the students to demonstrate their understanding by answering the text-based questions.	5. Answering the text based questions.

4. Post-Test

After doing the treatment, the post-test is given to students after students have finished following the process learning. Given a post-test to find out the result of treatment in both groups. In addition, it seeks to explain whether or not the PQ4R approach has a major impact on the ability of students to understand reading.

F. Technique of Data Collection

1. Validity of the test

A valid instrument means that the measuring instrument (measurement) used to collect the data is valid. Valid means that what should be measured should be used for the instrument[25]. Calculation of the validity of the test items using a formula *Product Moment* correlation rough numbers and then continued with Guilfort's testing. Product moment correlation formula namely:[26]

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

Where:

Rxy: The correlation coefficients between x and y

N   : The total of respondents

X   : Score of respondents for each items

Y   : The total score of each respondents from all items

$\sum X$: The sum of score x item

$\sum Y$: Standard number of distribution Y

$\sum x^2$: The sum of the squares of each X

$\sum y^2$: The sum of squares of each Y score

To calculate validity of test, researcher used Microsoft Excel software to help analyse data.

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[25] Sugiyono. (2011). *Metode Penelitian Kombinasi (Mix Methods)*. Bandung: Alfabeta, p. 168

[26]*Ibid*, p. 255

2. Reliability of the test

Reliability shows in an understanding that since the tool is fine, an instrument is enough to be used as a data collection tool. The accuracy of testing, The reliability of test, the researcher used the *Alpa* formula:[27]

$$r_{11} = \left(\frac{n}{n-1}\right) \times \left[1 - \frac{\sum \sigma b^2}{\sigma_1^2}\right]$$

Where:

r_{11} : Instrument reliability

n   : The number of items

$\sum \sigma b^2$: The number of grain variances

σ_1^2 : Total variances\

Furthermore, by comparing r11 the calculation results with r table. If r count ≥ r table it can be concluded that the questionnaire item meets reliability.

It is possible to classify the reliability of the test:

0,00 - 0,19: very poor degree of reliability

0,20 - 0,39: poor degree of reliability

0,40 - 0,59: fair reliability

0,60 - 0,79: perfect reliability

0,80 - 1,00: very high reliability[28]

Until performing pre-test, the researcher measures and decides the reliability. The results are very accurate, the researcher by editing the test did not try to make changes.

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[27] Arikunto. (2013)*prosedur penelitian : suatu pendekatan praktek. Edisi revisi IV*,(Bandung:Graha Ilmu,. p.170

[28] Aruan, D. M. (2002). *Penafsiran Skor Test.* Medan: Universitas Negeri Medan (unpublished)

G. Technique of Data Analysis

The data will be analysed by applying the following steps after obtaining the data from the test.

1. Normality Test

Normality test is used to determine whether the data obtained normally distributed or not. In this research, data normality test was done with using the *Lilliefors* (L_o) test was performed with the following steps. Starting with the determination of the significance level, which is at the 5% (0,05) significance level with the proposed hypothesis as follows:[29]

H_0 : the sample comes from a population that is normally distributed

H_1 : the sample does not come from a normally distributed population

With the test criteria:

If $L_{hitung} < L_{tabel}$ accept H_0, and

If $L_{hitung} > L_{tabel}$ reject H_0

The normality test steps are:

a. Observation data x_1, x_2, x_3, …, x_n are made into standards numbers z_1, z_2, z_3, … , Z_n by using the formula $Z_{i=} \frac{(Xi - \overline{X})}{S}$ with x and s each respectively mean and standard deviation).

b. For each of this standard numbers using a distribution list standard normal, then calculated the probability $F(z_i) = P(z < z_i)$.

c. Next, calculate the proportion of z_1, z_2, $z_3, …,$ z_n that is smaller or the same with z_i. If this proportion is stated by $S(z_i)$ then:

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[29] Nuryadi, dkk. (2017). *Dasar-dasar Statistika Penelitian.* Yogyakarta: Sibuku Media. p. 81

$$S(Z_i) = \frac{banyaknya Z_1, Z_2, \ldots, Z_n \, yang \leq z_i}{n}$$

d.   Calculate the difference between $F(z_i) - S(z_i)$, then determine the absolute price.

e.   Take the price that is the largest of the absolute differences, for example, the price is L_0. to accept or reject the null hypothesis (H_0), it is done in a way comparing this L_0 with the critical value of L in the table for actual level chosen.

2. Homogeneity test

Homogeneity test is used to test whether in a model t-test data is homogeneous or not. If homogeneity is met, the researcher can perform at the advanced data analysis stage, if not then it must there are methodological corrections. As for the formula to test homogeneity use this formula:

$$F = \frac{Biggest\ variance}{Smallest\ variance}$$

The hypothesis homogeneity test are formulated as bellow:

a. H_0 : The variances of the data are homogeneous

b. H_a : The variances of the data are not homogeneous

With criteria are:

a. If $F_{hitung} < F_{tabel}$, it means that H_0 is rejected and H_a is accepted.

b. If $F_{hitung} > F_{tabel}$, it means that H_0 is accepted and H_a is rejected.

3. Hypothesis test

Hypothesis test were used to determine the provisional estimates formulated in the research hypothesis using independent sample t-test.[30] The researcher used t-test to determine the difference between the experimental class that taught by using PQ4R method and the control class that taught by using conventional method. Then, it can be compared the difference between both of classes whether there is a significant difference or not. To analyse the data the researcher were used the formula:

$$t = \frac{(X1 - X2)}{\sqrt{\frac{(S_1)^2}{n_1} + \frac{(S_2)^2}{n_2}}}$$

In which:

X_1 : the mean of experimental group

X_2 : the mean of control group

$S_1{}^2$: the standard deviation of experimental group

$S_2{}^2$: the standard deviation of control group

N_1 : the total numbers of experimental group

N_2 : the total numbers of control group

With criteria are:

a. If $t_{hitung} > t_{tabel}$ H0 is rejected and Ha is accepted. It means that there no significant effect on students' reading comprehension that was applied by using PQ4R method.

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[30] Riduwan & Sunarto. (2010). *Pengantar Statistika Pendidikan, Sosial, Ekonomi, Komunikasi, dan Bisnis, 2nd ed,* (Bandung: Alfabeta). p. 125

b. If $t_{hitung} < t_{tabel}$ H0 is accepted and Ha is rejected. There is significant effect on students' reading comprehension that was applied by using PQ4R method.

CHAPTER IV

FINDINGS AND DISCUSSION

A. **Research Finding**

1. **Validity and Reliability Test**

   a. **Validity**

   The criterion for testing the validity is that each item is valid i $r_{table} < r_{value}$. The researcher used Microsoft Excel to help the calculation the validity of the test which consist of 31 items multiple choice. The results obtained, the validity is calculated based on the existing formula, namely the product moment correlation. The results can be seen in table 4.1:

Table 4.1 Validity Test

Number	r_{table}	r_{value}	Conclusion
1	0.374	0.469	Valid
2	0.374	0.436	Valid
3	0.374	0.436	Valid
4	0.374	0.28	Invalid
5	0.374	0.583	Valid
6	0.374	0.383	Valid
7	0.374	0.376	Valid
8	0.374	0.443	Valid
9	0.374	0.402	Valid
10	0.374	0.508	Valid
11	0.374	0.497	Valid
12	0.374	0.02	Invalid
13	0.374	0.316	Invalid
14	0.374	0.285	Invalid
15	0.374	0.316	Invalid

16	0.374	0.421	Valid
17	0.374	0.311	Invalid
18	0.374	0.308	Invalid
19	0.374	0.273	Invalid
20	0.374	0.489	Valid
21	0.374	0.465	Valid
22	0.374	0.311	Invalid
23	0.374	0.509	Valid
24	0.374	0.443	Valid
25	0.374	0.584	Valid
26	0.374	-0.009	Invalid
27	0.374	0.489	Valid
28	0.374	0.465	Valid
29	0.374	0.403	Valid
30	0.374	0.509	Valid
31	0.374	0.443	Valid

Based on the results of the following table it can be concluded that item no 4, 12, 13, 14, 15, 17, 18, 19, 22, and 26 are not valid. There were 11 cannot be used or are invalid. Invalid items have been removed. Total valid items were 21. But researcher only used 20 item questions. The least validity is number 7 and did not use in the test.

b. Reliability Test

A test can be said to be reliable if the test is used repeatedly against the same students whose measurement results are relatively the same. The formula used to find reliability is the Alpha Cronbach formula. After doing the validity test, then the reliability test will be tested with predetermined conditions. The results of the reliability test are as follows: (Appendix)

Table 4.2 Reliability Test

Reliability	0.795
Conclusion	High

2. The Description of Data

This research was conducted in class VIII A and VIII B at SMP N 3 Satu Atap Pangkalan Susu in 2020/2021 academic year. Total of students in class VIII A are 30 students and class VIII B are 30 students. Class VIII A is the experimental class and class VIII B is the control class. Classes are selected randomly. The test was the multiple choices which are consisted of 20 items. This research was conducted in six meetings. The first meeting is for try-out instrument, the second meeting was given pre-test and the third to fourth meeting was conducted learning in each class. The third to fifth meeting the treatment has been given treatment in the experimental class using the PQ4R method, and for control class taught by using conventional method. And the last meeting was conducting post-test was spent time about 45 minutes.

1. Data Pre-test and Post-test

There were pre-test and post-test in experimental and control class. Both classes were given 20 multiple choices in doing pre-test in order to know the ability before implementing the treatment. After doing treatment, there was post-test to measure and see the differences between experimental and control class which were given different treatment.

Table 4.3 The Students' Score of Experimental Class

No	Name	Experimental Class	
		Pretest	Post-test
1	ABK	60	85
2	AL	45	75
3	AHK	40	70
4	AKK	50	65
5	AAG	40	75
6	CS	60	80
7	DK	65	75
8	DS	50	65
9	FD	55	80
10	FF	45	75
11	IJ	40	55
12	KA	35	80
13	LI	60	65
14	MIF	45	70
15	MNA	55	75
16	MRA	50	65
17	MA	40	70
18	MP	30	70
19	MD	35	75
20	MR	30	80
21	NS	25	65
22	NH	35	75
23	PYN	25	70
24	PAA	40	60
25	RI	25	80
26	RA	45	60
27	RC	65	80

28	RR	55	80
29	TE	60	85
30	YA	65	55

Based on table 4.3, we can know the result of pre-test and post-test in experimental class. There are some calculation that researcher has been done. They can be seen in the table 4.2 below.

Table 4.4 The Statistic Data of Experimental Class

Data	Pre-test	Post-test
Mean	45.67	75.50
Median	45	75
Mode	40	80
Minimum score	25	60
Maximum score	45	85
Std. Dev (S)	12.507	6.74
Variance (s^2)	156.44	45.43

Based on the table 4.4 above, it was found there are 9 students who get score above KKM, and there are 13 students who get score under KKM. There are 3 students who get the lowest score is 25 of pre-test in the experimental class who consisted of 30 students, there were 2 students who get around 30-40 score. There were 7 students who get 45-55 score, there were 3 students who get 60 score. Then there were 3 students who get the highest score in the experimental class is 65. The mean score of the average from 30 students are 45.67 in pre-test while in post-test students got higher mean which was 75. It means the class can be said pass the score of KKM.

On the other hand, the minimum score in pre-test is 25 that students get and 60 in post-test. Then, the maximum score in pre-test was 45 then it increased to 85 after post-test. It shows that the score of 85 is the highest score that students got after doing post-test. Next, the students' score of control class will be available in table 4.5.

Table 4.5 The Students' Score of Control Class

No	Name	Control	
		Pretest	Post-test
1	AM	50	75
2	AR	45	65
3	CR	55	70
4	DS	30	70
5	DA	40	70
6	DSS	40	65
7	EJ	35	55
8	EAH	55	65
9	FL	55	80
10	GF	30	55
11	HCS	65	55
12	HS	40	70
13	HR	40	65
14	IA	50	65
15	KZ	55	75
16	KBA	50	65
17	KH	60	70
18	MP	35	70
19	MA	60	75
20	MAS	45	65
21	MBA	40	65

22	MR	30	70
23	PR	45	65
24	PAA	55	60
25	PSS	60	80
26	RSK	35	60
27	RP	65	80
28	RE	60	80
29	SF	50	85
30	SA	35	55

Based on table 4.5, we can know the result of pre-test and post-test in control class. There are some calculation that researcher has been done. They can be seen in the table 4.4 below.

Table 4.6 The Statistic Data of Control Class

Data	Pre-test	Post-test
Mean	47	68.17
Median	47.5	67.5
Mode	55	65
Minimum score	30	55
Maximum score	65	85
Std. Dev (S)	10.79	8.14
Variance (s^2)	116.55	66.35

Based on the table 4.6 above, the control class who consisted of 30 students has shown the data both from pre-test and post-test. It was found that the lowest score in the control class there were 7 students who get around 30-35 score. In 40 score there were 5 students, there were 3 students who get score 45,

and there were 4 students who get score 50, then the highest score were 2 students who get 65 score.

The mean score of the average from 30 students are 47 in pre-test while in post-test students got higher mean which was 68.17. There were 5 students who get score above KKM, and there were 22 students who get score under KKM. It means the class can be said failed the score of KKM. On the other hand, the minimum score in pre-test is 30 and 55 in post-test. Then, the maximum score in pre-test was 65 then it increased to 85 after post-test.

The data of the result pictured that there are differences after doing post-test. When in pre-test, there were no big differences because both of classes have same level. The post-test had a higher mean (45.67) than pre-test (75.5) in experimental class. Then the post-test had a higher mean (47) than pre-test (68.17) in control class.

It can be seen that experimental class mean shows that the average students passed the criteria minimum of completeness (KKM). While in control class, it didn't show any much improvement which the average students still failed the KKM.

Therefore, before and after doing treatment, there are some differences of data presentation between pre-test and post-test. The data presented that the score after using by PQR4 method and higher than before using PQR4 method in reading comprehension. The mean score in control class was 68.17 and 75.5 in experimental class. The higher result showed from experimental class were taught using PQR4 method. It proved that there was a significance difference between

the mean of two groups on the pre-test and post-test between experimental and control class. The data analysis announced that PQR4 method has effect in improving the result of post-test. The comparison can be seen in chart 4.1

Figure 1 Comparison of Mean Post-Test
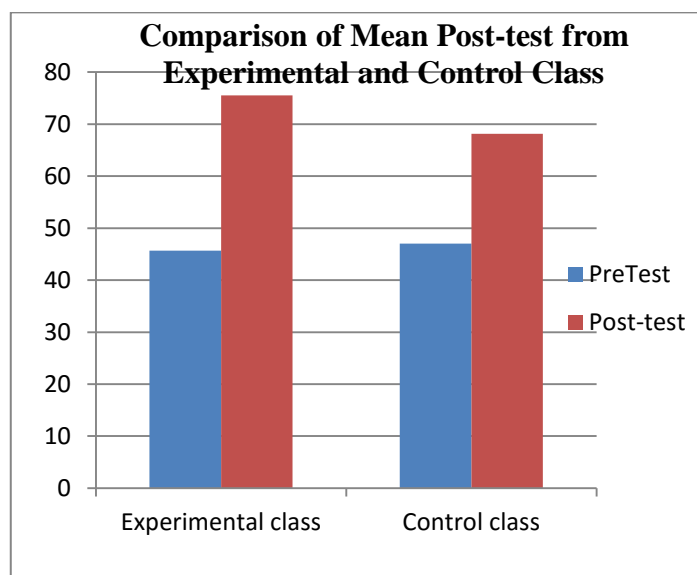
B. Analysis Requirements Testing

The data that need to be fulfilled before doing t-test is normality and homogeneity test. It is the preliminary data by calculating normality and homogeneity. The last, the t-test can be calculated.

1.   **Normality test**

The *Lilliefors* are used to find the normality data. Normality needs in order to know that the data in experimental and control class has distributed normally or not. The data included pre-test and post-test. The data is normally distributed if L_{table} is higher than $L_{observe}$ or $L_{observe}$ o is smaller than L_{table} with the number of sample (n) is 30 for each class. The normality test result can be seen in table 4.8 below:

4.7 Normality Test

Class	N	α	Lilliefors			Conclusion
			L_{table}	L_o		
				Pre-test	Post-test	
Experimental	30	0.05	0.161	0.108	0.119	Normal
Control	30	0.05	0.161	0.142	0.151	Normal

Based on the table 4.8 above, it signifies that the normality test from both of classes were normal. It can be seen from n = 30 and at level of significance α = 0.05, L_{table} is 0.161. Then L_o from experimental class in pre-test (0.108) and post-test (0.119) was higher than L table. It means the data are normal. Other hand, in pre-test (0.142) and post-test (0.151) was higher than L table.

It means the data in control class as normal as experimental class. Furthermore, it can be concluded that the pre-test and post-test scores in both experimental and controlled class are normally distributed.

2. **Homogeneity test**

A test of homogeneity is used to make sure the data same characteristics. It is used with Barlett test. If $F_{observe} < F_{table}$, then both samples are homogeneous. The result for homogeneity testing can be seen in table 4.8 below:

4.8 Homogeneity Test

Data	$F_{observe}$	F_{table}	Conclusion
Experimental	1.86	1.341	Homogeneous
Control	1.86	1.460	Homogeneous

We can see that $F_{observe}$ are bigger than F_{table}, and then the data distribution is homogeneous. It can be concluded that F_{table} in experimental (1.341) and control class (1.460) is smaller than $F_{observe}$ (1.86) and the data distribution is homogeneous.

C. Hypothesis Test

After collecting the data from the test, hypothesis test was held. Ha is accepted if the $t_{observed} > t_{table}$. The data will be analysed by applying the following steps.

1. Scoring the pre-test of experimental and control group.

2. Scoring the post-test of experimental and control group.

3. Comparing the mean of the two groups.

The result of hypothesis of this study can be shown from the table below:

4.9 Hypothesis Test

Data	$T_{observe}$	T_{table}	Conclusion
Experimental Class	3.797	1.674	Alternative hypothesis is accepted and null hypothesis is rejected. There is a significant effect between using PQ4R method and conventional method on students' achievement in reading comprehension.

From the table above, it can be seen that $t_{observe}$ was 3.797 and t_{table} was 1.674. It means $t_{observe}$ is higher than t_{table}. It can be mentioned that alternative hypothesis on the level of significant 0.05 was accepted and null hypothesis was rejected. The meaning of this result is PQ4R method has effect on students' achievement in reading comprehension. The result showed the better score which was reached by experimental class who were taught by PQ4R method than conventional method in control class in teaching reading comprehension.

D. Discussion

Based on the findings above, the researcher can get conclusion that PQ4R method has effect on the students' achievement in reading comprehension. It was proven from that the achievement from experimental class has better performance than students in control class. As we know, the level of both classes at the beginning has in the same level or nearly the same that can be seen from score of pre-test before the treatment was conducted. The implementation of PQ4R method has significance difference between students who were taught by using PQR4 method and students who were taught by conventional method.

This result of study was related to journal from Ratih and friends that entitled "The Effect of PQ4R Strategy in Reading Comprehension Achievement"They got conclusion that PQ4R strategy increase the students' reading comprehension in all aspects especially in understanding reading achievement.The goal of this research was (1) to investigate whether there was a substantial difference in the achievement of reading comprehension by students before and after being taught using the PQ4R strategy. (2) Figuring out the

elements of the students' reading comprehension achievement that develop most after being taught using the PQ4R strategy

The other one by Ruqia Bibi and friends,the result of the research showed there was significance improvement of students' scholastic achievement after given by PQ4R strategy. The influence of the PQ4R research strategy on scholastic achievement of secondary school students in the subject of Pakistan studies was identified in this article. This study used the configuration of the pre-test post test control group. The sample of 104 students, containing 52 students for each experimental group and control group, was balanced on the basis of their obtained pre-test marks. As an experimental group and a control group, all groups were randomly allocated. The experimental group was taught by PQ4R, while conventional approaches were used to teach the control group. The outcome of the study showed that after the PQ4R approach, there was a substantial increase in the scholastic achievement of students.

As well as that was found by student IAIN Salatiga under the title "The Effectiveness of PQ4R strategy to Improve Students' Reading Comprehension of Report Text For Ninth Students of SMP N Banyubiru in The Academic Year 2017/2018".The aim of this analysis is to find out whether or not the PQ4R strategy is successful in enhancing students' understanding of the report text. Experimental testing was the research design that was used in this research.

There were two groups being taught, namely the experimental and control groups. The students' got treatment by using PQ4R method in the experimental group and the control group was taught by using conventional method. During the

treatments, the researcher taught both experimental and control classes in four meetings in this research and each meeting consisted 45 minutes.

The researcher found some differences related to the implementation of PQ4R method. Therefore, it will be explained by follows:

Firstly, the higher and better improvement was fond that there in experimental class rather than in control class. The differences can be seen from the mean of post-test after giving some treatments. The mean score in control class was 68.17 and 75.5 in experimental class. It means, the experimental class achieved the completeness criterion (KKM) while students in control class could not achieve the better result. The higher result showed from experimental class were taught using PQR4 method. Most of students were able to improve their score in experimental class.

Secondly, while using the PQ4R method, the conventional strategy that always focus on teacher or teacher's centre moved to student' centre. PQ4R method is a method that researcher will use to help their students compile better written material. This method helps students focus on organizing information when thinking, so that is has meaning. PQ4R method make teaching learning process more active and very useful to help students in getting good information. The students can get the material in a simple way. In conventional method, students only focus to the teacher technique.

Thirdly, the researcher found that the students enjoy the process of reading. The most of the students have some troubles in getting sense because they lack of vocabularies, interest, experience, etc. So, they are unable to comprehend the text well. This method assists students in comprehending what

they need scan understanding the information needed of the text and what the information for to their life. This method consists of six stages; they are Preview, Question, Read, Reflect, Recite, and Review.

As the explanation above in calculation data, it is proven that there is a significant effect of PQ4R method has significance difference between students who were taught by using PQ4R method and students who were taught by conventional method at eight grade of SMP N 3 Satu Atap Pangkalan Susu.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter three main points are presented regarding all the research result obtained. Three main points consist of conclusion, implications and suggestions.

A. Conclusion

1. Students' ability in reading comprehension using PQ4R method in experimental class is better, because students more active and easy to comprehend the reading text, students also more interest to learn with this method. It can be seen that the mean value is 75.50, median value was 75, mode value was 80, and the standard deviation value was 6.74. It was found there were 9 students who get score above KKM, and there were 13 students who get score under KKM

2. Students' ability in reading comprehension using conventional method in control class they are unable to comprehend the text well, because the teaching method uninterested and unmotivated, the teacher always used oral communication when explain the material and monotone that make the students feel bored. The mean score that students got higher mean which was 68.17, median value was 67.5, mode value was 65, and standard deviation was 8.14. there were 5 students who get score above KKM, and there were 22 students who get score under KKM. It means the class can be said failed the score of KKM.

3. Based on the result of this study, the researcher concluded that PQ4R method make teaching learning process more active and very useful to help students in getting good information. It can be seen that here was significant different

between the experimental class and control class it can be seen that $t_{observe}$ was 3.797 and t_{table} was1.674. It means $t_{observe}$ is higher than t_{table} alternative hypothesis on the level of significant 0.05 was accepted and null hypothesis was rejected. Consequently, there was significant effect on students' reading comprehension between experimental class by using PQ4R method and control class by using conventional method at eight grade of SMP N 3 Satu Atap Pangkalan Susu.

B. Implication

Choosing the good learning method have an effect on students' reading ability. For reading, there are differences in students' learning ability between leaning using PQ4R method and conventional method. This research implies that the use PQ4R method in needed in reading comprehension. Moreover, students are interest and motivated in learning reading comprehension and this method help them to comprehend the reading text. PQ4R method more effective to be applied continuously in teaching reading, because this method help the students' to reach reading comprehension.

C. Suggestions

Based on the conclusion, there are some suggestions to the teacher, school, and the future researcher.

1. For the teacher

The teachers should choose a good method in teaching, especially teaching reading. One of them is with implement PQ4R method in learning reading comprehension, because with the PQ4R method, students' reading comprehension is better than with conventional method.

2. For school

In an effort to increase effectiveness learning, the school should be complete the relevant and appropriate facility requirements students learning.

3. For the future researcher

For future researchers should do more research that focusing on indicators of students' learning motivation not yet in this research, such as the willingness of students in expressing ideas or opinion, students always ask if there is material which is less clear, students pay attention when the teacher convey the material, etc. And should be able to develop this research with reach other factors that affect students' achievement, such as intelligence, exercise, and opportunity that this research has not been able to reachable by the researcher, so that the research results can be proves the superiority of the PQ4R met hod.

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LESSON PLAN

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

(Experimental Class)

School Name   : SMP N 3 Satu Atap Pangkalan Susu

Subject   : English

Class   : VIII-A

Topic   : Descriptive

Time Allocation   : 6 meetings x 45 minutes

Skill   : Reading

Competence Standard : 5. understanding the meaning of functional written texts and short essays simple form of descriptive text to interact in daily life

Based Competence   : Identifying the meaning contained in short functional texts, announcements, advertisement, short messages.

Text Type   : Descriptive

Skills   : Reading

A. Learning Objectives

1. Students are able to read short functional texts in the form of report text.

2. Students are able to understand and answer questions from short functional texts in the form of descriptive texts.

B. The Expected Student Character

1. Be confident

2. Take responsibility

C. Learning Materials

Meeting 3

Descriptive text

MAKASSAR

Makassar is Indonesia's provincial capital of South Sulawesi and the largest city on the island of Sulawesi. The city was called Ujung Pandang from 1971 to 1999, after a pre-colonial fort in the area, and the two names are sometimes used interchangeably. The port city is situated on the southwest coast of the island of

Sulawesi, facing the Makassar Strait, at 5°8′S 119°25′E. Its area is 175.77 km2 and has around 1.4 million inhabitants.

Makassar is home to many famous landmarks, including Fort Rotterdam, the 16th century Dutch fort, Trans Studio Makassar, the world's third largest indoor theme park, and the Karebosi Connection, Indonesia's first underground shopping center.

Makassar has many traditional foods that are popular. Coto Makassar is the most popular. It is a stew made of a mixture of nuts and spices with sections of beef, including the liver, tongue and intestine of beef. The Konro rib dish in Makassar is also a common traditional food. Both Coto Makassar and Konro are typically eaten with Burasa, coconut milk glutinous rice, and coconut granules sauteed. Furthermore the birthplace of pisang epe, or pressed bananas, is Makassar. These are bananas that are pressed with palm sugar sauce, grilled and covered, and sometimes eaten with Durian. Many street vendors sell Pisang Epe, especially around the Losari Beach area.

Meeting 4

Borobudur Temple

Borobudur temple is one of Indonesia's most stunning tourist resorts. Situated in central Java, it is. The temple of Borobudur is one of the world's seven wonders that needs to be preserved. People all over the world are aware that Borobudur is one of the greatest works of art ever known. During the eighth century, the Syailendra dynasty founded the Borobudur temple. They needed more than two million stones from the river. It is the world's largest mosque.

Borobudur is visited by more and more visitors, including domestic and international tourists, after going through some restorations. Due to its beauty, its elegance and the tale of the relief on its walls, most of them admire Borobudur temple. Domestic tourists typically go there by bus or private vehicles, while international tourists prefer to enter the travel agency because the transport, lodging, and itinerary do not need to be considered. About the spot, there are

some cash changers. It makes it easier for them to exchange currency. But some of them want to carry checks and credit cards.

Meeting 5

Pink Beach

One of the beaches on Komodo island, East Nusa Tenggara, is Pink Beach or Pantai Merah Muda. Since the sandy beach is pink, the beach is called Pink Beach. The beach's pink color is a combination of white beach colors combined with crushed coral, shells, very small marine invertebrate calcium carbonate, and even Foraminifera, a microscopic ameba with a red body shell.

There are so many marine species at Pink Beach. No less than 1,000 fish species, 260 coral species, it is possible to find 70 species of sponge here. Having so much marine life, this place is the right place for lovers of sea sports to snorkel and dive.

1. Generic Structure

a. Identification

This section, located in the first paragraph, the purpose is to identify an object that you want to describe. Identification serves to introduce to readers about the object that we will explain, before we tell in more detail about the object in the next paragraph

b. Description

This section, located in the second paragraph and so on, contains the properties inherent in something that you introduced to the reader in the first paragraph.

2. Characteristics of Descriptive Text

a. Using Simple Present Tense

This text use simple present tense because we will describe the facts attached to an object, and a not function of the simple present tense itself to show

a fact or truth. Suppose you want to describe your bed, you can use the sentence: the color of my bedroom is blue.

b. Use Many Adjectives

Because the function of this text is to provide information by describing an object that is described, in descriptive text there will be many adjectives, examples are big, small, colourful, and so on.

c. Using an Relating Verb

Relating verbs are verbs that provide an explanation to the noun that is the subject of a sentence. For example: is, have, seem, appear, and other verbs.

D. Learning Method/Technique

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

E. Learning Media

1. Text book

2. Videos and pictures that related with subject matter

F. Learning Steps

I. First Meeting

Try Out Instrument

II. Second Meeting

Pre-test

III. Third-Fifth Meeting

a. Preliminary activity (5 minutes)

1) The teacher greets students

2) Teacher and students pray together

3) The teacher checks the attendance list of students

4) The teacher conveys the aims and objectives of learning

B. Core activity (45 minutes)

1. Exploration (10 minutes)

a) Teacher and students interact with each other about lessons related to the descriptive text

b) The teacher explain the descriptive text to students using power point and video about material

c) The teacher briefly explains the PQ4Rmethod to students

2. Elaboration (25 minutes)

a) The teacher distributes paper containing monologues related to the descriptive text

b) Students watch video provide by teacher accompanied by monologue text

c) **Preview**: Students preview or skim the descriptive text by reading the title, observing the related image and read the beginning and end of the paragraph. The teacher guides students in preview;

d) **Question**: Students guess/predict, ask themselves what will be discussed or obtained related to the content of reading. Students can also list questions such as: what about-guess what the reading is about? What are the characteristics of the descriptive text? Where did it come from? The teacher assist students in raising related questions reading.

e) **Read**: Students read the complete and detailed text of descriptive text as well find answers from the "Question" stage guided by the teacher. Students too note down key words and difficult words or passages that haven't been understandable then find out. The teacher guide students in find difficult words an/or important words and answer students questions.

f) **Reflect**: Students reflect on the information that has been obtained from reading on students' own self-understanding. For example do students have really understood the contents of the reading or not. Students can too note down the key words from the reading. The teacher tried to ask students randomly about students' understanding of the reading.

g) **Recite**: Students reread the notes that have been made from readings related to the report text and make a summary of the material that has been delivered and the teacher guides to review understanding students. Example: what is the content of the first paragraph? When students not fully understood, can reopen notes, or be helped by the teacher.

h) **Review**: Students read the summary that has been made. Students too reviewing the understanding of the reading content, for example the purpose of the text, the content of the second paragraph, the conclusion drawn from the text. The teacher asks about the difficulties and understanding of students

as well answer students questions related to the material that has been delivered.

3. Confirmation (5 minutes)

    a) The teacher and students briefly review the material has been submitted regarding the descriptive text and PQ4R method;

    b) The teacher becomes the source and facilitator for students in understanding the descriptive text

c. Closing activity (5 minutes)

    1) Teacher and students interact with each other to conclude the learning material has delivered;

    2) The teacher asks students to read and review the descriptive text at home using PQ4R method.

    3) The teacher close the learning activity with greeting and pray together students.

VI. Sixth Meeting:

    Students do the Post-test

G. Learning Resources

1. Videos from the internet
2. Reading text related to the subject matter:

    a. http://grouponecall.wordpress.com/lesson-plans/reading/descriptive-text-rpp-grade-vii/

    b. http://galakcantik.blogspot.com/2017/09/rpp-descripive-text-kelas-viii.html?m=1

H. Assessment

1. Attitude Assessment

Name :

NIS   :

Class :

No.	Aspects of assessment	Score				
		1	2	3	4	5
1	Responsibility					

2	Pay attention					
3	Collaboration					
4	Honest					

Information:

1= Bad Ones

2= Average

3= Good

4= Very good

5= Excellent

2. Knowledge Assessment

Indicator	Assessment Technique	Instruments' form	Instrument
In descriptive text, defining the key concept, facts, and meaning	Written test	Essay Question and Multiple Choice	Worksheet
Identifying specific information			
Identifying vocabulary context			
Identifying pronoun reference			
Identifying conclusion			

3. Assessment Guidelines

Scoring   : Every question true/every question correct x 100

The final total score   : 100

Mengetahui,

Guru Pamong   **Pangkalan Susu, Sept 14th 2020**
                                                              Mahasiswa

Nurminta Sihotang   Mala Hayati
                                                              0304163194

LESSON PLAN

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

(Controlled Class)

School Name   : SMP N 3 Satu Atap Pangkalan Susu

Subject   : English

Class   : VIII-A

Topic   : Descriptive

Time Allocation   : 6 meetings 10 x 45 minutes

Skill   : Reading

Competence Standard : 5. understanding the meaning of functional written texts and short essays simple form of descriptive text to interact in daily life

Based Competence   : identifying the meaning contained in short functional texts, announcements, advertisement, short messages.

Text Type   : Descriptive

Skills   : Reading

C. Learning Objectives

1. Students are able to read short functional texts in the form of report text.

2. Students are able to understand and answer questions from short functional texts in the form of descriptive texts.

D. The Expected Student Character

1. Be confident

2. Take responsibility

C. Learning Materials

Meeting 3

Descriptive text

MAKASSAR

Makassar is Indonesia's provincial capital of South Sulawesi and the largest city on the island of Sulawesi. The city was called Ujung Pandang from 1971 to 1999, after a pre-colonial fort in the area, and the two names are sometimes used interchangeably. The port city is situated on the southwest coast of the island of

Sulawesi, facing the Makassar Strait, at 5°8′S 119°25′E. Its area is 175.77 km2 and has around 1.4 million inhabitants.

Makassar is home to many famous landmarks, including Fort Rotterdam, the 16th century Dutch fort, Trans Studio Makassar, the world's third largest indoor theme park, and the Karebosi Connection, Indonesia's first underground shopping center.

Makassar has many traditional foods that are popular. Coto Makassar is the most popular. It is a stew made of a mixture of nuts and spices with sections of beef, including the liver, tongue and intestine of beef. The Konro rib dish in Makassar is also a common traditional food. Both Coto Makassar and Konro are typically eaten with Burasa, coconut milk glutinous rice, and coconut granules sauteed. Furthermore the birthplace of pisang epe, or pressed bananas, is Makassar. These are bananas that are pressed with palm sugar sauce, grilled and covered, and sometimes eaten with Durian. Many street vendors sell Pisang Epe, especially around the Losari Beach area.

Meeting 4

Borobudur Temple

Borobudur temple is one of Indonesia's most stunning tourist resorts. Situated in central Java, it is. The temple of Borobudur is one of the world's seven wonders that needs to be preserved. People all over the world are aware that Borobudur is one of the greatest works of art ever known. During the eighth century, the Syailendra dynasty founded the Borobudur temple. They needed more than two million stones from the river. It is the world's largest mosque.

Borobudur is visited by more and more visitors, including domestic and international tourists, after going through some restorations. Due to its beauty, its elegance and the tale of the relief on its walls, most of them admire Borobudur temple. Domestic tourists typically go there by bus or private vehicles, while international tourists prefer to enter the travel agency because the transport, lodging, and itinerary do not need to be considered. About the spot, there are

some cash changers. It makes it easier for them to exchange currency. But some of them want to carry checks and credit cards.

Meeting 5

<div align="center">

Pink Beach

</div>

One of the beaches on Komodo island, East Nusa Tenggara, is Pink Beach or Pantai Merah Muda. Since the sandy beach is pink, the beach is called Pink Beach. The beach's pink color is a combination of white beach colors combined with crushed coral, shells, very small marine invertebrate calcium carbonate, and even Foraminifera, a microscopic ameba with a red body shell.

There are so many marine species at Pink Beach. No less than 1,000 fish species, 260 coral species, it is possible to find 70 species of sponge here. Having so much marine life, this place is the right place for lovers of sea sports to snorkel and dive.

2. Generic Structure

c. Identification

This section, located in the first paragraph, the purpose is to identify an object that you want to describe. Identification serves to introduce to readers about the object that we will explain, before we tell in more detail about the object in the next paragraph

d. Description

This section, located in the second paragraph and so on, contains the properties inherent in something that you introduced to the reader in the first paragraph.

3. Characteristics of Descriptive Text

d. Using Simple Present Tense

This text use simple present tense because we will describe the facts attached to an object, and a non function of the simple present tense itself to show

a fact or truth. Suppose you want to describe your bed, you can use the sentence: the colour of my bedroom is blue.

e. Use Many Adjectives

Because the function of this text is to provide information by describing an object that is described, in descriptive text there will be many adjectives, examples are big, small, colourful, and so on.

f. Using an Relating Verb

Relating verbs are verbs that provide an explanation to the noun that is the subject of a sentence. For example: is, have, seem, appear, and other verbs.

D. Learning Method/Technique

Conventional

E. Learning Media

1. Text book

2. Videos and pictures that related with subject matter

F. Learning Steps

I. First Meeting

Try Out Instrument

II. Second Meeting

Pre-test

III. Third- fifth Meeting

b. Preliminary activity (5 minutes)

1) The teacher greets learners

2) Prayer between teachers and students

3) The teacher reviews the student attendance list.The teacher conveys the aims and objectives of learning

b. Core activity (45 minutes)

1. Exploration (10 minutes)

a. Teachers and students interact with each other about lessons related to the report text,such as where students know about the descriptive text, what is the purpose of the descriptive text, general structure and language elements;

2. The teacher prepares a monologue descriptive text to students.

3. Elaboration (25 minutes)

a. The teacher distributes paper containing monologue texts related to the descriptive text.

b. Students watch videos provided by the teacher accompanied by monologue text;

c. Students observe carefully the text.

d. The teacher asks and guides students to take notes, such as words important, or difficult in the text, the purpose of the text, the generic structure in the reading text, etc;

e. The teacher asks student difficulties and answers student questions relateddescriptive text;

f. The teacher and students interact with each other to discuss the text of the descriptive that has been aired;

3. Confirmation (5 minutes)

a. The teacher and students briefly review the material

a. has been submitted related;

b. The teacher becomes the source and facilitator for students in understanding the descriptive text.

c. Closing activity (5 minutes)

a. Teachers and students interact with each other to conclude the learning material has been submitted regarding the descriptive text;

b. The teacher asks students to read and review the descriptive text at home;

c. The teacher closes the learning activity with greetings and pray together students.

IV. Sixth Meeting

a. Students do the post - test

H. Learning Resources

Videos from the internet

I. Assessment

Guidelines for assessment

a. Score for each correct answer: 1

b. Number of questions: 30

c. Correct total score: 30

d. Maximum value: 100

e. Total score: Total number of correct scores / total number of questions x 100

Assessment Rubric

Classification	Score	Rating	Categories
Extraordinary	95-100	5	Students answered the questions almost all right
Excellent	85-94	4	Students answered the whole question only slightly wrong
Good	75-84	3	Students answered the questions slightly wrong
Average	55-74	2	Students answered the questions with sufficient errors
Poor	≤54	1	Students answered the questions with quite a lot of errors

Mengetahui,

Guru Pamong   **Pangkalan Susu, Sept 14th 2020**
                              Mahasiswa

Norminta Sihotang S. Pd   Mala Hayati
                              0304163194

APPENDIX III

PRE-TEST

Name :

Class   :

Read the following text to answer question number 1-4!

My classroom is very big. There are twenty classroom and forty chairs for students. The teacher's table is in front of the classroom. The teacher sit behind the table. Behind her is the whiteboard. Beside the whiteboard is a map of Indonesian archipelago. Under the map, there is a bookshelf. There are two windows in the room. Between the windows is a picture of Prambanan temple. I like my classroom very much.

Choose the correct answer with crossing (X) a, b, c, or d!

1. "My classroom is very big". The underlined word...
    a. Large   c. Fat
    b. Great   d. Clean

2. Where does the teacher sit?
    a. In front of the classroom   c. Behind the table
    b. Behind the whiteboard   d. Under the map

3. Where is the whiteboard?
    a. Behind the table   c. Behind the wall
    b. Beside the teacher   d. Behind the teacher

4. Does the writer like his class very much?
    a. No, it is not   c. Yes, I am
    b. Yes, it is   d. Yes, he is

Read the text below to answer question 5-8

I want to tell you about my lovely pet. I call him Pompom because it is a Pomerania breed dog. It is a small dog, only 3 Kg. Pompom's fur color is brownish yellow. It has four legs. It eyes are black. It has whit short tail. It has cute paws. I got Pompom from a pet shop when he's one month old. Now he's 2 years old.

Pompom likes to eat sausage. We rarely give him dog's food. It also likes to drink milk. My pet is very cute. It always wait for me at the front door when I

come home. It will run and jump to me excitedly. We build him a house, but he likes to sleep on the chair instead. I love my pet very much. I always play with Pompom every day.

Choose the correct answer with crossing (X) a, b, c, or d!

5. What kind of animal is Pompom?

   a.   A cat   c. A rabbit

   b.   A dog   d. A pet

6. What is the pet's color?

   a. White   c. Yellow

   b. Black   d. Brownish yellow

7. How old is the pet?

   a. 1 month   c. 1 year

   b. 2 month   d. 2 years

8. What is Pompom's favorite food?

   a.   Sausage   c. Dog food

   b.   Milk   d. Fruit

Read the text below to answer question 9-15!

My uncle is a zoo keeper. His job is to keep a polar bear named Kuma. Kuma is a kind of bear. It is a mammals. It is very big bear. It is weighing at 680 Kg and height at 2,5 m long. Kuma has a long neck, small head, shorts and round ears, short tails and sharps claws. It has 42 teeth. Like the other polar bear, Kuma has bubbler (layer of fat) under its skin to make it warm. It may look white but actually has black skin with transparent fur. They looks white because of the reflection of light and it helps polar bear blends with the surrounding.

Kuma is a great swimmer. It can swim fast and stay long in a water. Kuma also has good sense of smell. It can smell up to 16 Km away. Most polar bear also has such ability. It helps them to trace their prey. We can find polar bears in

Arctic, in Canada, Alaska, Greenland, Norway and Russia. Kuma origin is from Russia. Kuma moves to zoo when it's 4 month old after its mom was killed by a hunter. Now, Kuma lives safely and happily in a zoo. The sad news about polar bears is it is almost endanger. Climate change and hunters threats their live.

Choose the correct answer with crossing (X) a, b, c, or d!

9. Which one is the physical description of Kuma?
   a. It lives in the Arctic
   b. It is a carnivore
   c. It has long neck, small head, short and round ears and short tail
   d. It is a mammals.

10. What is the function of bubbler under polar bears' skin?
   a. To help them blend with surrounding   c. To make them fat
   b. To help them hunt the prey   d. To make them warm

11. "Kuma" is a carnivore" (paragraph 3) it means, it eats…
   a. Meat   c. Plant
   b. Fruit   d. Everything

12. What is the real color of polar bears' skin?
   a. White   c. Transparent
   b. Black   d. Brown

13. Where is the habitat of polar bears?
   a. Arctic   c. Pacific
   b. Antarctic   d. Atlantic

14. Why does it look white?
   a. Because it is a mammals   c. To make them warm
   b. Because they live on the snow   d. Because of the reflection of flight

15. "It is almost endangered." The underlined word means…
   a. Common   c. Threatened
   b. Dead   d. Alive

Read the text below to answer question 16-20!

Today, my cousin Andri comes to visit our house. He is 13 years old. He's my closest cousin. He studies at SMP Mutiara Kita grade 7. He is tall enough for 7th grader, about 170 cm. His skin is tan. His nose is sharp. His hair is black and wavy. He is quite good looking. He's popular at his school because he's smart and athletic. He always rank first at his class. He is calm too. His teachers and friends like him.

Adopted from https://www.dimensibahasainggris.com/2020/02/soal-descriptive-text-desxribing-someone.html?m=1

Choose the correct answer with crossing (X) a, b, c, or d!

16. What is Andri?

 a.   He is my cousin   c. He is a popular boy

 b.   He is tall   d. He's a student

17. Which of the following statement is true according to the text?

 a.   He has fair skin   c. He is not tall

 b.   He is a clever student   d. He is a talkative boy

18. What is the correct physical description of Andri?

 a. A tall boy with sharp nose and tan skin

 b.   A medium height boy with sharp nose and tan skin

 c. A tall boy with black and straight hair

 d.   A tall boy with fair skin and flat nose

19. The word "good looking" in the text can be replaced by…

 a.   Handsome   c. Ugly

 b.   Beautiful   d. Nice

20. Andri is smart because…

 a.   He is calm

 b.   He is athletic

 c.   He always rank first

 d.   His teacher like him

Answers Key

1.	A	11. A
2.	C	12. C
3.	D	13. A
4.	D	14. D
5.	A	15. C
6.	D	16. A
7.	D	17. B
8.	B	18. A
9.	D	19. D
10.	A	20. C

POST-TEST

Name :

Class :

Choose the best answer based on the following question!

The following text is for question 1-6

Tom Cruise is an American actor and film producer. His complete name is Thomas Cruise Maphoter IV. He's 57 years old. He is well known as Ethan Hunt in the Mission: Impossible Movies Series. He has received several awards for his works.

Tom is known to have a clean cut appearance. He is 170 cm height and 68 Kg weight. His eyes are green. He has straight hair with dark brown color. He has pointed nose. His complexion is pale. Some people consider him as a handsome man.

Tom is a funny and unique man. Sometimes he's weird but he cares others. He's also helpful and professional about his career. That's why he's being a famous top star for years with total net worth about $ 480.0000.000. He's one of the richest actors in Hollywood. He has a daughter name Suri Cruise.

Choose the correct answer with crossing (X) a, b, c, or d!

1.　　What is the best description of Tom Cruise?

a.　　Quite and calm　　　　c. Unique and professional

b.　　Weird and diligent　　　d. Helpful and lazy

2. What is the color of his eyes?

a.　　Pale　　　　　　　　c. Blue

b.　　Dark brown　　　d. Green

3. How tall is he?

a.　　170 cm　　　　　　c. 57 years

b.　　68 Kg　　　　　　　d. $ 480 m

4. What is the color of his skin?

a.   Dark   c. Tan

b.   Pale   d. Green

5. What is Tom Cruise's physical appearance?

a.   He is funny   c. He has an actor

b.   He has sharp nose   d. He is popular

6. "That's why he's being a <u>famous</u> top star…" the underlined word is similar with…

a.   Handsome   c. Professional

b.   Top   d. Popular

The following text is for question 7-10!

A new student comes to my class. Her name is Liana. She is from Bali. She is beautiful. Her eyes are dark brown. Her complexion is fair. She has long black hair. Her face is round with chubby cheek, makes her looks cute. She is not that tall, but slim. She makes friends easily. She greets us first and asks us to be her friend. She smiles often too. Her hobby is swimming and eating. We promise that we will take her to many delicious restaurants and street foods in our city.

Choose the correct answer with crossing (X) a, b, c, or d!

7. The text is mainly about…

a.   The writer's new friend   c. The writer's personality

b.   The writer's classmates   d. The writer's description

8. What is personality trait of Liana?

a.   Arrogant   c. Moody

b.   Diligent   d. Friendly

9. What is the colour of their hair?

a.   Black   c. White

b.   Dark brown   d. Long

10. " … makes her looks <u>cute.</u>" The word "cute" means…

a.　　　Ugly　　　　　　　　　　c. Unhappy

b.　　　Lovable　　　　　　　d. Friendly

The following text is for question 11- 13!

The Terrifying Headmaster

　　　　Mr. Tucker is the headmaster of my school. He does not wear glasses. His eyes always frighten me even when I refuse to face them. They are sharp, hard and cold, and he uses them like a whip. He always washes his hands in an enamel basin in the corner of the room. After he has washed them, he will walk over to his desk and stand behind is looking at the pupils while he dries his hands on a small, white towel. He dries each finger separately, beginning with the first finger. His fingers are long and white. He rubs them briskly without losing the effect of deliberation and as he rubs them, he looks at us with his eyes.

　　　　No one moves while he dries his hands, no one speaks. When he finishes, he will fold the towel and put in the desk drawer. Then, he will awkwardly smile at us. He really terrifies me.

Adapted from: I Can Jump Puddles by Alan Marshall

Choose the correct answer with crossing (X) a, b, c, or d!

11. What is the purpose of the text?

a.　　　To terrify the readers　　　　　c.To promote the writer's headmaster career

b.　　　To describe the writer's headmaster　　d. To inform the readers about terrifying school

12. Where does Mr. Tucker usually wash his hands?

a.　　　Corner of the room　　　　c. Beside of the room

b.　　　In front of the room　　　　　　d. Behind of the room

13. "He dries each finger <u>separately</u>…" the underlined word has similar meaning to…

a. Wash   c. Divide

b. Fold   d. Corner

The following text is for question 14- 16!

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

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

Choose the correct answer with crossing (X) a, b, c, or d!

14. Which of the following statement is not true about Peter?

a. He plays football and tennis   c. He has bright eyes

b. He has long and straight hair   d. He doesn't play badminton

15. According to the passage, we know that Peter is…

a. The writer's elder brother   c. A friendly boy

b. The writer's youngest brother   d. A naughty boy

16. From the text, we may conclude that…

a. Peter is a welcoming person   c. Peter is not diligent at all

b. People is older that the writer   d. Many people do not like
                                            Peter

The following text is for question 16- 20!

Venice is a city in northern Italy. It has been known as the "Queen of the Adriatic", "City of Bridges", and "The City of Light". The city stretches across 117 small islands in the marshy Venetian Lagoon along the Adriatic Sea in northeast Italy.

Venice is world famous for its canals. It is built on an archipelago of 117 islands formed by about 150 canals in a shallow lagoon. The islands on which the city is built are

17. What does the text tell you about?

a. Gondola   b. Traghetti   c. Venice   d. Italy

18. What transport crosses the Grand Canal for foot passengers at certain points without bridges?

a. Gondolas   c. Waterbuses
b. Traghetti   d. Lagoon

19. From the text we can say that Venice belongs to a city of…

a. Water   c. Buses
b. Ceremonies   d. Funerals

20. What does the second paragraph of the text tell us about?

a. The forms of transport in the world
b. The canals and roads that people like to use
c. The archipelago that has a lot of islands
d. Venice as the world famous for its canals

Answers Key

1.	C	11. B
2.	D	12. A
3.	A	13. C
4.	B	14. D
5.	B	15. B
6.	D	16. A
7.	D	17. C
8.	A	18. D
9.	B	19. D
10.	B	20. D

APPENDIX IV

Validity Test

NO	NAMA SISWA	KELAS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	Jlh
1			1	0	0	1	1	1	0	1	1	1	1	0	0	1	0	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	23
2			1	1	1	0	0	0	0	0	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	0	1	1	1	1	0	1	0	21
3			1	1	1	0	1	0	1	0	1	1	0	0	0	1	0	1	1	0	0	0	1	1	1	0	1	1	0	1	1	1	0	18
4			1	1	1	0	1	0	1	1	1	0	0	0	0	1	0	1	1	0	1	1	1	0	1	1	0	0	1	1	0	1	1	19
5			1	1	1	0	1	0	0	0	1	1	0	1	1	1	1	1	0	0	0	1	0	0	1	0	0	1	1	0	0	1	0	16
6			1	1	1	0	0	0	1	0	1	1	0	1	1	1	1	1	0	0	0	1	0	1	1	0	0	1	1	0	1	1	0	18
7			1	1	1	0	1	0	1	0	1	1	0	1	1	0	1	0	1	0	1	1	1	0	1	0	1	0	1	1	0	1	0	19
8			1	1	1	0	1	0	1	0	1	1	0	1	1	1	1	1	0	0	0	1	0	1	1	0	1	1	1	0	1	1	0	20
9			0	0	0	0	1	0	0	0	1	1	0	1	0	1	0	1	1	0	0	0	1	1	0	1	1	0	0	1	1	0	0	13
10			1	1	1	0	0	0	0	0	1	1	0	1	1	1	1	1	0	0	0	1	0	0	0	0	1	1	1	0	0	0	0	14
11			1	1	1	0	0	0	1	0	0	1	0	1	1	1	1	1	0	0	0	1	0	0	1	0	1	1	1	0	0	1	0	16
12			1	1	1	0	0	0	0	0	0	1	0	1	0	1	0	1	0	0	0	0	0	0	1	0	0	1	0	0	0	1	0	10
13			0	1	1	0	0	0	0	0	0	1	0	1	1	1	1	1	0	0	0	1	0	0	1	0	0	1	1	0	0	1	0	13
14			1	1	1	0	1	0	0	0	1	0	0	1	0	1	0	1	0	0	1	0	1	0	1	0	0	0	0	1	0	1	0	13
15			1	1	1	0	0	0	1	0	1	1	0	1	0	0	0	0	1	0	0	0	0	1	0	0	1	1	0	0	1	0	0	12
16			1	0	0	0	0	0	0	0	0	0	0	1	1	0	1	0	0	0	1	1	1	0	1	0	0	1	1	1	0	1	0	12
17			1	1	1	1	0	0	0	0	0	0	0	1	0	1	0	1	0	0	0	0	1	0	1	0	1	1	0	1	0	1	0	13
18			0	1	1	0	0	0	1	0	1	1	0	1	0	1	0	1	0	0	0	0	0	0	1	0	0	1	0	0	0	1	0	11
19			1	1	1	0	0	0	0	0	0	1	0	1	1	0	1	0	0	0	0	1	0	0	1	0	0	1	1	0	0	1	0	12

20		1	0	0	0	0	0	0	0	0	1	0	0	0	1	0	1	0	0	0	1	0	0	1	0	0	1	1	0	0	1	0	9
21		0	1	1	0	1	0	0	0	0	1	0	1	1	1	1	1	0	0	0	1	0	0	1	0	0	1	1	0	0	1	0	14
22		1	1	1	0	0	0	0	0	0	0	0	0	0	1	0	1	1	0	1	0	0	1	1	0	0	0	0	0	1	1	0	11
23		1	1	1	0	0	0	0	0	0	1	0	1	1	1	1	1	0	0	0	1	0	0	0	0	0	1	1	0	0	0	0	12
24		1	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	1	0	0	1	0	0	0	1	0	7
25		1	1	1	0	0	0	1	0	0	0	0	0	0	1	0	0	1	0	0	0	0	1	0	0	0	1	0	0	0	0	0	8
26		0	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	1	0	1	0	1	0	0	0	0	1	0	1	0	9
27		0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	4
28		1	0	0	0	0	0	0	0	0	0	0	1	1	1	1	0	0	0	1	0	0	1	0	0	0	1	1	0	0	1	0	10
29		0	0	0	0	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
30		0	0	0	0	0	0	0	0	0	0	0	1	1	0	1	0	0	0	1	0	0	0	0	0	0	1	1	0	0	0	0	6
validitas	r tabel	0.374	0.374	0.374	0.374	0.374	0.374	0.374	0.374	0.374	0.374	0.374	0.374	0.374	0.374	0.374	0.374	0.374	0.374	0.374	0.374	0.374	0.374	0.374	0.374	0.374	0.374	0.374	0.374	0.374	0.374	0.374	
	r hitung	0.469	0.436	0.436	0.280	0.583	0.383	0.376	0.443	0.402	0.508	0.497	0.022	0.316	0.285	0.316	0.421	0.311	0.308	0.273	0.489	0.465	0.311	0.509	0.443	0.584	-0.099	0.489	0.465	0.403	0.509	0.443	
	kriteria	valid	valid	valid	tidak	valid	valid	valid	valid	Valid	valid	valid	tidak	tidak	tidak	tidak	valid	tidak	tidak	tidak	valid	valid	tidak	Valid	valid	valid	tidak	valid	valid	valid	valid	valid	

r tab < r value = valid
r tab > r value = tidak valid

APPENDIX V

Reliability

The reliability of test, the researcher used the *Alpa* formula:

$$r_{11} = \left(\frac{n}{n-1}\right) \times \left[1 - \frac{\sum \sigma b^2}{\sigma_1^2}\right]$$

Where:

r_{11} : Instrument reliability

n : the number of items

$\sum \sigma b^2$: the number of grain variances

σ_1^2 : total variances

Furthermore, by comparing r11 the calculation results with r table. If r count $\geq$ r table it can be concluded that the questionnaire item meets reliability. The reliability of the test can be classified:

0.00 – 0.19 : very low reliability

0.20 – 0.39 : low reliability

0.40 – 0.59 : fair reliability

0.60 – 0.79 : high reliability

0.80 – 1.00 : very high reliability

$$r_{11} = (\frac{n}{n-1}) \, (1 - \frac{\Sigma\sigma_t^2}{\sigma_t^2})$$

$$r_{11} = (\frac{31}{31-1}) \, (1 - \frac{5.609}{24.34})$$

$$r_{11} = (\frac{31}{30}) \, (1 - \frac{5.609}{24.34})$$

$r_{11} = (1.03)(1-0.230)$

$r_{11} = (1.03)(0.77)$

$r_{11} = 0.795$

Based on the results above, it can be concluded that the reliability test has a value of 0.795 which is categorized as high reliability.

APPENDIX VI

Normality Testing of Pre Test in Experimental Class

The calculation of mean, variant and deviation standard are needed.

Data	Pre-test
Mean	45.67
Std. Dev (S)	12.507
Variance (s^2)	156.44

After getting the calculation of mean, variant and deviation standard, then the next step is to find out the normality of the test. It means that the test was given to the students is observed by Lilliefors test. The calculation of normality text can be seen in the following steps:

a. Finding Z score
b. Finding $F(Z_i) = P(Z<Z_i)$
c. Finding $S(Z_i)$
d. Counting the difference $F(Z_i)-S(Z_i)$, and then determine is absolute price
e. Taking the biggest price among absolute price of the difference and mentioning the price by Lo
f. Lo < Ltable

Students' Score

Normality PreTest of Experimental Class

No	X	Z	F(Zi)	S(Zi)	F(Zi)-S(Zi)	|F(Zi)-S(Zi)|
1	25	-1.652	0.05	0.1	-0.05077	0.0508
2	25	-1.652	0.05	0.1	-0.05077	0.0508
3	25	-1.652	0.05	0.1	-0.05077	0.0508
4	30	-1.253	0.11	0.17	-0.06149	0.0615
5	30	-1.253	0.11	0.17	-0.06149	0.0615
6	35	-0.853	0.2	0.27	-0.06979	0.0698
7	35	-0.853	0.2	0.27	-0.06979	0.0698

8	35	-0.853	0.2	0.27	-0.06979	0.0698
9	40	-0.453	0.33	0.43	-0.10808	0.1081
10	40	-0.453	0.33	0.43	-0.10808	0.1081
11	40	-0.453	0.33	0.43	-0.10808	0.1081
12	40	-0.453	0.33	0.43	-0.10808	0.1081
13	40	-0.453	0.33	0.43	-0.10808	0.1081
14	45	-0.053	0.48	0.57	-0.08792	0.0879
15	45	-0.053	0.48	0.57	-0.08792	0.0879
16	45	-0.053	0.48	0.57	-0.08792	0.0879
17	45	-0.053	0.48	0.57	-0.08792	0.0879
18	50	0.3465	0.64	0.67	-0.03117	0.0312
19	50	0.3465	0.64	0.67	-0.03117	0.0312
20	50	0.3465	0.64	0.67	-0.03117	0.0312
21	55	0.7462	0.77	0.77	0.00557	0.0056
22	55	0.7462	0.77	0.77	0.00557	0.0056
23	55	0.7462	0.77	0.77	0.00557	0.0056
24	60	1.146	0.87	0.9	-0.0259	0.0259
25	60	1.146	0.87	0.9	-0.0259	0.0259
26	60	1.146	0.87	0.9	-0.0259	0.0259
27	60	1.146	0.87	0.9	-0.0259	0.0259
28	65	1.5457	0.94	1	-0.06108	0.0611
29	65	1.5457	0.94	1	-0.06108	0.0611
30	65	1.5457	0.94	1	-0.06108	0.0611
$\bar{x}$	45.67					
S	12.51					
Lt	**0.161**					
Lo	**0.1081**					

From the table above, it can be seen that Lo = 0.108 with n = 30 and at real level α= 0.05 from the list of critical value of Liliefors table Lt = 0.161. It is known that the Lo (0.108) < Lt (0.161). So it can be

concluded that the data distribution of the students' pre-test in experimental class is normally distribute

APPENDIX VII

Normality Testing of Post Test in Experimental Class

The calculation of mean, variant and deviation standard are needed.

Data	Post-test
Mean	75.50
Std. Dev (S)	6.74
Variance (s^2)	45.43

After getting the calculation of mean, variant and deviation standard, then the next step is to find out the normality of the test. It means that the test was given to the students is observed by Lilliefors test. The calculation of normality text can be seen in the following steps:

g. Finding Z score

h. Finding F (Zi) = P(Z<Zi)

i. Finding S(Zi)

j. Counting the difference F(Zi)-S(Zi), and then determine is absolute price

k. Taking the biggest price among absolute price of the difference and mentioning the price by Lo

l. Lo < Ltable

Students' Score

Normality PostTest of Experimental Class

No	X	Z	F(Zi)	S(Zi)	F(Zi)-S(Zi)	|F(Zi)-S(Zi)|
1	60	-2.3	0.011	0.067	-0.056	0.0559
2	60	-2.3	0.011	0.067	-0.056	0.0559
3	65	-1.558	0.06	0.1	-0.04	0.0404
4	70	-0.816	0.207	0.3	-0.093	0.0927
5	70	-0.816	0.207	0.3	-0.093	0.0927
6	70	-0.816	0.207	0.3	-0.093	0.0927
7	70	-0.816	0.207	0.3	-0.093	0.0927
8	70	-0.816	0.207	0.3	-0.093	0.0927
9	70	-0.816	0.207	0.3	-0.093	0.0927
10	75	-0.074	0.47	0.567	-0.096	0.0962
11	75	-0.074	0.47	0.567	-0.096	0.0962
12	75	-0.074	0.47	0.567	-0.096	0.0962
13	75	-0.074	0.47	0.567	-0.096	0.0962
14	75	-0.074	0.47	0.567	-0.096	0.0962
15	75	-0.074	0.47	0.567	-0.096	0.0962
16	75	-0.074	0.47	0.567	-0.096	0.0962
17	75	-0.074	0.47	0.567	-0.096	0.0962
18	80	0.668	0.748	0.867	-0.119	0.1189
19	80	0.668	0.748	0.867	-0.119	0.1189
20	80	0.668	0.748	0.867	-0.119	0.1189
21	80	0.668	0.748	0.867	-0.119	0.1189
22	80	0.668	0.748	0.867	-0.119	0.1189
23	80	0.668	0.748	0.867	-0.119	0.1189
24	80	0.668	0.748	0.867	-0.119	**0.1189**
25	80	0.668	0.748	0.867	-0.119	0.1189
26	80	0.668	0.748	0.867	-0.119	0.1189

27	85	1.409	0.921	1	-0.079	0.0794
28	85	1.409	0.921	1	-0.079	0.0794
29	85	1.409	0.921	1	-0.079	0.0794
30	85	1.409	0.921	1	-0.079	0.0794
L-Tabel		0.161				
L-Value		0.119				

From the table above, it can be seen that Lo = 0.119 with n = 30 and at real level α= 0.05 from the list of critical value of Liliefors table Lt = 0.161. It is known that the Lo (0.119) < Lt (0.161). So it can be concluded that the data distribution of the students' post-test in experimental class is normally distributed.

APPENDIX VIII

Normality Testing of Post Test in Control Class

The calculation of mean, variant and deviation standard are needed.

Data	Post-test
Mean	75.50
Std. Dev (S)	6.74
Variance (s^2)	45.43

After getting the calculation of mean, variant and deviation standard, then the next step is to find out the normality of the test. It means that the test was given to the students is observed by Lilliefors test. The calculation of normality text can be seen in the following steps:

m. Finding Z score

n. Finding F (Zi) = P(Z<Zi)

o. Finding S(Zi)

p. Counting the difference F(Zi)-S(Zi), and then determine is absolute price

q. Taking the biggest price among absolute price of the difference and mentioning the price by Lo

r. Lo < Ltable

Students' Score

Normality PreTest of Control Class

No	X	Z	F(Zi)	S(Zi)	F(Zi)-S(Zi)	|F(Zi)-S(Zi)|
1	30	-1.575	0.06	0.1	-0.04233	0.0423
2	30	-1.575	0.06	0.1	-0.04233	0.0423
3	30	-1.575	0.06	0.1	-0.04233	0.0423
4	35	-1.112	0.13	0.23	-0.10016	0.1002
5	35	-1.112	0.13	0.23	-0.10016	0.1002
6	35	-1.112	0.13	0.23	-0.10016	0.1002

7	35	-1.112	0.13	0.23	-0.10016	0.1002
8	40	-0.648	0.26	0.4	-0.14163	0.1416
9	40	-0.648	0.26	0.4	-0.14163	0.1416
10	40	-0.648	0.26	0.4	-0.14163	0.1416
11	40	-0.648	0.26	0.4	-0.14163	0.1416
12	40	-0.648	0.26	0.4	-0.14163	**0.1416**
13	45	-0.185	0.43	0.5	-0.07349	0.0735
14	45	-0.185	0.43	0.5	-0.07349	0.0735
15	45	-0.185	0.43	0.5	-0.07349	0.0735
16	50	0.2779	0.61	0.63	-0.02388	0.0239
17	50	0.2779	0.61	0.63	-0.02388	0.0239
18	50	0.2779	0.61	0.63	-0.02388	0.0239
19	50	0.2779	0.61	0.63	-0.02388	0.0239
20	55	0.741	0.77	0.8	-0.02934	0.0293
21	55	0.741	0.77	0.8	-0.02934	0.0293
22	55	0.741	0.77	0.8	-0.02934	0.0293
23	55	0.741	0.77	0.8	-0.02934	0.0293
24	55	0.741	0.77	0.8	-0.02934	0.0293
25	60	1.2042	0.89	0.93	-0.0476	0.0476
26	60	1.2042	0.89	0.93	-0.0476	0.0476
27	60	1.2042	0.89	0.93	-0.0476	0.0476
28	60	1.2042	0.89	0.93	-0.0476	0.0476
29	65	1.6673	0.95	1	-0.04773	0.0477
30	65	1.6673	0.95	1	-0.04773	0.0477
$\bar{x}$	47					
S	10.8					
L-Tabel		0.161				
L-Value		0.1416				

From the table above, it can be seen that Lo = 0.141 with n = 30 and at real level α= 0.05 from the list of critical value of Liliefors table Lt = 0.161. It is

known that the Lo (0.141) < Lt (0.161). So it can be concluded that the data distribution of the students' pre-test in control class is normally distributed.

APPENDIX IX

Normality Testing of Post Test in ControlClass

The calculation of mean, variant and deviation standard are needed.

Data	Post-test
Mean	75.50
Std. Dev (S)	6.74
Variance (s^2)	45.43

After getting the calculation of mean, variant and deviation standard, then the next step is to find out the normality of the test. It means that the test was given to the students is observed by Lilliefors test. The calculation of normality text can be seen in the following steps:

s. Finding Z score

t. Finding F (Zi) = P(Z<Zi)

u. Finding S(Zi)

v. Counting the difference F(Zi)-S(Zi), and then determine is absolute price

w. Taking the biggest price among absolute price of the difference an mentioning the price by Lo

x. Lo < Ltable

Students' Score

Normality Post-Test of Control Class

No	X	Z	F(Zi)	S(Zi)	F(Zi)-S(Zi)	|F(Zi)-S(Zi)|
1	55	-1.616	0.053	0.133	-0.08	0.0803
2	55	-1.616	0.053	0.133	-0.08	**0.0803**
3	55	-1.616	0.053	0.133	-0.08	0.0803
4	55	-1.616	0.053	0.133	-0.08	0.0803
5	60	-1.003	0.158	0.2	-0.042	0.042
6	60	-1.003	0.158	0.2	-0.042	0.042
7	65	-0.389	0.349	0.5	-0.151	0.1513

8	65	-0.389	0.349	0.5	-0.151	0.1513
9	65	-0.389	0.349	0.5	-0.151	0.1513
10	65	-0.389	0.349	0.5	-0.151	0.1513
11	65	-0.389	0.349	0.5	-0.151	0.1513
12	65	-0.389	0.349	0.5	-0.151	0.1513
13	65	-0.389	0.349	0.5	-0.151	0.1513
14	65	-0.389	0.349	0.5	-0.151	0.1513
15	65	-0.389	0.349	0.5	-0.151	0.1513
16	70	0.225	0.589	0.733	-0.144	0.1443
17	70	0.225	0.589	0.733	-0.144	0.1443
18	70	0.225	0.589	0.733	-0.144	0.1443
19	70	0.225	0.589	0.733	-0.144	0.1443
20	70	0.225	0.589	0.733	-0.144	0.1443
21	70	0.225	0.589	0.733	-0.144	0.1443
22	70	0.225	0.589	0.733	-0.144	0.1443
23	75	0.839	0.799	0.833	-0.034	0.0341
24	75	0.839	0.799	0.833	-0.034	0.0341
25	75	0.839	0.799	0.833	-0.034	0.0341
26	80	1.453	0.927	0.967	-0.04	0.0398
27	80	1.453	0.927	0.967	-0.04	0.0398
28	80	1.453	0.927	0.967	-0.04	0.0398
29	80	1.453	0.927	0.967	-0.04	0.0398
30	85	2.067	0.981	1	-0.019	0.0194
L-Tabel		0.161				
L-Value		0.151				

From the table above, it can be seen that $L_o = 0.151$ with $n = 30$ and at real level $\alpha = 0.05$ from the list of critical value of Lilliefors table $L_t = 0.161$. It is known that the L_o (0.151) < L_t (0.161). So it can be concluded that the data distribution of the students' post-test in experimental class is normally distributed.

APPENDIX X

HOMOGENEITY TEST

The criteria:

If $F_{observe} < F_{table}$, then both samples are homogeneus.

A.   Calculating F_{table}

Calculating F_{table} with v_1 and v_2 $= 29$

Interpolation I was gained:

$F_{(0,05)(24,29)} = 1.90$

Interpolation II was gained:

$F_{(0,05)(30,29)} = 1.85$

$F_{(0,05)(30,29)} = 1.85$

$F_{(0,05)(30,29)=} 1.90$

$F_{(0,05)(30,29)} = 1.90 + (\frac{24-29}{30-29})(1.85 - 1.90)$

$= 1.90 - 0.041$

$= 1.86$

Homogeneity test is used to check whether the pre-test and post-test score of experimental and control group have similar variance or not. The followings are steps of homogeneity test, there are:

$$F = \frac{biggest\ variance}{smallest\ variance} \text{ or } F_h = \frac{S_1^2}{S_2^2}$$

1. **Homogeneity For Pre-test**

	Experimental	Control
Data	**Pre-test**	**Pre-test**
Mean	45.67	47
Variance (s^2)	156.44	116.55

So:

$$F_{obs} = \frac{S_{keks}^2}{S_{kcont}^2}$$

$$F_{obs} = \frac{156.44}{116.55} = 1.342$$

Then the coefficient of F_{obs}= 1.342 is compared with F_{table}, where F_{table} is determined at real level α= 0.05 and the same numerator dk= n-1 (30-1 = 29) is 1.859. Because of $F_{observe} < F_{table}$ (1.341< 1.86) so it can be concluded that the variant is **homogenous.**

2. **Homogeneity For Post-test**

Data	Experimental Post-test	Control Post-test
Mean	75.50	68.17
Variance (s^2)	45.43	66.35

So:

$$F_{count} = \frac{S^2_{keks}}{S^2_{kcont}}$$

$$F_{coun} = \frac{66.35}{45.43} = 1.460$$

Then the coefficient of F_{obs}= 1.342 is compared with F_{table}, where F_{table} is determined at real level α=0.05 and the same numerator dk= n-1 (30-1 = 29) is 1.86. Because of $F_{observe} < F_{table}$(1.460< 1.859) so it can be concluded that the variant is **homogenous.**

APPENDIX XI

Hypothesis Test

The calculation of the t-observed :

	Experimental		Control
Data	**Post-test**	**Data**	**Post-test**
Mean (Ma)	75.50	**Mean (Mb)**	68.17
Std. Dev (S) (da)	6.74	**Std. Dev (S)**	8.14
Variance (s²)	45.43	**Variance (s²)**	66.35

$$\text{t-test} = \frac{(\bar{X}_1 - \bar{X}_2)}{\sqrt{(\frac{S_1{}^2}{n_1} + \frac{S_2{}^2}{n_2})}}$$

In which:

X_1 : the mean of experimental group

X_2 : the mean of control group

$S_1{}^2$: the standard deviation of experimental group

$S_2{}^2$: the standard deviation of control group

N_1 : the total numbers of experimental group

N_2 : the total numbers of control group

X_1 = 75.50 $\qquad$ X_2 = 68.17

$S_1{}^2$ = 45.43 $S_2{}^2$ = 66.35

N = 30 $\qquad$ N = 30s

$$\text{Tobserve} = \frac{(75.50 - 68.17)}{\sqrt{(\frac{45.43}{30} + \frac{66.35}{30})}}$$

$$= \frac{7.33}{\sqrt{(\frac{45.43}{30} + \frac{66.35}{30})}}$$

$$= \frac{7.33}{\sqrt{3.725}}$$

$$= \frac{7.33}{1.930}$$

$$= 3.797$$

$t_{value} = 3.79$

t_{table} with $\alpha = 0.05$ with db $= n_1 + n_2 - 2$ so db $= 30 + 30 - 2 = 58$

N	$t_{(0,05)}$
40	1.684
60	1.671

$$t_{table} = 1.684 + \frac{58-40}{60-40}(1.671 - 1.684)$$

$$= 1.684 - 0.01$$

$$= 1.674$$

Ha:There is a significant effect between using PQ4R method and conventional method on the students' achievement in reading comprehension. In other words, Ha is accepted if the t-observed > t-table.

After calculating the data, it is found that t-observed (3.79) was higher than t-table (1.674) at the level of significance of $\alpha = 0.05$ and at the degree of freedom (df) $= N_x + N_y - 2$. Where N_x the total numbers of Experimental class is 30 and N_y was the total numbers of control class is 30. Thus, df $= 30 + 30 - 2 = 58$. Based on the data, it can be concluded that there is a significant effect between using PQ4R method and conventional method on the students' achievement in reading comprehension.

Nomor : B-9766/ITK/ITK.V.3/PP.00.9/08/2020   19 Agustus 2020
Lampiran : -
Hal : **Izin Riset**

Yth. Bapak/Ibu Kepala SMP N 3 Satu Atap Pangkalan Susu

Assalamulaikum Wr. Wb.

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

Nama	: **Malahayati**
NIM	: **0304163194**
Tempat/Tanggal Lahir	: **Brandan Barat, 23 April 1997**
Program Studi	: **Pendidikan Bahasa Inggris**
Semester	: **VIII (Delapan)**
Alamat	: **DUSUN I JANGGUS DESA LUBUK KERTANG KECAMATAN BRANDAN BARAT Kelurahan LUBUK KERTANG Kecamatan BRANDAN BARAT**

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di SMP N 3 Satu Atap Pangkalan Susu, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul:

The Effect of Using PQ4R Method On The Students Ability In Reading Comprehension At Seventh Grade Students Of SMP N 3 Satu Atap Pangkalan Susu

Demikian kami sampaikan, atas bantuan dan kerjasamannya diucapkan terima kasih.

Medan, 19 Agustus 2020
a.n. DEKAN
Ketua Program Studi Pendidikan
Bahasa Inggris

Digitally Signed

Dr. Sholihatul Hamidah Daulay, S.Ag, M.Hum
NIP. 197506222003122002

Tembusan:

- Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan

info : Silahkan scan QRCode diatas dan klik link yang muncul, untuk mengetahui keaslian surat

DINAS PENDIDIKAN KABUPATEN LANGKAT
SMP NEGERI 3 SATU ATAP
KECAMATAN PANGKALAN SUSU KAB. LANGKAT
Jl. Paluh Tabuhan Desa Tanjung Pasir Kec. Pangkalan Susu Kode Pos : 20858
NSS   : 201070203168   NPSN : 10212514

SURAT KETERANGAN
NO. 421.3/82/063/SMPN3/IX/2020

Saya yang bertanda tangan dibawah ini:

Nama   : Drs. BAMBANG TRIMURTI, M.Psi

NIP   : 196511141998011002

Jabatan   : Kepala Sekolah

Alamat   : Jl. Paluh Tabuhan Desa Tanjung Pasir Kec. P.Susu

Menerangkan bahwa nama siswa yang terlampir dalam surat ini:

Nama   : MALAHAYATI

NIM   : 0304163194

Program Studi   : Pendidikan Bahasa Inggris

Jenjang Studi   : Strata Satu

Adalah benar telah mengadakan penelitian untuk penyusunan Skripsi dengan judul "The Effect

Of Using PQ4R Method On The Students Ability In Reading Comprehension At Eight Grade Of

SMP Negeri 3 Satu Atap Pangkalan Susu" pada tanggal 14 September 2020.

Demikianlah surat keterangan ini dibuat sesuai dengan keadaan yang sebenarnya dan untuk

dipergunakan sebagaimana mestinya

Pangkalan Susu,   September 2020
Kepala SMP Negeri 3 Satu Atap P.Susu

Drs. BAMBANG TRIMURTI, M.Psi
NIP. 196510171995121002

APPENDIX XII

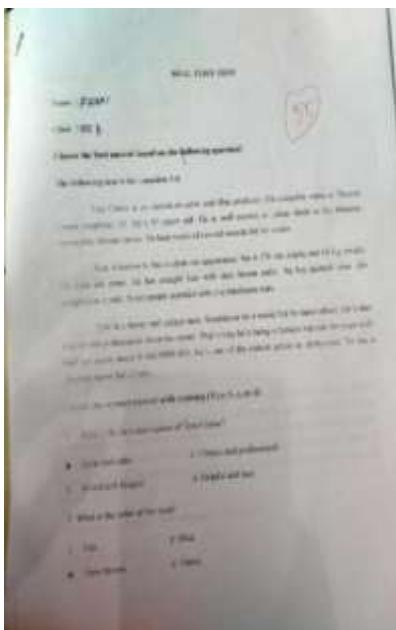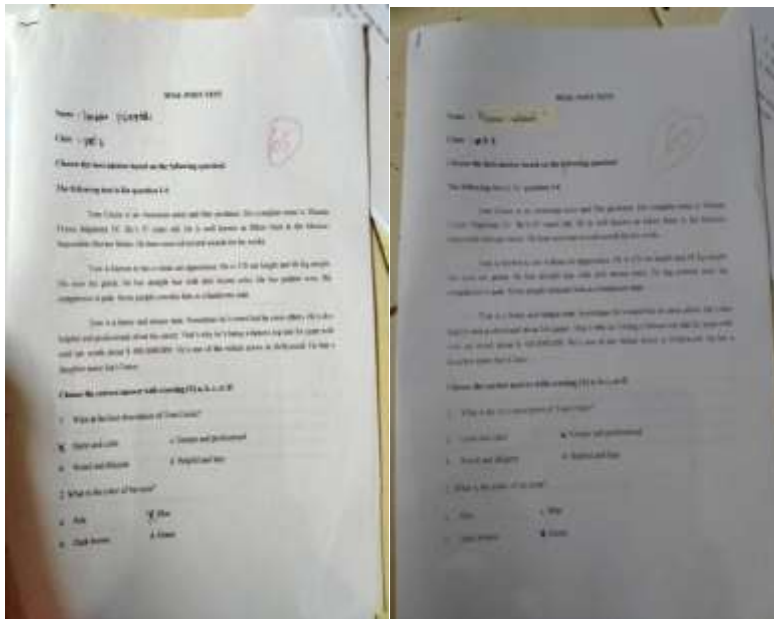Tampak Depan dan Samping Sekolah SMP N 3 Satu Atap Pangkalan Susu
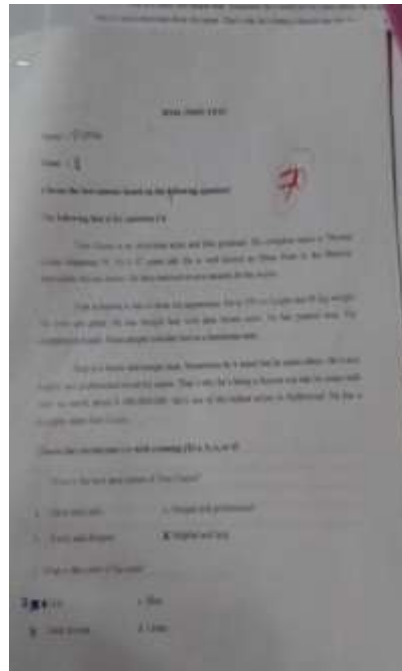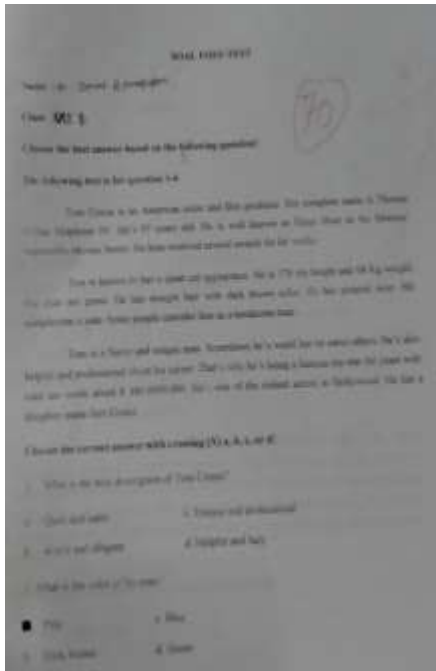

Teaching Using PQ4R Method

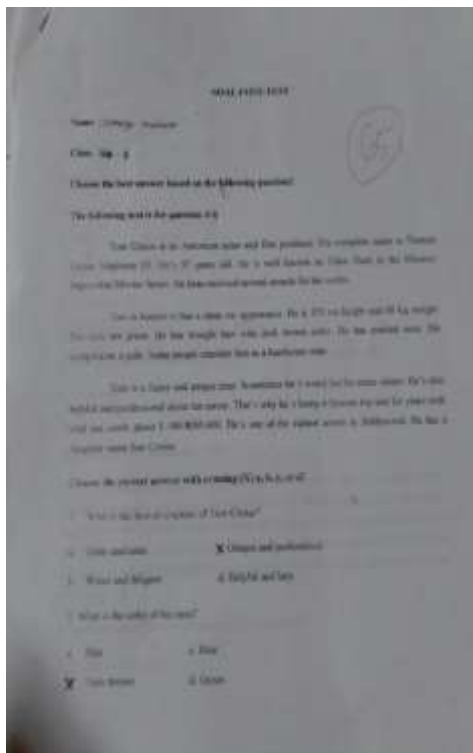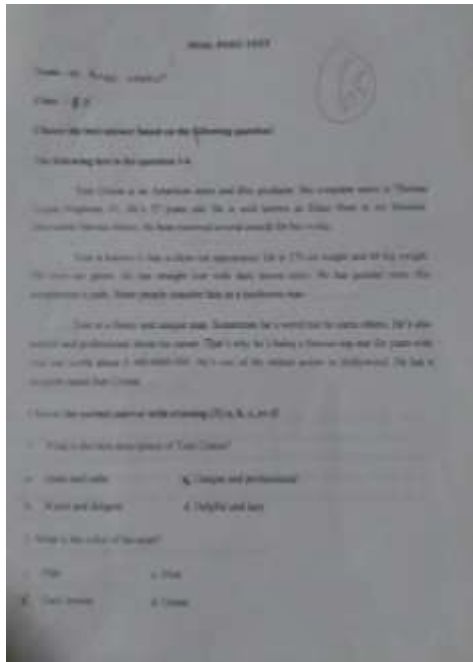Post-test In Experimental Class   Post-test In Controlled Class

THE LOWEST SCORE OF POST-TEST IN CONTROLLED CLASS

THE HIGHEST SCORE OF POST-TEST IN CONTROLLED CLASS

THE LOWEST SCORE OF POST-TEST IN EXPERIMENTAL CLASS

THE HIGHEEST SCORE OF POST-TEST IN EXPERIMENTAL CLASS