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## APPENDIX I

### LESSON PLAN

#### (Cycle 1)

School	: SMP Muhammadiyah 56 Binjai
Subject	: English
Grade/Semester	: IX /1
Kind of Text	: Narrative Text
Theme	: The Story Pari Temple
Aspect/Skill	: Reading Comprehension
Time Allocation	: 2x40 minutes (once meeting)

#### 1. Competence Standard:

Understanding the meaning of written text and simple short essays in narrative text form to interact with the surrounding environment.

#### 2. Basic Competence:

Understanding the form of a simple short narrative text by using a variety of written language accurately, fluently and acceptable to interact with the surrounding environment.

#### 3. Indicators

- Identify the main idea of narrative text.
- Write the information from the narrative text.
- Summarize the narrative text.
- Identify the moral value of the narrative text.

#### 4. Learning Objectives

After completing the learning activities, students are able to:

- The students are able to identify the main idea of narrative text.
- The students are able to write the information from the narrative text.
- The students are able to summarize the narrative text.
- The students are able to identify the moral value of the narrative text. The student's characters are expected:

- 1) Polite
- 2) Cooperative
- 3) Tolerance
- 4) Respectful

#### 5. Learning Materials

- Definition of narrative text

A narrative is a piece of text which tells a story, in doing so, entertains or informs the reader or listener.

- Social function

To amuse or entertain and to deal with actual or vicarious experience in different ways.

- Generic structure

- Orientation: in which the narrator tells the audience about *who* is in the story, *when* the story is taking place and *where* the action is happening.
- Complication: sets off a chain of events that influences what will happen in the story.

- Resolution: in which the characters finally sort out the complication.
- Coda (optional): provides a comment or moral based on what has been learned from the story.

- Language features

- Focus on specific (usually individualized) participants

e.g. *Dayang Sumbi, Jaka, Sangkuriang*, etc.

- Use of past tense

e.g. His name *was* Kiai Gede Penanggungan.”, etc.

- Use of temporal conjunctions and temporal circumstances

e.g. *‘long time ago’, ‘Once upon a time’,* etc.

- Use of material (or action) processes

e.g. Kiai Gede Penanggungan *taught* Jaka many things.. etc.

- Use of relational and mental processes

e.g. Kiai Gede *got* very angry ..etc.

## 6. Teaching Method

PQRST Technique (Preview, Question, Review, State, Test)

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SUMATERA UTARA MEDAN

7. The Procedures of Teaching:

No	Teaching Activities	Time Allocation
1	<p>Opening Apperception:</p> <ul style="list-style-type: none"> <li>-Greeting the students</li> <li>-Checking the students' attendance list.</li> <li>-Asking the students' about narrative text Motivation</li> <li>-Delivering the learning objectives</li> <li>-Explaining the importance of the material</li> </ul>	10 minutes
2	<p>Main activities Exploration:</p> <p>In the exploration activity, the teacher will:</p> <ul style="list-style-type: none"> <li>- Involve the students in looking for the wide information about the theme of the materials that will be studied by applying the PQRST technique.</li> <li>- Facilitate the students' interaction among the students with the teacher, the environment and other learning resources.</li> </ul> <p>-Involve the students actively in learning activity.Elaboration:</p> <p>In the elaboration activity, the teacher will:</p> <ul style="list-style-type: none"> <li>- Explain the narrative text, including its definition and examples.</li> <li>- Explain about PQRST and how it works.</li> <li>- Ask the students to answer the test based on their understanding.</li> <li>- Provide an opportunity for the students to</li> </ul>	60 minutes



	think and solve the problems.	
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### 1. Evaluation

Evaluation Technique	Evaluation Instrument	Sample of Instrument
Reading test	Multiple choice	1. What is the story about? a. Pari Temple. b. A foolish bear and two scared men. c. The legend of Sangkuriang. d. The story of Malin Kundang.

#### Score Rubric

$$\text{Students' Score} = \frac{\text{The Correct Answer}}{\text{The Total Question}} \times 100$$

### 2. Aspect of Assessment

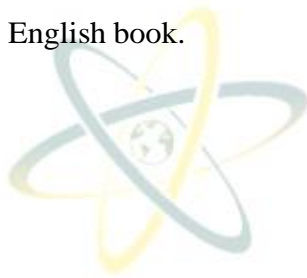
	Score
Dimension	5

### Standard of each elements

Excellent	5
Very good	4
Good	3
Average	2
Poor	1

### 3. Learning Sources

Students' English book.



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SUMATERA UTARA MEDAN

## Appendix II

### LESSON PLAN

#### (Cycle II)

School	: SMP Muhammadiyah 56 Binjai
Subject	: English
Grade/Semester	: IX/ 1
Kind of Text	: Narrative Text
Theme	: The Legend Of Malin Kundang
Aspect/Skill	: Reading Comprehension.
Time Allocation	: 2x40 minutes (once meeting)

#### 1. Competence Standard:

Understanding the meaning of written text and simple short essays in narrative text form to interact with the surrounding environment.

#### 2. Basic Competence:

Understanding the form of a simple short narrative text by using a variety of written language accurately, fluently and acceptable to interact with the surrounding environment.

#### 3. Indicators

- a) Identify the main idea of narrative text.
- b) Write the information from the narrative text.
- c) Summarize the narrative text.
- d) Identify the moral value of the narrative text.

#### 4. Learning Objectives

- After completing the learning activities, students are able to:
- The students are able to identify the main idea of narrative text.
- The students are able to write the information from the narrative text.
- The students are able to summarize the narrative text.
- The students are able to identify the moral value of the narrative text. The students' characters are expected:

- 1) Polite
- 2) Cooperative
- 3) Tolerance
- 4) Respectful

#### 5. Learning Materials

- Definition of narrative text

A narrative is a piece of text which tells a story, in doing so, entertains or informs the reader or listener.

- Social function

To amuse or entertain and to deal with actual or vicarious experience in different ways.

- Generic structure

- Orientation: in which the narrator tells the audience about *who* is in the story,

*when* the story is taking place and *where* the action is happening.

- **Complication:** sets off a chain of events that influences what will happen in the story.
  - **Resolution:** in which the characters finally sort out the complication.
  - **Coda (optional):** provides a comment or moral based on what has been learned from the story.
- Language features
- Focus on specific (usually individualized) participants  
e.g. 'Parrot', 'Mouse deer', 'the king', etc.
  - Use of past tense  
e.g. he *saw* mouse deer drinking, "I *tasted* it once", etc.
  - Use of temporal conjunctions and temporal circumstances  
e.g. '*long time ago*', '*Once upon a time*', etc.
  - Use of material (or action) processes  
e.g. He *caught* mouse deer and *bit* his leg. etc.
  - Use of relational and mental processes  
e.g. He *was* really shocked "Mouse deer *was* safe for now" etc.

### 1. Teaching Method

PQRST Technique (Preview, Question, Review, State, Test).

### 2. The Procedures of Teaching:

No	Teaching Activities	Time Allocation
1	Opening Apperception: <ul style="list-style-type: none"> <li>- Greeting the students</li> <li>- Checking the students' attendance list.</li> <li>- Asking the students' about narrative text</li> </ul>	10 minutes

	<p>Motivation</p> <ul style="list-style-type: none"> <li>- Delivering the learning objectives</li> </ul> <p>Explaining the importance of the material</p>	
	<p>Main activities exploration:</p> <p>In the exploration activities, the teacher will:</p> <ul style="list-style-type: none"> <li>- Involves the students in looking for the wide information about the theme of the materials that will be studied by applying the PQRST technique.</li> <li>- Facilitates the students' interaction among the students with the teacher, the environment and other learning resources.</li> <li>- Involves the students actively in learning activity.</li> </ul> <p>Elaboration:</p> <p>In the elaboration activity, the teacher will:</p> <ul style="list-style-type: none"> <li>- Explain the narrative text, including its definition and examples.</li> <li>- Give the example of narrative text.</li> <li>- Ask the students to Preview the narrative text by identifying the title, character, time, place and mainidea.</li> <li>- Give the opportunity to the students to ask the Question about narrative text.</li> <li>- Ask the students to Read the narrative text to gain the specific ideas.</li> </ul> <p>Ask the students to summarize the narrative text to find the information of what they read.</p> <p>-Ask the students to answer the narrative Test questions that given by the teacher related to the text.</p> <p>In the confirmation activity, the teacher will:</p> <ul style="list-style-type: none"> <li>-Ask the students to read and finish the test.</li> </ul>	<p>60 minutes</p>

	-Collect the students' answer sheets.	
	<p>Closing activities</p> <p>In the closing activity, the teacher will:</p> <ul style="list-style-type: none"> <li>- Discuss the text paper with the students.</li> <li>- Conclude the material together the students.</li> <li>- Reflect the activities that have done in the learning process.</li> <li>- Motivate the students.</li> </ul> <p>Deliver the lesson plan for the next meeting</p>	10 minutes

### 3. Evaluation

Assessment Technique	Evaluation Instrument	Sample of Instrument
Reading test	Multiple choice	<p>1. What is the story about?</p> <p>a. Two friends and a bear.</p> <p>b. A foolish bear and two scared men.</p> <p>c. A skillful man and a fierce bear.</p> <p>d. Two bears and a brave man.</p>

### Score Rubric

$$\text{Students' Score} = \frac{\text{The Correct Answer}}{\text{The Total Question}} \times 100$$

#### 4. Aspect of Assessment

Criteria	Score
Comprehension	5

#### Standard of each elements

Excellent	5
Very good	4
Good	3
Average	2
Poor	1

#### 5. Learning Sources Students' English book





## Appendix III

### Post Test I



#### The legend of Pari Temple

A long time ago, there lived an old man in the Penanggungan Mountain. His name was Kiai Gede Penanggungan. He had supernatural power. Kiai Gede Penanggungan had a beautiful daughter named Dewi Walangin who was not married yet. Kiai Gede Penanggungan prayed days and nights for her daughter to have a husband. One day, a young handsome man came to his place. The name of the man was Jaka Pandelengan. He wanted to be Kiai Gede Penanggungan's student. Kiai Gede agreed to have Jaka as his student with one condition that he would marry her daughter. Jaka Pandelengan and Dewi Walangin soon got married. Kiai Gede Penanggungan taught Jaka many things.

After several years, now it was time for the couple to live separately from Kiai Gede Penanggungan. They would move to another village. Kiai Gede gave some seeds of pari or paddy to the couple. He asked the couple to plant the seeds. He also warned the couple not to be arrogant when they were rich. He wanted the couple to help poor people.

The couple started a new life. They planted the seed. Soon, the seeds grew and became a lot of rice. Now the couple became very rich. The poor neighbors

came to the couple to ask for some pari seeds, but the couple refused to help them. Kiai Gede heard about the couple's bad behavior. Soon he visited the couple. He met them when the couple was working in the field. Kiai Gede talked to the couple. He reminded the couple not to be arrogant, but the couple ignored him. They said nothing to Kiai Gede. Kiai Gede got very angry. Then he said, "You two are like temples. You do not listen to me". Right after he said those words, an incredible thing happened. Slowly, Jaka and Dewi turned into temples. Because the temples stood among the pari, people then named them as Pari Temples.

**1. Who is the name of an old man in the Penanggungan Mountain?**

- A. Jaka Tarub
- B. Dewi Ayu
- C. Kiai Gede Penanggungan**
- D. Malin Kundang

**2. Who is the daughter's name of Kiai Gede Penanggungan ?**

- A. Dewi Walangangin**
- B. Pari Temple
- C. Jaka Tarub
- D. Kiai Gede

**3. Who is the name of the man that would married Kiai's daughter?**

- A. Jaka Pandelengan**
- B. Dayang Sumbi'
- C. Jaka Tarub
- D. Dewi Ayu

**4. What is kiai Gede gave to Jaka and Dewi when the cuoples want to move to another village?**

A. Seeds of Cucumber

B. Seeds of Tomato

**C. Seeds of Pari or Paddy**

D. A tree

**5. What is Kiai's advice to that couple?**

**A. Not to be arrogant when they were rich.**

B. To be beautiful and handsome.

B. To eat many things.

C. Not to be nice to other people.

**6. "He wanted the couple to help poor people" The underlined word means :**

a. Kaya

**b. Miskin**

C. Cantik

D. Tampan

**7. What did Jaka Pandelengan and his wife do to be rich?**

A. Helped

B. Poor people.

C. Had a great power.

**D. Planted pari seeds**

**8. The couple becomes temples because ....**

A. They were rich

**B. Kiai Gede Angry and Said so to them**

C. Kiai Gede liked them

D. They were good people

**9. "... , an incredible thing happened."The underlined word means ....**

A. Untouchable

**B. Unbelievable**

C. Common

D. Usual

**10. What can we learn from the story?**

A. We should live separately from our parents.

**B. We have to listen to our parent's advice.**

C. We have to prepare a good paddy field.

D. We should refuse other people's help

## Appendix IV

### Post II



### The legend of Malin Kundang

Once Upon a time, lived a diligent boy named Malin Kundang. He lived in the seashore with his mother. They were very poor, but they lived quiet and harmonious.

One day, a big ship closed to the beach near their village. They asked peoples to join work in their ship and went to the cross island. Malin Kundang wanted to join with them because he wanted to improve his family's life. But his mother didn't permit him. She worried to Malin. Malin still kept his argument and finally he sailed with the bigship.

Several years later, Malin Kundang succed and he became rich trader. Then, he came to his native village with his beatiful wife, but his wife didn't know Malin's real descent. His happy mother quickly approached Malin and brought a plate of village cake, Malin's Favorite. But Malin didn't admit that woman as his poor mother, and then he kicked the village cake which brought by his mother until scattered.

His mother very broken heart because Malin rebellious to her, who had growth him. Then, his mother cursed Malin became stone. Suddenly, the bigship which Malin's had was vacillated by a big storm and all of his crewman tossed aside out. Malin realized that was his fault that rebellious his mother. He bowed down and became a stone.

**1. Can you recognize who was Malin based on the text above?**

A. Son who loved his mother

**B. Son who betrayed his mother**

C. A son who cared with his mother

D. A son who always with his mother

**2. Where did Malin meet his mother?**

**A. In his home**

B. In cafe

C. in a beach

D. in a station

**3. What do you learn from the story of Malin Kundang?**

**A. Never be a cruel son/daughter**

B. Give our mom money

C. Leave our old mom

D. Meet our mom

**4. What did Malin say to his mom before he went to the city?**

A. Malin never be back

B. He will forgot his mom

**C. He promised to be back**

D. He will gave his mom much money

**5. How many actors in the story of Malin Kundang?**

**A. Three actors**

B. One actor

C. Two actors

D. Nothing

**6. Where does the story come from?**

A. Jakarta

B. South Sumatera

**C. West Sumatera**

D. North Sumatera

**7. Who is the main actor of that story?**

**A. Malin kundang**

B. Malin's wife

C. Malin's mom

D. Malin's society

**8. What kind of text the story above?**

A. Recount text

B. Descriptive text

C. Procedure text

**D. Narrative text**

**9. What did Malin's mother do to Malin?**

A. Left Malin alone



**B. Cursed Malin into a rock**

C. Accompanied Malin until the end of the time

D. Apologized Malin

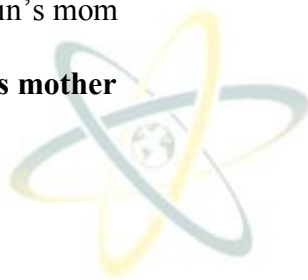
**10. What did Malin's wife do?**

A. Cared with Malin's mom

B. Loved Malin's mom

C. Did not care with Malin's mom

**D. Did not know malin's mother**



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SUMATERA UTARA MEDAN



## APPENDIX V

## OBSERVATION SHEET

## A. Observation Sheet of Attitude Students in Learning in The First Cycle

No	Description	1	2	3
1	Students come to class on time			✓
2	Students answer the teachers' greeting		✓	
3	Students are enthusiastic in teaching learning process		✓	
4	Students listen to the teachers' explanation attentively		✓	
5	Students do all the task well		✓	
6	Students are actively involved in the class	✓		
7	Students give their opinion actively		✓	
8	Students ask question if they do not know			✓
9	Students pay attention to the teacher explanation		✓	

## APPENDIX VI

### B. Observation Sheet of Attitude Students in Learning in The Second Cycle

No	Description	1	2	3
1	Students come to class on time			✓
2	Students answer the teachers' greeting			✓
3	Students are enthusiastic in teaching learning process			✓
4	Students listen to the teachers' explanation attentively			✓
5	Students do all the task well			✓
6	Students are actively involved in the class		✓	
7	Students give their opinion actively		✓	
8	Students ask question if they do not know		✓	
9	Students pay attention to the teacher explanation			✓

## **APPENDIX VII**

### **Diary Notes**

**Monday 22 March 2021**

The researcher went to school and entered the classroom. In IX, the class consists of 17 students. In the cycle, the researcher explained a little more material in order to make students understand better. Maybe during cycle I students lacked time to understand the material presented. Next, a little bit of material and instruction about what they are supposed to do is explained by the researcher. After that, a pre-test is taken by the study. It was done to consider the students' abilities to interpret narrative text comprehension.

**Wednesday, 24 March 2021**

The second session was even easier than the first session. The preparation process for teaching was carried out on the basis of the lesson plan. First, the students illustrate how important it is to learn English, especially in reading. The researcher describes about narrative text by using PQRST technique after the researcher gave an inspiration for the students. The researcher teaches students how to read narrative text comprehension by using PQRST technique and tells students that PQRST technique will increase their reading comprehension.

**Friday, 26 March 2021**

In the third session, the researcher discusses and practices more through PQRST technique in reading comprehension. And the students were reading a narrative text and in front of the class. And when they read the text with their peers, the students feel so good and friendly and more understand.

**Monday, 29 March 2021**

That was the 4th session. The researcher was continuing the learning process of instruction. The researcher then gave Post-Test I to the students. Before doing the test, the researcher explained the directions about what to do with the students. The students did the exam alone.

**Wednesday, 31 March 2021**

The researcher gave the Post-Test II at the sixth conference. The students were serious about completing the test. With the time set by the researcher, the students carried out the test by themselves. The students are very enthusiastic and curious. It could be seen from the score that in each test the students were enriched. The researcher interviewed several students after teaching the learning process about how the thinking and its response to their abilities to read narrative text comprehension by using PQRST technique.

## APPENDIX VIII

### INTERVIEW TRANSCRIPT WITH STUDENTS

*Researcher* : What do you think of the application of PQRST technique in reading comprehension of narrative text ?

*(Apa pendapat Anda tentang penerapan teknik PQRST teknik untuk memahami teks narrative?)*

*Students I* : PQRST technique is very good to use because it makes easier for me to understand narrative text.

*(Teknik PQRST sangat baik digunakan karena memudahkan saya dalam memahami teks narrative)*

*Researcher* : Can the implementation of PQRST technique help you improve the reading comprehension ability? *(Dapatkah penerapan teknik PQRST membantu Anda meningkatkan kemampuan memahami bacaan?)*

*Students I:* Yes Miss, with the implementation of PQRST technique can help me to improve reading comprehension ability in narrative text.

*(Iya miss, dengan penerapan teknik PQRST dapat membantu saya dalam meningkatkan kemampuan memahami teks narrative)*

## APPENDIX IX

### INTERVIEW TRANSCRIPT WITH THE TEACHER

Researcher : What do you think about PQRST technique in narrative text?

*(Apa pendapat Anda tentang teknik PQRST dalam teks narrative?)*

*Teacher:* PQRST technique is a technique that is suitable for improving students' reading comprehension in narrative text, because with the implementation of this technique makes it easier for students to express their ideas in reading comprehension of narrative text.

*(PQRST technique merupakan teknik yang cocok untuk meningkatkan kemampuan siswa dalam memahami teks narrative karena dengan penerapan teknik ini memudahkansiswa dalam memahami suatu bacaan )*

Researcher : Do you think they improved their reading comprehension ability in narrative text by using PQRST technique?

*Apakah menurut Anda mereka meningkatkan kemampuan memahami teks narrative dengan menggunakan PQRST technique?*

*Teacher:* Yes, it can be seen from the score of students in teaching learning of narrative text which has increase. Because with the implementation of PQRST technique it make students easy to understand narrative text.

*Ya, terlihat dari nilai siswa dalam belajar mengajar teks narrative yang mengalami peningkatan. Karena dengan penerapan teknik PQRST membuat siswa mudah memahami teks narrative.*

**Appendix X**  
**Documentation**



EDAN



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Date:

1. Nama : Annisa Pratiwi
2. kelas : 10
3. C. kiai Gede Pananggungan
4. A. Dewi Walangayin
5. C. Jaka Tarub
6. A. seeds of cucumber
7. C. Not to be nice to other people
8. B. Musun
9. A. that a great power
10. C. kiai Bede like them
11. B. Unbelievable
12. B. we have to listen to our parent advice

40

## Post Test II

Name : Rahma mutia  
 Kelas : IX

1.  A. Son who loved his mother.

2.  C. In a beach

3.  A. Never be a cruel son / daughter.

4.  C. He promised to be back.

5.  A. Three actor.

6.  C. West Sumatera.

7.  A. Malin Kundang.

8.  D. Narrative text.

9.  A. Left malin alone.

10.  D. did not know malin's mother

*(Handwritten signature and a circled '80' are visible on the right side of the page.)*

Nama : Robi

Kls : IX

- B. Son who betrayed his mother
- A. In his home
- A. Never be a Cruel son / daughter.
- C. He promised to be back
- C. Two actors
- C. West Sumatera
- A. Malin Kundang
- A. Recount text
- A. Left Malin alone
- D. Did not know Malin's mother.

70

- Nama : Dita Andriani
- Kelas : IX
- B. son who betrayed his mother
2.  A. In his home.
3.  A. Never be a cruel son/daughter.
4.  C. He promised to be back.
5.  A. Three actors.
6.  C. West Sumatera.
7.  A. Malin Kundang
8.  D. Narrative Text.
9.  A. Left Maim Alone.
10.  C. Dit not care with Maim's room.

## BIOGRAPHY



Name : Sintia Syafrizal  
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Place and date of Birth: Binjai, 22 Mei 1999  
Nama Ayah : Syafrizal  
Nama Ibu : Lia  
Alamat : Jalan Dr Wahidin, KM 19 Binjai.  
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### **B. Education**

SD Harapan II : 2004-2010

Mtsn Binjai: 2010-2013

Man Binjai: 2013-2016

Universitas Islam Negeri Sumatera Utara: 2016-2023.



**MAJELIS PENDIDIKAN DASAR DAN MENENGAH  
PIMPINAN CABANG MUHAMMADIYAH BINJAI TIMUR  
SMP MUHAMMADIYAH 56**

Alamat : Jalan Darsau Tempa No. 40 Binjai | 20737 | Kel. Sumber Karya Binjai

**SURAT KETERANGAN MELAKSANAKAN RISET**  
**NOMOR : 421/046/SMP56/V/2023**

Yang bertanda tangan di bawah ini Kepala SMP Swasta Muhammadiyah 56 Kecamatan Binjai Timur Provinsi Sumatera Utara, dengan ini menerangkan :

Nama : **SINTIA SYAFRIZAL**  
NIM : 0304162076  
Tempat/Tanggal Lahir : Binjai, 22 Mei 1999  
Program Studi : Tadris Bahasa Inggris  
Semester : XI (Sebelas)  
Alamat : Binjai Kel. Sumber Mulyo Rejo Kec. Binjai Timur

Benar nama tersebut di atas telah melaksanakan riset di SMP Swasta Muhammadiyah 56. Hal ini dilakukan sehubungan dengan Surat Permohonan Izin Penelitian dari Universitas Islam Negeri Sumatera Utara Nomor B-2724/ITK/ITK.V.3/PP.00.9/02/2021, Tertanggal 22 Februari 2021, dengan judul penelitian : **"IMPROVING THE STUDENTS' READING COMPREHENSION OF NARRATIVE TEXT THROUGH PREVIEW, QUESTION, READ, SUMMARIZE AND TEST (PQRST) TECHNIQUE AT NINTH GRADE STUDENTS OF SMP MUHAMMADIYAH 56 BINJAI"**

Demikian Surat Keterangan Melaksanakan Riset ini diperbuat untuk dapat dipergunakan seperlunya.

UNIVERSITAS ISLAM NEGERI  
SUMATERA UTARA



Binjai, 17 Mei 2023  
Kepala Sekolah  
**HO. FAR. S.A.P.M.Si**  
NPM. 650.445



Nomor : B-2724/ITK/ITK.V.3/PP.00.9/02/2021

22 Februari 2021

Lampiran : -

Hal : Izin Riset

**Yth. Bapak/Ibu Kepala SMP MUHAMMADIYAH 56 BINJAI**

*Assalamualaikum 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 : Sintia Syafrizal  
NIM : 0304162076  
Tempat/Tanggal Lahir : Binjai, 22 Mei 1999  
Program Studi : Tadris Bahasa Inggris  
Semester : XI (Sebelas)  
Alamat : BINJAI Kelurahan sumber mulyo rejo Kecamatan binjai timur

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di Jl. Danau Tempe No 40 Kelurahan Sumber Karya Binjai Timur, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi (Karya Ilmiah) yang berjudul:

***IMPROVING THE STUDENTS' READING COMPREHENSION OF NARRATIVE TEXT THROUGH PREVIEW, QUESTION, READ, SUMMARIZE AND TEST (PQRST) TECHNIQUE AT NINTH GRADE STUDENTS OF SMP MUHAMMADIYAH 56 BINJAI***

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

Medan, 22 Februari 2021  
a.n. DEKAN  
Ketua Program Studi Pendidikan  
Bahasa Inggris

UNIVERSITAS ISLAM NEGERI  
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**Tembusan:**

- Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan