



**IMPROVING STUDENTS' ABILITY IN READING COMPREHENSION
BY USING PREVIEW, QUESTION, READ, STATE AND TEST
STRATEGY**

**(An Action Reseach at Grade Eleven of Private Islamic Senior High School
Tahfizhil Qur'an Medan)**

THESIS

*Submitted to Tarbiyah and Teachers Training Faculty, State Islamic University
of North Sumatera Medan as a Partial Fulfillment of the Requirements for the
Degree of Sarjana Pendidikan*

By

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**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF EDUCATION AND TEACHERS TRAINING
STATE ISLAMIC UNIVERSITY
NORTH SUMATERA
MEDAN
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Assalamualaikum Wr. Wb.

Dengan Hormat,

Setelah membaca, meneliti dan memberi saran-saran seperlunya untuk perbaikan terhadap skripsi mahasiswi a.n. **Tri Ismiyanti** yang berjudul :. **“IMPROVING STUDENTS’ ABILITY IN READING COMPREHENSION BY USING PREVIEW, QUESTION, READ, STATE AND TEST STRATEGY (An Action Reseach at Grade Eleven of Private Islamic Senior High School Tahfizhil Qur’an Medan)”**. Maka kami berpendapat bahwa skripsi ini dapat diterima untuk dimunaqasahkan pada sidang Munaqasah Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan.

Demikian surat ini kami sampaikan, atas perhatian Bapak kami ucapkan terima kasih.

Wassalamualaikum Wr. Wb.

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Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya. Apabila di kemudian hari terbukti atau dapat di buktikan skripsi ini hasil jiplakan, maka gelar ijazah yang diberikan oleh Universitas batal saya terima.

Medan, 12 Mei 2017

Yang Membuat Pernyataan

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ABSTRACT**IMPROVING STUDENTS' ABILITY IN READING COMPREHENSION
THROUGH BY USING PREVIEW, QUESTION, READ, STATE AND
TEST STRATEGY****(An Action Research at Grade Eleven of Private Islamic Senior High School
Tahfizhil Qur'an Medan)****TRI ISMIYANTI****34.13.1.042**

Thesis, Medan: Educational English Department, Faculty of Tarbiyah and Teachers' Training, State Islamic University of North Sumatera Medan 2017.

Key words: PQRST strategy, teaching reading comprehension

This research was applied by classroom action research. The classroom action research that is used in this research adopting the Kemmis and MC.Taggart research design; it consists of 2 cycles. This study applied quantitative and qualitative data. The quantitative data were taken the mean of students' score in taking test. The qualitative data were taken from interview, observation sheet, and photography.

Based on the research findings, it can be said that through PQRST strategy in reading comprehension learning, the reading teaching learning process is success since the criteria of success were achieved. First criterion of action success is 75 % of students could achieve the target of minimal mastery level criteria or KKM of English lesson was 75. The findings of the study are 11 students or 42% of students who achieved the minimal mastery level criterion or KKM. Next, in the result of post-test in cycle I. There were 36 or 97 % students who achieved the minimal mastery criterion, because they have study after pre-test. Next, in the result of post-test in cycle 2, all student score were fantastic, they are 37 or 100% students who achieved the minimal mastery level criterion or KKM. Second, related to the observation result showed that the students' ability were improved in reading comprehension. It can be seen from their participation in the classroom, their motivation in learning reading comprehension in the classroom. Third, related to the interview result showed that the students were interested in reading comprehension study. Fourth, related to the photography result showed that the activities in learning process, students' participation and activity while study reading.

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CHAPTER I

INTRODUCTION

1.1. Background of the Problem

The objective of teaching reading comprehension is that the students are expected to be able to use and understand the text well. In order to the students can produce a new idea from what they have read. The students also could be able to know the purposes of the text in reading books. Moreover, students are expected be able to understand what are the information that they get after reading. The students are expected to be able to comprehend a text by express their feeling, ideas, and opinion while they are in a group discussing while teaching learning process.

However, in reality, the students are not able to try to comprehend a text of a reading book because they have limit ability in reading comprehension. It is very difficult for them to express their feelings, ideas, opinion into a language while discussing something in teaching learning process.

The limited numbers of students in mastering reading comprehension are caused by many factors, internal and external factors. The internal factors are motivation, interest, word recognizing, comprehension and others. The external factor are motivation of parents, environment, facility, media, including teaching strategy.

Strategy can cause the students' low ability in reading comprehension, because a good strategy can influence students' ability in reading. Students will be easier to comprehend a text by an attractive strategy, because not all students' ability are same.

There are many kinds of strategy in reading comprehension; collaborative strategic reading, strategy of Direct Reading Activity (DRA), SMART strategy, THIEVES strategy including PQRST strategy.

PQRST technique is one example of the reading technique which is the abbreviation of Preview, Question, Read, State and Test. According to the concept, this technique is proposed as the treatment to improve the students' reading comprehension since it has well-organized stage. The technique can create an enjoyable learning condition by helping the students to activate their background knowledge before reading and evaluating their comprehension after reading. PQRST technique can also be easily implemented in the classroom. By creating enjoyable learning condition, it is expected that the previous problem can be solved and the teaching-learning process can run effectively.

Based on the background above, the researcher is interested in conducting a study entitled **“IMPROVING STUDENTS’ ABILITY IN READING COMPREHENSION THROUGH PREVIEW, QUESTION, READ, STATE AND TEST STRATEGY AT GRADE ELEVEN PRIVATE ISLAMIC SENIOR HIGH SCHOOL TAHFIZHIL QUR’AN MEDAN”**

1.2. Identification of the Problem

There are many problems that can be identified related to reading comprehension: (1) Does strategy influence the students' reading comprehension ability?, and etc. There are still many problems that can be identified. Therefore, the researcher only limits reading comprehension taught by using PQRST strategy.

1.3. Limitation of the Problem

Based on the identification of the problem above, there are a big number of problems to be researched related to reading comprehension. Therefore, the researcher would like to limit on strategy to improve the students' reading comprehension. There are many kinds of strategy in teaching reading comprehension, such as: collaborative strategic reading, strategy of Direct Reading Activity (DRA), SMART strategy, THIEVES strategy and also PQRST strategy. This research, PQRST is used to improve the students' ability in reading comprehension.

1.4. Research Problem

Based on the limitation of the problem, the research problem can be formulated as follows: "How can PQRST strategy improve the students' reading comprehension of Private Islamic Senior High School Tahfizhil Qur'an Medan?"

1.5. The Objective of the Study

Base on the research problem, the objective of this study is to investigate how PQRST can improve the students' skill in reading comprehension.

1.6. Significance of the Study

The result of this study is expected to be useful theoretically and practically. Theoretically, this study is significant for and enriching the theory of teaching reading comprehension.

Practically, this study is useful for: (a) Students, in order to increase the number of mastery in the reading comprehension. (b) Teacher, in order to increase

the students' ability in reading comprehension. (c) Principal, as a contribution to improve teachers' competence in teaching English. (d) Other researcher, as information to conduct a research a certain variety reading comprehension in different context.

CHAPTER II

THEORETICAL REVIEW

2.1. Theoretical Framework

Theories are needed to clarify some concepts terms applied in this research concerned. Some terms are used in this study and they need to be theoretically explained. In the following part, theoretical elaboration on the terms used will be explained.

2.1.1. Ability in Reading Comprehension

To be able to understand how is the ability of reading comprehension, the students should do a lot of exercises in comprehending a text in order to participate actively in learning process that can make them thinking critically. Critical thinking is the first thing they received and change their mental not only receive the raw materials.

When mental have been able to present, the students will more intelligent in catching the idea from a text. So, use the kinds of learning strategy when teaching in the reading class. It is not suitable if you are use reading aloud continuously as a technique in reading class.

2.1.1.1. Ability

Ability is the quality or state of being able competence in doing (skill) or natural attitude proficiency.¹ There is no single right answer to the question “What

¹ Merriam Webster. *Merriam Dictionary. Ability*. Accessed on February 13, 2017, Retrived from (<http://www.merriam-webster.com/dictionary/ability>)

is an ability?” It can be a skill, or a capacity to think, or a capability that is largely based on someone’s knowledge, or a combination of any of these. An ability can be broad, as indicated when psychologists introduce terms such as “verbal ability” or “motor ability”, or it can be specific, as is implied when a person is said to have the ability to sail a boat or drive a car. People use the word in a variety of different ways. Even within psychology, there is variability in the meanings that different writers have in mind when they introduce the word “ability”.²

يَا أَيُّهَا الَّذِينَ آمَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحِ
 اللَّهُ لَكُمْ وَإِذَا قِيلَ انشُرُوا فَانشُرُوا يَرْفَعِ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ
 وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ ﴿١١﴾

Meaning: O you who believe! When you are told to make room in the assemblies, (spread out and) make room. Allah will give you (ample) room (from His Mercy). And when you are told to rise up (for prayers, or jihad (holy fighting in Allah’s cause), or for many other good deed), rise up. Allah will exalt in degree those of you believe, and those who have been granted knowledge. And Allah is well- Acquainted with what you do.³

From the verse above, the writer conclude that people who have knowledge will get good ranks not only from and among human beings but also from and among human beings but also from Allah, God of all human.

² Michael J.A Howe (1998). *Principles of Ability in Human Learning*: Psychology Press, p.51

³Taqi-ud- Din Al- Hilali Muhammad and Muhsin Khan Muhammad, *Translation of the Meaning of the Noble Qur’an in the English Language*. Madinah: K.S.A, p.747

Human abilities are extended as a result of mental processing that involves perceiving meaningful connections between new information and the learner's existing knowledge.⁴ Human abilities are acquired through learning, and this normally involves conscious effort. Learning plays a large role in making people the individual adults they become, as well as equipping people with the skills and abilities they require. As an outcome of engaging in learning activities we gain various kinds of skills, and we also acquire useful knowledge. In relation to the circumstances in which people extend their abilities by gaining knowledge and skills, research has identified the following three broad principles, all of which are crucial: (1) Learning takes place as the outcome of active mental processing. This has been demonstrated in a number of investigations. A practical implication is that students can maximize their success by ensuring that their role in the learning process is an active one. (2) Human abilities are gained and extended as a result of learning that involves perceiving meaningful connections between new information and the learner's existing knowledge. People find it easier to learn new facts when they can connect them to something they already know. (3) Broad principle is that repetition aids learning. Repetition can take the form of various activities, including rehearsal (and self-testing) and practicing. These make important contributions to the acquisition of abilities.⁵

Being well motivated helps a person to gain abilities partly because it makes it easier to concentrate on the kinds of learning and practicing tasks from which our capabilities are built: it gives someone a reason for learning. Another positive

⁴ *Ibid.*, p.10

⁵ *Ibid.*, pp. 17-18

influence that helps a person to concentrate on learning activities is the establishment of a regular habit of learning or studying. Good working habits, once acquired, make it easier for people to get on with productive activities. In the absence of firm habits it is all too easy to waste time by not concentrating on the task at hand, and daydreaming, or thinking about other things, or wishing oneself elsewhere.⁶ The acquisition of human abilities is also affected by various learning habits. Successful learners rely on good study habits, which can positively influence the effectiveness of an individual's efforts to learn.⁷

2.1.1.2. Reading Comprehension

Reading is very important for us, because by reading we can broaden and improve our knowledge. It is relevant to the first of holy Qur'an received by our prophet Muhammad (peace be upon him).

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (١) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (٢) اقْرَأْ وَرَبُّكَ الْأَكْرَمُ (٣)
الَّذِي عَلَّمَ بِالْقَلَمِ (٤) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (٥)

Meaning: Read! In the name of your Lord who has created (all the exists). He has created man from a clot (a piece of thick conglutated blood). Read! And your Lord is the most Generous. Who was taught (the writing) by pen. He has taught man that which he knew not.⁸

⁶ *Ibid.*, p. 92

⁷ *Ibid.*, p. 95

⁸ *Ibid.*, p. 842

Based on the verse above, reading is the first activity that Allah order to human being. Reading is an activity made up of large number of skill both a motor and cognitive kind.⁹

Reading is making meaning from print and from visual information. But reading is not simple. Reading is an active process that requires a great deal of practice and skill. It is a complex task which as Polacco's autobiographical character noted, seems to go inside people's head like so much magic in a magician's top hat. In order to be readers, learners must take their ability to pronounce words and to "read" pictures and then make the words and images mean something. Reading comprehension strategies are tools that proficient readers use to solve the comprehension problems they encounter in text.¹⁰

Grabe and Stoller state that reading for general comprehension is in the most obvious sense, the ability to understand information in a text and interpret it appropriately. However comprehension ability is more complex than this definition suggest.¹¹

Brewster, Ellis and Girard, state that students are often introduced to and learn new vocabulary or grammar through reading short text in the form of dialogues, description, instructions or short stories, often lavishly illustrated to support the students' understanding. They may learn how to learn through that

⁹ Pit Carder and Allen (1974) *Technique in AppliedLinguistic*. London: Oxford University Press.

p. 226

¹⁰ Mureillon (2007) *Collaborative Strategies for Teaching Reading Comprehension. Maximizing Your Impact*. (Chicago: American Library Association), p. 10

¹¹ *Op., Cit.*, Grabe W and F.L Stoller (2002). p. 17

reading. Much of the advice given in the section on teaching listening also applies in the teaching reading.¹²

Based the explanation above, the writer inverted that the aspect of understanding of reading comprehension is needed to open our knowledge. Background of knowledge is one of the aspect that can support them to comprehend the text. The students will understand passage by passage meaning if they have more knowledge about the topic. It is same that if they have more vocabulary and grammatical knowledge. It will help them to get the idea of what they have read without having a serious problem in comprehending a text. And the result of reading is comprehension of what has been read.

In general, according to Grabe, the purpose of reading are classified into: a) Reading to search for simple information and reading to skim. b) Reading to learn from text. c) Reading to integrate information, write and critique text. d) Reading for general comprehension.¹³

Reading to search for simple information is a common reading ability though some researchers see it as relatively independent cognitive process. It is used so often in reading task that is probably best seen as a type of reading ability. Similarly, reading to skim is a common part of many reading task and a useful skill in its own right. It involves, in essence a combination of strategies for guessing where important information might be in the text, and then using basic reading comprehension skills on those segments of the text until general ideas is formed.

¹² *Ibid.*, p.3

¹³ *Ibid.*, pp. 13-15

Reading to learn typically occurs in academic and professional context in which a person needs to learn a considerable amount of information of a text. Reading to learn is usually carried out at a reading rate somewhere slower than general reading comprehension (primarily due to rereading and reflection) strategies to help remember information.

Reading to integrate information requires additional decisions about the relative importance of complementary, mutually supporting or conflicting information and the likely restructuring of a rhetorical frame to accommodate information from multiple sources. Both reading to write and reading to critique abilities to compose, select and critique information from a text.

Reading for general comprehension is the most basic purpose for general. Underlying and supporting most other purposes for reading. General reading comprehension is actually more complex than commonly assumed. Reading for general information requires very rapid automatic processing of word, strong skills in forming a general meaning representation of main ideas and efficient coordination of many processes under very limited time constraints.

Reading comprehension means understanding what has been read. Reading comprehension cannot be separated from the reader and the reading text. Reading comprehension is often called by literal comprehension that reading activity is used to understand, remember, review the text to get the main idea after reading.

Reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.

We use the words extracting and constructing to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension.

Comprehension entails three elements: 1) The reader who is doing the comprehending. 2) The text that is to be comprehended. 3) The activity in which comprehension is a part.¹⁴

Reader, text, and activity are also interrelated in dynamic ways that vary across pre-reading, reading, and post-reading. We consider each of these three “micro periods” in reading because it is important to distinguish between what the reader brings to reading and what the reader takes from reading. Each act of reading is potentially a micro developmental process. For example, in the pre reading micro period, the reader arrives with a host of characteristics, including cognitive, motivational, language, and non-linguistic capabilities, along with a particular level of fluency. During the reading micro period, some of these reader characteristics may change. Likewise, during the post-reading micro period of the same reading event, some of these same reader characteristics, or other reader characteristics, may change again. Much research related to reading comprehension has focused on specific factors (e.g., vocabulary knowledge) without specifying either that the effect of that factor reflects a relationship among reader, text, and activity or that the factor may change from pre-reading to reading to post-reading. The process of comprehension also has a macro developmental aspect. It changes over time, as the reader matures and develops cognitively, as the reader gains increasing experience with more challenging texts, and as the reader benefits from instruction. From

¹⁴ Chair Catherine Snow (2002) *Reading for Understanding Toward an R&D Program in Reading Comprehension* : RAND EDUCATION, p. 11

among the many factors influencing the macro development of comprehension, we have selected instruction, particularly classroom instruction, for special attention as we sketch the research agenda needed to improve comprehension outcomes.¹⁵

From the explanation of the ability and reading comprehension above, the writer can compare that reading comprehension is one of the ability that students should have, because by reading comprehension, the students can understand the purpose of reading text. They will know the used of reading comprehension because they have real experience in having ability of comprehending some information in reading book.

طَلَبُ الْعِلْمِ فَرِيضَةٌ عَلَى كُلِّ مُسْلِمٍ

The Literal Meaning of Hadith

طَلَبُ = demand

الْعِلْمِ = science

فَرِيضَةٌ = obligatory

عَلَى = top

كُلِّ = all

مُسْلِمٍ = moslem

¹⁵ *Ibid.*, Snow, p. 12

The Content of the Hadith

Demanding that knowledge is obligatory for every Moslem, wether male or female, wether children, teenager and adult. Thus, if the law requires that knowledge is mandatory that people who do not do will get sin. Meanwhile, people will seek knowledge will let such people who fight in Allah's way, and when he died on demand of science, then he will die as martyr.

مَنْ خَرَجَ فِي طَلْبِ الْعِلْمِ فَهُوَ فِي سَبِيلِ اللَّهِ حَتَّى يَرْجِعَ

Meaning: “Whoever goes out to seek knowledge is in the way of Allah until he returns”

The Content of Hadith:

The second hadith the prophet insisted moslems want to be person who always keep knowledge, because wherever he seek for knowledge, Allah will keep him until he returns.

2.1.2. PQRST Strategy

The PQRST strategy stands for Preview, Question, Read, State and Test. Preview is doing direct questioning before reading. Creating effective questions about your reading material, and then answering them, helps you confirm that you have correctly identified main ideas and details. What you should yourself depends on when in the reading process you are asking the questions. There are several benefits to questioning yourself at different stages during your reading: 1) You establish a purpose for reading, which gets your brain ready to learn. 2) You create a mental framework that holds new information in an organized way. 3) You give

yourself the opportunity to react to what you read and not just accept what an author is saying. 4) You read more closely because you are looking for answer to your questions.¹⁶

Preview the text. *Preview*, or view in advance, the reading title and any subheadings (smaller titles within the reading) or art (photographs, drawing, etc.) that accompany the reading. Read the glossary, a list of specialized words and their definitions, if one is provided.¹⁷

When you preview a chapter you develop a framework to fill in as you read. Previewing allows you to assess how difficult a chapter is. So you can allot an appropriate amount of time for studying it. Previewing also encourages you to read actively. By asking questions, predicting textbook content, and hypothesizing about the main idea, you are participating in a conversation with the author. As an example of how questioning can enhance and direct your reading, complete the following exercise.¹⁸

Question is asking what you already know about the subject and what you need to find out, then turn headings into questions and you predict the answer to your question.

Read means asking and answering the questions you develop in the preview and question stage, and relating the text information to what you already know as you are reading. In this step, you are think and link new information to your existing

¹⁶ Deborah B. Daiek & Nancy M. Anter (2004) *Critical Reading for College and Beyond* :Mc Graw-Hill Companies, Inc, p. 285

¹⁷ Fellag (2006) *Collage Reading 2, Houghton Mifflin English for Academic Success*. (New York: Houghton Mifflin Company), p. 5

¹⁸ *Op., Cit.*, Deborah B. Daiek & Nancy M. Anter, p. 287

knowledge or experience. This help new information transfer into your long term memory.

The used of reading are (1) Recognizing topics, finding main ideas and supporting details, and recognizing organizational patterns are part of the reading essentials. (2) Developing critical thinking skills such as making predictions, drawing conclusions and contrasting fact vs. opinion are also addressed.¹⁹

State is means use whatever format to suits you to summarize and make notes. Creativity in making a notes is useful to make your study time more enjoyable and keep your mind engaged, therefore increasing the effectiveness of the reading session. Here are the steps of make the notes: 1) Write answers to your questions. 2) Make a structured list of your key points. 3) Make a mind map. 4) Put the main points into your own word.

Test is a variety of methods to test yourself on the new material. This steps is used to measure the understanding the readers by giving a test. It is a challenge for the English teachers to teach reading comprehensively. It is not an easy job. The teacher should consider an appropriate technique to be applied to support their students in learning reading comprehension. There are so many techniques which can be used to teach reading. One of them is PQRST technique.

The PQRST technique helps to enhance students' comprehension of a text. In teaching reading comprehension using PQRST technique, there are some steps which have to be noticed. First, the teacher will introduce the strategies to the

¹⁹ Cheryl Benz (2006) *Collage Reading 1, Houghton Mifflin English for Academic Success*. (New York: Houghton Mifflin Company), p. 1

students. It can be done by presenting the step in applying PQRST technique in the reading process. Then, teachers will provide the text which will be comprehended. Then, the students will follow the PQRST technique steps. The last is evaluating the learning process by asking the students whether they comprehend the text or not.

2.1.2.1. Principle

There are some theories related to PQRST strategy, such as: Human brain, theory of reading and learning strategies. Human brain consists of the right brain and the left brain. The right brain of the brain focuses on the visual, and processes information in an intuitive and simultaneous way, looking first at the whole picture then details. The left brain focuses on the verbal and analytical.²⁰ It means that human will be easier in reading comprehension because they use the left brain which focuses on the verbal and analytical.

Reading is a complex activity. It is influenced by some factors. Based on Alderson, there are two main constellations of variables that influence reading. They were reader variables (consist of: knowledge, motivation, reason, strategies) and text variables.²¹

Learning strategies is determine the approach for achieving the learning objectives and are included in the pre-instructional activities, information presentation, learner activities, testing, and following-through, the strategies are

²⁰UCMAS Mental Math Schools. (2017) *Left Brain Vs Right Brain*, accessed on February, 22nd, retrived from: (www.ucmas.ca).

²¹ C.J. Alderson. (2000). *Assessing Reading*, Cambridge University Press, p.32

usually tied to the needs and interests of students to enhance learning and are based on many types of learning styles Moranski.²²

PQRST is one of reading strategy of many strategies that can influence students' comprehension in reading a text or information, because it contains some steps that support the students to be more active in comprehending the text better than another strategies.

2.1.2.2. Design

According to Rodgers, design is the level of method analysis in which consider a) what the objectives of a method are; b) how language content is selected and organized within method, that is, the syllabus model; c) the types of learning tasks and teaching activities the methods advocates; d) the roles of learners; e) the roles of teachers; f) the role of instructional materials.²³ It means that there are six items to design of PQRTS strategy, they are: learning objective, syllabus model, learning activity, role of teacher, role of students, and the role of material.

The objective of this study is to teach the reading comprehension to the students by PQRST strategy. The students will know how to comprehend the text and applicate what they had learned in their real life.

Based on School-based curriculum (KTSP), the aim of teaching English is to achieve students' communicative competence. The students are expected to master five competencies. They are *linguistic competence* (vocabulary, grammar,

²² Ekwenski F. et al. (2006), *E-Learning Concepts and Techniques*. Bloomsburg University of Pennsylvanis's Department of Instructional Technology

²³ Rodgers (1986), *Approaches and Methods in Language Teaching*: Cambridge University Press

punctuation and intonation), *socio-cultural competence* (how to communicate such as politeness, formal or informal, etc.), *discourse competence* (context), *strategic competence* (how to overcome the problems in communication) and *actional competence* (listening, speaking, reading and writing). Indonesian students have to achieve those four actional competences, and one of them is reading skill. Based on BSNP,²⁴ the aims of the teaching and learning process of reading in senior high schools is to understand short functional written texts in daily life to access information and knowledge and a structural syllabus is needed as a list of the basic structures and this studies is based on curriculum. The learning activity is require simply to comprehend the text by using teacher's guidance by using PQRS strategy in teaching learning class.

The role of the students in learning reading comprehension are following the teacher's guidance and do what the teachers' said to comprehend the text well. Harmer says that the age of our students is the major factor in our decisions about how and what to teach. People in different age have different needs, competences, and cognitive skills.²⁵ According to Brown; young adults, "teens", and high school-age children were in ages range between twelve and eighteen. The "terrible teens" are an age of transition, confusion, self-consciousness, growing, and changing bodies and minds.²⁶

²⁴ Badan Standar Nasional Pendidikan (BSNP). (2006). *Standar Isi Untuk Satuan Pendidikan Dasar dan Menengah*, Jakarta: Depdiknas p. 307

²⁵ J, Harmer (2001). *The Practice of English Language Teaching (3rd edition)*, Edinburgh: Longman, p. 37

²⁶ H.D, Brown (2000). *Principles of Language Learning and Teaching*, New York : Addison Wesley Longman, Inc, p. 91

The role of teacher in teaching reading comprehension is as the center to guide the students to comprehend the text by using PQRST strategy guidance. An important role of a teacher is as a facilitator of learning process. Harmer, says that there are several roles of teacher in the teaching and learning process; controller, organizer, assessor, prompter, participant, resource, tutor, and observer.²⁷

The role of material in PQRST strategy is using reading book. The reading book is consist of suitable reading material text will be learned in the senior high school. In the area of teaching reading of the eleventh grade students Senior High School, students are expected to be able to comprehend written text to reach the functional level including the ability of comprehending many kinds of short functional text and essay in form of report, narrative and analytical exposition in the first semester.

2.1.2.3. Procedure

In this research, the researcher use this following steps in teaching learning of reading comprehension activity in the classroom, they are: Preview, question, read, summarize and test. **Step 1: Preview (5-10 minutes).** Preview is doing direct questioning before reading. *Before* reading a chapter, you should preview it. When previewing, you want to get a sense of where are you going with your reading. It is like planning for a trip to get unfamiliar destination- you most likely won't get in your car and drive! Before leaving, you most likely make a plan; you look at a map, determine your destination, and figure out what you are going to see along the way. Previewing a text book is a similar process: you want to get a sense of what you

²⁷ *Op., Cit.*, Harmer, 2001, pp. 57-62

will be learning about in the chapter before you start to read. In this step, you have to: (a) Read the title and the chapter objective. Ask yourself a few questions, such as: 1) What do I already know about this topic? 2) What key concept is the chapter going to discuss? 3) What has the instructor said about these concepts? (b) Skim the introduction, looking for hints about key concepts. (c) Read and think about the headings and subheadings. They outline the major topics and subtopics within the chapter. Consider making a chapter map, as: 1) Notice pictures and diagrams, charts, bolded or italicized words and marginal notes. 2) Read the summary, noting which points have received emphasis. 3) Scan the review questions.

Step 2: Question (1-2 minutes per heading). Question is asking what you already know about the subject and what you need to find out, then turn into questions and you predict the answer to your question. After getting an overview of the chapter through previewing, it is time to start asking questions. In this step of the process, you generate questions to help focus your reading and find the key points in each section. Follow these steps: 1) Read the heading. 2) Predict questions based on that heading. Include questions based on who; what; when; where; why; and how. For tips on generating good questions, check out the critical thinking and questioning section. 3) Jot your questions down in the margin of your text for easy reference.

Step 3: Read. Read means asking and answering the questions developed in the preview and question stage, and relating the text information to what you already know as you are reading. After generating a few questions, you finally get to read, but you are not going to read the whole chapter at one! At this stage, only read the section of text that applies to the heading with which you are working. As a

general rule, usually one key idea is introduced in each paragraph. In fact, about the time the key idea is found in the first sentence of the textbook paragraphs. (Hint: about half the time it is found in the first sentence). While you are reading the section, do the following: 1) Look for the answer to your questions. 2) Notice the bolded and underlined words or phrases. 3) Reread sections that are difficult. If necessary, break larger sections down into smaller sections or even paragraphs.

Step 4: summarize. Summarize means make notes. After you finish reading a section of text, summarize your learning by recalling the important ideas from the section you just read and record them in your notes. When summarizing, you might do the following: 1) Locate and underline the key ideas. These ideas should answer many of the questions you generated. 2) Summarize and record important concepts in the margins of your text. 3) Take notes on paper or on your computer. Write the key ideas in point form and in your own words, so you understand the information better. The Cornell note taking strategy works well here because you can include the questions you have generated alongside your notes, such as; 1) Draw diagrams, if appropriate. 2) Relate the new information you have learned to something you already know, and consider recording any helpful ideas in your notes. Ask yourself: a) What does it remain me of? b) Can I think of a real world example? c) Can I connect it to something in my own experience?

Next step: now go back and repeat the Question-Read-Summarize process (step 2-4) for the next section of the textbook. Repeat this process until you reach the end of the section or chapter you are reading. Then, review the chapter summary to ensure that you have captured all the key ideas.

Step 5: Test. Test is used to measure the understanding of the readers by giving test. Now that you have finished steps 2 through 4 for the entire chapter. You can move on to the test, or review, stage. Keep the following strategies in mind: 1) Read the questions you wrote and try to answer them aloud or in writing. 2) Create a mind map of different concepts from the chapter. 3) Make mnemonic devices to help you memorize facts. 4) Create charts to summarize large chunks of information.

2.1.2.4. Advantage and Disadvantage

The use of PQIRST strategy bring so many benefits, such as; 1) To obtain the greatest possible amount of long term memory from your study time 2) To make better grades on test. PQIRST strategy are also have some advantage and disadvantage. First is *Preview*- Look for the “Big Picture”. This step is having some advantages; 1) Give you the general picture of material being presented. 2) Helps you look for and recognition the most important points. 3) Aids you in seeing the organization of the subject matter. 4) Forms the “Big Picture” of the material presented. Next is *Question*- Formulate questions you expect to be answered. The advantage of this step are: 1) Helps you know exactly what to look for when studying. 2) Encourage you to watch for details when reading. 3) Increases you concentration by giving your something to hunt for throughout your study. 4) Aids you in preparing for exams and in getting better grades. 5) Enables you to spot more test questions. Then, *Read*- Effective reading calls for reaction. The advantages are: 1) Prepare your mind to soak up knowledge. 2) Increase amount that can be learned. 3) Decrease study time. Then, *State*- Say over in your own words what you read. The advantages are: 1) Give you a check on what you really learned. 2) Proves that

you have topic clearly in mind if you can put it into words. 3) Removes doubt about how well you have learned that material. 4) Increase your confidence. Finally. *Test*-the important last step in your PQRST technique of study. The advantages are: 1) Prepare you for teachers' tests. 2) Improve chances for better grades. 3) Checks the extent to which you have converted what you have studied into long-term learning.²⁸

The disadvantage of PQRST strategy are: a) The PQRST strategy is very difficult to implement if the facilities such as student's book (text book) are not available at school. b) Not effectively implemented in a class by too big number in the class room for the guidance of the teacher was not optimal, especially in formulating questions.

2.2. Related Study

There are several related study gives below:

1. Susanti, conducted a research about Improving Students' Reading Comprehension through PQRST Technique at Grade XI of SMA PIRI 1 YOGYAKARTA. The result is show the increase of the students' motivation, classroom interaction, and students' enthusiastic in the learning reading process. They also could get involved actively in the reading learning process. The students could interact well with other students, the teacher and the materials during the teaching and learning process of reading. The findings are

²⁸ Wikihow. *How to study using the preview, question, read, summary, test or PQRST method.* (n.d). accessed on February 13, 2017, 21.13 WIB. Retrived from: (<http://www.wikihow.com/study-using-the-Preview,-Question,-Read,-Summary,-Test-or-PQRST-Method>).

also supported by the quantitative data. The mean score of the students' reading comprehension test improved from 36.89 in the pre-test to 44.23 in the post-test. It means that there was an increase of the students' reading comprehension ability by 07.34. In conclusion, the use of PQRST technique with its accompanying actions was effective to improve the teaching and learning process of reading comprehension.²⁹

2. Hetty, conducted a research about The Effect of Applying Preview- Question-Summary- Test Method on the Students' in Reading Comprehension. Her study aims an investigating the effect of applying preview- question- read- summary-test method on the students' reading comprehension. The population of her study was the students of SMA Swasta Katolik Budi Murni 2 on jl. Kapiten Purba 1 Simalingkar Medan. Sixty students from the population (235 students) was randomly taken as the samples of the research. The sample was divided into two groups. The first group (30 students) as the experimental group was taught by using Preview- Question-Read- Summary- Test method. The instrument of collecting the data was multiple choice tests. To obtain the reliability of the test, the writer used the Kuder Richardson formula (KR-21). The result of the study showed that the reliability of the test was 0.86. The data were analyzed by using t-test formula, the analysis showed that the source of the students in the experimental group was significantly higher than that students in the control group at the level significance 0.05 with the degree of freedom (df) 58 the t-observed is 5.92 while the t-table is 2.00. Therefore, the

²⁹ Aprida Nur Riya Susanti, (2013), *Improving Students' Reading Comprehension Through PQRST Technique At Grade XI of SMA PIRI 1 Yogyakarta.*

null hypothesis (Ho) is rejected and the hypothesis alternative (Ha) is accepted.³⁰

2.3. Conceptual Framework

PQRST strategy can improve the students' reading comprehension because there are many problems in English teaching learning process at Private Islamic Senior High School Tahfizhil Qur'an especially in eleventh grade. It can be seen from the problem of the students in reading subject. The students still hard to comprehending the text while reading.

Reading is an important way to get information in language learning and it is a basic skill for the learner. Teaching reading should be a dominant skill for students which makes them know everything about the information after read and comprehending the text.

Students will love reading when they can enjoy it. PQRST technique as one of the reading techniques can help the students to improve their reading comprehension skill. PQRST technique is a powerful reading technique which provides strong reading background as a key before reading activity. So, the students know what they should do in reading. The PQRST technique can be applied in every kind of genre text. Five steps of using PQRST technique will support that students can use this technique to improve their reading comprehension skill.

³⁰ Hetty Butar- Butar (2010). *The Effect of Applying Preview- Question- Read- Summary- Test Method on the Students' Reading Comprehension at SMA Swasta Katolik Budi Murni 2 on jl. Kapiten Purba 1 Simalingkar Medan*. Medan: Unimed, t.d

2.4. Hypothesis

Based on the review of related literature above, the researcher formulates the actional hypothesis is “PQRST strategy can improve the students’ ability in reading comprehension.”

CHAPTER III

RESEARCH METHOD

3.1. Research Setting

This research will conduct at Private Islamic Senior High School Tahfizhil Qur'an, which is located in Jl. Willem Iskandar Medan. The writer choose this location because some reasons, namely: (1) This school is not too far from the writer's house. (2) The English teacher still use the old method in teaching learning process in the classroom. (3) The English teacher never use PQRST strategy in teaching reading.

3.2. Data and Data Source

In this research, the data would be used are quantitative data and qualitative data. Data that are in form of information are gotten by researcher from: (1) interview transcript (result of interview with English teacher), (2) lesson plan and syllabus, (3) list of score, (4) some photos. These data are the important aspect in conducting the qualitative research. On the other side, the quantitative data uses pre-test and post-test.

In this research, the researcher used the data source such as; interview guide, observation guide, and documentation to collect the data. Therefore, the researcher took effort to get data from the informants. In this research, the researcher classified subject of data sources into students and English teacher as collaborator.

3.3. Research Method

This study was classroom action research (CAR). According to Tomal, action research is a systematic process of solving educational problems and making improvements.³¹

There are four steps to conduct classroom action research namely: (1) Plan, involves thinking process and evaluating to reflect the event that have been happened and attempting to find out ways to overcome problems encountered. (2) Action, at this step, we think and consider what action was done, how method will be applied, and what material was provided. (3) Observation, it is some activities that consists of gathering data to identify the result of action. Collecting can be considered from several factors: students, teachers, students' and teachers' interaction. (4) Reflection, it is activity to verify the fairness of data and interpret the data for doing some improvement and revision in other to enhance successful of teaching.³²

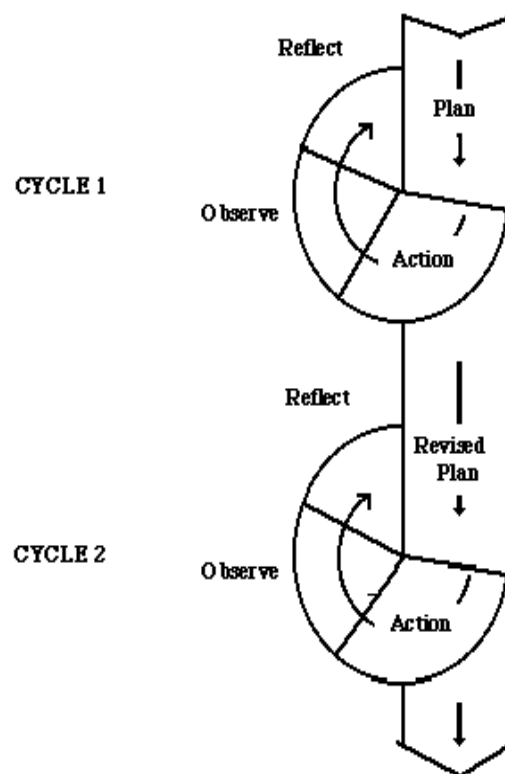
Above, there are four steps of classroom action research. These steps will be applied to each cycle, because action research is cyclical process/ if the result of the first cycle is fail, it can be continued to the next cycle. If there is any alteration significantly or it means that the students' ability in English vocabulary is improved, the cycle has be stopped.

³¹ Daniel R. Tomal, (2003), *Action Research for Educators*, (Oxford: The Scarrow Press), p. 5

³² Suhardjono, (2009), *Penelitian Tindakan Kelas dan Penelitian Tindakan Sekolah* : Jakarta, p.19.

The procedure of data collection of the study was conducted in four meetings within two cycles. Each cycle consists of two meetings and involves 4 phases, namely: planning, acting, observing and reflecting.

According to Kemmis and McTaggart in Burns, action research consists of four major steps. They are planning, action, observation and reflection. Each cycle consists of those four steps. After one cycle, there would be a reflection of the action.³³



Picture 1.2. Cyclical Action Research Model Based on Kemmis and McTaggart in Burns.³⁴

³³ Anna Burns.(2010) *Doing Action Research in English Language Teaching: A Guide for Practitioners*, New York: Routledge, p.8

³⁴ *Ibid.*, p.9

1. The first cycle

The procedure of action research in the first cycle was shown as follows:

- a. Planning.* To improve the students' reading comprehension skill, the researcher worked together with the English teachers. The aim of the action is to improve the students' reading comprehension skill through PQRST technique. The action plans planned are follows: (a) Implementing PQRST technique in teaching reading. (b) Reviewing the material and technique. (c) Testing the students' reading comprehension skill.
- b. Action and Observation,* The researcher implemented some action plans in the classroom in two cycles. Each cycle was done in three meetings. Besides implementing some action plans, the researcher and the collaborator observed and recorded the teaching and learning process, and do the interview with some students of grade XI after the actions have been done. During the process of conducting the actions, the researcher and the collaborator observed everything happening in the classroom. The result of the discussion was an important data to serve as an evaluation for the implementation of the action plans to improve the next actions.
- c. Reflection.* After the action and observation steps, the researcher and the collaborator evaluated the problems during the actions and tried to find the solution. The researcher and the collaborator evaluated the process, problems, effects, and measures whether the action is successful or not. In addition, each member of the research invited to contribute their perceptions, suggestions, and ideas in the discussion. Then, the researcher could do better in the next cycle

by changing the unsuccessful actions into ones that are more suitable. Besides, the successful actions were applied again in the next actions.

2. The second cycle

Based on the result in cycle I, the researcher as the teacher found the weakness in learning teaching learning process. Therefore, the teacher did the second cycle. The purpose of the second cycle was to improve data in the first cycle I. In the second cycle II, it included in four steps too, planning, action, observing and reflection. All of the steps same with the first cycle, but the researcher added some activities in planning and action activities.

a. Planning

The researcher planned the implementation of lesson plan that related to the cycle I that had evaluated and developed for the action of cycle II

b. Action

In this section, the researcher did the action that looked on the reflection that had evaluated and revised.

c. Observation

In this section, the collaborator checked the observation sheet making a checklist in the observation format. The researcher did interview to know the classroom and the actions that happened in the classroom.

d. Reflection

In this section, the researcher reflected the evaluation of teaching learning process and evaluated what had been done in the cycle II.

3.4. Technique of Collecting the Data

The data for this study was collected through quantitative and qualitative methods.

1. Test

Test is a short examination of knowledge or ability. Consisting of question that must be answered. It is given to know students ability in mastering English Vocabulary. There are : (a) Pre test is the test before using PQRST strategy (b) Post test is to know the means of the score.

2. Diary Notes

The researcher observed the students'. The result of observing would see to know any event in every activity. The improvement of students' in English vocabulary also keeps paying attention for since the first meeting until the last meeting.

3. Observation

The writer would give the observation sheet to English teacher as the observer. The English teacher as the observer would observe the writer and the running class in every activities, included their way of her teaching, how far the students' interest etc. The results of observation sheet would use to describe the way of the writer in presenting the topic and the situation of the class. The observer observes the approach that used by the writer in order to improve the students' English vocabulary.

4. Interview

Interview is a classic way in research to conduct a conversation that explores your focus area.³⁵ Interview is form of verbal communication and dialogue to get the information of researcher used interview to collect data directly. The writer was sure that interviewing technique is the process of asking questioning to four pupils and to the teacher English. From the interview which was do between researcher and teacher in the first meeting, it will found that teacher have a problem in teaching English because of many students still lack of vocabulary. The writer interviewed the students and the teacher in the first meeting and the last meeting. The results of interviewing will use to identify the problem of the study.

3.5. Technique of Analyzing the Data

The data of this research will be analyzed by using t-test for quantitative data and Miles and Huberman technique for qualitative data. T-test is used to compare the two means from primarily study from cycle one to cycle two. The formula of the t-test is as follow:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where:

\bar{D} = Mean of difference of post-test 1 and post-test 2

D = Difference

N = Subject of Students

³⁵ Anna Burns, (2010). *Doing Action Research in English Language Teaching: A Guide for Practitioners*, New York: Published by Routledge, p.74.

While, Miles and Huberman is used to analyze the qualitative data, the process of the analysis is starting from: data reduction, data display, and conclusion drawing/verification.³⁶

Data reduction, is the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcriptions Miles and Huberman.³⁷ It means that the researcher had been reducing the data before, during and after collecting the data as well as analyzing the data. The data reduced in this study were found in the interview transcript. After that, continue with *Data display*, it is an organized, compressed assembly of information that permits conclusion drawing and action. By displaying the data, the researcher was easy to understand and to analyze what was happening with the data presented. The last step is *Conclusion drawing and verification*, in this step was drawing conclusion and verification. From the start of the data collection, the qualitative analysis is beginning to decide what things mean- is nothing regulations, patterns, explanation, possible configurations, causal flows and preposition. The conclusion in qualitative research was discovery that can be an answer of the research problem. The conclusion was in the form of description of the object of this study. Finally, in this step the researcher get the result and the conclusion of the research.

³⁶ Mathew B. Miles and A. Michael Huberman (1994), *Qualitative Data Analysis*, (USA: Sage Publications), p. 10

³⁷ *Ibid.*, p. 11

The quantitative data is used to analyze the score of the students; the writer observes students activity in reading comprehension by using PQRST strategies. Quantitative data is broadly used to describe what can be measure or count.

3.6. Technique of Establishing the Trustworthiness

It is important to establish that the findings of the study are validity. There are various ways to establish a sense of trustworthiness and validity. According to Lincoln and Guba,³⁸ the trustworthiness consists of the following components credibility, transferability, dependability and confirmability.

Credibility in qualitative research means the research of qualitative study are believable and trustworthy from the perspective of a participant or subject in the research itself. Credibility contributes to a belief in the trustworthiness of data through the following attributes: (1) Triangulation. Triangulation is accomplished by asking the same research question of different study participants and by collecting questions. (2) Member checks. Member checks occur when the researcher asks participants to review both the data collected by the interviewer and the researchers' interpretation of that interview data. Participants are generally appreciative of the member check process, and knowing that they will have a chance to verify their statements tends to cause the study participants to willingly fill in any gaps from earlier interviewers. Trust is an important aspect of the member check process.

Transferability refers to the degree to which the result of qualitative research can be generalized or transferred to other contexts or setting. From a qualitative

³⁸ Y. S, & Guba, E. G, (1985), *Naturalistic inquiry*. Newbury Park: CA Sage, p. 289.

perspective transferability is primarily the responsibility of the one doing the generalizing.

Dependability, on the other hand, emphasize the need for the researcher to account for the ever-changing context within which research occurs. The researcher is responsible for describing the changes that occur in the setting and how these change effected to the research approached of study.

Confirmability refers to the degree to which the result could be confirmed or collaborated by others. The researcher get document procedures for checking and rechecking the data throughout the study. *Confirmability* entails full revelation of the data upon which all interpretations are based, or at least the availability of the data for inspection. In other words, the researcher should be able to examine the data to confirm the result or interpretations.

The researcher only limits of the technique of establishing the trustworthiness on credibility through source methodological triangulation.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

4.1. Research Finding

The finding of this research exist in the preliminary study and two cycles;

4.1.1. Preliminary Study

Before conducting the first cycle, the researcher did a preliminary study. The preliminary study is intended to know the students' ability in mastering reading comprehension.

In this preliminary study, the researcher gave multiple choice test, interview and observation. Multiple choice test is used to evaluate students' reading comprehension and how the scores that they achieved. The school made 75 as the Minimum Mastery Criterion- Kriteria Ketuntatan Minimum (KKM) - in that school.

The number of students who took the test was 37. From the result of the test in pre-test, the total of the students was 2465 and the mean of the students' score was 66.62.

Based on the test result, it is indicated that the students' ability in mastering reading comprehension was low. It can be seen from the mean score of the students was 66.62 and the percentage of the students' score of the test was 11 students who succeeded or got score up to 75. On the other hand, 26 students unsuccessful or didn't get score up to 75.

The quantitative data above was strengthened by the qualitative data taken from the result of every meeting and the interview. The interview was done before

conducting the first cycle. It was found out that the teachers' problem in teaching English were interest students in learning English, especially to improve their ability in reading comprehension. The interview also found that the students still had few vocabularies. It is shown from the result of interview with the English teacher as follow:

“Most of students are not interested in learning English, especially in reading English text. It is caused by most of them are comes from village, and most of them hard to understand the English text by themselves. They need a guide in understanding an English text”.

From the result of interview with the English teacher above showed that the students ability in reading comprehension still low. Most of students was not interested in learning English. It was strengthen by the result of the interview with the students as follows:

“Saya suka Bahasa Inggris, tapi saya susah memahami teksnya” (I love English but I hard to understand the text).

“Bahasa inggris itu susah miss, lain yang ditulis, lain yang dibaca. Kalo gak diajarin pasti saya gak bisa bacalah miss” (English is hard different in write and read. It have to teach to make easiesr in reading).

“Saya kurang suka Bahasa Inggris miss, tapi saya bisa sedikit-sedikit mengartikan kalimat dibuku bacaan” (I am not too enjoy English very much)

“Saya suka Bahasa Inggris miss, apalagi membaca, tapi masalahnya saya gak bisa mengartikan bacaannya” (I love English, even reading, but I can't translate the sentence in the reading book).

From the data above, it can be a proof that showed the students' interest with English. The researcher also look the students make a noise in the classroom, not focus, and always ask permission to go out of class.

Based on the analysis result, it can be concluded that the students' ability in mastering reading comprehension was still low in pre-test. So, the researcher continued to the first cycle.

4.1.2. Cycle I

Based on the researchers' observation, the students' response in learning teaching process was enough. It could be seen on list of the observation sheet that have done by English teacher as a collaborator in the class. The collaborator in the class. The collaborator got the result that they still difficult in mastering reading comprehension, the atmosphere of the class was not enjoy and quite, many students kept silent and confuse to the English instruction and did not pay attention to the teacher while learning.

Based on the researchers' observation, the students get bored in learning English, because they always studied about English but they still hard to understand the reading text well. It was caused by they seldom get the exercise, especially in reading comprehension itself. For our note, the English teacher of this school fully used English when explained and when gave instruction, so the students confused what the teacher said.

The researcher also did some steps in the first cycle, they were planning, action, observing and reflecting. Here are the activities that have done in every steps:

Planning

In this cycle, the researcher had prepared all of material that was used while learning, such as analyzing and observing, conducting students test, preparing material that was used in reading technique (such as marker, reading text, pictures, and other), preparing observation sheet. And the researcher also prepared the lesson plan to teach. The time location would be done for ninety minutes for one meeting.

In this step, there were some activities had been done by the researcher, they were: making lesson plan consisted of the action, preparing the teaching material, some pictures related to the study, preparing the test to measure the result of the study, preparing observation sheet, interview sheet and diary notes.

Action

In this step, there were some activities which were done by the researcher, including: introduction, the main activity, and closing. In introduction, there were some activities had done by the researcher, such as: (1) The teacher explained the objectives and the learning procedure. (2) The teacher did the apperception by greeting the students, checking the students' attendance list, giving motivation to the students about the advantages of English.

In the main activity, there were some activities had done by the researcher, such as: (1) the researcher gave a pictures. (2) The researcher asked the students about the relation things about the picture (3). The researcher asked the students to write down the related things with the picture given. (3) The researcher asked the students to make some questions from the picture given. (4) The students tried to make some questions by themselves. (5) The researcher gave the reading text

related to the picture to the students. (6) The researcher read the text and translate the text to the students. (7) The researcher asked the students to answer their own questions based on the reading text given. (8) The students answered the questions based on the text given. (9) The researcher asked the students to make summarize from what they understood from the text.

Last activity of the action is closing. In closing, there were some activities had done by the researcher, such as: (1) the researcher gave appreciated to the students and gave motivation to be harder than before. (2) The researcher and the students conclude the material.

Observation

Observation proposed to find out information action by the researcher in the classroom. The observation was done to observe what the students had done during the teaching learning process. It was about the behavior, attitude, and all activities during the action process. Thus, the result of observation was collected as the data, which is used as a basic reflection.

In this phase, there were two kinds of the observations' result, they were collected by quantitative and qualitative, the researcher gave the post-test in this first cycle. The result of the post-test in the first cycle show that the students' ability in mastering reading was increased when use PQRST technique in the teaching learning process. The teacher could improve the students' reading mastery but many students still not active and were not interested while the researcher taught them about reading. But, when the researcher read the text for them, they kept attention to the researcher. Although some of the students had did the activities seriously and 36 of them got succeeded and only one students still got 75 below.

Quantitatively, the result of the post-test of the first cycle showed that the total score of the students was 2885 and the number of the students who succeeded the test were 36 from 37 students. So, the mean of the students' score of the test was 77.97. It can be seen that the students' score in post-test I was increased higher than pre-test. The percentage of the students' score of the test was 36 students succeeded and got score 75 or up to 75 is 40%. So, post-test of the first cycle was categorized successful.

From the students' response and the students' score above, the researcher stated to continue in cycle two in hoping to be the best. Second cycle was held to achieve the improvement score of the students.

Reflection

In this phase, the feedback of teaching learning process was taken from the result of observation, test, documentation, and interview. The researcher evaluated the teaching learning process in the end of the meeting. The researcher asked the students how the students felt when study reading comprehension through PQRST, the students' difficulties and problem while learning. All of it will be asked by the researcher in the end of meeting.

Through the reflection, the researcher knew the problems and the result of the students when did test. Look at the students result test and observation sheet and also diary notes that was written in appendix.

From the students' response the students' score above, the researcher stated to continue in continue in cycle two in hoping the best one. Second cycle was held to achieve the improvement score of the students' ability in mastering reading comprehension.

4.1.3. Cycle II

The researcher chose to continue the researcher in cycle two. The aim was to improve the students' score in reading mastery post-test in the first cycle. The students' response in learning reading was improved. It could be seen on the observation that have done by the researcher. The students were active and enthusiastic in learning reading by using PQRSST technique. The phenomenon in the class also changed. The students were more active than before and paid attention to the teacher. The researcher also looked at the improvement of the students in every meeting.

Then, it could be seen from the additional activities that have been done by the researcher while teaching reading comprehension in four steps, planning, action, observing and reflection.

Planning

In this cycle, the researcher prepared new material that was enclosed in lesson plan, and added some activities in the activities, so that the students would be more active in the teaching learning process.

Action

In this step, there were some activities which were done by the researcher, including: introducing, the main activity and closing. In introduction, there some activities had done by the researcher, such as: (1) the teacher explained the objectives and the learning procedure. (2) The teacher did the apperception by greeting the students, checking the students' attendance list, and motivated the students to improve their ability in reading.

In the main activity, there were some activities had done by the researcher, such as: (1) the researcher gave a pictures. (2) The researcher asked the students about the relation things about the picture (3). The researcher asked the students to write down the related things with the picture given. (3) The researcher asked the students to make some questions from the picture given. (4) The students tried to make some questions by themselves. (5) The researcher gave the reading text related to the picture to the students. (6) The researcher read the text and translate the text to the students. (7) The researcher asked the students to answer their own questions based on the reading text given. (8) The students answered the questions based on the text given. (9) The researcher asked the students to make summarize from what they understood from the text.

Last activity of the action is closing. In closing, there were some activities had done by the researcher, such as: (1) the researcher gave appreciated to the students and gave motivation to be harder than before. (2) The teacher and the students conclude the material.

Observation

The observation was done for the second cycle. The students' activity during the teaching learning process had been observed. (1) Most of the students were active and enjoyed the class. (2) Most of students doing a PQRST test effectively. (3) The mean score of the students was categorized success 92.02.

Observation proposed to find out information action by the researcher in the classroom. The observation was done to observe what the students had done during the teaching learning process. It was about the behavior, attitude, and all activities

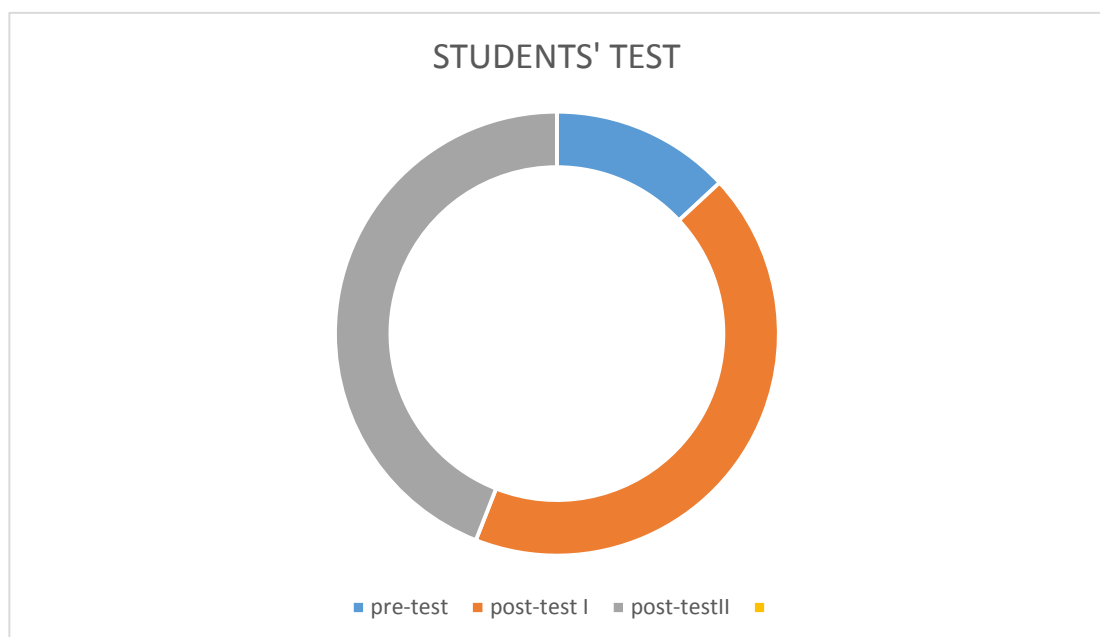
during the action process. Thus, the result of observation was collected as the data, which is used as a basic reflection.

In this phase, there were two kinds of the observations' result, they were collected by quantitative and qualitative, the writer gave the post-test in second cycle. The result of the post-test in the second cycle show that the achievement of students increased when used the PQRSST technique in learning process. Based on the data observation, there was an improvement in the teaching learning process. The students got more interested in mastering reading.

Quantitatively, the result of the pos-test of the second cycle, it showed that the total score of the students was 3405 and the number of the students who succeeded the test was 37. So, the mean of the students' score of the test was 92.72. We can conclude that the students' score in post-test II was increased. The percentage of the students' score of the test was 37 students succeeded and got score 75 or up to 75 it was 100%. So, post-test of the second cycle was categorized succesfull.

Based on data above, the result showed the improvement of the students' score from the pre-test to the post-test of cycle I. In the pre-test, the students who got the score 75 or more were 11 of 37 students (17%). In the post-test of cycle I, the students who got score 75 or more were 36 of 37 students (40%). In the post-test of cycle II, the students who got score 75 or more were 37 of 37 students (42%).

In the first test there was 17 % (11 students) who got score 75 or more. In the second test, there was 40 % (36 students) who got score 75 or more. It means that there was an improvement about 53%. In the test there was 42 % (37 students) who got score 75 or more. There was improvement about more than 90% from the second test, and about 97% from the test to the third test. Most of students' score increased from the first test to the third test.



In this also used to test the hypothesis in the research, from the compilation, it could be seen that the coefficient of t count (8.37) > t table (0.423). Thus, the alternative hypothesis (Ha) saying that PQRST technique could improve students' ability in mastering reading comprehension.

The quantitative data above was strengthened by the qualitative data taken through interview. Interview was also done when the researcher implementing the technique to the students who got the low and high value during learning process. The result of interview with the students that was written in the appendix.

“Cara yang miss ajarkan buat kami lebih mudah waktu belajar reading”

(the technique you taught make us easier in reading class)

“Cara ini membuat saya termotivasi bahwa Bahasa Inggris itu enggak terlalu membosankan” (the technique make me motivated that English is not bore)

“Belajar kayak gini kan enak miss, pake strategi yang miss kasi tau. PQRST itu miss” (It is easy to study with the strategy you taught. Tha’s PQRST)

Beside it, the researcher interviewed the English teacher. It is shown from the result of interview with the English teacher below:

“PQRST technique make my students more active while learning process. They are more enthusiast in reading class, because first; all of them want to read the English text, and all of them do not shy to share their suggestion while study”.

So, in this research the students showed very good improvement. And in the documentation, it was also found that the students were active and focus during teaching learning process after the teacher implemented PQRST technique. It could be seen with the contrast of the students’ score at pre-test, post-test I and post-test II.

Reflection

In this phase, the feedback of teaching learning process was taken from the result of observation, test, documentation, and interview. The researcher could conclude as follows: (1) having checked the students’ test, the researcher found that he students’ score showed the improvement. Based on the observation sheet, the teacher’ ability in teaching reading showed the improvement too. The teacher could motivate the students’ score showed the improvement. It can be seen from the mean of the students’ score, in the pre-test, the students who got the score 75 or more

were 11 of 37 students (42%). In the post-test of cycle I, the students who got score 75 or more were 36 of 37 students (97%). In the post-test of cycle II, the students who got score 75 or more were 37 of 37 students (100%). In the first test there was 42 % (11 students) who got score 75 or more. In the second test, there was 97 % (36 students) who got score 75 or more. It means that there was an improvement about 53%. In the test there was 100 % (37 students) who got score 75 or more. There was improvement about more than 90% from the second test, and about 97% from the test to the third test. Most of students' score increased from the first test to the third test. It made the researcher felt that the cycle could be stopped because the students' achievement in simple present tense was improved by using PQRST technique.

4.2. Discussion

The research was conducted to find out the improving of students' ability reading comprehension by using PQRST technique. PQRST technique was one of the technique which could be used by the researcher in teaching English especially to motivate the students to improve their ability in reading comprehension.

This research had proved that PQRST technique was effective to be used in teaching English. It can be seen in the table of the students score improvement from the pre-test, post-test I and post-test II. The improvement was because the teacher controlled the class better. Another was because the application of PQRST technique made more help the students' of understanding an English text. The teacher was also easy to apply the PQRST technique to help the students to their ability in reading comprehension.

Based on the result of the quantitative data, the result showed that the students improved their ability in reading. The students' score was getting better from the first meeting until the third meeting in the test. The mean of the students' score in the pre-test was 66.62. It was low because only 11 students who got score 75 and more. The mean of students' score in the post-test was 77.97 and post-test II was 92.02. It was higher than the pre-test to post-test I until post-test II. The improvement of the students' mean score from the post-test I and post-test II was 13.15 and the improvement of the students' mean score from the pre-test to post-test II was 25.40.

Then, the percentage of the students who got the score 75 and more in the pre-test was 11 from 37 students (42%). The percentage of the students who got the score 75 and more in the post-test I was 36 from 37 students (97%). The percentage of the students who got the score 75 and more in the post-test II was 37 from 37 students (100%). The improvement of the component students' percentage from the pre-test to 53% from post-test I to post-test II was 90%, pre-test to post-test II was 97%. It indicated that the improvement of the students' achievement reading comprehension was significant.

Based on the result of the qualitative data which was taken from the observation sheet at the interview report, it was found that the class ran effectively. The students paid attention to the teacher during the teaching learning process. They were also spirit in learning English and enjoying the learning process. Then, it can be said that the qualitative data was also showed the improvement of the teacher (the researcher) and the students' activities during the teaching learning process. It

indicated that the application of PQRSST technique could motivate the students became more enthusiastic in learning reading comprehension.

From the explanation above, it could be conclude that the result of the research showed that the application of PQRSST technique could improve the students' ability in mastering reading. It could be proven by the quantitative data which showed the students' score got better from the pre-test to the post-test I until post-test II. It also could be proven by the qualitative data which showed that the teacher got better in controlling the class and the students' were more active and enthusiastic learning English and understanding reading text better.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1. Conclusion

From the result and discussion about improving the students' ability in mastering reading comprehension by using PQRST strategy could be conclude that the strategy was success since the final result of the students' test in post-test II was 100 % improve. It can be conclude that the strategy of PQRST was suitable in learning English especially in reading comprehension.

5.2. Suggestion

1. For all of English teacher to use PQRST technique especially in teaching reading. This technique suitable for elementary school students. Also, as a teacher, we teach the students in different era, different culture and different situation, so we have to learn in every single time to upgrade our knowledge and our teaching skill. Never stop to learn.
2. For the students are expected to improve their reading comprehension. Because reading comprehension is a part of learning English better.
3. For the stakeholder, are expected to improve the kinds of education.
4. For the next researchers can use PQRST technique and do research in the other school

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APPENDIX I

CYCLE I

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : MAS Tahfizhil Qur'an Islamic Center Medan

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : XI/ 2

Pertemuan ke : 1 (cycle 1)

Alokasi Waktu : 2 x 35 menit

Kompetensi : Membaca

Standar Kompetensi : 11. Memahami makna teks fungsional pendek dan essay berbentuk *narrative*, *spoof* dan *hortatory exposition* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan

Kompetensi Dasar : 11.2. Merespon makna dan langkah retorika dalam essay yang menggunakan ragam Bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk *narrative*, *spoof* dan *hortatory exposition*

Indikator:

- ◆ Mengidentifikasi topik dan ide pokok dalam teks *hortatory exposition*
- ◆ Mengidentifikasi makna kata dalam teks *hortatory exposition*
- ◆ Mengidentifikasi *language features* (*Action verb* dan *Connectives*, e.g. *first*, *second*, etc)
- ◆ Mengidentifikasi tujuan teks *hortatory exposition*
- ◆ Mengidentifikasi informasi detail dalam teks *hortatory exposition*
- ◆ *Responding to meaning of hortatory exposition*

Tujuan pembelajaran:

Diakhir pembelajaran, siswa diharapkan dapat:

- ◆ Merespon teks *hortatory exposition*
- ◆ Menemukan ide pokok dan informasi penting dalam *hortatory exposition*
- ◆ Menemukan sinonim dan antonim kata dalam *hortatory exposition*
- ◆ Mengidentifikasi *language features* (*Action verb* dan *connectives*, e.g. *first*, *second*, etc)
- ◆ Memberikan kesimpulan dari teks dan hubungannya dengan kehidupan sehari-hari
- ◆ Memberikan rekomendasi dan saran tentang fenomena dalam kehidupan sehari-hari yang berkaitan dengan teks yang dibaca

Materi Pembelajaran : Teks tertulis berbentuk *hortatory exposition*

Materi 1

Hortatory exposition is a text which *represents* the attempt of the writer to have the addressee do something or act in a certain way. **Social function**: to persuade the reader or listener that something should or should not be the case.

The organization of hortatory exposition:

Thesis : announcement of issue concern

Argument : reasons for concern, leading to recommendation

Recommendation : statement of what ought to or ought not to happen

Metode Pembelajaran : PPP (Presentation, Practice, Production)

Strategi Pembelajaran : Strategi PQRST

Waktu	Aktivitas
Opening 10 menit	<ul style="list-style-type: none"> ✓ Guru menyapa dan menanyakan kabar siswa ✓ Perkenalan awal antara guru dan siswa ✓ Guru memeriksa kehadiran siswa ✓ Bersama-sama siswa berdo'a sebelum pelajaran dimulai
Presentation 20 menit	<ul style="list-style-type: none"> ✓ Guru mencoba memotivasi siswa dengan cara menjelaskan pentingnya cara membaca yang baik dengan kemampuan memahami teks Bahasa Inggris ✓ Guru menanyakan tentang bagaimana cara membaca yang mereka lakukan dan pendapat mereka tentang pentingnya reading <ul style="list-style-type: none"> ◆ Pengenalan PQRST technique ✓ Guru menjelaskan PQRST technique kepada siswa sebagai solusi alternatif dari masalah membaca dengan menuliskan PQRST technique dipapan tulis lalu memberi pertanyaan pada siswa <ul style="list-style-type: none"> - Apakah itu teknik membaca? - Apakah kalian punya teknik membaca khusus? - Apakah PQRST technique itu? - Apa manfaatnya? - Bagaimana cara mengaplikasikannya?
Practice 20 menit	<ul style="list-style-type: none"> ✓ Guru memastikan semua siswa paham tentang PQRST technique dengan cara meminta siswa untuk menjelaskan kembali apa yang sudah disampaikan oleh guru
Production 25 menit	<ul style="list-style-type: none"> ✓ Siswa dibentuk dalam beberapa kelompok ✓ Siswa diberikan satu topik dengan cara menuliskan <i>reading</i> lalu <i>brainstorming</i> terkait topic tersebut ✓ Siswa mempresentasikan hasil <i>brainstorming</i> perkelompok diskusi. Siswa ditanya : <ol style="list-style-type: none"> 1. Apa itu <i>reading</i>? 2. Apakah <i>reading</i> itu penting atau tidak? 3. Apa yang didapatkan melalui

Closing 5 menit	<input checked="" type="checkbox"/> Guru bersama siswa menyimpulkan materi yang sudah dipelajari pada pertemuan tersebut <input checked="" type="checkbox"/> Tugas, berdoa, salam penutup
--------------------	--

Alat/ Bahan / Sumber Bahan:**Penilaian dan Tinjau Lanjut:**

Task A	1 benar, 1 skor	
Aspek	Indikator	Skor
1. Sangat paham	Betul 75-100 %	A
2. Cukup paham	Betul 50-75 %	B
3. Kurang paham	Betul 25-50 %	C
4. Tidak paham sama sekali	Betul 0-25 %	D

Medan, 4 April 2017

Kepala Sekolah

Guru Pembimbing

Peneliti

(Abdul Rahim GEA, MA)

(Rahayu Nur Syahri, S.Pd)

(Tri Ismiyanti)

GROUP :

NAME :

TWO BLIND PILOTS



Two blind pilots both are wearing dark glasses, one is using a guide dog, and the other is tapping his way along the aisle with a cane. People laugh nervously as the men enter the cockpit, and then the engines start up. The passengers begin looking around nervously to see if this is just a practical joke.

The plane moves faster and faster down the runway and the people sitting in the window seats realize they're headed straight for the water at the edge of the airport. As it begins to look as though the plane will go into the water, people start to scream.

At that moment, the plane lifts smoothly into the air. The passengers relax and laugh a little, and soon all start to relax. In the cockpit, one of the blind pilots turns to the other and says, "You know, Bob, one of these days, they're going to scream too late and we're all going to die."

P- Preview

-
-

Q- Question

-
-

R- Read

S- Summarize

T- Test

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : MAS Tahfizhil Qur'an Islamic Center Medan
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : XI/ 2
Pertemuan ke : 2 (cycle 1)
Alokasi Waktu : 3 x 35 menit
Kompetensi : Membaca

Standar Kompetensi : 11. Memahami makna teks fungsional pendek dan essay berbentuk *narrative*, *spoof* dan *hortatory exposition* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan

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- ◆ Mengidentifikasi tujuan teks *hortatory exposition*
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Tujuan pembelajaran:

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- ◆ Menemukan sinonim dan antonim kata dalam *hortatory exposition*
- ◆ Mengidentifikasi *language features* (*Action verb* dan *connectives*, e.g. *first*, *second*, etc)
- ◆ Memberikan kesimpulan dari teks dan hubungannya dengan kehidupan sehari-hari
- ◆ Memberikan rekomendasi dan saran tentang fenomena dalam kehidupan sehari-hari yang berkaitan dengan teks yang dibaca

Materi Pembelajaran : Teks tertulis berbentuk *hortatory exposition*

Materi 1

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Thesis : announcement of issue concern

Argument : reasons for concern, leading to recommendation

Recommendation : statement of what ought to or ought not to happen

Teks materi

Why People Should Read for Pleasure

In the past years the use of the television and the internet has increased; this situation has caused many people to change their likes and the way that they enjoy their free time. Because of television and the internet, many people spend less time reading, so the purpose for this essay is to present reasons why people should read just for pleasure. The reasons that I give you are quite simple: to improve your knowledge, to expand your general culture, to have more fun, to make your imagination fly, to find new ways to express your ideas, and finally to expand your vocabulary.

The first reason that I give you to enjoy reading is that when you read, you can expand your knowledge and also your culture. There are a lot of good books in which you can find history, novels, tragedies, comedies and a variety of other themes. You can see that people who read more often frequently have a bigger knowledge of life and also a bigger perspective of their environment. I think that fact gives them an advantage over all others who do not read frequently.

The second reason to read more often is that through books you can have fun and even travel in your imagination. Children have not yet lost the ability of getting into their dreams, and because of this, in their first years the parents read a lot of tales in which they use their imagination. Adults should try to keep this ability, so we do not forget the importance of the use of the imagination. The imagination also represents a tool that could help you to develop your professional career in a creative way.

Finally, the third and the most important feature that reading offers you is that it does not matter the age that you have, you always could expand your vocabulary and the ways to express your ideas to the others in a simple and correct form. By the time you can improve the kind of books that you read, there are a lot of categories, so you will never stop learning from the pleasure of reading. People who know how to choose a book generally have the capability of choosing a formal book in which they can find formal grammatical structures and obviously a formal

vocabulary. All these things allow them to gain greater fluency in their communication.

In conclusion, I recommend that you enjoy reading more often. There are excellent reasons for doing it; you just have to want to expand your knowledge and your culture, to improve your imagination and also your vocabulary. I know that we should evolve with the technology; that is, it is good to know how to navigate in the internet, but we must also not forget the books. Try to choose good books at the beginning, and then I ensure you that you never will stop reading.

Source from: <http://www.englishindo.com/2011/11/contoh-hortatory-exposition-why-people-should-read-for-pleasure.html#ixzz4ZySaN5vz>

B. Match the following words taken from the text above to the meanings!

No.	Words	Paragraph	Meaning
1.	Increased	1	a. Waktu luang
2.	Caused	1	b. Dikembangkan
3.	Free time	1	c. Disebabkan
4.	Knowledge	1,2,5	d. Pengetahuan
5.	Pleasure	1,4	e. Keuntungan
6.	Expand	1,2,4,5	f. Mengembangkan
7.	General culture	1	g. Kesenangan
8.	Imagination	3,5	h. Pendapat
9.	Frequently	2	i. Budaya yang umum
10.	Perspective	2	j. Meyakinkan
11.	Environment	2	k. Imajinasi
12.	Advantage	2	l. Menjadi
13.	Getting into	3	m. menavigasi
14.	Offers	4	n. Kosakata
15.	Capability	4	o. Lingkungan
16.	Vocabulary	4	p. Menawarkan
17.	Navigate	5	q. Sering
18.	Ensure	5	r. Kemampuan

C. Find as many as possible action verb in the text above and try to predict the meaning of the action verb from the context!

NO.	Action verb	Paragraph	Meaning
1.			
2.			
3.			
4.			
5.			

D. Answer the following question based on the text above!

1. What is the purpose of the essay above?
2. What is the writers tell you about in the first reason?

3. What is the writers tell you about in the second reason?
4. What does the most important feature from reading in paragraph 3?
5. What does the writers recommends for doing reading?
6. According to you, which one you like better read a comic book than online comic? Why?

Metode pembelajaran : PPP (Presentation, Practice, Production)

Strategi pembelajaran : Strategi PQRST

Waktu	Aktivitas
Opening 10 menit	<ul style="list-style-type: none"> - Guru mengucapkan salam dan menayakan kabar siswa - Guru memeriksa kehadiran siswa - Guru bersama siswa berdo'a sebelum memulai pelajaran - Guru menayakan materi yang sudah dipelajari sebelumnya
Production 15 menit	<ul style="list-style-type: none"> - Cek pemahaman siswa mengenai PQRST technique P (preview) - Siswa diberikan gambaran tentang pentingnya membaca Q (question) - Siswa diberi judul teks lalu melakukan <i>brainstorming</i> secara berkelompok - Siswa membuat target belajar untuk menentukan focus belajar
Presentation, Practice, Production 60 menit	<p>R (read)</p> <ul style="list-style-type: none"> - Siswa secara berkelompok diminta untuk membaca teks yang telah diberikan - Siswa secara berkelompok diminta untuk mencari atau menggarisbawahi kata-kata sulit yang terdapat didalam teks yang telah diberikan <p>S (state)</p> <ul style="list-style-type: none"> - Siswa dan guru berdiskusi tentang kata- kata sulit yang ada dalam teks dan berlatih melafalkannya dengan benar (Task A) <p>T (test)</p> <ul style="list-style-type: none"> - Siswa diminta untuk mengerjakan soal secara berkelompok - Siswa mempresentasikan jawaban secara bergiliran (Task C) - Siswa daan guru mendiskusikan jawaban yang benar
Closing 5 menit	<ul style="list-style-type: none"> - Guru bersama siswa menyimpulkan materi tentang <i>hortatory exposition</i> - Guru bersama siswa berdo'a sebelum keluar kelas - Guru mengucapkan salam kepada siswa

Alat / Bahan / Sumber Bahan:

- <http://www.englishindo.com/2011/11/contoh-hortatory-exposition-why-people-should-read-for-pleasure.html#ixzz4ZySaN5vz>

Kunci jawaban task A**Penilaian dan Tindak Lanjut**

Task A	1 benar, 1 score	
Aspek	Indikator	Skor
1. Sangat paham	Betul 75-100 %	A
2. Paham	Betul 50- 75 %	B
3. Kurang paham	Betul 25- 50%	C
4. Tidak paham	Betul 0 – 25 %	D

Medan, 5

April 2017

Kepala Sekolah

Guru Pembimbing

Peneliti

(Abdul Rahim GEA, MA)

(Rahayu Nur Syahri, S.Pd)

(Tri Ismiyanti)

APPENDIX II

CYCLE II

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : MAS Tahfizhil Qur'an Islamic Center Medan

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : XI/ 2

Pertemuan ke : 4 (cycle 2)

Alokasi Waktu : 2 x 35 menit

Kompetensi : Membaca

Standar Kompetensi : 11. Memahami makna teks fungsional pendek dan essay berbentuk *narrative*, *spoof* dan *hortatory exposition* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan

Kompetensi Dasar : 11.2. Merespon makna dan langkah retorika dalam essay yang menggunakan ragam Bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk *narrative*, *spoof* dan *hortatory exposition*

Indikator:

- ◆ Mengidentifikasi topik dan ide pokok dalam teks *hortatory exposition*
- ◆ Mengidentifikasi makna kata dalam teks *hortatory exposition*
- ◆ Mengidentifikasi *language features* (*Action verb* dan *Connectives*, e.g. *first*, *second*, etc)
- ◆ Mengidentifikasi tujuan teks *hortatory exposition*
- ◆ Mengidentifikasi informasi detail dalam teks *hortatory exposition*
- ◆ *Responding to meaning of hortatory exposition*

Tujuan pembelajaran:

Diakhir pembelajaran, siswa diharapkan dapat:

- ◆ Merespon teks *hortatory exposition*
- ◆ Menemukan ide pokok dan informasi penting dalam *hortatory exposition*
- ◆ Menemukan sinonim dan antonim kata dalam *hortatory exposition*
- ◆ Mengidentifikasi *language features* (*Action verb* dan *connectives*, e.g. *first*, *second*, etc)
- ◆ Memberikan kesimpulan dari teks dan hubungannya dengan kehidupan sehari-hari
- ◆ Memberikan rekomendasi dan saran tentang fenomena dalam kehidupan sehari-hari yang berkaitan dengan teks yang dibaca

Materi Pembelajaran : Teks tertulis berbentuk *hortatory exposition*

Materi 1

Hortatory exposition is a text which *represents* the attempt of the writer to have the addressee do something or act in a certain way. **Social function:** to persuade the reader or listener that something should or should not be the case.

The organization of hortatory exposition:

Thesis : announcement of issue concern

Argument : reasons for concern, leading to recommendation

Recommendation : statement of what ought to or ought not to happen

Text 1

The Reason Why Quitting Smoking Cigarettes is Important

Do you have any idea why smoking has been considered as dangerous to the health, and why even cigarette manufacturer put label into their cigarettes pack? I will beat that they did not wrote them because they really want to stop everyone from smoking but since they were ordered too as they know the negative effects and then the consequences of their products to everyone's health. If you want to know why quit smoking cigarettes is essential, stay and read on. For the past several years there has been a slight decline to the number of people attempting to quit smoking, not because they do not want to but because it is harder for just about anyone to really quit smoking. As a matter of fact, about 25% of the smoker's attempted to quit yearly. But only a fraction of the percentage succeeded.

Now if you need a good reason why quit smoking cigarettes are vital to your health and life of your family, read the following and find out for yourself.

Why quit smoking cigarettes is important is because smokers have a greater risk of experiencing chronic disorders like cancer, COPD and atherosclerosis. Clogged arteries are the main reason of the excess death out of smoking.

Increase cholesterol level is also brought by excessive smoking and thus should be avoided especially if you already have a weak heart or heart condition.

Smoking can also make chain smoker older than they real age and if you want to stay young and beautiful while you still have the time and when it is only right you stay away or lower your consumption of cigarettes until you can really keep yourself away from it. Remember everybody ages naturally, therefore why hasten the process.

Lack of endurance is one another thing that smoking can take away from you, and so if you are into sport and need all the strength you can get, so keep away from smoking as this can reduce your endurance because the oxygen is being depleted rapidly in your body every time you smoke a stick of cigar.

If you need further reasons why quit smoking cigarettes is something you need to do sooner, just go to a hospital or cemetery as a number of those dying or already dead are connected to smoking one way or another. Do not let smoking take away everything you want in life like good health, strength and family as passive or secondhand smoke can take them away everything faster than you can become sick.

H. Find the difficult words in the text. Don't open the dictionary. Try to predict the meaning from the context.

No.	Words	Paragraph, line	Meaning
1.			
2.			
3.			
4.			
5.			

I. Choose T if the statement is true and F if it is false according to the text. Give the reasons in which paragraph containing the statements. And correct if it is false statements.

NO.	Statements	T/ F	Reasons
1.	Cigarette manufacturer puts a label that smoking is dangerous on their cigarettes pack		
2.	It is easy for anyone to stop smoking		
3.	About 25 % of the smoker has attempted to quiet yearly and they all succeed		
4.	Smokers have a low risk of experiencing chronic disorders		
5.	If you already have a weak heart, you should avoid the increasing cholesterol		
6.	Smoking make someone looks old than the reality		
7.	If you are into sport and need all the strength you can get, you have to smoke regularly		
8.	Smoking can reduce your endurance because the oxygen is limited		

Metode Pembelajaran
Strategi Pembelajaran

: PPP (Presentation, Practice, Production)
: Strategi PQRST

Waktu	Aktivitas
Opening 5 menit	<ul style="list-style-type: none"> - Guru mengucapkan salam dan menayakan kabar siswa - Guru memeriksa kehadiran siswa

	<ul style="list-style-type: none"> - Guru bersama siswa berdo'a sebelum memulai pelajaran - Guru menayakan materi yang sudah dipelajari sebelumnya
Presentation 15 menit	<p>P- Preview</p> <ul style="list-style-type: none"> - Siswa diberikan satu topik dengan cara memberikan gambar lalu melakukan <i>brainstorming</i> terkait topic <p>Q- Question</p> <ul style="list-style-type: none"> - Guru memberikan <i>lead- questions</i> “<i>why smoking is dangerous for us?</i>”
Practice 15 menit	<p>R- Read</p> <ul style="list-style-type: none"> - Siswa diminta untuk membaca teks yang telah diberikan - Siswa diminta untuk mencari / menggarisbawahi kata- kata sulit yang ada didalam teks <p>S- State</p> <ul style="list-style-type: none"> - Siswa dan guru berdiskusi tentang kata-kata sulit yang ada dalam teks dan berlatih melafalkannya dengan benar - Siswa dan guru berdiskusi tentang isi teks
Production 30 menit	<p>T- Test</p> <ul style="list-style-type: none"> - Siswa diminta mengerjakan soal secara individu - Guru secara acak menuju siswa untuk mendiskusikan jawaban atas soal yang diberikan
Closing 5 menit	<ul style="list-style-type: none"> - Guru bersama siswa menyimpulkan materi - Guru bersama siswa berdoa bersama-sama - Guru mengucapkan salam penutup

Alat/ Bahan/ Sumber Bahan:

<http://www.smartenglishcourse.com/online-english-course/hortatory-exposition-text-the-reason-why-quitting-smoking-cigarettes-is0important/>

kunci Jawaban

1. T
2. F
3. F
4. F
5. T
6. T
7. F
8. T

Penilaian Tindak Lanjut:

Aspek	Jawaban benar: skor	
	Indikator	Skor
1. Sangat paham	Betul 75- 100 %	A
2. Cukup paham	Betul 50- 75 %	B
3. Kurang paham	Betul 25- 75 %	C
4. Tidak paham sama sekali	Betul 0- 25 %	D

Medan, 18 April 2017

Kepala Sekolah

Guru Pembimbing

Peneliti

(Abdul Rahim GEA, MA)

(Rahayu Nur Syahri, S.Pd)

(Tri Ismiyanti)

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : MAS Tahfizhil Qur'an Islamic Center Medan
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : XI/ 2
Pertemuan ke : 3 (cycle 2)
Alokasi Waktu : 2 x 35 menit
Kompetensi : Membaca

Standar Kompetensi : 11. Memahami makna teks fungsional pendek dan essay berbentuk *narrative*, *spoof* dan *hortatory exposition* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan

Kompetensi Dasar : 11.2. Merespon makna dan langkah retorika dalam essay yang menggunakan ragam Bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk *narrative*, *spoof* dan *hortatory exposition*

Indikator:

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- ◆ Mengidentifikasi *language features* (*Action verb* dan *Connectives*, e.g. *first*, *second*, etc)
- ◆ Mengidentifikasi tujuan teks *hortatory exposition*
- ◆ Mengidentifikasi informasi detail dalam teks *hortatory exposition*
- ◆ *Responding to meaning of hortatory exposition*

Tujuan pembelajaran:

Diakhir pembelajaran, siswa diharapkan dapat:

- ◆ Merespon teks *hortatory exposition*
- ◆ Menemukan ide pokok dan informasi penting dalam *hortatory exposition*
- ◆ Menemukan sinonim dan antonim kata dalam *hortatory exposition*
- ◆ Mengidentifikasi *language features* (*Action verb* dan *connectives*, e.g. *first*, *second*, etc)
- ◆ Memberikan kesimpulan dari teks dan hubungannya dengan kehidupan sehari-hari
- ◆ Memberikan rekomendasi dan saran tentang fenomena dalam kehidupan sehari-hari yang berkaitan dengan teks yang dibaca

Materi Pembelajaran : Teks tertulis berbentuk *hortatory exposition*

Materi 1

Hortatory exposition is a text which *represents* the attempt of the writer to have the addressee do something or act in a certain way. **Social function**: to persuade the reader or listener that something should or should not be the case.

The organization of hortatory exposition:

Thesis : announcement of issue concern

Argument : reasons for concern, leading to recommendation

Recommendation : statement of what ought to or ought not to happen

Teks materi

Home Schooling

Home schooling is an education system which provides child's main education program at home. Home schooling takes the place of full-time school attendance and, in the United States and Canada, it usually meets state requirements for compulsory education. Although home schooling could achieve the objectives of compulsory education, there are some points that should be noticed from the home schooling.

First, the idea of taking our children's education on home schooling can be a bit intimidating. Since our country is so large and the people are from so many different kinds of backgrounds, students need some kind of social glue to make them stick together and to give them a sense of unity in spite of all the differences. They will not get such a unity when they are in home schooling. They will get the sense of unity when they are in the compulsory public schools since it is the easiest and best places to make this glue.

Then, the home schooling may not be able to prepare children to fit into the mass society, which means, among other things, believing what most people believe and liking what most people like. Or it may not be able to help children to find a set of values with which they could resist and reject at least many of the values of the mass society.

Recognizing the lack of home schooling in the case of children's socialization opportunity, we should afford them abundant social opportunities. We can have active home school support groups. We can hold ongoing park days, meetings at the zoo, the science museum, book clubs, history clubs, language clubs, home school scouting troops and many more options to provide them opportunities to socialize with others.

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E. Match the words to each meanings from the text above. Try not to open the dictionary

No.	Words	Meanings
1.	Home schooling	a. Komunitas umum
2.	Education system	b. Kesempatan
3.	Compulsory education	c. Usaha
4.	Intimidating	d. Sekolah umum
5.	Social glue	e. System pendidikan
6.	Public school	f. Nilai
7.	Mass society	g. Kedekatan / keakraban social
8.	Value	h. Keterbatasan/ kekurangan
9.	Resist	i. Sekolah rumah
10.	Reject	j. Karang taruna
11.	Recognizing	k. Menakuti
12.	Lack	l. Pendidikan
13.	Opportunity	m. Menolak
14.	Effort	n. Menantang
15.	Scouting troop	o. Mengakui

F. Match the main idea with the paragraph that represent it

Main idea	Answer	Paragraph
1. Active home support group may afford the children to social opportunities		a. Paragraph 2
2. Students will not get such a unity when they are in home schooling		b. Paragraph 1
3. Home schooling which is held in a home		c. Paragraph 3
4. Home schooling makes the children limited in social life		d. Paragraph 4

G. Choose (T) if the statement is true and (F) if it is false according to the text. Give the reasons in which paragraph containing the statements. And correct it, if it is false statement

No.	Statements	T/F	Reasons
1.	Home schooling takes the place of full- time school attendance		
2.	Home schooling is also takes in the united states and Canada		

3.	Home schooling is kind of lesson that learn about home		
4.	They will get such a unity when they are in home schooling		
5.	Schooling may not be able to prepare children to fit into the mass society		
6.	The children could resist and reject at least many of the values of the mass society without a value		
7.	Home schooling has some lacks		
8.	Active home school will support students skill society		

Metode Pembelajaran : PPP (Presentation, Practice, Production)

Strategi Pembelajaran : Strategi PQRST

Opening 5 menit	<ul style="list-style-type: none"> - Guru mengucapkan salam dan menayakan kabar siswa - Guru memeriksa kehadiran siswa - Guru bersama siswa berdo'a sebelum memulai pelajaran - Guru menayakan materi yang sudah dipelajari sebelumnya
Presentation	<p>P- Preview</p> <ul style="list-style-type: none"> ◆ Siswa dibentuk menjadi beberapa kelompok ◆ Siswa diberikan judul teks dengan cara menuliskan dipapan tulis lalu melakukan <i>brainstorming</i> terkait judul <p>Q- Question Memprediksi bersama- sama tentang apa isi teks (argument dan saran yang berkaitan dengan topic, dapat juga menggunakan <i>WH Question</i>)</p>
Practice	<p>R- Read</p> <ul style="list-style-type: none"> ◆ Siswa diminta membaca teks ◆ Siswa diminta untuk mencari/ menggarisbawahi kata-kata sulit yang ada di teks <p>S- State</p> <ul style="list-style-type: none"> ◆ Siswa diminta mengerjakan task A ◆ Siswa diminta mengerjakan task B

	<ul style="list-style-type: none"> ◆ Siswa dan guru berdiskusi tentang kata- kata sulit yang ada didalam teks dan berlatih melafalkannya dengan benar (task A) ◆ Siswa dan guru berdiskusi tentang isi teks (task B)
Production 30 menit	<p><i>T- Test</i></p> <ul style="list-style-type: none"> ◆ Siswa diminta mengerjakan task secara individu (task C) ◆ Siswa diminta mengumpulkan hasil kerja mereka
Closing 5 menit	<ul style="list-style-type: none"> - Guru bersama siswa menyimpulkan materi - Guru bersama siswa berdoa bersama-sama - Guru mengucapkan salam penutup

Alat/ Bahan/ Sumber Bahan: Priyana, Joko, et al, 2008: *Interlanguage: English for Senior High School Students XI*. Jakarta: Pusat Perbukuan Depdiknas

Kunci jawaban :

Task A

- | | | |
|------|-------|-------|
| 1. I | 6. D | 11. O |
| 2. E | 7. A | 12. H |
| 3. L | 8. F | 13. B |
| 4. K | 9. N | 14. C |
| 5. G | 10. M | 15. J |

Task B

- | | |
|------|------|
| 1. C | 3. B |
| 2. A | 4. D |

Task C

1. T
2. T
3. F
4. F
5. F
6. F
7. T
8. T

Penilaian dan Tindak Lanjut

Task A	1 benar, 1 score
Task B	Jawaban benar: score 1
Task C	Score 1: jika jawaban salah, alasan salah Score 2: jika jawaban benar, alasan salah Score 3: jika jawaban benar, alasan benar Score 4: jika jawaban benar, alasan benar Score 0: jika tidak menjawab sama sekali
Task C	Score 1: jika jawaban

Aspek	Indikator	Skor
1. Sangat paham	Betul 75- 100 %	A
2. Cukup paham	Betul 50- 75 %	B
3. Kurang paham	Betul 25- 50%	C
4. Tidak paham sama sekali	Betul 0- 25%	D

Medan, 19 April 2017

Kepala Sekolah
Peneliti

Guru Pembimbing

(Abdul Rahim GEA, MA)
Ismiyanti)

(Rahayu Nur Syahri,S.Pd)

(Tri

APPENDIX III**PRE-TEST**

Name : **SCORE:**
 Class :
 Day / date :
 Time : 35 minutes
 Butir soal : 20 butir

Answer The Following Question By Choosing A, B, C, D, Or E!

This text is used to answer the question of number (1- 6)

Little Red Riding Hood

One day there was a little girl named little red riding hood. She was asked by her mother to deliver cake to her grandmother. When she was heading for his grandmother's house, little riding hood met a wolf. "Where are you going, a little girl?" The wolf asked. "I'm willing to give this cake to my grandmother" replied little riding hood. The wolf had an evil plan that he wanted to eat them both. Then he ran through a shortcut to her grandmother's house. After arriving to grandmas' house, he knocked on her door. When Grandma opened the door, the wolf caught her and locked her in a closet. The bad wolf then wore Grandma's clothes and laid in bed, waiting for Little Red Riding Hood.

When little riding hood arrived, the wolf in disguise told her to come in. little riding hood did not realize that it was the wolf. Then the wolf ate a little riding hood and her grandmother. After eating them, the wolf fell asleep beside the river. Suddenly, a woodcutter came; he saw a large wolf's belly and knew what had been done by the wolf. Then he saved them by releasing them out from the belly of the wolf and filled the wolf's stomach with a big stone. Then he threw the wolf into the river.

1. What is the story about?
 - a. A kind wolf who wants to help little riding hood
 - b. A little riding hood meet wolf
 - c. Grandma asked wolf to take little riding hood
 - d. A bad wolf who wants to eat little riding hood and grandma
 - e. None of the option is right
2. Why did little riding hood do not realize the wolf who in disguise as her grandma?
 - a. Because she was blind
 - b. Because she was daft
 - c. Because the wolf was kind
 - d. Because the wolf wore little riding hood's clothes
 - e. Because the wolf wore grandma's clothes

3. "He" in the first paragraph refers to.....
 - a. Evil
 - b. The wolf
 - c. Mother
 - d. A little girl
 - e. Big stone
4. "Asleep" in the last paragraph have same meaning with.....
 - a. Yawning
 - b. Sleepy
 - c. Sleep
 - d. Deep sleep
 - e. Wake up
5. Who did save little riding hood and her grandma from the wolf?
 - a. The woodcutter
 - b. The stranger
 - c. The grandfather
 - d. The little riding hood's mother
 - e. The little riding hood's father
6. What is the moral value of the story?
 - a. Don't be greedy
 - b. Don't believe in stranger
 - c. Don't use riding hood
 - d. Don't go to Grandma's house
 - e. Don't sleep in the river

This text is for question 7- 20

The Reason Why Quitting Smoking Cigarettes is Important

Do you have any idea why smoking has been considered as dangerous to the health, and why even cigarette manufacturer put label into their cigarettes pack? I will bet that they did not write them because they really want to stop everyone from smoking but since they were ordered to as they know the negative effects and then the consequences of their products to everyone's health. If you want to know why quit smoking cigarettes is essential, stay and read on. For the past several years there has been a slight decline to the number of people attempting to quit smoking, not because they do not want to but because it is harder for just about anyone to really quit smoking. As a matter of fact, about 25% of the smoker's attempted to quit yearly. But only a fraction of the percentage succeeded.

Now if you need a good reason why quit smoking cigarettes are vital to your health and life of your family, read the following and find out for yourself.

Why quit smoking cigarettes is important is because smokers have a greater risk of experiencing chronic disorders like cancer, COPD and atherosclerosis. Clogged arteries are the main reason of the excess death out of smoking.

Increase cholesterol level is also brought by excessive smoking and thus should be avoided especially if you already have a weak heart or heart condition.

Smoking can also make chain smoker older than they real age and if you want to stay young and beautiful while you still have the time and when it is only right you stay away or lower your consumption of cigarettes until

you can really keep yourself away from it. Remember everybody ages naturally, therefore why hasten the process.

Lack of endurance is one another thing that smoking can take away from you, and so if you are into sport and need all the strength you can get, so keep away from smoking as this can reduce your endurance because the oxygen is being depleted rapidly in your body every time you smoke a stick of cigar.

If you need further reasons why quit smoking cigarettes is something you need to do sooner, just go to a hospital or cemetery as a number of those dying or already dead are connected to smoking one way or another. Do not let smoking take away everything you want in life like good health, strength and family as passive or secondhand smoke can take them away everything faster than you can become sick.

7. The suitable topic for the text above is....
 - a. Politic
 - b. Social
 - c. Economic
 - d. Health
 - e. Beauty
8. What is the main idea of the first paragraph?
 - a. It is telling about what kind of disease caused by smoking
 - b. It is telling about what a dangerous fact of smoking for health
 - c. It is telling about the writers' opinion about cigarette
 - d. It is telling about the benefit of smoking
 - e. It is telling about how to stop smoking
9. How many disease caused by smoking cigarettes as you know?
 - a. Only one
 - b. Five
 - c. Four
 - d. Eleven
 - e. Three
10. Which is the following statement that is true, *except*.....
 - a. Smoking cigarettes are vital to your health and life of your family
 - b. Smoking cigarettes is very important for our body to prevent cancer
 - c. Quit smoking cigarettes is important because smokers have a greater risk of experiencing chronic disorders like cancer, COPD and atherosclerosis
 - d. Excessive smoking increase cholesterol
 - e. Smoking can make chain smoker older than their real age
11. Now if you need a good reason why quit smoking cigarettes are vital to your health..... (Paragraph 2). What is another word of *vital* in the text above?
 - a. Hard
 - b. Dangerous
 - c. Smooth
 - d. Serious
 - e. Easy
- 12.



What is the picture tells about?

- The material of making cigarette
 - The vital of smoking
 - The preventing of smoking
 - The caution of smoking
 - The advantage of smoking
- 13.



What is the picture tells about?

- Stop walking
- Stop talking
- Stop smoking
- Stop eating
- Stop reading

14. "You" in the text refers to.....

- The writers
- The readers
- The audiences
- The teenagers
- The old people

15. Why quit smoking cigarettes are vital for health according to the text, *except*..

- Causing death
- Causing cholesterol
- Causing cancer
- Causing weak heart
- Causing COPD

16. Which paragraph tells about the causes of smoking?

- 1, 2, 3, 4
- 3, 4, 6
- 1, 2, 3
- 1, 2, 3, 4, 5, 6
- 3, 4, 5

17. *Smoking cigarettes can causes....., except....*

- Cancer
- Heart attack
- Pregnancy and baby
- Deaf
- Hypertension

18. Arrange this words into good sentence!

Without – health- we- cigarette- smoking- get- our

- We- get- smoking- cigarette- without- our- health
- Our- health- we- get- smoking- without- cigarette
- We- get- our- health- without- smoking- cigarette
- Without- cigarette- smoking- we-get- our- health
- Smoking- cigarette- we- get- without- our- health

19. Arrange this words into good sentence!

Not- to- do- try- smoke- it- cigarette- because- causes- heart- attack- cancer- hypertension- baby- pregnancy- and

- a. 3-1-4-2-5-7-8-6-9-12-10-11-13-15-16-14
- b. 8-6-9-12-10-11-13-15-16-14-3-1-4-2-5-7
- c. 6-9-12-10-11-13-15-16-14-8-3-1-4-2-5-7
- d. 4-3-1-2-5-7-8-6-9-12-10-11-13-15-16-14
- e. 12-10-11-13-15-16-14-6-9-8-3-1-4-2-5-7
20. Arrange the following words into god sentence
Smoker- older- smoking-
can- also- make- they- chain-
real- than- age
- a. 1-2-4-5-6-8-3-10-7-9-11
- b. 2-10-7-9-11-3-4-5-6-8-1
- c. 3-4-5-6-8-1-2-10-7-9-11
- d. 3-4-5-6-8-1-7-9-11-2-10
- e. 8-1-2-10-4-5-6-3-7-9-11

GOOD LUCK!! ☺

APPENDIX V**POST- TEST I****PRE-TEST**

Name :

SCORE:

Class :

Day / date :

Time : 35 minutes

Butir soal : 20 butir

Answer The Following Question By Choosing A, B, C, D, Or E!**This text is used to answer the question of number (1- 6)****Little Red Riding Hood**

One day there was a little girl named little red riding hood. She was asked by her mother to deliver cake to her grandmother. When she was heading for his grandmother's house, little riding hood met a wolf. "Where are you going, a little girl?" The wolf asked. "I'm willing to give this cake to my grandmother" replied little riding hood. The wolf had an evil plan that he wanted to eat them both. Then he ran through a shortcut to her grandmother's house. After arriving to grandmas' house, he knocked on her door. When Grandma opened the door, the wolf caught her and locked her in a closet. The bad wolf then wore Grandma's clothes and laid in bed, waiting for Little Red Riding Hood.

When little riding hood arrived, the wolf in disguise told her to come in. little riding hood did not realize that it was the wolf. Then the wolf ate a little riding hood and her grandmother. After eating them, the wolf fell asleep beside the river. Suddenly, a woodcutter came; he saw a large wolf's belly and knew what had been done by the wolf. Then he saved them by releasing them out from the belly of the wolf and filled the wolf's stomach with a big stone. Then he threw the wolf into the river.

21. What is the story about?
- f. A kind wolf who wants to help little riding hood
 - g. A little riding hood meet wolf
 - h. Grandma asked wolf to take little riding hood
 - i. A bad wolf who wants to eat little riding hood and grandma
 - j. None of the option is right
22. Why did little riding hood do not realize the wolf who in disguise as her grandma?

- f. Because she was blind
 - g. Because she was daft
 - h. Because the wolf was kind
 - i. Because the wolf wore little riding hood's clothes
 - j. Because the wolf wore grandma's clothes
23. "He" in the first paragraph refers to.....
- f. Evil
 - g. The wolf
 - h. Mother
 - i. A little girl
 - j. Big stone
24. "Asleep" in the last paragraph have same meaning with.....
- f. Yawning
 - g. Sleepy
 - h. Sleep
 - i. Deep sleep
 - j. Wake up
25. Who did save little riding hood and her grandma from the wolf?
- f. The woodcutter
 - g. The stranger
 - h. The grandfather
 - i. The little riding hood's mother
 - j. The little riding hood's father
26. What is the moral value of the story?
- f. Don't be greedy
 - g. Don't believe in stranger
 - h. Don't use riding hood
 - i. Don't go to Grandma's house
 - j. Don't sleep in the river

This text is for question 7- 20

The Reason Why Quitting Smoking Cigarettes is Important

Do you have any idea why smoking has been considered as dangerous to the health, and why even cigarette manufacturer put label into their cigarettes pack? I will bet that they did not write them because they really want to stop everyone from smoking but since they were ordered too as they know the negative effects and then the consequences of their products to everyone's health. If you want to know why quit smoking cigarettes is essential, stay and read on. For the past several years there has been a slight decline to the number of people attempting to quit smoking, not because they do not want to but because it is harder for just about anyone to really quit smoking. As a matter of fact, about 25% of the smoker's attempted to quit yearly. But only a fraction of the percentage succeeded.

Now if you need a good reason why quit smoking cigarettes are vital to your health and life of your family, read the following and find out for yourself.

Why quit smoking cigarettes is important is because smokers have a greater risk of experiencing chronic disorders like cancer, COPD and atherosclerosis. Clogged arteries are the main reason of the excess death out of smoking.

Increase cholesterol level is also brought by excessive smoking and thus should be avoided especially if you already have a weak heart or heart condition.

Smoking can also make chain smoker older than they real age and if you want to stay young and beautiful while you still have the time and when it is only right you stay away or lower your consumption of cigarettes until you can really keep yourself away from it. Remember everybody ages naturally, therefore why hasten the process.

Lack of endurance is one another thing that smoking can take away from you, and so if you are into sport and need all the strength you can get, so keep away from smoking as this can reduce your endurance because the oxygen is being depleted rapidly in your body every time you smoke a stick of cigar.

If you need further reasons why quit smoking cigarettes is something you need to do sooner, just go to a hospital or cemetery as a number of those dying or already dead are connected to smoking one way or another. Do not let smoking take away everything you want in life like good health, strength and family as passive or secondhand smoke can take them away everything faster than you can become sick.

27. The suitable topic for the text above is....
- Politic
 - Social
 - Economic
 - Health
 - Beauty
28. What is the main idea of the first paragraph?
- It is telling about what kind of disease caused by smoking
 - It is telling about what a dangerous fact of smoking for health
 - It is telling about the writers' opinion about cigarette
 - It is telling about the benefit of smoking
 - It is telling about how to stop smoking
29. How many disease caused by smoking cigarettes as you know?
- Only one
 - Five
 - Four
 - Eleven
 - Three
30. Which is the following statement that is true, *except*.....
- Smoking cigarettes are vital to your health and life of your family
 - Smoking cigarettes is very important for our body to prevent cancer
 - Quit smoking cigarettes is important because smokers have a greater risk of experiencing chronic disorders like cancer, COPD and atherosclerosis
 - Excessive smoking increase cholesterol
 - Smoking can make chain smoker older than their real age
31. Now if you need a good reason why quit smoking cigarettes are vital to your health..... (Paragraph 2). What is another word of *vital* in the text above?
- Hard
 - Dangerous
 - Smooth
 - Serious
 - Easy

32.



What is the picture tells about?

- f. The material of making cigarette
 - g. The vital of smoking
 - h. The preventing of smoking
 - i. The caution of smoking
 - j. The advantage of smoking
- 33.



What is the picture tells about?

- f. Stop walking
- g. Stop talking
- h. Stop smoking
- i. Stop eating
- j. Stop reading

34. "You" in the text refers to.....

- f. The writers
- g. The readers
- h. The audiences

- i. The teenagers
- j. The old people

35. Why quit smoking cigarettes are vital for health according to the text, *except*..
- f. Causing death
 - g. Causing cholesterol
 - h. Causing cancer
 - i. Causing weak heart
 - j. Causing COPD

36. Which paragraph tells about the causes of smoking?

- f. 1, 2, 3, 4
- g. 3, 4, 6
- h. 1, 2, 3
- i. 1, 2, 3, 4, 5, 6
- j. 3, 4, 5

37. *Smoking cigarettes can causes....., except....*

- f. Cancer
 - g. Heart attack
 - h. Pregnancy and baby
 - i. Deaf
 - j. Hypertension
38. Arrange this words into good sentence!
Without – health- we- cigarette- smoking- get- our
- f. We- get- smoking- cigarette- without- our- health
 - g. Our- health- we- get- smoking- without- cigarette
 - h. We- get- our- health- without- smoking- cigarette
 - i. Without- cigarette- smoking- we-get- our- health
 - j. Smoking- cigarette- we- get- without- our- health
39. Arrange this words into good sentence!

Not- to- do- try- smoke- it- cigarette- because- causes-

heart- attack- cancer-
hypertension- baby-
pregnancy- and

- f. 3-1-4-2-5-7-8-6-9-12-10-
11-13-15-16-14
- g. 8-6-9-12-10-11-13-15-16-
14-3-1-4-2-5-7
- h. 6-9-12-10-11-13-15-16-
14-8-3-1-4-2-5-7
- i. 4-3-1-2-5-7-8-6-9-12-10-
11-13-15-16-14

- j. 12-10-11-13-15-16-14-6-
9-8-3-1-4-2-5-7

40. Arrange the following words
into god sentence

Smoker- older- smoking-
can- also- make- they- chain-
real- than- age

- f. 1-2-4-5-6-8-3-10-7-9-11
- g. 2-10-7-9-11-3-4-5-6-8-1
- h. 3-4-5-6-8-1-2-10-7-9-11
- i. 3-4-5-6-8-1-7-9-11-2-10
- j. 8-1-2-10-4-5-6-3-7-9-11

GOOD LUCK!! ☺

APPENDIX VII**POST- TEST II****SCORE*:**

Name :
Class :
Day/ date :
Time : 35 minute
Butir soal : 20 butir

Answer The Following Question By Choosing A, B, C, D Or E!

Text for question 1- 5

The Bathroom Story

Two years ago some friends and I came to Indonesia to learn some Bahasa Indonesia. While here, we stayed in villages with host families. One friend and I lived in Rejoso, and my other friend lived in a village called Jeding. Whenever we were asked where we lived, my friend said, "Saya tinggal di Jeding." Everyone would start laughing.

After a few days he started to get upset. He didn't understand why people kept laughing at him. Finally he asked one of our Indonesian friends why. Our friends started laughing saying, "Jeding means bathroom in Javanese!" So every time someone asked him where he was living he was saying, "I live in a bathroom."
Written by Allyson Fenn, PC Indonesia 2010-2012

Sources: <https://luarbiasamengajarbersama.wordpress.com/2013/01/10/spoof-text/>

- | | |
|---|--|
| <p>41. Where did the writer and her friends live when visit Indonesia?</p> <p>a. Village called Jeding
 b. House of host families
 c. Bedroom
 d. Bathroom
 e. Rejoso</p> | <p>a. Because he live in Jeding
 b. Because everyone would start laughing
 c. Because he do not understand why people kept laughing at him
 d. Because he did not understand what is bathroom
 e. Because he did not enjoy the situation</p> |
| <p>42. Why was the writer's friend upset?</p> | |

43. Which part is funny of the story?
- “Jeding means bathroom in Javanese!” So every time someone asked him where he was living he was saying, “I live in a bathroom.”
 - After a few days he started to get upset. He didn’t understand why people kept laughing at him
 - Finally he asked one of our Indonesian friends why. Our friends started laughing saying, “Jeding means bathroom in Javanese!”
 - Whenever we were asked where we lived, my friend said, “Saya tinggal di Jeding.” Everyone would start laughing
 - While here, we stayed in villages with host families. One friend and I lived in Rejoso, and my other friend lived in a village called Jeding.
44. Why the story is funny?
- Because it is interesting
 - Because it is not fact
 - Because it is new story
 - Because it is the story of sorrowful
 - Because it is unbelievable
45. What is another word of “upset”
- Happy
 - Sorrow
 - Sad
 - Joy
 - Bad condition

Text for question 6-11

Why People Should Read for Pleasure

In the past years the use of the television and the internet has increased; this situation has caused many people to change their likes and the way that they enjoy their free time. Because of television and the internet, many people spend less time reading, so the purpose for this essay is to present reasons why people should read just for pleasure. The reasons that I give you are quite simple: to improve your knowledge, to expand your general culture, to have more fun, to make your imagination fly, to find new ways to express your ideas, and finally to expand your vocabulary.

The first reason that I give you to enjoy reading is that when you read, you can expand your knowledge and also your culture. There are a lot of good books in which you can find history, novels, tragedies, comedies and a variety of other themes. You can see that people who read more often frequently have a bigger knowledge of life and also a bigger perspective of their environment. I think that fact gives them an advantage over all others who do not read frequently.

The second reason to read more often is that through books you can have fun and even travel in your imagination. Children have not yet lost the ability of getting into their dreams, and because of this, in their first years the parents read a lot of tales in which they use their imagination. Adults should try to keep this ability, so we do not forget the importance of the use of the imagination. The imagination

also represents a tool that could help you to develop your professional career in a creative way.

Finally, the third and the most important feature that reading offers you is that it does not matter the age that you have, you always could expand your vocabulary and the ways to express your ideas to the others in a simple and correct form. By the time you can improve the kind of books that you read, there are a lot of categories, so you will never stop learning from the pleasure of reading. People who know how to choose a book generally have the capability of choosing a formal book in which they can find formal grammatical structures and obviously a formal vocabulary. All these things allow them to gain greater fluency in their communication.

In conclusion, I recommend that you enjoy reading more often. There are excellent reasons for doing it; you just have to want to expand your knowledge and your culture, to improve your imagination and also your vocabulary. I know that we should evolve with the technology; that is, it is good to know how to navigate in the internet, but we must also not forget the books. Try to choose good books at the beginning, and then I ensure you that you never will stop reading.

Source from: <http://www.englishindo.com/2011/11/contoh-hortatory-exposition-why-people-should-read-for-pleasure.html#ixzz4ZySaN5vz>

46. What is the story about?
- Reading is the way to get pleasure beside television and internet
 - Reading can make people more creative
 - Reading is the way to get job
 - Reading is the way to get success
 - Reading is very important in our life
47. What makes people change less time to enjoy reading books in their free time?
- History and art book
 - Television and internet
 - Climbing and camping
 - Playing hide and seek
 - Sleep
48. How many purposes in the first paragraph that the writer presents?
- Four
 - Five
 - Six
 - Twelve
 - Only one
49. How can you expand your knowledge and also your culture according to the story?
- Join in a club of reading
 - Write a story book
 - Enjoy climbing the hills
 - Enjoy reading books
 - Enjoy free time
50. What paragraphs tells you about the reason of reading is excellent?
- 1,2,3,4,5
 - 1,2
 - 3.4.5
 - 5
 - 4
51. What is the second reason tells about?
- Reading is fun and can travel imagination
 - Reading is fun and bore

- c. Reading is an attractive way of imagine something new
- d. Reading is the way to develop creativity
- e. Reading is the way for keep spirit
52. The place used for reading is called
- Librarian
 - Mosque
 - Living room
 - Library
 - Garden
53. People who works in the library is called...
- Nurse
 - Teacher
 - Post man
 - Librarian
 - Student
54. Arrange the words into good sentence!
Have/ only/ fun/ Not/ we/ our/ develop/ reading/ by/ way./ in/ creative/ career/ can/ professional/
- 3,2,4,1,9,8,11,16,14,12,10,6,7,15,5,13
 - 3,2,4,1,7,10,9,6,5,14,16,13,15,12,8,11
 - 4,2,1,3,9,8,5,15,7,6,16,14,12,10,13,11
 - 4,2,1,3,9,8,5,15,6,16,7,12,10,14,11,13
 - 4,2,1,3,9,8,5,15,7,6,16,14,12,10,13,11
55. Arrange the words into good sentence!
Internet/ has/ and/ Television/change/ people/ to/ likes/ reading./ enjoy
- 4,3,1,2,5,6,8,10,9,7
 - 4,3,1,2,5,6,8,7,10,9
 - 4,3,2,1,5,8,7,6,10,9
 - 2,3,4,1,5,7,8,10,9,6
 - 1,2,3,4,5,6,7,8,9,10
56. $(1 + x)^n = 1 + \frac{nx}{1!} + \frac{n(n-1)x^2}{2!} + \dots$
We can find the pattern in....
- Mathematic book
 - History book
 - Chemist book
 - English book
 - Art book
57. Medicine, hospital, injection.
The person who works in the hospital called, *except*...
- Doctor
 - Nurse
 - Receptionist
 - Librarian
 - Security
58. We can get the information about animal, man, plant and how can they grow up by reading...
- Story book
 - Biology book
 - History book
 - Mathematic book
 - English book
59. Terimakasih = Thank you = Merci = Dunke = Kamsia, we can find the meaning of the words in the....
- Library
 - Dictionary
 - Story book
 - Map
 - History book
60. The story of snow white, fairy good mother and glass shoes of Cinderella is found in the...
- Story book
 - History book
 - Chemist book
 - English book
 - Dictionary

APPENDIX IX

DIARY NOTES

Tuesday, April 04th, 2017 (meeting I)

The first meeting was used for pre-test. In this moment, most of the students were present at the day. The students had not taught about anything related to the material would be search. So, the students felt confuse because they do not have preparation before doing the test. It was seemed while they were doing the test by themselves. To neutralize the problem, the researcher give them a stimulus such brain storming before did the test. The researcher give them such a game and finished it with take a breath deeply and thrown it step by step. The students started to be concentrated. But most of them give bed result in the pre-test.

Wednesday, April 05th, 2017 (meeting II)

In the second meeting was concentrated to the teaching learning process of showing a strategy to the students. The students give good response in this meeting and it makes them enjoy the situation. In this meeting the researcher explain how important to study English especially reading. The students looked enjoy the class so the researcher shown a strategy of PQIRST to make reading easier and enjoyment. After understand the strategy, the researcher gave the students a test realted to the PQIRST strategy as treatment to the students. And the result were the students gave good response.

Saturday, April 15th, 2017 (meeting III)

In the third meeting, the researcher started to give the post-test I, but before that the researcher reviewed the material about PQIRST strategy, after that the researcher gave the post-test I to the students. The result were excited, because they gave good improvement in the test. Most of them got up to 75 from the passing grade.

Friday, April 21st, 2017 (meeting IV)

In the last meeting, the researcher gave the post-test II to the students to get the last score for them. The researcher did not reviewed and did not gave treatment to the students, because the researcher considered that the students had a knowledge that had taught before. And finally they were really really showed excited result. Most of them got score up to 85 to 100 higher than the passing grade.

APPENDIX X

**OBSERVATION SHEET OF STUDENTS
(CYCLE I)**

Date : Tuesday, 4th of April 2017
 Class : Eleventh Grade
 School : MAS Tahfizhil Qur'an Islamic Center Medan
 Subject : English

FOCUS	TOPIC	1	2	3
Students	1. Students come to the class on time			
	2. Students pay attention and response			
	3. Students study seriously			
	4. Students are interested and enthusiastic in studying reading comprehension by using PQRS technique			
	5. Students participate in learning process			
	6. Students ask the teacher about the material that do not understand			
	7. Students answer the question that the teachers gave			
	8. The students' motivation in learning process			
	9. Interaction between teacher and students			
	10. Students do the test seriously			

Note

Less : 1

Good : 2

Very good : 3

Tuesday, 4th of April 2017

English teacher

Researcher

RAHAYU NUR SYAHRI, S.Pd
NIP.

TRI ISMIYANTI
NIM. 34131042

OBSERVATION SHEET OF TEACHER
(CYCLE I)

Date : Tuesday, 4th of April 2017
 Class : Eleventh Grade
 School : MAS Tahfizhil Qur'an Islamic Center Medan
 Subject : English

FOCUS	TOPIC	1	2	3
The researcher as the teacher	1. Teacher comes on time			
	2. Teacher greets the students			
	3. Teacher absents the students			
	4. Teacher motivates the students			
	5. Teacher gives warming up to the students, such as given students some questions about the topic that will be discussed to the students in the classroom.			
	6. Teacher tells to the students the goal of learning			
	7. Teacher prepare the material and show pop-up book to the students			
	8. Teacher gives the explanation about the topic that will be learned			
	9. Teacher explain the material clearly			
	10. Teacher gives the students chance to ask the teacher related to the topic			
	11. Teacher gives the test to the students			
	12. Teacher uses the time effectively			
	13. Teacher concludes the material of teaching			

Criteria

Less : 1

Good : 2

Very good : 3

April 2017

Wednesday, 4th of

English teacher

Researcher

RAHAYU NUR SYAHRI, S.Pd
NIP.

TRI ISMIYANTI
NIM. 34131042

OBSERVATION SHEET OF STUDENTS

(CYCLE I)

Date : Wednesday, 5th of April 2017

Class : Eleventh Grade

School : MAS Tahfizhil Qur'an Islamic Center Medan

Subject : English

FOCUS	TOPIC	1	2	3
Students	11. Students come to the class on time			
	12. Students pay attention and response			
	13. Students study seriously			
	14. Students are interested and enthusiastic in studying reading comprehension by using PQRS technique			
	15. Students participate in learning process			
	16. Students ask the teacher about the material that do not understand			
	17. Students answer the question that the teachers gave			
	18. The students' motivation in learning process			
	19. Interaction between teacher and students			
	20. Students do the test seriously			

Note

Less : 1

Good : 2

Very good : 3

Tuesday, 5th of April 2017

English teacher

Researcher

RAHAYU NUR SYAHRI, S.Pd
NIP.

TRI ISMIYANTI
NIM. 34131042

OBSERVATION SHEET OF TEACHER

(CYCLE I)

Date : Wednesday, 5th of April 2017
 Class : Eleventh Grade
 School : MAS Tahfizhil Qur'an Islamic Center Medan
 Subject : English

FOCUS	TOPIC	1	2	3
The researcher as the teacher	14. Teacher comes on time			
	15. Teacher greets the students			
	16. Teacher absents the students			
	17. Teacher motivates the students			
	18. Teacher gives warming up to the students, such as given students some questions about the topic that will be discussed to the students in the classroom.			
	19. Teacher tells to the students the goal of learning			
	20. Teacher prepare the material and show pop-up book to the students			
	21. Teacher gives the explanation about the topic that will be learned			
	22. Teacher explain the material clearly			
	23. Teacher gives the students chance to ask the teacher related to the topic			
	24. Teacher gives the test to the students			
	25. Teacher uses the time effectively			
	26. Teacher concludes the material of teaching			

Criteria

Less : 1

Good : 2

Very good : 3

April 2017

Wednesday, 5th of

English teacher

Researcher

RAHAYU NUR SYAHRI, S.Pd
NIP.

TRI ISMIYANTI
NIM. 34131042

Appendix XI**OBSERVATION SHEET OF STUDENTS****(CYCLE II)**

Date : Saturday, 15th of April 2017
 Class : Eleventh Grade
 School : MAS Tahfizhil Qur'an Islamic Center Medan
 Subject : English

FOCUS	TOPIC	1	2	3
Students	1. Students come to class on time			
	2. Students pay attention then give their response			
	3. Students study seriously			
	4. Students are interested and enthusiastic in studying English vocabulary by using pop-up book			
	5. Students participate in learning process			
	6. Students ask the teacher about material that do not understand			
	7. Students answer the question that the teachers give			
	8. The students' motivation in learning process			
	9. Interaction between teacher and students			
	10. Students do the test seriously			

Criteria

Less : 1

Good : 2

Very good : 3

Saturday, 15th of April 2017

English teacher

Researcher

RAHAYU NUR SYAHRI, S.Pd
NIP.

TRI ISMIYANTI
NIM. 34131042

OBSERVATION SHEET OF TEACHER

(CYCLE II)

Date : Saturday, 15th of April 2017

Class : Eleventh Grade

School : MAS Tahfizhil Qur'an Islamic Center Medan

Subject : English

FOCUS	TOPIC	1	2	3
The researcher as the teacher	1. Teacher comes on time			
	2. Teacher greets the students			
	3. Teacher absents the students			
	4. Teacher motivates the students			
	5. Teacher gives warming up to the students, such as given students some questions about the topic that will be discussed to the students in the classroom.			
	6. Teacher tells to the students the goal of learning			
	7. Teacher prepare the material and show pop-up book to the students			
	8. Teacher gives the explanation about the topic that will be learned			
	9. Teacher explain the material clearly			
	10. Teacher gives the students chance to ask the teacher related to the topic			
	11. Teacher gives the test to the students			
	12. Teacher uses the time effectively			
	13. Teacher concludes the material of teaching			

Criteria

Less : 1

Good : 2

Very good : 3

Saturday, 15th of April 2017

English teacher

Researcher

RAHAYU NUR SYAHRI, S.Pd
NIP.

TRI ISMIYANTI
NIM. 34131042

OBSERVATION SHEET OF STUDENTS
(CYCLE II)

Date : Saturday, 21st of April 2017
 Class : Eleventh Grade
 School : MAS Tahfizhil Qur'an Islamic Center Medan
 Subject : English

FOCUS	TOPIC	1	2	3
Students	11. Students come to class on time			
	12. Students pay attention then give their response			
	13. Students study seriously			
	14. Students are interested and enthusiastic in studying English vocabulary by using pop-up book			

	15. Students participate in learning process			
	16. Students ask the teacher about material that do not understand			
	17. Students answer the question that the teachers give			
	18. The students' motivation in learning process			
	19. Interaction between teacher and students			
	20. Students do the test seriously			

Criteria

Less : 1

Good : 2

Very good : 3

Saturday, 21st of April 2017

English teacher

Researcher

RAHAYU NUR SYAHRI, S.Pd
NIP.

TRI ISMIYANTI
NIM. 34131042

OBSERVATION SHEET OF TEACHER
(CYCLE II)

Date : Saturday, 21st of April 2017
 Class : Eleventh Grade
 School : MAS Tahfizhil Qur'an Islamic Center Medan
 Subject : English

FOCUS	TOPIC	1	2	3
The researcher as the teacher	14. Teacher comes on time			
	15. Teacher greets the students			
	16. Teacher absents the students			
	17. Teacher motivates the students			
	18. Teacher gives warming up to the students, such as given students some questions about the topic that will be discussed to the students in the classroom.			
	19. Teacher tells to the students the goal of learning			
	20. Teacher prepare the material and show pop-up book to the students			
	21. Teacher gives the explanation about the topic that will be learned			
	22. Teacher explain the material clearly			
	23. Teacher gives the students chance to ask the teacher related to the topic			
	24. Teacher gives the test to the students			
	25. Teacher uses the time effectively			

	26. Teacher concludes the material of teaching			
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Criteria

Less : 1

Good : 2

Very good : 3

Saturday, 21st of April 2017

English teacher

Researcher

RAHAYU NUR SYAHRI, S.Pd
NIP.

TRI ISMIYANTI
NIM. 34131042

Appendix XII

Interview Sheet with the Students before Using PQRST Technique

- Researcher : Apakah kamu suka membaca teks Bahasa Inggris?
(Do you like to read a text in English?)
- Student : Ya, saya suka membaca teks Bahasa Inggris
(Yes, I like to read a text in English)
- Researcher : Apakah kamu mengetahui teknik tertentu dalam membaca teks bahasa Inggris?
(do you know the technique in reading an English reading text?)
- Student : Tidak, saya kurang mengetahui itu. Hanya membaca biasa saja
(no, I do not exactly understand it. Just read)
- Researcher : Bagaimana cara mengajar yang digunakan guru saat pelajaran membaca teks Bahasa Inggris?
(how is your teacher teaching you in reading an English text?)
- Student : biasanya guru kami menyuruh untuk maju kedepan kelas satu per satu untuk membaca teks reading
(our teacher usually ask us to come in front to the class one by one to read the reading text)
- Researcher : Jika menemui kesulitan dalam membaca teks Bahasa Inggris, apa yang akan Kamu lakukan?
(if you find the difficulties in reading English text, what will you do?)
- Student : bertanya sama teman sebangku, karna kami gak punya kamus kami bertanya sama gurunya
(asking my friend because we do not have dictionary and we ask our teacher)
- Researcher : apakah kamu sangat menikmati kegiatan membaca teks Bahasa Inggris?
(do you enjoy the activity of reading English text?)
- Student : iya, kalau teksnya mudah dipahami pasti kami paham, tapi kalau teksnya terlalu panjang seringkali membuat pusing
(yes, if the text is easy, we will understand but if the text is too long it will make us confuse)
- Researcher : apa media yang biasa digunakan dalam kegiatan belajar membaca teks Bahasa Inggris?

(what kind of media that used in reading english text?)

Student : paling sering dengan buku Bahasa Inggris, tapi kadang-kadang kami pake infocus nonton gitu miss. Terus disuruh baca teks nya kemudian diartikan sama-sama

(it is very often using reading book, but it is often use infocus and watching. And read the text and translate the text together)

Researcher : apakah guru akan memintamu untuk bertanya jika menemukan kesulitan saat membaca teks Bahasa Inggris?

(did you teacher ask you to ask when you find any difficulties in reading a text)

Student : iya miss

(yes miss)

Researcher : apakah kamu pernah mencoba untuk memprediksi apa arti kata-kata sulit yang kamu temukan saat membaca teks Bahasa Inggris?

(have you ever to predict the meaning you found when reading a text)

Student : enggak jugak. Karna kami mengartikannya sama-sama

(no, cause we translate it together)

Researcher : apakah kamu sering bertanya kepada teman ketika kamu menemukan kesulitan dalam membaca teks Bahasa Inggris?

(are you often asking to the student while you find any difficulties in reading text?)

Student : iya miss

(yes miss)

Researcher : apakah kamu berinisiatif sendiri untuk bertanya saat menemukan kesulitan dalam membaca teks Bahasa Inggris?

(do you have any initiative to ask while you get difficulties in reading text?)

Student : iya miss. Tapi kadang-kadang saya kurang berani miss, takut salah bacanya

(Yes miss. But I'm not too brave cause I am afraid if I am wrong when read)

Researcher : dari mana teks yang biasanya diajarkan oleh guru?

(how can your teacher find the text?)

Student : dari buku Bahasa Inggris

(from English book)

Researcher : bagaimana tingkat kesulitan teks Bahasa Inggris yang diajarkan oleh guru didalam kelas?

(how about the difficulties of reading English text taught by the teacher?)

Student : kebanyakan yang sulit miss

(mostly, hard)

Researcher : dalam satu pertemuan, biasanya berapa teks Bahasa Inggris yang diajarkan oleh guru?

(in a meeting, how many reading text your teacher taught?)

Student : biasanya cuma satu miss. Itu juga kadang-kadang ada soal dari reading textnya

(just one. And it is mix with the question)

Researcher : apakah kamu sering diberi tugas membaca oleh guru?

(how often your teacher give you reading homework?)

Students : enggak miss. Karna kami belajarnya dikelas aja

(no. We just study in the classroom)

Interview Sheet with the Teacher before Using PQRST Technique

Researcher : Biasanya cara-cara apa yang ibu gunakan dalam mengajar *reading*?

- Teacher : (what kind of strategy that you usually use in teaching reading?)
:biasanya buat kelompok 5 atau 6 orang gitu satu kelompok, kadang-kadang kelompok kecil seperti satu kelompok dalam sebangku
(make a group consist of 5 or 6 or make a small group in a seat)
- Researcher : Apakah siswa bisa mengikuti pelajaran dan menikmati aktivitas *reading* di kelas?
(are the students can follow the learning process and join the activity of reading in the class?)
- Teacher :bisa
(yes)
- Researcher : Dari mana materi yang Ibu biasa gunakan?
(where you find the reading material?)
- Student : dari buku, dari internet
(English book, internet)
- Researcher : Biasanya dalam satu pertemuan bisa menggunakan berapa teks?
(how many teks used in a meeting?)
- Student : satu, cukup satu
(only one)
- Researcher : Media apa yang biasa Ibu gunakan dalam mengajar *reading*?
(what kind of media that you use in reading?)
- Student : buku Bahasa Inggris, infokus
(English book, infocus)
- Researcher : Apakah siswa sudah punya cara khusus dalam *reading*?
(are the students have a certain way in reading?)
- Student : gak ada. Kami sering berdiskusi aja
(no, we always discussion)
- Researcher : Bagaimana kondisi motivasi siswa terkait *reading*?
(how about the students' condition motivation about reading?)
- Student : cukup bagus. Karena memang cukup banyak jugak yang suka dengan Bahasa Inggris
(good enough. Because not less of them do not like English)
- Researcher : Apakah siswa sering diberi tugas *reading*?
(are the students often give reading homework?)
- Student :tidak
(no)
- Researcher : Apa saja bentuk tugas *reading* yang diberikan?
(what kind of homework related to reading that given?)
- Student : walaupun ada tugas, paling seperti biasa menjawab multiple choice, true false, mencari vocabulary yang sulit bagi mereka. Gitu aja
(if I give them a homework, it is about multiple choice, true false, hard vocabulary for them, just it)
- Researcher : Apakah siswa bertanya atau menyampaikan kesulitannya dalam belajar *reading* kepada guru?
(are the students ask or talk to you about the difficulties in reading?)

- Student : iya mereka sering bertanya. Karna mereka gak bawa kamus kalo dipelajaran saya
(Yes, they often asking. Because they do not bring dictionary in my lesson)
- Researcher : Apakah siswa dapat menjawab pertanyaan yang diberikan oleh guru tentang teks yang dibahas?
(are the students can answer the questions given from the teacher about the text?)
- Student : ya
(yes)
- Researcher : Apakah siswa memberikan pendapat mereka tentang teks yang diberikan ?
(are the students giving opinion about reading text given?)
- Student :iya. Mereka berikan pendapat jika saya minta
(yes, they give suggestion if I ask)
- Researcher :Apa yang dilakukan siswa saat menemukan kesulitan misalnya kosa kata saat *reading*?
(are the students do while found some difficulties such vocabulary while reading?)
- Student : bertanya dan berdiskusi bersama-sama
(asking and discussing)
- Researcher :Apakah siswa berinisiatif bertanya pada siswa lain saat menemui kesulitan dalam *reading*?
(are the students have initiative to ask to other students while found the difficulty in reading?)
- Student : iya. Pasti
(yes, surely)
- Researcher : Apakah siswa mencoba memprediksi isi teks atau kata-kata sulit yang mereka temukan selama *reading*?
(are the students try to predict the text or the difficult vocabulary they found while reading?)
- Student : iya. Itu akan memudahkan mereka kalau sedang membahas teks *reading*.
(yes. It makes easy for them if discussing reading text)

Interview Sheet with the Students after Using PQRST Technique

- Researcher : Bagaimana pendapat kamu tentang proses belajar mengajar membaca tadi? Apakah terdapat perbedaan dari sebelumnya?
(how do you think about the reading teaching learning process? Is there any differences between after and before?)
- Student :ada miss, rupanya Bahasa Inggris itu gak sulit ya miss kalo kita pahami maksudnya, apalagi kita bisa mengartikan teksnya.
(yes miss, I think that English is as not hard as I think if we understand even we can translate the meaning)
- Researcher :Apakah menurut kamu pembelajaran tadi lebih membuat kamu termotivasi atau senang dalam belajar membaca?
(according to you, which one makes you motivated or enjoy in study reading?)
- Student :iya miss
(yes miss)
- Researcher :Apakah menurut kamu pembelajaran tadi memberi kesempatan kamu untuk lebih banyak berinteraksi dengan teman-teman dan guru dalam belajar membaca?
(according to you is the process give a chance for you to be more get interaction to your friends and teacher in study reading?)
- Student : iya miss, tapi sayangnya gak banyak teman saya yang mau diajak belajar sama-sama untuk bahas teks gitu miss. Terus mengartikannya
(yes miss but not all of my friends do not want to study together to discuss about a text and translate it)
- Researcher : Menurut kamu apakah kelebihan dari pembelajaran yang baru saja dilaksanakan dibandingkan dengan sebelumnya?
(according to you is there any plus thing from that study than before?)
- Student :berasa kayaknya belajar Bahasa Inggris itu lebih enak diajarin sama miss lah. Beda gitu sama guru kami ngajarkan
(it is easier to study with you than our teacher it self)
- Researcher yang baru :Menurut kamu apa saja kekurangan-kekurangan dari pembelajaran saja dilaksanakan?
(according to you is there any minus thing from the study that we have done?)
- Student :kekurangannya miss? Kalo bisa kita sering nontonlah miss supaya gak bosan baca teksnya dibuku terus. Sekalian cuci mata gitu miss. Hehehe
(the minus thing? It is better watching not too be bore to read the text in the book and we can window shopping. Hehehe)
- Researcher : Apa saran-saran kamu untuk pembelajaran membaca berikutnya?

(what kind of suggestions you can give for the next study of reading?)
 Student : gak ada miss. Itu ajalah tadi kita sering sering pake media yang lain aja miss supaya belajarnya lebih enak
 (nothing miss. Just it. But it is better to use other media to make better study)

Interview Sheet with the Teacher after Using PQRST Technique

Researcher : Bagaimana pendapat ibu tentang proses belajar mengajar membaca yang menerapkan PQRST technique? Apakah terdapat perbedaan dari sebelumnya?
 (according to you, how about reading teaching learning process by using PQRST technique? Is there any differences between after and before using the technique?)

Teacher : bagus, kayaknya ada perubahan sama anak-anak. PQRST yang kamu ajarkan ke mereka sedikit sedikit bisalah ibuk contoh (good, it is look change. I try the PQRST you taught)

Researcher : Menurut ibu apa pengaruh dari *action* yang baru saja diterapkan terhadap motivasi siswa dalam belajar membaca?
 (according to you what is the effect from the action that I have taught to the students' motivation in study reading?)

Teacher : anak- anak lebih semangat kalo udah saya masuk kelas.. tapi memang kebiasaan mereka minta sambil nonton gitu belajarnya supaya lebih semangat alasannya.
 (the students have more spirit to enter the class. But they like better watching film and study to be more spirit)

Researcher : Menurut ibu apa pengaruh dari *action* yang baru saja diterapkan terhadap interaksi siswa dalam belajar membaca?
 (according to you what is the effect from the action that I have taught to the students' interaction in study reading?)

Teacher : siswa sebelum dan sesudah ada action itu kayaknya interaksinya tetep bagus. Kalo gak tau artinya tanyak-tanyaan. Disuruh jawab soal, malah kerja sama
 (before and after did the action, the students interaction are still good. If they do not know the meaning they will ask each other. If they ask to answer the questions, they choos to work together)

Researcher : Menurut ibu apakah kelebihan dari *action* yang baru saja dilaksanakan?
 (according to you what is the plus effect from the action that have done?)

Teacher : siswa lebih bersemanagat belajarnya
 (the students have better motivation)

Researcher : Menurut ibu apa saja kekurangan-kekurangan dari *action* yang telah diterapkan tadi?
 (according to you what is the minus from the action that have done?)

- Teacher : kekurangannya mereka gak terlalu paham kalo ada idiom-idiom didalam teks. Itu yang sering buat mereka bingung. Karna mereka masi mengartikannya kata per- kata. Tapi udah cukupklah peningkatannya ada.
(the deficiency, they not too understand some idioms in the text. that's make them confuse. But it has show their prestigious)
- Researcher :Apa saran-saran ibu untuk *action* berikutnya?
(what are the suggestions that you can give to the next action?)
- Teacher : medianya kalo bisa divariasikan tri, supaya tujuan pencapaian kamu bisa berhasil. Itu ajalah
(you can make a new variation for the media, it is used to get your achievement)

Appendix XVIII

Documentation









