IMPROVING STUDENTS' READING ACHIEVEMENT THROUGH PQ4R STRATEGY AT THE EIGHT CLASS OF SMPN 8 PALOPO

IAIN PALOPO

A THESIS

Submitted to the English Language of S1 Tarbiyah Department of State Institute
for Islamic Studies Palopo in Partial Fulfillment
of Requirement for S.Pd. Degree in
English Education

By

HISNA
REG NUM 10.16 .3.0054

ENGLISH STUDY PROGRAM OF TARBIYAH
DEPARTMENT OF THE STATE INSTITUTE FOR ISLAMIC
STUDIES (IAIN) PALOPO
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STUDIES (IAIN) PALOPO
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THESIS APPROVAL

This thesis entitled "**Improving Students' Reading Achievement Through PQ4R Strategy at The Eight Class of SMPN 8 Palopo**", which is written by **HISNA**, Reg. Num. 10.16.3.0054. English S1 Study Program of Tarbiyah Department of State Institute for Islamic Studies Palopo, and has been examined and defended in *MUNAQASYAH* session which is carried out on Monday, April 06th 2015 M, coincide with Jumadil Akhir 16th 1435 H. It is authorized and acceptable as partial fulfillment of requirement for S.Pd. degree in English Language teaching.

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Palopo, 06th April 2015 M
Jumadil Akhir, 16th 1435 H

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AssalamuAlaikum Wr. Wb.

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Wassalamu AlaikumWr. Wb

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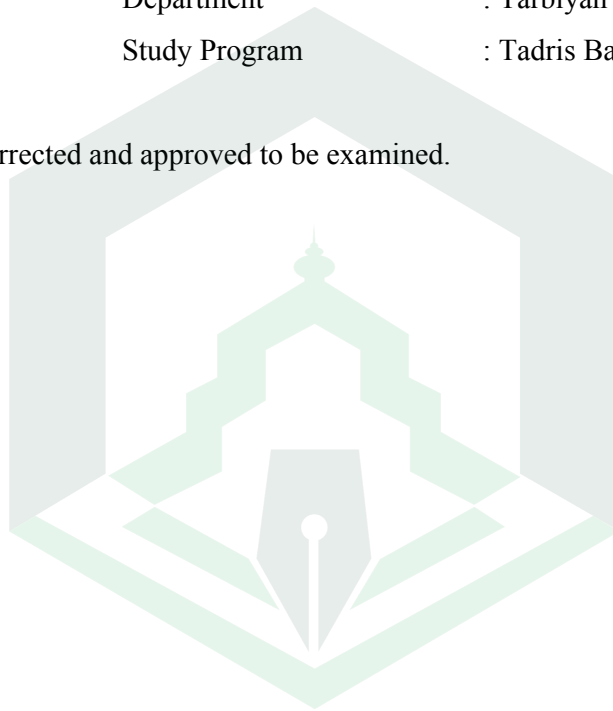
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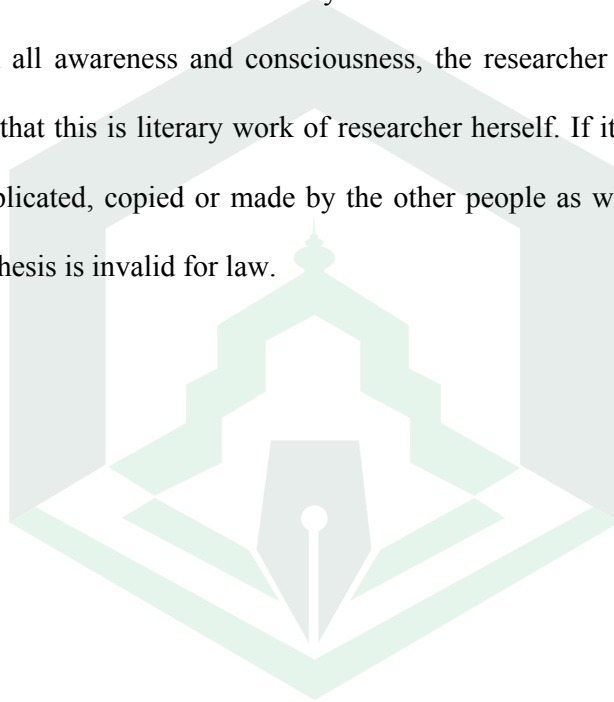
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Finally the researcher pray to the God may Allah SWT, shower divine judgment of their service who has given to the researcher expects that this thesis can give a lot of contribution for all readers for religion, nation and state. Therefore, it can be a charity.

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ABSTRACT

Hisna, 2014, "Improving Students' Reading Achievement Through PQ4R Strategy at The Eight Class of SMPN 8 Palopo". Thesis, English Study Program Tarbiyah Department at State Institute for Islamic Studies (IAIN) Palopo. Supervised by Madehang, S. Ag., M. Pd., and Amir Faqihuddin Assafari, S. Ag., M. Pd. i.,

Key Word: Improving Reading Achievement, PQ4R Strategy.

This thesis attempted to discover students' ability in reading achievement through PQ4R strategy at the eight class of SMPN 8 Palopo. The problem statement of this thesis consists of two questions, they are: " Is the PQ4R strategy effective in improving students' reading achievement at the eight class of SMPN 8 Palopo ? And, What is students' perception toward PQ4R in improving reading achievement at the eight class of SMPN 8 Palopo ?".

The researcher answer the objectives of the research to find out whether the PQ4R strategy is effective in improving reading achievement at the eight class of SMPN 8 Palopo and to find out students' perception toward PQ4R strategy in improving reading achievement at the eight class of SMPN 8 Palopo.

This thesis used pre-experimental method. The target population of this research was all of the class eight of SMP Negeri 8 Palopo. The sample was taken by random sampling. The class was VIII- 4 and the numbers of sample were 20 students. And the instruments are test and questionnaire. The test is used to know the students achievement in mastering reading comprehension and the questionnaire is used to know the students perception about PQ4R strategy.

The result of the data analysis showed that t test (t_0) with value 3,550 was higher than t table (t_t) with value 2,093. It indicates that PQ4R strategy was effective in improving reading achievement at the eight class of SMPN 8 Palopo. Besides that, the result of the questionnaire the students gave good perception in improving reading achievement through PQ4R strategy. Based on the questionnaire, the PQ4R strategy can make them enjoyable, active, fun, easier to understand, students got new experience, and can be motivated in improving reading achievement.

CHAPTER I
INTRODUCTION

A. Background

Language is a tool and a process communication, English language is a unifier language or international language and become a main subject in indonesia. "The goals of teaching English in Indonesia are mainly to enable the students to use English for communication and to read English books. It is a foreign language that has a place for developing knowledge, technology, culture, and art to make a good relationship with other countries"

There are four skills in learning language, namely speaking, listening, writing and reading. All of these four skills are important, but we can say that reading is very important in teaching and learning process, because the ability of the student to comprehend the subjects relatively determined by their reading skill. Through reading, the students can get new information, exchange their experience and horizon of thinking, and improve their knowledge in many fields of science. Purpose of reading in any language is to inform ourselves about something we are interested in our challenge our knowledge on certain master. In other words, it will extend our experience of the world.

Reading is important in our life. Through reading we can enhance our experience, develop new concept, solve our problem, and to see the changes in the world. Yet the importance of reading has not been realized by most people in our society. A large number of our society is classified as poor reader and majority of

them read poor quality of material. Reading is all about information. It's not about the number of words you read, but the amount of value you extract from them.

Reading is one of the English skills that must be mastered by the students. They have to read their hand books or other materials written in English related to their lesson. However, most students considered reading as one of the most difficult subject. The students can be successful in studying English if they are able to read well because they can get information from their reading material if they are able to derive meaning from what is read.

The fact from other research that the English students especially in Junior High School is still far from satisfaction. Afterwards, it can also be seen from the researcher's experience when she has done a research at SMPN 8 Palopo. This condition becomes reason to make the teaching and learning process better in the classroom, and the teacher must be more creative and select in applying method in teaching and learning process.

The ultimate goals of reading are that learners should be able to read general text. Many students need effective strategies to understand what they read and to remember details of what they've read. This strategy can also help non-disabled students improve reading skill and retention. The PQ4R strategy is a good study skill that can be adapted for students of all ages. This strategy will improve the student's reading skill. PQ4R is an acronym for Preview, Question, Read, Reflect, Recite, and Review. Therefore, this research is designed to improve the students' reading achievement through PQ4R strategy. In a

PQ4R activity, students are assigned to comprehend a text with the procedure of preview, question, read, reflect, recite, and review.

Based on the background above, the researcher would like to carry out a research under the title **"***Improving Students' Reading Achievement Through PQ4R Strategy at the Eight Class of SMPN 8 Palopo.***

B. Problem Statements

Based on the background above, the problem statement can be formulated in the questions:

1. Is the PQ4R strategy effective in improving students' reaading achievement at the eight class of SMPN 8 Palopo ?

2. What is students' perception toward PQ4R strategy in improving reading achievement at the eight class of SMPN 8 Palopo ?

C. Objective of the Research

According to the problem statement, the objective of research can be stated as follows;

1. To find out whether is the PQ4R strategy is effective in improving students' reading achievement at the eight class of SMPN 8 Palopo.

2. To find out students' perception toward PQ4R strategy in improving reading achievement at the eight class of SMPN 8 Palopo.

D. The Significance of the Research

The result of this research is expected to be useful information to the students and the teachers about positive effect of the PQ4R strategy. So they will know and get in learning language not only from one method, but also from others

as basic in teaching process especially   in improving students' reading achievement at the eight class of SMPN 8 Palopo.

E. Scope of the Research

The scope of the research focused on the effectiveness PQ4R strategy in improving reading achievement and students' perception toward PQ4R strategy. The researcher emphazised the reading on descriptive text at the eight class of SMPN 8 Palopo.

F. Operational Definition

1. Reading achievement is activities of reading to understand the content or ideas expressed or implied in the text.
2. PQ4R strategy is one of strategy that is used learning that aims to improve understanding and memory of the material they read.

CHAPTER II
REVIEW OF RELATED LITERATURE

A. Previous Study

In this chapter the researcher presents the previous related research findings, they are cited below:

Resni in her thesis under the tittle teaching reading comprehension by using short story at the tenth year students of SMAN 4 Palopo. This research is restricted to build up the students' reading comprehension skill through reading short story. The reading comprehension mastery of students was increase, the appropriate ways of using in teaching reading comprehension are: use efficient silent reading technique, guess the meaning of a word, analyze vocabulary and identify the purpose in reading. [1]

Andi Marwiyah in her thesis said that teaching reading comprehension skill through silent reading technique can stimulate the students' interest, the student more concentrate in reading activity and can improve students' achievement of the eleventh year students' of MA Al-Jihad (2010/2011) academic year.[2]

When one has read a text with understanding, one is said to have comprehended it. However, comprehension is probably better regarded as a process- rather than a particular outcomes or product-through which a reader interacts with a text. Hence, the meaning a reader derives from a text is influenced

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[1]Resni, *"Teaching Reading Comprehension by using Short Story at the Tenth Years Students of SMAN 4 Palopo",* Thesis S1. (Palopo: STAIN Paloo, 2013), p. 5. Unpublished.

[2]Andi Marwiyah, *The Effectiveness of Silent Reading in Improving Reading Comprehension to the Eleventh Year Students of MA Al-Jihad, Sabbang,* (STAIN Palopo, 2010).

by his or her own knowledge (including knowledge of language and print), experience, and perceived purpose for reading. [3]

Based on the research above, writer concludes that there are many learning material and technique which can be used to teach reading. And the writer decided to use PQ4R strategy a learning material in teaching and enriching the students' reading. In the difference in this research writer using strategy PQ4R in teaching reading, and the difference between the writer and the research above is in the result of analysisii data.

B. Contemporary Perspective on Reading Skill

1. Definition of Reading

Reading is an important skill in learning beside listening, writing, and speaking skill. Basically, reading deals with ability of people in articulating a written text, and understanding meaning that is conveyed in it. So, the teacher will catch the idea through adjustment of his or her language and though. Reading does not simply spell word in a sentence. Moreover, reader is able to comprehend the whole ideas conveyed by the through written text. He or she also associates of sentences connected in each paragraph. Reading is not easy to do since the reader does not know how to read effectively. Reade who knows many vocabularies certainly will facilitate him or her to comprehend and interpret the author's idea.

Reading can be seen as an " interactive" process between reader and text which leads to automaticity or reading fluency. In this process, the reader interacts dynamically with the text as he/she tries to elicit the meaning and where various

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[3]Melinda Rice, *Reading Comprehension Skills and Strategies*, (Florida: Educators Publishing Service, 2009), p. 1.

kinds of knowledge are being used: linguistic or systemic knowledge (trough bottom-up processing) as well as schematic knowledge (through top-down processing).[4]

Hornby on Oxford Advanced Learners' Dictionary defining that "Reading comes from "read" which is mean that to look at and understanding the meaning of written or printed words or symbols". [5] Reading is a way of getting the meaning or knowledge from the printed page such as textbooks, newspaper, magazines, and novels and also from media by using internet.[6] Reading ability will be developed best in association with writing, speaking and listening activities.

Reading is about understanding written texts. It is a complex activity because that is involves both perception and through. Raeding consists of two related processes: word recognition and comprehention . Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. And comprehension is the essence and purpose of reading. Comprehension is critical to both academic and life-long learning. Comprehension is the mental interaction between the text is saying.

In reading activity, there is a processing of input information consisted of the visual information and non-visual information. Visual information represents the information which can be obtained through eyesight, while non-visual

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[4]Nasrang, *"Improving Reading Skill Through Survey, Question, Read, Recite, And Review (SQ3R) Method At The Second Year Student of Man Palopo*", Thesis S1 (Palopo: STAIN Palopo), 2011, p. 8. Unpublished.

[5]Hornby, *Oxford Advanced Learners Dictionary of Current English.* Oxford University Press. 1974.

[6]Team of Five, *Improving Reading Skill in English for University Student, Book 3 + Workbook 3, (*Jakarta : Kencana, 2006), p. 51.

information represents the information in the reader's mind. Because reader have own experience which is different each other and utilize that experience to interpret the existing visual information in text, the meaning of the text fluctuate according its interpretation experience.

According H. Douglas Brown reading comprehension is primaliry a matter of developing appropriate, effecient comprehension strategies. Some strategies are relate to bottom-up procedures,and another enchance top-down process.[7]

2. Concept of Reading

Reading is one of four skill in learning language including English. In general, reading English text is not very different from any language eventhough it has its own characteristic. As many languages, reading a text needs special and certain skills.

Reading is a process of retrieving and comprehending some form of stored information or ideas. These ideas are usually some sort of refresentation of language, such as symbols to be examined by sight or by touch.[8]

In Oxford Learner's Pocket Dictionary explain that reading is act of reading something and way in which something understood.[9] Reading is a way of getting the meaning or knowledge from the printed page such as textbooks, newspaper, magazines, and novels and also from media by using internet.

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[7]H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy* (San Francisco State University, 2007), p. 366.
[8]Brainy Quote. *Reading, online* : http://www.wikipedia.org/wiki/Reading. Accessed on August, 13th 2014.
[9]Victoria Bull, *Oxford Learner's Pocket Dictionary,* Fourth edition; Oxford University Press, p. 366.

Reading ability will be developed best in association with writing, speaking and listening activities.

The development reading skills mostly occurs in this stage. To be effective reader, the pupil should be able to (1) scan; (2) skim; (3) read between the lines (4) read intensively.

According Nurdiana in her thesis that reading skill in learning English basically reading deals with ability of people in a written text and understanding meaning that is convey in it. Reading is complex cognitive process of decoding symbols for the intention of driving meaning and constructing meaning. [10]

Reading skill have more roles for our daily life. When we read a newspaper or magazine, we need reading skill to understand, or to get information from a written text. Many people can read but many people do not understand what they read.

Reading is more important that must be develop for the people will improve and enrich their knowladge for the students, reading as fundamental skill that they to have in obtaining the progress. The students can enlarge their knowladge in many fields of science of reading.

3. Kinds of Reading

a. Oral and silent reading

Occasionally, you will have reason to ask a students to read orally. At the begining and intermediate levels, oral reading can:

1. Serve as an evaluative check on bottom-up processing skill,

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[10]Nurdiana, *"Improving Students' Reading Skill Through Pairs work at Second Years Students of SMPN 1 Masamba"* Thesis S1. (Palopo: STAIN Palopo, 2011), p. 1. Unpublished.

2. Double as a pronounciation check.

For advanced levels, usually only advantage can be gained by reading orally. You want to use oral reading to serve these three purposes:

a. Oral reading is not very autentic language activity.

b. While one students is reading, others can easily lose attention.

c. It may have the outward appearance of student participation when in reality it is mere recitation.

Silent reading may be subcategorized into intensive and extensive reading.

b. Intensive and extensive reading

Intensive reading, analogous to intensive listening is usually a classroom-oriented activity in which students focus on the linguistic or semantic details of a passage. Intensive reading calls students' attention to gramatical forms.

Extensive reading is carried out to achieve a general understanding of a usually somewhat longer text. Most extensive reading is performed outside of class time. Pleasure reading is often extensive. Technical, scientific, and professional reading can, under certain special circumstances, be expensive when one is simply striving for global or general meaning from longer passeges.

The advantage of extensive reading were discussed in the first section of the chapter. Extensive reading can sometimes help learners get away from their tendency to over analyze or look up words they don't know, and read for understanding.

4. Components of Reading

There are five components of reading, they are:

a. Phonics

Phonics matches the written letter or group of letters to the sound it makes. This skill includes spelling patterns and knowing how to apply these to reading and writing. Examples are: f sounds like /f/, c sounds like /k/ or /s/ and igh sounds like long /i/.

There are a number of ways that phonics can be taught because there is variety of ways to apply this aspect when reading. Each approach allows the reader to use phonics to read and learn new words in a different way. Synthetic phonics builds words from the ground up. In this approach readers are taught to first connect letters to their corresponding phonemes (sound units) and then to blend those together to create a word. Analytic phonics, on the other hand, approaches words from the top down. A word is identified as a whole unit and then its letter-sound connections are parsed out. Analogy phonics uses familiar parts of words to discover new words. Finally, phonics through spelling focuses on connecting sounds with letters in writing. All of these approaches can be taught and used independently or in combination to help young readers learn to identify new words.

b. Phonemic Awareness

Phonemic awareness is the ability to focus on, hear and manipulate phonemes (sounds) in spoken words. The examples are: hearing the difference between similar sounds (like /f/ and /th/), identifying that 'smile' without the /s/ is

'mile,' blending, segmenting, and rhyming. Phonemic awareness is an auditory (listening) skill.

Phonemic awareness can be taught and used in a number of ways. Phoneme isolation involves the reader parsing out the individual sounds in a word in order to determine its meaning. Similarly, phoneme segmentation asks the reader to break words into their corresponding phonemes (which may involve one or more individual sounds) to figure out the new word. Both of these approaches are very similar to synthetic phonics. Phoneme identification relies on the reader's general knowledge of phonemes (usually developed through speaking) to identify sound patterns in words. For example a reader would identify the phoneme /d/ he knows from the words "dog" and "dad" to help him learn how to read a new word "doctor". Finally, phoneme blending requires the reader to connect a series of phonemes together to create a word. This strategy is always used in conjunction with one of the others.

c. Vocabulary

Vocabulary involves continuously enriching and broadening of the reading vocabulary, daily adding new words to spoken and reading language, increasing understanding of what words mean in different situations, increasing clarity of word meanings and the ability to 'play with' words, as in poetry and puns. The children who read well until third or fourth grade, then struggle, are struggling with vocabulary. Vocabulary needs to come from books, rather than talking or television. (We speak with an extremely limited vocabulary).

There are two primary ways of teaching and learning new vocabulary words. This involves someone telling you how a word is pronounced and what its meaning is. That "someone" might be a teacher, a dictionary, a vocabulary guide or any other resource offering definitions and pronunciations. Context clues provide another method for discovering new words. Context clues are the "hints" contained in a text that help a reader figure out the meaning of an unfamiliar word. They include other words in a sentence or paragraph, text features (ie. bold print, italics), illustrations, graphs and charts. Context clues are basically any item in the text that points to the definition of a new word

d. Fluency

Fluency is the ability to read a text with proper speed, accuracy, and expression. Fluency means the reader is stopping at periods, reading sentence as ideas, and using expression that enhances the understanding of the story. Poor fluency includes: robotic reading, unnatural pauses, repeating or correcting, and reading through periods.

Fluency is intimately tied to comprehension. A reader must be able to move quickly enough through a text to develop meaning. If he is bogged down reading each individual word, he is not able to create an overall picture in his mind of what the text is saying. Even if the reader is able to move rapidly through a text, if she cannot master the expression associated with the words, the meaning of it will be lost.

e. Comprehension

Comprehension (understanding what we read) is the essence and purpose of reading. Comprehension is critical to both academic and life-long learning. Comprehension is the mental interaction between the text and the reader with the result being that the reader is able to understand what the text is saying. When comprehension is good, a reader will understand the message the author is conveying in a deep enough way to be able to visualize it (see it in his or her head), draw conclusions, summarize, evaluate, question, compare, relate, share, and apply the ideas in the text.[11]

5. Types of Reading

There are many different types of reading, and many types of reading skills. Very few people agree about the number and nature of the different reading skills, but the following list containts most the possibilities. In a well-balanced reading course the teacher should try deal with most of these skills.

a. A Knowledge of word forms and their meanings. To read successfully a learner should be able to recognize words and recall their meaning quickly.

b. The ability the see the meaning of a know word in a particular context. The meaning of a word in a particular context.

c. The ability to guess the meaning of unknown words by seeing them in context. This skill is extremely important for reading as it is a very important way of learning new vocabulary.

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[11]The National Reading Pannel *"Reading and Learning".* http://home.earthlink.net/~epemersons/id0.html (Accessed on September 2014).

d. A knowledge of the main sentence patterns. This is usually not very difficult to learn because the knowledge needed to be able to read is far less the knowledge of the sentence patterns needed for speaking.

e. The ability to follow the organization of a reading passage are book.

f. The ability to see the main thought of the writer and get the general idea of a place reading.

g. The ability to get most of the meaning from a place of writing. This skill is often called the skill of study reading.

h. The ability to be critical of that is being read. This includes seeing the techniques that writer uses to show his ideas.

i. The ability avoid paying attention to unknown words that are not essential to understanding of a passege. Often unknown words do not add any essential meaning to a passege and if the reader gae ettention to them, they could interrupt the flow of the reading. Even from the earliest stages of reading learners can be given practice in this skill. Exercises that ask the learners to find only the main point of a passege, of a particular detail are good for practicing this Reading skill.

j. The ability to read quickly with good understanding and the ability to skim.

k. The ability to suit reading speed to the nature of the material. This includes the ability to change the reading speed according to the nature of the material. One of the commonest reading faults is reading different types of material or material containing different amounts of useful information at the same speed.

l. The ability to understand and find certain details, either words or ideas, in a place of reading. This includes the ability to see how the meaning of a sentence has an effect on and is affected by other sentences.

m. The ability read between the line, that is to understand the ideas that are not directly mentioned in the passege, to see the feelings and options of the writer etc.

n. The ability to guess what words, phrases, or larger parts of a place of reading will follow given sentence.[12]

6. Purpose of Reading

How many times have you been told to read sometimes without knowing why you have been asked to read it ? you do only a mediocre job of training what you " read " and perhaps are rather slow in the process. Efficient reading concist of clearly identifying the purpose in reading sometimes. By doing so, you know what you're looking for and can weed out potential distracting information. Whenever you are teaching a reading technique, make sure students know their purpose   in reading something.[13] According Suparman AR in his thesis the purpose of reading like for get information pleasure, reading for pleasure. Reading for pleasure aims at going the reader paleasure an imaginative experience and centers up in human concera such as love, family, life, loyalty, etc.[14]

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[12]I.S.P. Nation, *Language Teaching Techniques,* (3rd Edition: Victoria University of Wellington, 1977) , p. 94.

[13]H. Douglas Brown, *Op. Cit.* p. 366.

[14]Suparman *, "Improving Students' Reading Skill Through Scanning And Skimming At The Second Year Of Madrasah Aliyah Negeri Palopo",* Thesis S1. (Palopo: STAIN Palopo, 2008), p. 6. Unpublished.

Reading can be answered all we want to obtain information from that. When we read a written text, exactly we have purpose whereas to obtain information or to entertain ourselves.

Purposes of reading consist four parts:

a. To acquire knowledge

b. To evolve ideas

c. To solve problems

d. To relax.

Four purpose of reading state above indicates that the reader must not sees and identify the symbols, but must be also to interpret what reads, associate it with past experiences and project beyond the judgment the application and conclusion.

7. Reading Process

In very real sense, reading process is a progress report. It means that major reason for the lack of forward motion in attempts to develop more effective reading in striation was a common failure examine and articulate a clear view of the reading process it self. Knowledge is non cumulative in improving reading intruction largely because either ignore the reading process and focus on the manipulation of teacher or pupils behaviors of because thr related reading as an unknowable mystery.

Wiryodijoyo in Hasriani, puts forward stages of reading process as follows:

a. Perception

The perception have indicates the ability to read words as significant units.

b. Comprehension

The comprehension refers to the ability to read words the authors or writes word conductive to useful thoughts as read in contexts.

c. Reaction

The reaction is the action that requires consideration in connection with was has/have been said by the author or write.

d. Integration

To integration reveals the ability to comprehend or understand thought or concept to word the experience background of the writer that can be useful as part of the readers experiences.

8. **The Reasons to Reading**

According to Englishclub.com there are some of the specific reasons why English learners are encouraged to read in English:

a. The constant repitition of words and patterns in reading helps you learn and remember vocabulary and grammar structures.

b. Reading helps you became familiar with the rhythm of English. Over time it will start to feel natural and you will notice when a sentence or phrase doesn't seem right.

c. Unlike conversation, reading is something you can do on your own.

d. Reading is not expensive, often free.

e. Good reading skills can improve your other language skills. You need to learn to read before you can write.

f. Reading is the best way to learn and remember the proper spelling of words.

g. Listening as you read along can help you improve your pronunciation skills.

C. Theory and Practice of Reading Skill

Reading is a very complex skill which is involved smaller other skill. Those skills covering (1) Mechanical skill, including recognize the letter skill, linguistics elements, the link of spelling pattern, and sound (2) understanding skill, including to comprehend the lexical, grammatical, and rhetorical meaning, and also comprehend the purposes and objectives writer; and (3) evaluating structure and content. To get the mechanical skill we can use oral reading type, while to get comprehension skill we can use reading comprehension type.[15]

Reading is thinking process. There are twelve thinking processes in reading according to Braille by sarah J. Blake. They are:

a. To discover the main theme with supporting ideas

b. To recognize a sequence of events or developments

c. To predict outcomes and anticipate reaction

d. To retain details from material of high concept density

e. To recognize stated or implied cause and effect

f. To recognize pivotal words that are cues to sequence, contrast, cause, and effect.

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[15]Andreas*, Mengatasi Kesulitan Keterampilan Membaca Pada Awal Tahun Pelajaran Siswa Kelas X*, http://www.Andreas Viklund. Wordpress.com. Ancessed on June 26th 2014.

g. To distinguish between fact and opinion.

h. To appreciate shades of meaning expressed by various words.

i. To assess values and exercise judgment.

j. To evaluate the source of information.

k. To adjust the pattern of listening and thinking to the type of material and to the listening purpose.

l. To select and summarize material pertinent to the listening purpose.

These processes are essential to build an understanding of what is being read. Reading activites should help the child develop skills in using these processes.[16]

There are many reading skills that put forward by the experts, the researcher breaks it down into five basic skills, namely:

1. Understanding the forms and meanings of non-idiomatic phrases.

2. Understanding sentence meaning through syntactical strutures.

3. Recognizing and understanding rhetorical structures.

4. Critical reading skills. [17]

In reading activity, there are two fundamental matters must be differentiated, namely read as product and read as process. Reading as product is a reading activity which is emphasizing at the result of this activity. Product of this reading is communications of mind and emotion of the writer and reader.

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[16]Sarah J. Blake, *Teaching Reading In Braille*, http://www.growingstrong aboutsarah.com, Accessed on June 24th 2014.

[17]A. Ghani Johan, *Reading and Translation*, (3th Edition; Yogyakarta: Pustaka Pelajar, 1996), p. 1.

There are many reasons why we should reading. According to Suhadi in his article, that there are six reasons the importance of reading as follows:

a. Reading important because it can open the new knowledge. Many of novelties you will find in a reading. Things which you have never know. Even previous things that you have never think.

b. Reading important because can give you a new clarification on you opinion. In your daily activity, you maybe find a difficult problem and can not find some solutions. I suggest you to read and without you imagine before, you will find new clarification how to solve the problem. Improve your personal life quality through reading.

c. Reading could increase our intellectual, spiritual, emotional, and self confidence. Reading will open your oppotunity to permeate as many as possible knowledge which is very useful for our life. Reading will grow up our ability to think creatively, critically, imaginatively and analytically. By reading we will create the ability to thing through getting idea /information, comprehending, imagining, applying and expressing process.

d. Reading can make us become self- supporting in searching knowledge.

e. Reading can give the enjoyment for our soul. Reading is a tour mind. Through reading, you can go any where on the earth without limited by dimention of space and time. Reading will give you the opportunity to imagine or think about anything. To freeing your mind.

f. Reading makes you success in your life. [18]

D. PQ4R Strategy

PQ4R is a study strategy developed by Thomas E.L and Robinson H.A (1972). The acronym stands for *Preview, Question, Read, Reflect, Recite and Review* and this strategy is used mainly to help students with difficulty in reading. Comprehension, retaining and recalling information is a challenge for many students and the PQ4R strategy aims at making reading easier. The study strategy can help students with improved understanding and recall of facts.

Cooperative learning is defined as a philosophy of student responsibility over their own learning and trying to find information to answer the question to them. While the teacher acts as a facilitator.[19]

Arends said that strategy learning refers to the behavior and thought processes that use learners that influence what is learned, including memory and metacognitive processes. Through learning strategies Preview, Question, Read, Reflect, Recite and Review (PQ4R) is expected for learners to understand the concept of a subject matter.

The PQ4R is an abbreviation of the word Preview, point briefly reads quickly, Question, that is compiling a list of questions that are relevant to the text, the Read, meaning actively read the text to find answers to the questions that have been composed, Reflect, understand the meaning of information presented, Recite, meaning memorize or recall any answer has been found, Review, means

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[18]Suhadi, *Enam Pentingnya Membaca*, http://www.suhadinet.wordpress.com, Accessed on June 26th 2014.
[19]Agus Suprijono, *Cooperative Learning Teori dan Aplikasi Paikem*, (Cet. II; Yogyakarta: Pustaka Pelajar, 2009), p. 54.

reviewing all the answers to questions that are arranged on the second and third step.

Reading strategies used to read textbooks and other reading materials in the field of knowledge has been widely proposed by experts with a variety of learning strategies,one of which is:

Strategy PQ4R (Preview, Questions, Read, Reflect, Recite, Review). Strategy make major changes in methodology development learn. Design is then replicated by other experts in perfecting the description, the addition measures or changes in designation only. Until now it has grown so much to learn that a similar system.

Learning strategies are used to help students remember what they read and help the learning process in the classroom by reading a book or reading text. PQ4R strategy is part of the strategy elaboration. Elaboration strategy is the process of adding detail so that new information will become more meaningfully, therefore makes coding easier and more provide loneliness. Strategy PQ4R is most widely known strategies to help students understand the material they read.

1. **The Steps PQ4R Strategy**

The steps are performed in the study by using PQ4R strategy is as follows:

a. Preview

The first step is intended to make students read the reading material fast. The focus on preview is to find out the main idea which is improved in reading material.

b. Question

The second step is asked the question to themselves by using 5 W + 1 H. When someone reads to answer a number of questions, it will make him or her read more carefully in order to remember what reads well.

c. Read

The students read the reading material actively to find out the answer of the question that have been arranged.

d. Reflect

During reading process, students not only remember or memorize, but also they understand the information from the reading.

e. Recite

In this step, the students are asked to reflect on the information that has been learned.

f. Review

This last step, students are asked to make a summary or formulte the essence of the material that has been read.[20]

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[20] *Ibid,* p. 103-104.

The Step PQ4R Strategy

Step by Step	Teacher's Behavior	Students' activity
Step 1 Preview	a.Providing reading materials to students to read. b. read briefly to comprehend the text.	Read in passing quickly in learning objectives to be achieved
Step 2 Questions	a. Inform students to pay attention of the meaning from the reading b. Give the task to the students to make some questions from the main idea that is found.	Pay attention to the teacher's explanation and make inquiries regarding the content.
Step 3 Read	a. Assign tasks to students to be read. b. Respond or answer questions that had been developed previously	Read actively while providing a response to what has been read and answer the questions that made.
Step 4	Inform / Reviewing the materials on reading material to understand the information that is read.	Not just memorize and remember the subject matter but try to solve the

Reflect		problem of information provided by teachers with the knowledge that has been known through reading materials
Step 5 Recite	Ask the students to make summary from all of the reading material that has been studied	1.Question and answer questions 2. see note / essence that was created previously 3. make the essence of the entire discussion
Step 6 Review	a.Assign students to read the extracts made from the details of information. b.Ask the students to re-read the literature if they are not sure with the answer.	1. read essence that has made 2. Re-read student reading material if still not convinced of the answers that have been made

2. Advantages and Disadvantages of PQ4R Strategy

So far no one considered the best strategy, because whether or not the model or strategy used depends on the learning objectives to be achieved. The following are the advantages PQ4R strategy are:

a. PQ4R strategy is easy to use

b. PQ4R is simple and straight forward

c. PQ4R can be applied to reading in most academic subject

d. PQ4R can be done by students individually, with or without the facilitator

e. PQ4R makes reading a more active process

6. PQ4R helps students to maintain attention and improve remembering

In addition to the advantages, PQ4R strategy also has some disadvantages, namely:

1) If PQ4R used as a learning strategy on any subject matter, it will be difficult to control the activities of the teacher and student success.

2) In implementing it, so it takes a long time teacher of teachers is difficult to adjust to the time specified.

3) Require teachers to better master the material more broadly than the established standards.

3. The Concept of PQ4R Strategy

PQ4R strategies (preview, question, reading, Reflect, Recite, review) stem from the discovery of the principles of learning and cognitive psychology. A number of studies on PQ4R strategy concluded that this method can make a difference in the amount of information on the test. This strategy can lead students

to create an active learning environment, and process information more deeply. Most students use learning strategies are passive. Reading passively shaping the character while working later became a workhorse but weak in his memory.

Logsdon stated that students need effective strategies to understand what they read and to remember in detail what they've read. One strategy is quite effective in this goal is a strategy known as PQ4R strategy. PQ4R strategy has been known for a long time in the learning of reading but still believed to be effective to help students in reading. Therefore, in this study PQ4R strategy will refer to PQ4R strategy proposed by Thomas and Robinson are supported by several other experts such as Fergoson and Logsdon. PQ4R an acronym for Preview, Question, Read, Reflect, Recite, and Review. This PQ4R the stages step made in the understanding of a reading text.[21]

E. Conceptual Framework

The theoretical framework underlying this research was given the following below:

Reading is taught as one of practical skill in English and it is one activity that the students in their study. Through reading we can get much knowledge.

The method of English comprehension in necessary to develop especially in improving reading skill because the method may influence the students ability. Therefore the teacher of English must select suitable method to teach. One method that can applied in improving reading achievement through PQ4R, is a program for improving reading achievement.

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[21] http://nisfaganismefama.wordpress.com.strategi-belajar-pq4r.Accessed on October 3th 2014.

The conceptual framework underlying this research is given in the following diagrams :
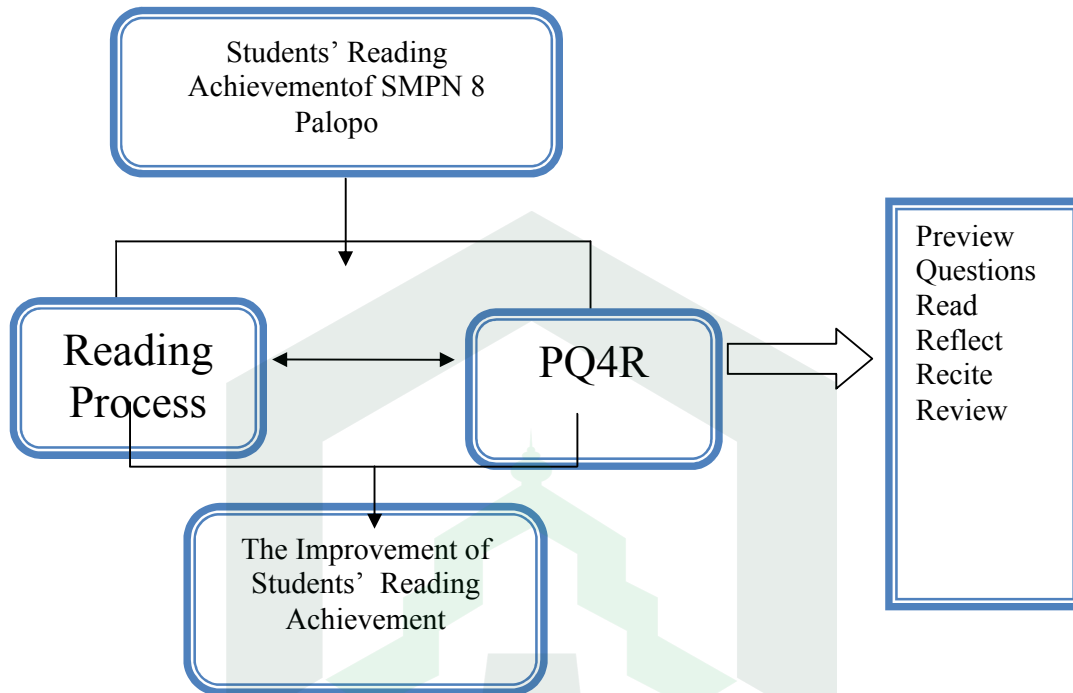
The research conducted through PQ4R in improving reading achievement, because the students skill were still low, and their interested studying English as well. Those problems could be overcomed during the process of teaching and learning through applying through PQ4R. The teaching learning process will be held about five meetings. The students read the text: Painting the Gate, Mouse Deer and Crocodile, The Tiger, Bird Park. Next, research given post-test about reading The Dog with PQ4R strategy and the given material same in the pre-test.

F. Hypothesis

1. **Hypothesis Statement**

There two hypotheses of this research, they were:

a. Null hypothesis (Ho) is comparing hypothesis from alternative hypothesis which tested by the researcher by using statistic. Null hypothesis means students' reading skill achievement does not improve through PQ4R strategy at the eight class students of SMPN 8 Palopo.

b. Alternative hypothesis (Ha) is hypothesis from which formed by the researcher in her research. Alternative hypothesis means students' improve through PQ4R strategy at the eight class students of SMPN 8 Palopo.

2. Criteria of Hypothesis Acceptability

To know whether the pre-test and post-test were significantly difference and also to know acceptability of hypothesis, the researcher used the criteria of hypothesis acceptability, which is:

If $= t_0 \geq t_t$ it means the null hypothesis is rejected

If $= t_0 \leq t_t$ it means the null hypothesis is accepted. [22]

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[22] Anas, Sudijono, *Pengantar Statistik Pendidikan ,* (Jakarta: Raja Grafindo, 1995), p. 289.

CHAPTER III

RESEARCH METHOD

This chapter describes about method and design of the research, variables, population and sample, instrument of the research, the procedure of collecting data, and technique of the data analysis.

A. Method and Design

1. Method

The method that is applied in this research, is a pre-experimental method. To find out students' reading achievement through PQ4R strategy at the eight class of SMPN 8 Palopo.

2. Research Design

A pre-experimental method consist of pre-test, treatment and post-test where the design of the research used formula as follows:

Pre-test	Treatment	Post-test
0_1	X	0_2

Notes: 0_1: Pre-test

X: Treatment

0_2: Post-test[23]

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[23] Suharsimi Arikunto, *Prosedur Penelitian*, (Jakarta: Rineka Cipta, 1997). p. 78.

B. *Variables*

This research consisted of two variables namely:

1. The independent Variable is PQ4R strategy.

2. The dependent variable is students' Reading skill achievement.

C. Population and Sample

1. Population

According to W. gulo the population consists of a set of objects that become the center of attention, which contained information from him who wants to be known. [24]

The population of the research was the students at the eight class of SMPN 8 Palopo in 2014/2015 academic year and consisted of nine classes. They were VIII-1, VIII-2, VIII-3, VIII-4, VIII-5, VIII-6, VIII-7, VIII-8, and VIII-9 totaling 287 students.

2. Sample

In this research, the writer took only one class as the sample and respondent of this research. The number of the sample is 20 students were chosen $VIII_4$ because that class is excellent class than the other classes. This sample was chosen by using random sampling technique.

D. *Instrument of the Research*

1. Test: The test consist of a pre-test and post-test.

Pre-test conducted before the starting the leasson aimed at knowing the ability of students to read before giving treatment. The test was reading test by

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[24] W. Gulo, *Metodologi Penelitian,* (3th Edition, Jakarta: Grasindo, 2002), p. 76.

giving reading text and answered questions related to all the things contained in the literature.

Post-test was conducted after teaching which aims at knowing whether the students ability was improved after treatment by using PQ4R. The text is to write the same topic with the pre-test, but the difference was students reading text.

2. Questionnaire

Questionnaire as a technique in collecting data aims to find out the students ability about reading through PQ4R strategy. The questionnaire was provided in Likert scale which was modified in five alternative answers that consists of strongly agree, agree, neutral, disagree, and strongly disagree.

Every answer had different score, based on Likert scale as follows:

a. Strongly Agree = 5

b. Agree = 4

c. Neutral = 3

d. Disagree = 2

e. Strongly Disagree = 1.[25]

E. Procedure of collecting Data

The procedure of collecting data as describe as follows:

1. Pre-test

Before giving pre-test some information and explanation about reading text, the researcher gave pre-test for the students to know how the students ability on reading skill.

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[25] Moh. Nazir, *Metode Penelitian,* (Bogor: Penerbit Ghalia Indonesia, 2005), p. 339.

2. Treatment

The researcher is conducted treatments, it is given five meetings. The steps are as follows:

a. The First treatment

In the first treatment, the researcher will explained about PQ4R strategy.

b. The second treatment

In the second treatment, the researcher gave reading text about " Painting the Gate "

c. The third treatment

In the third treatment, the researcher gave reading text about "Mouse Deer and Crocodile"

d. The fourth treatment

In the fourt treatment, the researcher gave reading text about " The Tiger "

e. The fifth treatment

In the fifth treatment, the researcher gave reading text about " Bird Park "

3. Post-test

In the post test, the researcher determine the increase in students post-test after learning PQ4R strategy.

F. Technique of Data Analysis

1. Reading Test

After collecting data by conducting the pre-test, treatments, and post-test which involve some instruments, the researcher then focused on the data analysis.

To find the scoring of the students' correct answer the researcher used the formula below:

$$\text{Score} = \frac{\rule{3cm}{0.4pt}}{\rule{3cm}{0.4pt}} \times 100$$

To understand level of students' score the following classification were used:

The scores 96 – 100 classified as Excellent

The scores 86 – 95 classified as very good

The scores 76 – 85 classified as good

The scores 66 – 75 classified as average

The scores 56 – 65 classified as fair

The scores 36 – 55 classified as Poor

The scores 0 – 35 classified as very poor.[26]

2. Questionnaire

To find out the percentage of students in questionnaire by used formula as follows:

$$P = \frac{}{} \times 100$$

Where:

P = Percentage

F = The frequency

N = Total number of students.[27]

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[26] Suharsimi Arikunto, *Op. Cit,* p. 185.

3. Calculating the mean score of the students:

$$M = \frac{\Sigma}{}$$

Note:

M : Mean Score

Σ : Total of row score

N : Total number of respondents/students.[28]

4. Looking for standard deviation of difference (SD$_D$)

$$SD_D = \frac{\Sigma \quad (\Sigma \quad)}{(\quad)}$$

5. Finding D (difference) score between variable I (x) and variable II (y)

$$D = X - Y$$

6. Looking for standard error from mean of difference

$$SE_{MD} = \frac{}{\sqrt{}}$$

7. Finding to by using the formula

$$T_o = \frac{}{}$$

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[27] L.R Gay, *Educational Research,* (USA, 1981), p. 225.
[28] *Ibid*, p. 185.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter deals with the description of findings and discussion of the research. The findings of the research deal with the result of the data analysis from the field and the discussion section deals with argument and further explanation of the findings.

A. Findings

The findings that the researcher reported in the chapter were based on the analysis of data collected and the application of the technique explained in the previous chapter. The finding was processed to find out whether or not the PQ4R strategy can improve the students' ability in reading skill achievement. It comprised of the students' score in pre-test and post-test, classification percentage of students score in pre-test and post-test, the mean score and standard deviation of the students' pre-test and post-test, and analysis data of questionnaires.

The data analysis was done through descriptive analysis. It was use to get the score. The result of this research was found out whether reading skill at the eight class students of SMP Negeri 8 Palopo in reading ability by using test.

1. The analysis students' score pre-test and post-test

a. Students' score in pre-test

The score of students were analyzed based on their test result. The data can be seen in the following table.

Table 4.1

The students' Correct Answer in the Pre-test

Respondent	Correct answer	Score
R1	3	60
R2	2	40
R3	4	80
R4	2	40
R5	3	60
R6	2	40
R7	3	60
R8	4	80
R9	4	80
R10	4	80
R11	4	80
R12	3	60
R13	2	40
R14	2	40
R15	4	80
R16	2	40
R17	2	40
R18	2	40
R19	2	40
R20	2	40

Based on the table 4. 1 above, it can be seen that all students got low score. The highest score is 80 and the lowest is 40. Most of students got 40 it is the high frequency, four students got score 60 and only six students got score 80. The category were excellent, very good, good, fair good and fair no respondent. It means the score of students' in pre-test was low.

b. The percentage of students score in pretest.

Table 4.2

The rate percentage of students' score in pretest

No	Classification	Score	Frequency	Percentage
1	Excellent	96 – 100	-	-
2	Very good	86 – 95	-	-
3	Good	76 – 85	6	30%
4	Fair good	66 – 75	-	-
5	Fair	56 – 65	4	20%
6	Poor	36 – 55	10	50%
7	Very poor	0 – 35	-	-
	Total		20	100%

Based on the table 4.2 above showed that the class eight students of SMP Negeri 8 Palopo in answering reading skill test, there was no student having excellent, very good, good, fair good and fair catogery. There were 10 students (50%) had poor category, 4 students (20%) had fair category, and 6 students (30%) had good category. It mean score of students' in pre-test was low.

c. Students' score in post-test

Table 4.3

Students' reading score in the posttest

Respondents	Correeect aswer	Score
R1	4	80
R2	3	60
R3	5	100
R4	3	60
R5	4	80
R6	3	60
R7	4	80
R8	5	100
R9	5	100
R10	5	100
R11	5	100
R12	4	80
R13	3	60
R14	3	60
R15	5	100
R16	3	60

R17	**3**	**60**
R18	**3**	**60**
R19	**3**	**60**
R20	**3**	**60**

The table 4. 3 above indicates that the students have good progress after giving treatment. The highest score was 100 and the lowest score is 60. There were 6 students got score 100, there were 4 students got 80, there were 10 students got 60 score. It means that the students' reding skill ability was improved after treatment.

d. The persentage of students score in posttest

Table 4.4

Classification of the students' reading score in the posttest

No	Classification	Score	Frequency	Percentage
1	**Excellent**	**96 – 100**	**6**	**30%**
2	**Very good**	**86 – 95**	**-**	**-**
3	**Good**	**76 – 85**	**4**	**20%**
4	**Fair good**	**66 – 75**	**-**	**-**

5	Fair	56 – 65	10	50%
6	Poor	36 – 55	-	-
7	Very poor	0 – 35	-	-
Total			**20**	**100%**

The table 4. 4 above indicates that after giving treatment, there were 6 students (30%) got "Excellent" score, there were 4 students (20%) got "good" there were 10 students (50%) got fair score. It means students' score in post-test was good.
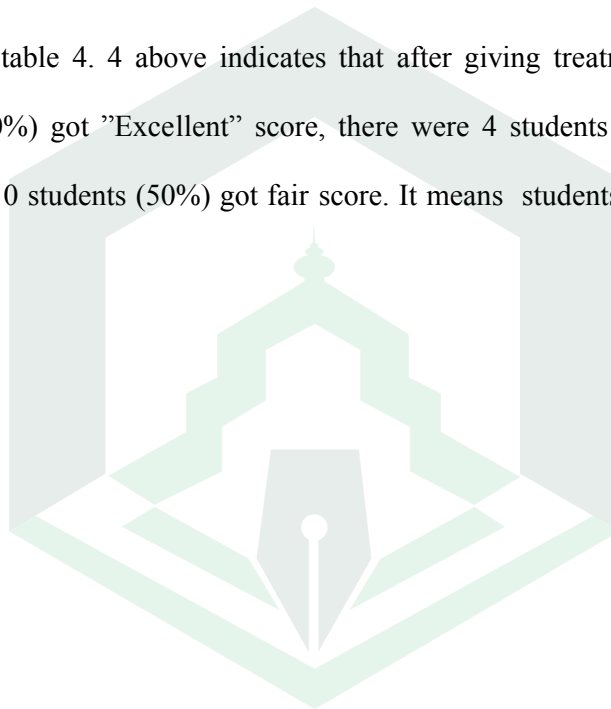
Table 4.5

The students' reading score in pretest and posttest

No	Name of Students	Variable X Pre-Test	Variable Y Post-test	D=(Y-X)	$D^2=(Y-X)^2$
1	R1	60	80	20	400
2	R2	40	60	20	400

3	R3	80	100	20	400
4	R4	40	60	20	400
5	R5	60	80	20	400
6	R6	40	60	20	400
7	R7	60	80	20	400
8	R8	80	100	20	400
9	R9	80	100	20	400
10	R10	80	100	20	400
11	R11	80	100	20	400
12	R12	60	80	20	400
13	R13	40	60	20	400
14	R14	40	60	20	400
15	R15	80	100	20	400
16	R16	40	60	20	400
17	R17	40	60	20	400
18	R18	40	60	20	400
19	R19	40	60	20	400
20	R20	40	60	20	400
				= 120	
		= 1120	= 1520		= 1800

a. Mean score of pre test

$$M = \frac{\Sigma}{\quad}$$

$$M = \frac{\quad}{\quad} = 56$$

b. Mean score of post test

$$M = \frac{\Sigma}{\quad}$$

$$M = \frac{\quad}{\quad} = 76$$

The result of the mean score of pre test and post test can be presented as follow :

Component	Pre-test	Post-test
Mean	56	76

The table above indicates that the mean of the students in post-test was different with the mean score in pre-test. Where in the pre-test 56 and in the post-test became 76 or post-test > pre-test 76 > 56.

The score variable between variable X (pre-test) and variable Y (post-test)

Looking at the result of data analysis. The researcher presents discussion of data given to the students. Based on the pre-test, the students have low interest for reading of English by mean score 56. And after they were taught reading trought PQ4R strategy students' achievement increase by mean score 76 good.

From the table 4.5, we had got $\Sigma\,\_ = 120$ and $\Sigma\,\_^2 = 1800$, the next finding the different of standard deviation between variable X (pre-test) and variable Y (post-test) as follow :

$$SD_D = \sqrt{\frac{\Sigma\,\_}{\quad} - \frac{\Sigma\,\_}{\quad}^2}$$

$$= \sqrt{\frac{\quad}{\quad} - \left(\frac{\quad}{\quad}\right)^2}$$

$$= \sqrt{90 - (6)^2}$$

$$= \sqrt{90 - 36}$$

$$= \sqrt{54}$$

$$= 7,34$$

After findings standard deviation of difference (SD_D) about 7,34, the next looking for standard error of mean difference (SE_{MD}) between variable X (pre-test) and variable Y (post-test) as follow :

$$SE_{MD} = \frac{}{\sqrt{}}$$

$$= \frac{,}{\sqrt{}}$$

$$= \frac{,}{\sqrt{}}$$

$$= \frac{7,34}{4,35}$$

$$= 1,69$$

After finding SE_{MD}, the next looking for M_D as follow:

$$M_D = \frac{\Sigma}{}$$

$$= \frac{120}{20}$$

$$= 6$$

Now finding t value (t_o) as follow:

$$T_o = \frac{}{}$$

$$= \frac{6}{1,69}$$

$$= 3{,}550$$

After that, finding table t_{table} (t) as follow:

$Df = N - 1$

$Df = 20 - 1$

$Df = 19$

$t_{table} = 2{,}093$

Based on the table "tt" standar of significant 5% (0,05) with degree of freedom (df) = 19 the researcher got 2,093. From this result, the researcher gave interpretation that t value (t_o) is bigger t_{table} (t_t), $t_o > t_t$.

$3{,}550 >$

Based on the result of these calculations is interpreted that the alternative hypothesis (H_l) is is accepted on the null hypothesis (H_o) is rejected. This means that the post-test data analysis, result showed a significant improvement there is a significant difference in students skill before and after given treatment. Therefore it can be said that through PQ4R strategy, the ability of reading skill achievement at the eight class students of SMPN 8 Palopo improved significantly.

2. Analysis of Questionnaire

Having conducted research at SMPN 8 Palopo, the researcher found out the students' perception toward PQ4R strategy in improving reading skill achievement, through questionnaire. as follows:

Table 4. 6 Questionnaire Number 1

PQ4R Strategy is appropriate in Improving reading skill achievement

Answer	Frequency	Percentage

Strongly agree	15	75%
Agree	3	15%
Disagree	-	
Strongly disagree	-	
Neutral	2	10%
Total	20	100%

The table 4.7 above indicates that there were 15 students (75%) choose strongly agree, there were 3 students (15%) choose agree, there were 2 students (10%) choose neutral and there was not student choose strongly disagree and disagree. It means that the most of the students strongly agree with the statement that reading using PQ4R strategy very effective for applied in the SMP Negeri 8 Palopo as way can help improve students reading skill achievement. With some PQ4R strategy make the students feel interested to reading.

Table 4. 7 Questionnaire Number 2

The strategy used by researcher in teaching is very good in improving reading skill achievement.

Answer	Frequency	Persentage
Strongly agree	9	45%
Agree	7	35%
Disagree	-	-
Strongly disagree	-	-
Neutral	4	20%

Total	**20**	**100%**

PQ4R can increase students reading skill. Based on the table 4. 8 above indicate that there were 9 students (45%)cho ose strongly agree, there were 7 students (35%) choose agree, there were 4 students (20%) choose neutral. There was not student choose strongly disagree, and there was not the student choose disagree. It means that the most of students strongly agree with the statement that the students strongly about PQ4R strategy very good in improving reading skill achievement.
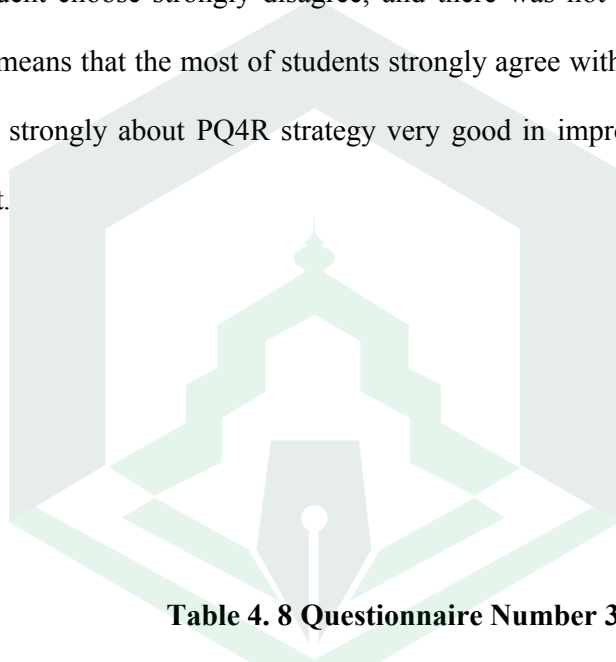
Table 4. 8 Questionnaire Number 3

Improving reading skill achievement through PQ4R is more enjoyable

Answer	Frequency	Persentage
Strongly agree	**14**	**70%**
Agree	**1**	**5%**
Disagree	**-**	**-**
Strongly disagree	**-**	**-**
Neutral	**5**	**25%**

Total	**20**	**100%**

Learning by using PQ4R strategy make the students feel more enjoy and fun, and then from the PQ4R strategy the students can take lesson moral. Based on the table 4.9 above indicate that there were 14 students (70%) choose strongly agree, there were 1 student (5%) choose agree, there was not student choose disagree, there was not student choose strongly disagree and there were 5 students (25%) choose neutral. It means that the most of students strongly agree with the statement that the PQ4R strategy is more enjoyable.

Table 4. 9 Questionnaire Number 4

The PQ4R can be used by teacher in improving reading skill achievement

Answer	Frequency	Percentage
Strongly agree	10	50%
Agree	5	25%
Disagree	-	-
Strongly disagree	-	-
Neutral	5	25%
Total	**20**	**100%**

Based on the table 4.10 above , indicate that there were 10 students (50%) choose strongly agree, there were 5 students (25%) choose agree, there was not students choose disagree and there was not students choose strongly disagree and there were 5 students (25%) choose neutral. It means that the most of the students strongly agree with the statement that the PQ4R strategy is very effective in improving reading skill achievement.
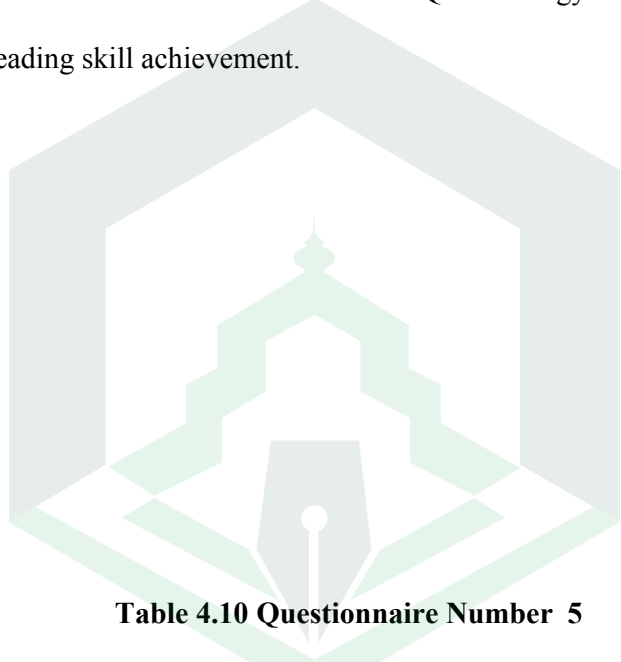
Table 4.10 Questionnaire Number 5

Improving reading skill achievement through PQ4R strategy, makes students

more interested

Answer	Frequency	Persentage
Strongly agree	17	85%
Agree	-	-
Disagree	1	5%
Strongly disagree	-	-
Neutral	2	10%

Total	**20**	**100%**

The table 4. 11 above indicate that there were 17 students (85%) choose strongly agree, there was not students choose agree, there was 1 student (5%) choose disagree,there was not student choose strongly disagree and there were 2 students (10%) choose neutral. It means that the most of the students strongly agree with the statement that reading by using PQ4R strategy can makes students more interested to reading.
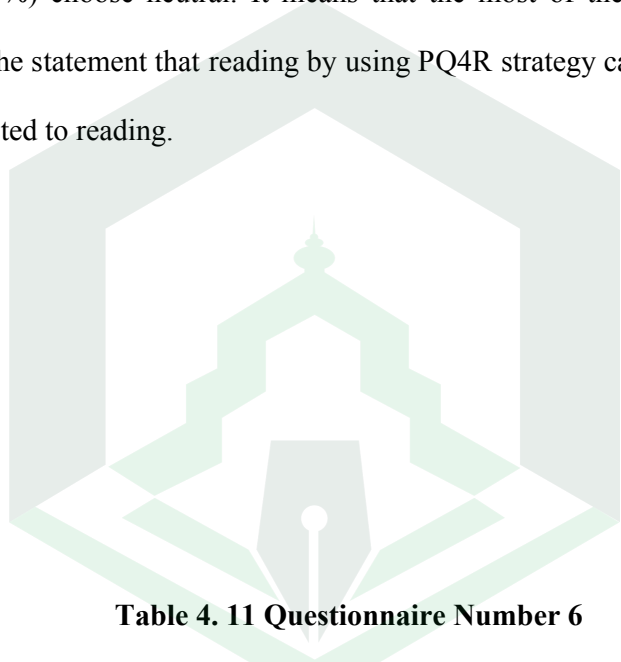
Table 4. 11 Questionnaire Number 6

Improving reading skill achievement through PQ4R strategy is fun

Answer	Frequency	Persentage
Strongly agree	10	50%
Agree	4	20%
Disagree	1	5%
Strongly disagree	-	-
Neutral	5	25%
Total	**20**	**100%**

Based on the table 4. 12 above indicates that there were 10 students (50%) choose strongly agree, there were 4 students (20%) choose agree, there was 1 student (5%) choose disagree, there was not student choose strongly disagree and there were 5 students (25%) choose neutral. It means that the most of the students strongly agree with the statement that the PQ4R strategy more fun in learning.

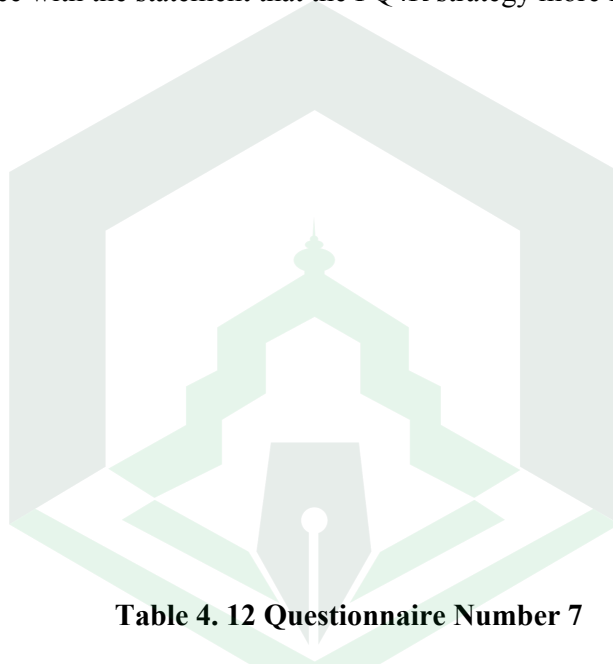**Table 4. 12 Questionnaire Number 7**

Improving reading skill achievement through PQ4R strategy, students' is

active in the class

Answer	Frequency	Persentage

Strongly agree	8	40%
Agree	6	30%
Disagree	1	5%
Strongly disagree	-	-
Neutral	5	25%
Total	**20**	**100%**

Based on the table 4. 13 above indicate there were 8 students (40%) choose strongly agree, there were 6 students (30%) choose agree, there were 1 student (5%) choose disagree. There was not student strongly disagree and there was 5 students (25%) choose neutral. It means that the mose of the students strongly agree with the statement that reading through PQ4R strategy can make students active in the class.

Table 4. 13 Questionnaire Number 8

Improving reading skill achievement through PQ4R strategy easier to

understand

Answer	Frequency	Persentage

Strongly agree	11	55%
Agree	4	20%
Disagree	1	5%
Strongly disagree	-	-
Neutral	4	20%
Total	**20**	**100%**

Based o the table 4. 14 above indicate that there were 11 students (55%) choose strongly agree, there were 4 students (20%) choose agree, there was 1 student (5%) choose disagree, there was not student choose strongly agree and there were 4 students (20%) choose neutral. It means that the most of the students strongly agree with the statment that the PQ4R startegy easier to understand.

Table 4. 14 Questionnaire Number 9

Improving reading skill through PQ4R strategy, the students got new

experience

Answer	Frequency	Persentage

Strongly agree	13	65%
Agree	4	20%
Disagree	-	-
Strongly disagree	-	-
Neutral	3	15%
Total	**20**	**100%**

What is what we can get if we study reading by using PQ4R strategy ? mopral lesson, and life lesson we can get from the PQ4R strategy . based on the table 4. 15 above indicate that there were 13 students (60%) choose strongly agree, there were 4 students (20%) choose agree, there was not student choose disagree and strongly disagree and there were 3 students (15%) choose neutral. It means that the most of the students strongly agree with the statment that the PQ4R strategy can make students to got new experience.

Table 4. 15 Questionnaire Number 10

My motivation is higher through PQ4R strategy in improving reading skill

achievement

Answer	Frequency	Persentage

Strongly agree	8	40%
Agree	7	35%
Disagree	1	5%
Strongly disagree	1	5%
Neutral	3	15%
Total	**20**	**100%**

Based on the table 4.16 above indicate that there were 8 students (40%) choose strongly agree, there were 7 students (35%) choose agree, there was 1 student (5%) choose disagree, there was 1 student (5%) choose strongly disagree, and there were 3 students (15%) choose neutral. It means that the most of the student strongly agree with the statment that the PQ4R strategy can be motivate students to learn reading.

B. Discussion

1. Reading Test

This section discusses the result of finding in accordance with the scope of the research. The discussion is about improving students' reading achievement through PQ4R strategy at the eight class of SMPN 8 Palopo.

After analyzing the data of students' test, it showed t_0 with the value 3,550 was higher than t_t with the value 2,093 with degree of freedom (df) = 19 on the level significance 0.05. It means that there was a significance difference between the result of pre-test and the result of post-test.

Table of the t-test of the students

Variable	t_0	t_t
$X_1 - X_2$	3,550	2,093

Based on the table above, shows that the value of t_0 was higher than t_t, it can be interpreted that the research hypothesis was confirmed.

In pre-test, there were seven questions of reading test that was given by the writer to the students to get the students reading achievement. From the result showed that there were some questions that almost the students could not answer.

In fifth question, "*Why does Broni like the sound of birdsong ?*" in this question there were 8 respondents had correct answer with the answer "*His black eyes will light up with excitement whenever he sees the birds begin to make the beautiful sounds*" there were 12 respondents had incorrect answer. Besides, most of students did not have pay attention or were not seriously to read the reading text and answer the question in pre-test.

After giving pre-test the researcher gave treatment during five meetings. In the treatment, the students in SMPN 8 Palopo be expected can understand the descriptive text. In process of reading achievement, firstly, the students must know meaning of vocabularies that used in descriptive text. All of these activities were applied through PQ4R strateg, each groups consists of five students. They can share their ideas to think about problems to answer the questions in reading text.

After giving four treatments the researcher gave post-test to know the respondents' improvement in reading achievement. In post-test, there were also seven questions of reading test. It was found that some of students could answer all of the students.

In sixth questions, "*What is Broni favorit food ?*" in this question all of respondents had correct answer with the answer "*Even Broni can spend the whole afternoons chewing bones* ". Besides, they were more interested and more seriously to read the reading text and answer the qustions.

Based on the analysis of the table of classification and percentage rate of the students in post-test and the students' mean score, the researcher makes conclusion that the students' reading achievement was higher than before they got the treatment. Related to the respondents' mean score in pre-test and post-test, it showed that improving students' reading achievement through PQ4R strategy was effective at the eight class of SMPN 8 Palopo. It was proven by the respondents' mean score of post test (76) was higher than pre-test (56).

From the discussion above, the students' reading achievement was improved. It caused by the effectiveness of PQ4R strategy. The research found through PQ4R startegy in learning and teaching process in class could improve reading achievement at the eight class of SMPN 8 Palopo. The PQ4R strategy was one of the alternative teaching to encourage junior high shcool students in improving reading achievement of English.

The result of this research was consistent with the some previous of research finding, Nurdiana (2011) that the students' reading skill improved by pairs work technique,[29] Harmi (2013) that cooperative learning can improve reading comprehension skill on narrative text.[30]

2. Questionnaire

This research present the result of data analysis from questionnaire, in relation to the finding of the percentage on students' perception in improving reading achievement through PQ4R strategy, it could be indicates there were most of the students very interest in improving reading achievement through PQ4R strategy and the others were interested in improving reading achievement.

Improving reading achievement through PQ4R strategy was one of effective and interesting ways that could be applied in the classroom. Besides, this strategy could improving students' reading achievement, and make the students

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[29] Nurdiana, *"Improving Students' Reading Skill Pairs Work"* (Palopo: Thesis STAIN Palopo, 2011), p. 67.

[30] Harmi, *"Improving Reading Comprehension Skill on Narrative Text Through Cooperative Learning "* (Palopo: STAIN Palopo, 2013), p. 64.

focus active during the learning process. By applying this strategy we could learn enjoying.

In addition t students' perception in improving reading achievement through PQ4R strategy could be seen through the answer of the questionnaire by the students. Having analyzed the result of students' perception toward the strategy applied by the researcher. it shows that the students gave good perception to this strategy.

From the result of the questionnaire, the researcher gave analysis about answer majority of the students. Most of students chose agree and strongly agree as their answer. The researcher concluded the students at the eight class of SMPN 8 Palopo were good perception in improving reading achievement through of PQ4R strategy.
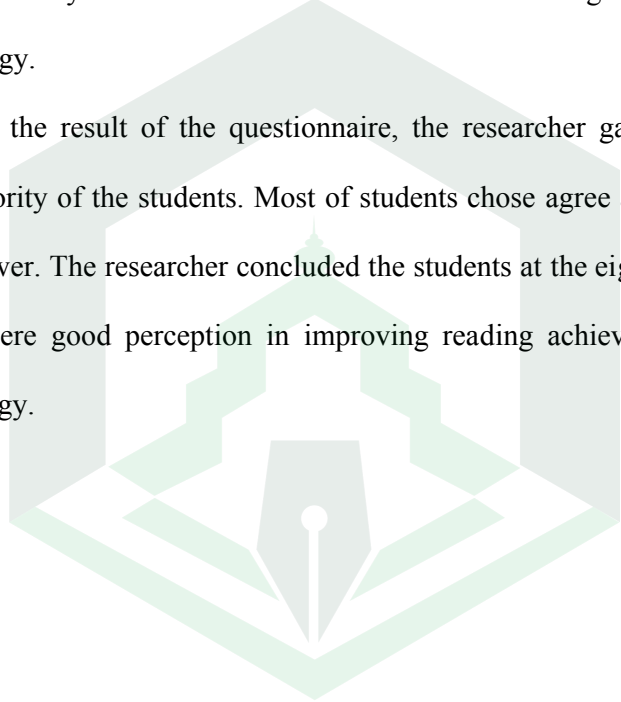
CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents conclusions and suggestions based on the findings and discussions from the data analysis in previous chapter.

A. Conclussion

Based on the findings, data analysis, and discussion in the previous chapter, the researcher gives conclusions as in following:

1. Having implement the treatments through PQ4R strategy, it was found that the mean score of students' in pre-test was 56 and the mean score of the students' in post-test were 76. It means that the mean score of students in post-test was higher than the mean score of students in the pre-test. The data had been analyzed by using standard deviation 2,093 with degree of freedom (df) = 19 and the result of t-test (t_0) were 3,550. From this result, the researcher gave interpretation that PQ4R strategy is effective in improving the students' reading skill achievement at the eight class of SMPN 8 Palopo.

2. Having analyzed the result of students' perception toward PQ4R strategy in improving reading skill achievement applied by the researcher in this research, the data shows that many students chose positive choices in all statement, it shows the data students gave good perception toward PQ4R strategy. Based on the questionnaire, the PQ4R strategy can make them enjoyable, active, fun, easier to understand, students got new experience, and can be motivation in improving reading skill achievement.

B. Suggestion

Considering the conclusion above, the researcher gave some suggestions as follow:

1. The teacher should understand what the best strategy that can help students in learning English. Especially teacher who wants to teach reading skill achievement on text is suggested to use PQ4R strategy, since this strategy has been proved can improve students' reading skill achievement. In addition, through PQ4R strategy also can increase student's motivation to learn better and improve their knowledge after using this strategy.

2. The students can practice more about reading skill on the text or another material by applying PQ4R strategy, because it can promotes students' learning motivation, make students to be active in thinking, and improve students' new knowledge by using this strategy.

3. To the researcher, this researcher are hopefully can give useful contribution as reference for other researcher who want to conduct a research that relate about this research.

IAIN PALOPO

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APPENDIXES

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : **SMP Negeri 8 Palopo**

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII /Ganjil

Alokasi Waktu : 8 Jam

Pertemuan   : I Until IV

A. Standar Kompetensi

Memahami makna teks fungsional dan esei pendek sederhana berbentuk *descriptive* yang berkaitan dengan lingkungan sekitar.

B. Kompetensi dasar

Merespon makna teks tulis fungsional dan esei berbentuk *descriptive* pendek dan sederhana secara tim/ kelompok, akurat, lancar dan berterima.

C. Indikator

- Siswa mampu menemukan ide pokok dalam teks
- Siswa mampu menemukan informasi rinci dalam teks
- Siswa mampu merefleksikan informasi dalam teks dengan kata-kata sendiri
- Siswa mampu membuat ringkasan berdasarkan teks

D. Tujuan Pembelajaran

Pada akhir kegiatan pembelajaran siswa dapat:

- Siswa mampu menemukan ide pokok dalam teks
- Siswa mampu menemukan informasi rinci dalam teks
- Siswa mampu merefleksikan informasi dalam teks dengan kata-kata sendiri
- Siswa mampu membuat ringkasan berdasarkan teks

E. Materi Pembelajaran: Teks Bacaan

Materi Pembelajaran: I

Painting The Gate

One morning, one of the Mary's friends came over to visit. When she looked around the room, she said, "Your house is ugly. My house is more beautiful than yours, and the gates are brighter." Mary was very angry when she heard his and she shouted, "Get out of my house! And don't ever come back here!"

After her friend left, Mary looked around her house and she said to herself, "My friend was right. My house looks ugly and the paint is faded. I have to repaint it." Then she went to the shop and bought a can of paint.

After lunch she started to paint. In the afternoon she finished the lower part of her gate. When she wanted to star painting the upper part she found out that she couldn't each. then she got an idea. I will ask my neighbor to paint the upper part! She asked, Bram, Bram, please paint my gates.

Bram started to paint the upper gates, he worked very fast, in ten minutes all the job was done.

Mary was very happy.

A. **Answer the following questions based on the text above.**
   1. What is the main idea of the first paragraph ?
   2. What is main idea of the third paragraph ?
   3. What did Mary say when her friend said that her house was ugly ?
   4. Who helped Mary paint his house ?
   5. Why is mary very angry ?
   6. What makes Mary happy ?

B. **Re – write the information you got from the text in your own sentences/ version.**

C. **Re – write summary the text above.**

Materi Pembelajaran: II

Mouse Deer and Crocodile

One day, Mouse Deer went down to the river to take a drink. But he knew that the crocodile might be waiting underwater to eat him, so he said out loud. "I wonder if the water's warm. I'll put in my leg and find out." Of course Mouse Deer didn't put in his leg. He picked up a stick instead and put one end into the water. Chomp…! Crocodile grabbed the stick and pulled it underwater. Mouse Deer laughed. "Ha… ha…ha… Stupid crocodile! Cant you tell the difference between a stick and a leg?" Then Mouse Deer ran off to drink somewhere else.

In the next day, Mouse Deer wanted to cross the river. He wanted to eat the fruits on the other side of the river. He saw a floating log in the river. He knew that Crocodile looked like a log when he floated. Mouse Deer didn't want to be eaten by Crocodile when he crosses the river. He had an idea. He called out loud, "Crocodile!" Crocodile rose from the water, "Hello, Mouse Deer. Have you come to be my lunch?" Mouse Deer smiled. "Sorry, not today, Crocodile. I have orders from the King. He wants to invite all the crocodiles in this river to a party. He wants me to count all the crocodiles so he could prepare enough meal for you."

"Really…? Tell us what to do," said Crocodile. "You must line up from this side of the river to the other side," said Mouse Deer. Crocodile then got all his friends and family. They lined up across the river. Mouse Deer then jumped onto Crocodile's back. "One," he counted. He jumped onto the next crocodile, "Two." And the next crocodile, "Three." Mouse Deer kept jumping until he arrived on the other side of the river. "How many are there?" asked Crocodile. "Just enough," said Mouse Deer. He laughed as he ran to the forest.

A. Answer the following questions based on the text above.

1. What is the main idea of the first paragraph ?
2. What is the main idea of the second paragraph ?
3. What is the main idea of the third paragraph ?
4. How did Mouse Deer to cross the river ?
5. Who is intelligent ?
6. Who is mouse deer friend ?
7. Can you differenceate between a stick and a leg ?

B. Re – write the information you got from the text in your own sentences/ version.

C. Re – write summary the text above.

Materi Pembelajaran: III

THE TIGER

The tiger is the largest of all the cats. The male and famele look similar but the male has much longer cheek whiskers. Tigers are shy animals. They hunt at night and usually live alone. Tigers hunt wild pigs, deer and cattle and can climb trees and swim very well.

A male tiger has swum rivers as wide as the Ganges in northern india. The male and the female only stay together for a few days during mating but the tigress and her tiger cubs may stay together for several years.

A. Answer the following questions based on the text above.
1. What is the main idea of the first paragraph ?
2. What is the main idea of the second paragraph ?
3. When do the tigers hunt ?
4. What is the difference between male and female tiger ?
5. Is the animal tiger shy ?
6. What is tiger's favorite food ?

B. Re – write the information you got from the text in your own sentences/ version.

C. Re – write summary the text above.

Materi Pembelajaran: IV

BIRD PARK

Once of the most interesting places to visit in singapore is the bird park. It is located in the industrial area of singapore, called jurong. The bird park is about twelve kilometers from the center of the city, and it's easy to get there by bus or by taxi.

It is one of the largest bird parks in the world. The birds are kept in large cages, and there are hundreds of beautiful birds from many different parts of the world, including penguins, parrots, eagles, and ostriches. There is a large lake in the park, with a restaurant beside it, and there is also a very large cage which you can walk inside to get a closer look at the birds.

It takes about two hours to see all the birds. You can walk around the park or ride on the bus. The best time to visit the park is in the early morning or late afternoon, when it is cooler.

A. Answer the following questions based on the text above.

1. What is the main idea of the first paragraph ?
2. What is the main idea of the second paragraph ?
3. What is the main idea of the third paragraph ?
4. What is the most interesting park in Singapore ?
5. What time is the best to visit bird park ?
6. Why is the bird park very famous ?
7. How long will it take to see all the birds ?

B. Re – write the information you got from the text in your own sentences / version.

C. Re – write summary the text above

F. Karakter siswa yang diharapkan:

- Jujur (Honest)
- Sopan (polite)
- Keberanian (brave)
- Bertanggungjawab (responsible)

G. Metode Pembelajaran

- Preview, Questions, Read,Reflect, Recite, Review (PQ4R)

H. Langkah- Langkah Kegiatan Pembelajaran

   1. Kegiatan Awal

- Guru memberi salam (Greeting)
- Guru memeriksa kehadiran siswa
- Memotivasi siswa dalam belajar bahasa inggris.
- Menjelaskan tujuan pembelajaran atau kompetensi dasar yang ingin dicapai.

   2. Kegiatan Inti

a. Preview, Question, Read

- Guru membagi siswa kedalam 5 kelompok.
- Masing-masing kelompok diberikan teks untuk menemukan gagasan pokok, informasi rinci, dari teks yang dibaca dengan cara menjawab pertanyaan berdasarkan teks yang diberikan.
- Feedback / penguatan

b. Reflect, Recite

- Siswa mampu menyampaikan isi teks dengan menggunakan bahasa sendiri
- Feedback / penguatan

c. Review

- Masing-masing siswa diminta untuk membuat ringkasan dalam teks.
- Siswa mampu mempresentasekan.

   3. Kegiatan Akhir

- Membuat inti sari dari teks bacaan.
- Refleksi
- Guru dan siswa sama-sama menyimpulkan pelajaran.
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.
- Mengucapkan salam penutup

I. Sumber Belajar

    Buku SMP yang relevan dan internet yang dapat membantu proses pembelajaran

J. Penilaian

- **Teknik** : Tertulis
- **Bentuk tulisan** : Tertulis
- **Instrument** : Teks

Palopo, 06 February 2015

Guru Mata Pelajaran   **Mahasiswa**

Asrika, S.Pd.I   Hisna

Nip. 19801105 200701 1 008   Nim. 10.16.3.0054

Mengetahui

Kepala Sekolah

Abdul Zamad, S.Pd. M.Si

Nip. 19661126 199103 1 005

PRE – TEST AND POST – TEST

THE DOG

I have a Dog in my house named Broni. Broni is a cute dog which has a black spots spread across his tail. He is a pomeranian dog. Even though he has a strong body, he has a gentle face. He is always friendly to those whom he knows. However, he can be aggressive if strangers come to him. He always barks loudly to the strangers.

Broni loves food, especially bones. Even Broni can spend the whole afternoons chewing bones. Whenever Broni is worried, he look me with sad eyes. He also wags his still from one side to the other. Whenever I see these signs, I immediately give him a meal and some bones to eat.

Broni also likes the chirping sound of birds that reside on the tree in front of my house. Whenever Broni hears these sounds, he barks and goes towards the direction where the chirping sound comes. His black eyes will light up with excitement whenever he sees the birds begin to make the beautiful sounds.

D. Answer the following questions based on the text above.

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

8. What is the main idea of the second paragraph ?

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

10.   What is the name of the Dog ?

11.   Why does Broni like the sound of birdsong ?

12.   What is Broni favorite food ?

13.   Is Broni a cute Dog ?

E.   Re – write the information you got from the text in your own sentences/ version.

F.   Re – write summary the text above.

Questionnaire

Daftar ini bertujuan untuk mengumpulkan data tentang bagaimana siswa SMP Negeri 8 Palopo menghadapi masalah ketika sedang membaca sebuah teks

bacaan. Untuk itu diharapkan memberikan jawaban dengan sejujurnya. Kejujuran dan kebenaran penilaian anda merupakan sumbangan terbesar dalam penilaian ini dan atas kerjasamanya di ucapkan terima kasih.
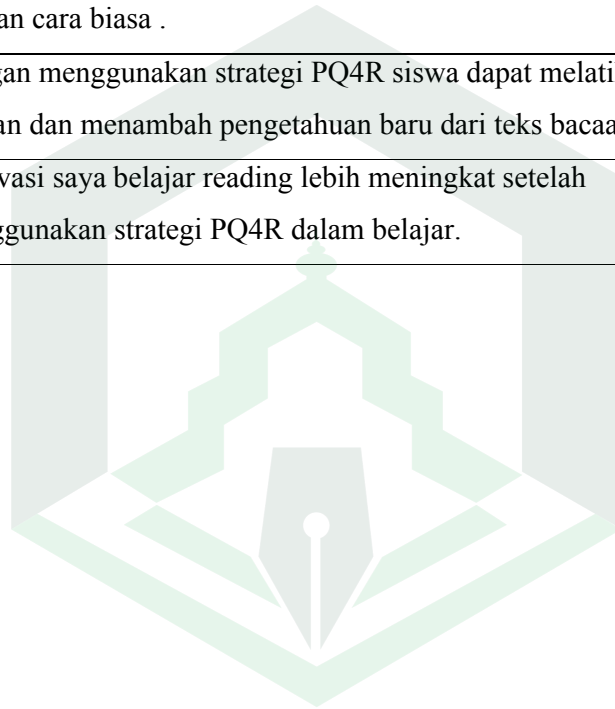
Petunjuk :

1. Angket ini bukan merupakan ujian bagi anda, untuk itu anda tidak perlu bekerja sama .
2. Jawaban anda tidak mempengeruhi nilai pada mata pelajaran Bahasa Inggris anda.
3. Bila ada kesulitan, tanyakan pada peneliti
4. Bacalah petunjuk kerja sebelum mengerjakan angket dibawah ini .
5. Pada setiap pertanyaan disediakan lima (5) kriteria yaitu sangat setuju (SS), Setuju (S), Normal, (N), Tidak Setuju (TS), dan Sangat Tidak Setuju (STS).
6. Berilah tanda checklist (√) pada setiap pilihan.

IDENTITAS RESPONDEN

Nama   :
Nis   :
Kelas/Semester   :

No	Peryataan	SS	S	N	TS	STS
1.	Belajar reading sangat menarik dan mudah di pahami setelah menggunakan strategi PQ4R					
2.	Bahan ajar yang dipakai mahasiswa peneliti dalam mengajar sangat bagus dalam meningkatkan keterampilan membaca dan minat baca siswa.					
3.	Belajar reading dengan menggunakan strategi PQ4R lebih santai dan menyenangkan.					
4.	Sebaiknya strategi PQ4R digunakan oleh guru dalam mengajar reading					
5.	Setelah mengikuti pelajaran reading menggunakan strategi					

	PQ4R minat baca saya meningkat.					
6.	Siswa lebih tertarik belajar reading dengan menggunakan strategi PQ4R dari pada bahan ajar yang lain.					
7.	Setelah belajar dengan menggunakan strategi PQ4R siswa aktif didalam kelas.					
8.	Bahan ajar yang diberikan oleh guru dengan menggunakan strategi PQ4R lebih mudah dimengerti dari pada belajar dengan cara biasa .					
9.	Dengan menggunakan strategi PQ4R siswa dapat melatih bacaan dan menambah pengetahuan baru dari teks bacaan.					
10.	Motivasi saya belajar reading lebih meningkat setelah menggunakan strategi PQ4R dalam belajar.					