A COMPARATIVE STUDY IN TEACHING READING NARRATIVE TEXT BY USING PQ4R (PREVIEW, QUESTION, READ, REFLECT, RECITE, REVIEW) AND KWL (KNOW – WANT – LEARN) STRATEGY AT SECOND YEAR STUDENTS OF SMPN 1 SUMBERGEMPOL TULUNGAGUNG IN THE ACADEMIC YEAR 2015/2016

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MOTTO

Sharpen the mind, harden the body, soften the heart, and be of service to others – Abdel Malik Ali

DEDICATION

With all of my love, I proudly dedicate this thesis to:

My wonderful mother Mrs. Suprapti; thanks for your endless love and hours of patience. Deeply, no words can represent my grateful for "the life" you have given to me.

My beloved father Mr. Gani Pantoro; thanks for the biggest support, prayer and everything you have given to me. I love you.

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ABSTRACT

Pratiwi, Malita Dani. Registered Number Student. 2813123102. *A Comparative Study in Teaching Reading Narrative Text by Using PQ4R (Preview, Question, Read, Reflect, Recite, Review) and KWL (Know – Want – Learn) Strategy at Second Year Students of SMPN 1 Sumbergempol Tulungagung in the Academic Year 2015/2016.* Thesis. English Education Department. State Islamic Institute (IAIN) Tulungagung. Advisor: Nanik Sri Rahayu M.Pd.

Keywords: PQ4R (Preview, Question, Read, Reflect, Recite and Review) strategy, KWL (Know – Want – Learnt) strategy, reading comprehension, narrative text

Reading is one of the important skills in English that has to be mastered. Reading becomes a major upon teaching and learning process and important tool for academic success. Reading skill must be owned by the students in order to they can achieve successful in their academic process. It is due to most of teaching and learning material in written form. Therefore, the students have to improve their reading ability in comprehending the text. To improve the students' ability in comprehending the text there are some strategies that can be used by the teacher. In this study, two of the strategies used in teaching reading are PQ4R (Preview, Question, Read, Reflect, Recite and Review) and KWL (Know – Want – Learnt) and then the result of two strategies above will be compared.

The formulation of research problem was : 1) Which one is more effective between Preview, Question, Read, Reflect, Recite, Review (PQ4R) or Know- Want- Learn (KWL) in teaching reading to improve the students achievement in reading comprehension of narrative text?

The purpose of this study was to know Which one is more effective between Preview, Question, Read, Reflect, Recite, Review (PQ4R) or Know- Want- Learn (KWL) in teaching reading to improve the students achievement in reading comprehension of narrative text.

Research method: 1) the research design in this study was comparative design with quantitative approach, 2)The population of this study was all students of second year at SMPN 1 Sumbergempol Tulungagung, 3) The sample were VIII A class consists of 30 students and VIII D class consists of 30 class, 4) the research instrument was test, 5) the data analysis was using T test.

The result showed that the students' mean score taught by using PQ4R (Preview, Question, Read, Reflect, Recite and Review) was 83,16 while, the students' mean score taught using KWL (Know – Want – Learnt) was 78,33. The tcount was 2,413. It was higher than ttable at 5% significant level. In the 5% level, the value was 2,000. It can be seen that 2,413 > 2,000. It means that Ho is rejected, so there were significant different score between those taught by using PQ4R and KWL strategy. In other word, by comparing the means it can be concluded that PQ4R strategy is more effective than KWL strategy in teaching reading narrative text at second year students of SMPN 1 Sumbergempol Tulungagung in the academic year 2015/2016.

ABSTRAK

Pratiwi, Malita Dani. NIM. 2813123102. *A Comparative Study in Teaching Reading Narrative Text by Using PQ4R (Preview, Question, Read, Reflect, Recite, Review) and KWL (Know – Want – Learn) Strategy at Second Year Students of SMPN 1 Sumbergempol Tulungagung in the Academic Year 2015/2016.* Thesis. Program Pendidikan Bahasa Inggris. Institute Agama Islam Negeri (IAIN) Tulungagung. Pembimbing: Nanik Sri Rahayu M.Pd.

Kata kunci: strategy PQ4R (Preview, Question, Read, Reflect, Recite and Review), strategy KWL (Know – Want – Learnt), pemahaman membaca, teks narrative

Membaca adalah salah satu keahlian penting dalam Bahasa Inggris yang harus dikuasai. Membaca menjadi pelajaran pokok pada proses belajar mengajar dan alat penting untuk keberhasilan akademik. Keahlian membaca harus dimiliki oleh para murid agar mereka dapat meraih keberhasilan dalam kegiatan academik mereka . Itu disebabkan karena sebagian besar bahan ajar dalam bentuk tertulis. Oleh sebab itu, para murid harus meningkatkan kemampuan mereka dalam memahami sebuah bacaan. Untuk meningkatkan kemampuan siswa dalam memahami sebuah bacaan, ada beberapa strategi yang dapat digunakan oleh guru. Dalam penelitian ini, peneliti menggunakan dua strategi yaitu PQ4R (Preview, Question, Read, Reflect, Recite and Review) and KWL (Know – Want – Learnt), kemudian kedua stretegi tersebut akan dbandingkan.

Rumusan masalah dalam penelitian ini adalah : 1) strategi apa yang lebih efektif diantara strategy PQ4R dan KWL dalam pembelajaran membaca untuk meningkatakan prestasi siswa dalam pemahaman membaca teks naratif ?

Tujuan dari penelitian ini adalah untuk mengetahui metode apa yang lebih efektif diantara strategy PQ4R dan KWL dalam pembelajaran membaca untuk meningkatakan prestasi siswa dalam pemahaman membaca teks naratif . Metode penelitian dalam penelitian ini adalah: 1) rancangan penelitian yang digunakan adalah rancangan komparatif dengan menggunakan pendekatan kuantitatif, 2) populasi dalam penelitian ini adalah seluruh siswa kelas VIII dari SMPN 1 Sumbergempol, 3) sampel dari penelitian ini adalah kelas VIII A yang terdiri dari 30 siswa dan kelas VIII D yang terdiri dari 30, 4) instrumen yang digunakan dalam penelitian ini adalah test, 5) dan data analisis menggunakan T test.

Hasil dari penelitian ini menunjukkan bahwa rata-rata nilai siswa yang diajar menggunakan strategi PQ4R (Preview, Question, Read, Reflect, Recite and Review) adalah 83,16 sementara, rata-rata nilai siswa yang diajar menggunakan KWL (Know – Want – Learnt) adalah 78,33. T_{hitung} adalah 2,413. T_{hitung} tersebut lebih besar dari pada t_{table} pada level signifikan 5%. Pada signifikan level 5% nilainya adalah 2,000. Dapat dilihat bahwa 2,413 > 2,000. Dengan demikian, Ho ditolak, sehingga terdapat perbedaan nilai yang signifikan diantara siswa yang diajar menggunakan strategi PQ4R dan strategi KWL. Dengan kata lain, dengan membandingkan rata-rata dapat disimpulkan bahwa strategi PQ4R lebih efektif daripada strategi KWL dalam pembelajaran membaca teks naratif pada siswa kelas VIII SMPN 1 Sumbergempol tahun ajaran 2015/2016.

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Finally, the writer realizes that this thesis is still far from being perfect.. Therefore, criticisms and suggestions from readers are highly appreciated for the improvements of this suggestion,

Tulungagung, May 2016

The Writer

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