CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher presented description of the data which discussed the characteristics of each variable, the testing of the hypothesis which explains the result of the static computation and also the discussion of the finding.

A. Research Finding

The research finding presented the results of the study that were described by providing number of graphs, charts, and tables. The participant of this study were the students of A class and D class in the second year of SMPN 1 Sumbergempol which consist of 30 students for A class and 30 students for D class. They were given test after the researcher did the treatment. It was done in order to know the students ability in comprehending the text.

The description of data discussed about the data of each variable and reports being computed using descriptive statistic like histogram, mean, standard deviation, etc. The results of statistic computation were as follows:

1. The Student's Reading Ability in Comprehending Narrative Text after being Taught Using PQ4R (Preview, Question, Read, Reflect, Recite and Review) Strategy

In the process of teaching reading, the PQ4R strategy was applied in the students of A class in SMPN 1 Sumbergempol Tulungagung. The class

consists of 30 students. From the learning process in reading using PQ4R strategy showed that the students were able to follow the process well. The students were enthusiasms and pay attention to the lesson given by the researcher. Before started to teach, the researcher explained first about PQ4R strategy as clearly as possible. The researcher explained the strategy in order to avoid the confusion of the students, later the students could understand about the strategy given by the researcher. So those, the students can join the class well.

After giving explanation about using this strategy, then the researcher gave material related to narrative text. Then, the students were asked to read the title and the first sentence of paragraph of the reading text. After read the title, the students asked to make some questions what the text will be about. Then the researcher gave time to the student to read the passage silently to answer the questions they made. When read the text, the students tried to comprehend the text and connected the information they got from the text with their prior knowledge. Then the researcher asked the students to write the idea and make summary of the text then they read their summary to their friends loudly. The student followed the instruction of the researcher well. Although, there were few students that did not pay attention to the instruction.

After three meetings teaching reading by using PQ4R strategy, the researcher gave post test to get data about the students score after taught by

using PQ4R strategy. The results of post test by using PQ4R strategy were presented below:

Table 4.1: **Frequency of post test score using PQ4R strategy**

PQ4R

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	65	1	3.3	3.3	3.3
	70	1	3.3	3.3	6.7
	75	4	13.3	13.3	20.0
	80	6	20.0	20.0	40.0
	85	10	33.3	33.3	73.3
	90	6	20.0	20.0	93.3
	95	2	6.7	6.7	100.0
	Total	30	100.0	100.0	

The researcher also gave elaborate histogram to make the data clear. The histogram of the result of post test score by using PQ4R strategy was presented below:

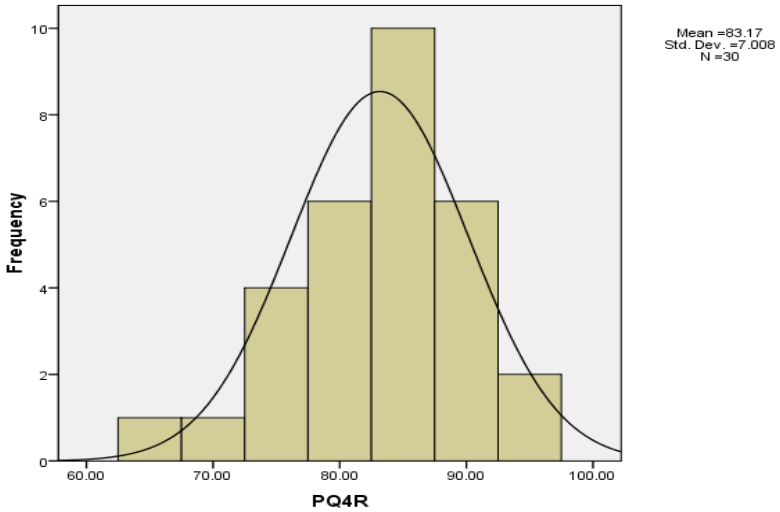

Figure 4.1 Histogram of post test score using PQ4R strategy

Based on the table above showed that score minimum is 65 and score maximum is 95. Score 65 has 1 frequency (3.3%), score 70 has 1 frequency (3.3%), score 75 has 4 frequencies (13.3%), score 80 has 6 frequencies (20%), score 85 has 10 frequencies (30.3%), score 90 has 6 frequencies (20%), score 95 has 2 frequencies (6.7%).

Besides showing the frequency and the histogram of the result of posttest by using PQ4R strategy, the researcher also showed the maximum and minimum score, range, mean and standard deviation by using SPSS software 16.0 version. The data can be seen below:

Table 4.2: **Statistic data of posttest using PQ4R strategy**

Statistics

PQ4R

N	Valid	30
	Missing	0
Mean		83.1667
Std. Error of Mean		1.27944
Median		85.0000
Mode		85.00
Std. Deviation		7.00780
Variance		49.109
Range		30.00
Minimum		65.00
Maximum		95.00
Sum		2495.00

From the result above, the researcher analyzed the data by using SPSS 16.0 version that can be seen the highest score is 95 and the lowest score is 65, while the range is 30.00. Besides that, the mean of variable is

83.16, the median is 85.00, the standard deviation is 7.0078 and the mode is 85.00.

The number of students is 30 students, and the researcher made categorization of the posttest score. It can be seen below:

Table 4.3: **Categorization score of posttest using PQ4R strategy**

Intervals	**Frequency**	**Categorization**	**Percentage**
91-100	2	excellent	7%
81-90	16	Very good	53%
71-80	10	Good	33%
61-70	2	Fair	7%
0-60	0	Poor	0%

The researcher also gave elaborate chart to make the data clear. The chart of the result of posttest by using PQ4R strategy was presented below:

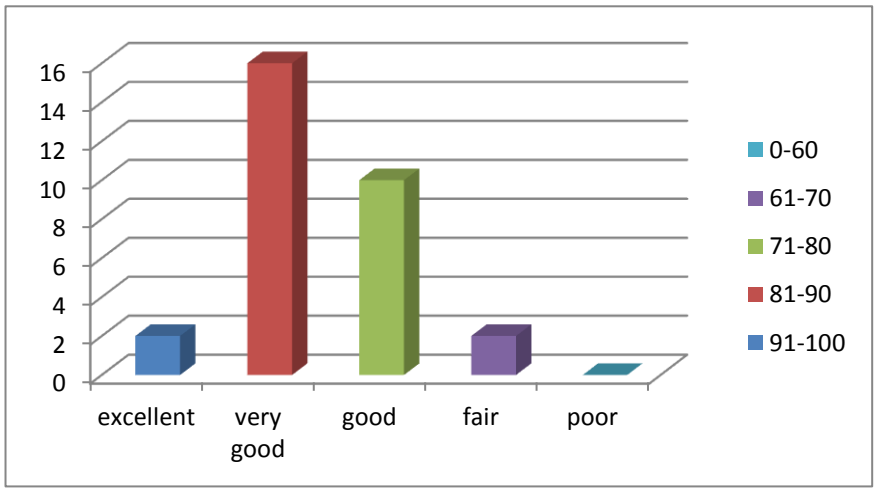

Figure 4.2 chart categorization posttest using PQ4R strategy

Based on the table and chart above, we know that zero students or 0% got score between 0-60 in poor categorization, 2 students or 7% got score between 61-70 in fair categorization, 10 students or 33% got score between 71-80 in good categorization, 16 students or 53% got score between

81-90 in very good categorization and 2 students or 7% got score between 91-100 in excellent categorization. It means that reading ability of students in comprehending narrative text taught by using PQ4R strategy was in very good category because 53% of students got between 81-90 score.

2. The Student's Reading Ability in Comprehending Narrative Text after being Taught Using KWL (Know – Want – Learnt) Strategy

In the process of teaching reading, the KWL strategy was applied in the students of D class in SMPN 1 Sumbergempol Tulungagung. The class consists of 30 students. From the learning process in reading using KWL strategy showed that some of male students did not pay more attention in this lesson. They preferred talking each other and playing game to study. Some of male students were crowded, but most of female students pay more attention in this lesson. Most of female students were enthusiasm in answering the question from the researcher related to the topic.

Before taught by using KWL strategy, the researcher introduced and explained KWL strategy to the students first and explained their role in this lesson. In this lesson, after the researcher gave the topic, the students have to predict the content of the text and filled in the column K that provided early. Then the researcher asked the students to make some question related with what they want to know about the reading text and write them in column W. The researcher gave time to the students to read the reading material and fill the column L based on what they have learnt about the text.

After three meetings teaching reading by using KWL strategy, the researcher gave post test to get data about the students score after taught by using KWL strategy. The results of post test by using KWL strategy were presented below:

Table 4.4: **Table frequency of posttest using KWL strategy**

KWL

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	55	2	6.7	6.7	6.7
	70	3	10.0	10.0	16.7
	75	7	23.3	23.3	40.0
	80	7	23.3	23.3	63.3
	85	9	30.0	30.0	93.3
	90	2	6.7	6.7	100.0
	Total	30	100.0	100.0	

The researcher also gave elaborate histogram to make the data clear. The histogram of the result of posttest was presented below:

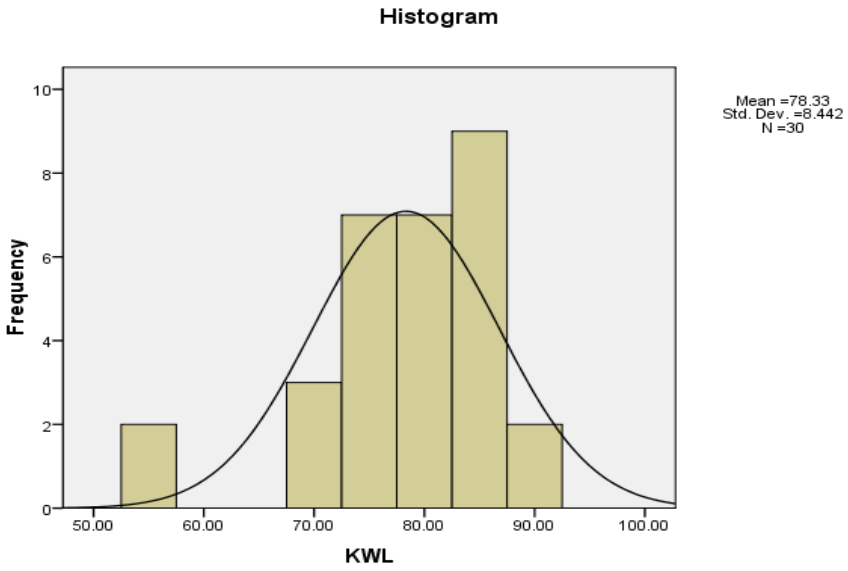

Figure 4.3 Histogram of posttest using KWL strategy

Based on the table and histogram above, the score minimum 55 and score maximum is 90. Score 55 has 2 frequencies (6.7%), score 70 has 3 frequencies (10%), score 75 has 7 frequencies (23.3%), score 80 has 7 frequencies (23.3%), score 85 has 9 frequencies (30%), score 90 has 2 frequencies (6.7%).

Besides showing the frequency and the histogram of the posttest result, the researcher also showed the maximum and minimum score, range, mean and standard deviation by using SPSS software 16.0 version. The data can be seen at the table 4.5 below:

Table 4.5: **Statistic data of posttest using KWL strategy**

Statistics

KWL

N	Valid	30
	Missing	0
Mean		78.3333
Std. Error of Mean		1.54126
Median		80.0000
Mode		85.00
Std. Deviation		8.44182
Variance		71.264
Range		35.00
Minimum		55.00
Maximum		90.00
Sum		2350.00

From the result above, it can be seen that the highest score is 90 and the lowest score is 55, while the range is 35. Beside that the mean of variable is 78.33, the median of variable is 80 and the mode is 85.

The numbers of students were 30 students, and the researcher categorization of the posttest score. It can be seen below:

Table 4.6: **Categorization score of posttest using KWL strategy**

Intervals	Frequency	Categorization	Percentage
91-100	0	excellent	-
81-90	11	Very good	37%
71-80	14	Good	47%
61-70	3	Fair	10%
0-60	2	Poor	6%

To make the reader easy to read detailed information, the researcher provided the chart. It can be seen below:

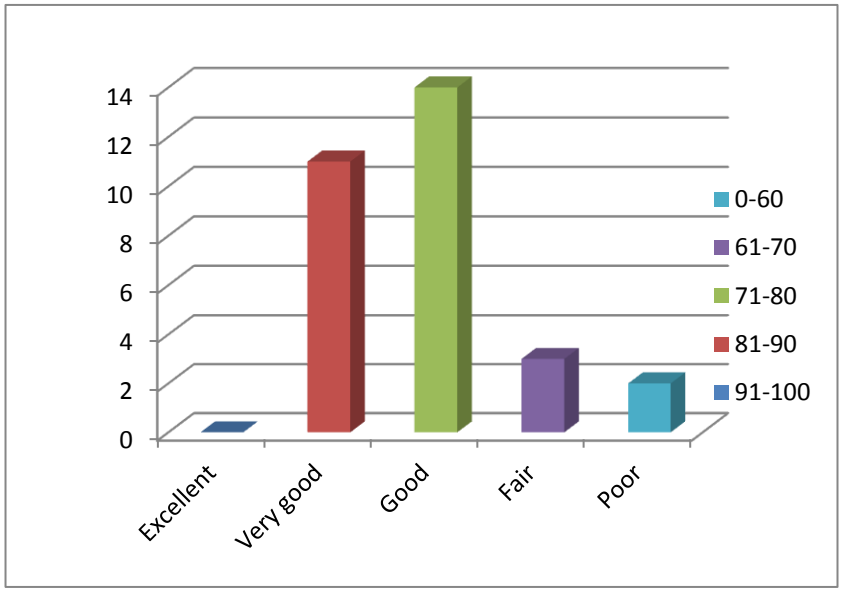

Figure 4.4: Histogram categorization posttest using KWL strategy

Based on the table and the score above, we know that 2 students or 6% got score between 0-60 in poor categorization, 3 students or 10% got score between 61-70 in fair categorization, 14 students or 47% got score between 71-80 in good categorization, 11 students or 37% got score

between 81-90 in very good categorization and zero students or 0% got score between 91-100 in excellent categorization.

3. The differences of the student's achievement when they are taught by using PQ4R and KWL strategy

There were many strategies can be used by the teacher in teaching reading. The strategy used should be appropriate in order to improve the student's achievement. Thus, the teacher should have a good strategy to teach their students. Here, the researcher used two strategies to know significant different score in teaching reading. It also aimed to know which strategy is better between PQ4R (Preview, Question, Read, Reflect, Recite and Review) and KWL (Know – Want – Learnt) strategy.

The alternative hypothesis (Ha) stated that *there is significant different score in student's reading ability by using PQ4R and KWL strategy* is accepted.

To know the significant differences score taught by using PQ4R and KWL strategy in comprehending reading text at the second year of students of SMPN 1 Sumbergempol Tulungagung, the researcher analyzed the result of posttest PQ4R and posttest KWL strategy. In this data analyzed, the researcher used independent sample t-test and the result of them is consulted with t-table.

Table 4.7: **Statistic significant different score using PQ4R and KWL strategy**

Statistics

		PQ4R	KWL
N	Valid	30	30
	Missing	2	2
Mean		83.17	78.3333
Std. Error of Mean		1.279	1.54126
Median		85.00	80.0000
Mode		85	85.00
Std. Deviation		7.008	8.44182
Variance		49.109	71.264
Skewness		-.575	-1.322
Std. Error of Skewness		.427	.427
Range		30	35.00
Minimum		65	55.00
Maximum		95	90.00
Sum		2495	2350.00

From the table above, the researcher got the data between posttest using PQ4R and KWL strategy. It showed from the mean score of posttest using PQ4R is 83.17 and the mean score of posttest using KWL is 78.33. The standard error of mean of PQ4R is 1.279 and KWL is 1.541. The median score of PQ4R is 85 and KWL is 80. The mode of PQ4R is 85 and KWL is 85. The standard deviation of PQ4R is 7.008 and KWL is 8.441. The variance score of PQ4R is 49.109 and KWL is 71.264. The range score of PQ4R is 30 and KWL is 35. The minimum score of PQ4R is 65 and

KWL is 55. The maximum score of PQ4R is 95 and KWL is 90. The total score of PQ4R is 2495 and 2470.

In this thesis the researcher compared the student's score after taught by using PQ4R and KWL strategy. The score can be seen in the table below:

Table 4.8: **Differences of score taught by using PQ4R and KWL strategy**

No	Name	Score of PQ4R	Name	Score of KWL
1	AG	75	ARA	75
2	ADP	95	ANS	70
3	ARF	90	ANF	80
4	AN	85	AAR	75
5	BKW	85	ARS	85
6	DLS	85	BEH	85
7	DYA	80	CA	90
8	EY	85	DRA	80
9	FAP	75	DA	75
10	FWN	80	DAP	70
11	HSW	90	FH	85
12	IA	85	FDP	80
13	IZ	80	GDR	85
14	JTS	75	HDL	75
15	JSP	75	INR	55
16	KASP	85	IAS	85
17	KDK	90	KISW	85
18	LAR	90	MNP	80
19	LNIS	80	MA	85
20	MDDA	85	MFK	75
21	MEF	80	MSM	75
22	MIM	65	NHM	75
23	MBT	90	RL	80
24	NKWDL	85	RF	80
25	NNS	95	RS	70
26	PNS	80	RDW	85
27	RS	85	SSJ	55
28	RNR	70	SF	85
29	RAK	85	WIP	90
30	SA	90	YHR	80

The table above showed the result of reading test after taught by using PQ4R and KWL strategy. The researcher got data from the student's score of reading comprehension test. The subject of this study were A and D class which consist 30 students for A class and 30 students for D class.

To make easy to identify the researcher provided chart. It can be seen below:

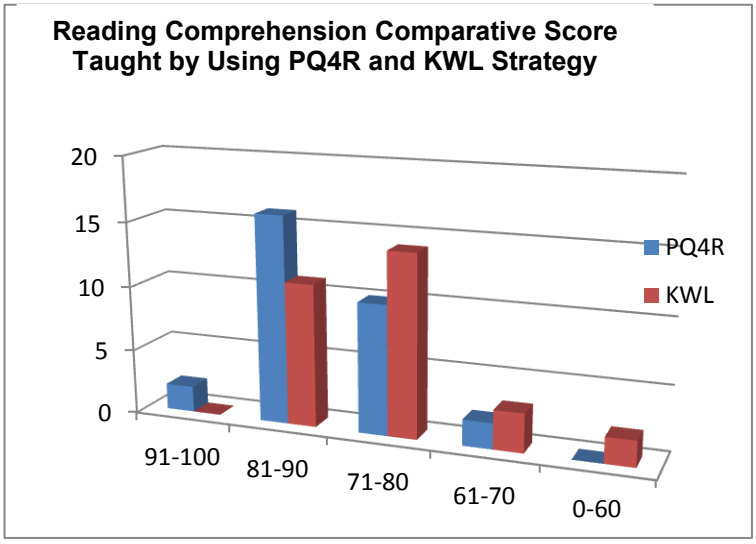

Figure 4.5: Histogram categorization posttest using PQ4R and KWL strategy

From the chart above showed that there were zero student who get score between 0-60 in teaching PQ4R and 2 students who get score 0-60 in teaching KWL, there were 2 students who get score between 61-70 in teaching PQ4R and 3 students in teaching KWL. There were 10 students who get score between 71-80 in teaching reading by using PQ4R and 14 students by using KWL, there were 16 students who get score between 81-90 taught by using PQ4R and 11 student taught by using KWL, then, there

were 2 student get score between 91-100 in teaching reading by using PQ4R strategy and zero student who get score between 91-100 in teaching reading by using KWL strategy.

Table 4.9: **Table of group statistic**

T-Test

Group Statistics

	GROUP	N	Mean	Std. Deviation	Std. Error Mean
NILAI	PQ4R	30	83.1667	7.00780	1.27944
	KWL	30	78.3333	8.44182	1.54126

The table group statistic T-test above showed that N is the number of students of A and D class in SMPN 1 Sumbergempol. The strategy used were PQ4R (Preview, Question, Read, Reflect, Recite and Review) and KWL (Know – Want – Learnt) strategy. The mean PQ4R is 83.16 and the mean of KWL is 78.33. Standard deviation of PQ4R is 7.007 and KWL is 8.441. The standard error mean of PQ4R is 1.279 and KWL is 1.541.

Table 4.10: **Table of independent sample test**

Independent Samples Test									
	Levene's Test for Equality of Variances		t-test for Equality of Means						
								95% Confidence Interval of the Difference	
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
NILAI									
Equal variances assumed	.407	.526	2.413	58	.019	4.83333	2.00311	.82367	8.84299
Equal variances not assumed			2.413	56.100	.019	4.83333	2.00311	.82078	8.84589

To know the degree of freedom, it is found the result from the formula below:

df = N1 + N2 – 2

= 30 + 30 – 2

= 60 – 2

= 58

So, the df = 58

From the table of t test (independent sample test) above can be seen that the number of t_{count} is 2,413. It is higher than t_{table} at 5% significant level. In df 58 the significant level at 5% is 2,000. It showed 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.

B. Hypothesis Testing

Hypothesis testing is purposed to test the hypothesis of the research. It is to test whether the null hypothesis (Ho) is rejected or not. They are two kinds of hypothesis; they are Ha (Alternative Hypothesis) and Ho (Null Hypothesis). Ha says that there is significant different score in student's reading ability between taught by using PQ4R (Preview, Question, Read, Reflect, Recite and Review) and KWL (Know – Want – Learnt) strategy in second year students of SMPN 1 Sumbergempol, and Ho says that there is no any significant different score in student's reading ability between taught by using PQ4R (Preview, Question, Read, Reflect, Recite and Review) and KWL (Know – Want – Learnt) strategy in second year students of SMPN 1 Sumbergempol.

The hypothesis was tested by using t-test through SPSS 16.0 version. Amirudin (2000:189) states "If $t_{table} \leq t_{count}$ then Ho is rejected and Ha is accepted. Whether the null hypothesis (Ho) is rejected or accepted, it will be proved under the interpretation of the output on Independent T-test. The interpretations to test the hypothesis are stated as follow:

1. If the value of t_{count} is higher than t_{table} in the significant level at 5%, the Ho (Null Hypothesis) is rejected and Ha (Alternative Hypothesis) is accepted. It means that there is significant different score in student's reading ability taught by using PQ4R (Preview, Question, Read, Reflect, Recite and Review) and KWL (Know – Want – Learnt) strategy.
2. If the value of t_{count} is lower than t_{table} in the significant level at 5%, the Ho (Null Hypothesis) is accepted and Ha (Alternative Hypothesis) is rejected.

It means that there is no significant different score in student's reading ability taught by using PQ4R (Preview, Question, Read, Reflect, Recite and Review) and KWL (Know – Want – Learnt) strategy.

Based on the result of independent t-test as stated in column 4.10 above shows that t_{count} is 2,413. To prove it, the researcher provides the formula as follow:

$$t = \frac{M1-M2}{SE\ MI-M2} = \frac{83,166-78,333}{2,003} = 2,413$$

The result of the formula above can be read that t_{count} is 2,413. It can be concluded that t_{count} (2,413) is higher than t_{table} (2,000 at 5%), so Ho is rejected and Ha is accepted.

C. Discussion

1. Student's Reading Ability Taught by Using PQ4R (Preview, Question, Read, Reflect, Recite and Review) Strategy

In this study, the researcher conducted research in the class that is through teaching and learning process. The researcher gave treatment and post test. The test is administered in order to know the student's reading ability after given the treatment. The treatment was given in the classroom by applying PQ4R strategy to teach narrative text. The researcher gave treatment three times. The first treatment was carried out on Thursday 3rd March, the second treatment on Saturday 5th March and the last treatment were carried on Thursday 10th March.

At first the researcher explained the rule of PQ4R strategy to the students. It is aimed in order to prevent the student's confusion and also in order to the students know their role in learning process by using PQ4R strategy. When the researcher explained the strategy, most of the students were enthusiastic listened to the researcher explanation. Just a few of male students didn't pay attention to the researcher. They were busy with themselves when the researcher explained to them. Therefore, they missed activity in learning activity. After the researcher gave explanation about the strategy, the researcher started to give the reading material. Every student has their reading material in their hand.

In preview section, the researcher asked the students to read the title and the first sentence of each paragraph quickly. Bibi (1994, p. 26) holds that the preview consists of quick and efficient survey of the text content and its organization. It involves title, table of content, headings, subheadings, diagrams, maps, graphs and pictures etc. The students seemed pay attention to the instruction of the researcher.

After the students read the title, the researcher asked the students to make some questions based on the title of reading material. The researcher led the students in making the question. Vacca and Vacca (1999:425) stated that students raise question with the expectation that they will find answer in the text. Most of the students did the researcher instruction. Then the students read the whole passage to answer the question they made. The researcher led the student in comprehending the text by led the

students in connecting the passage with their prior knowledge. Although they were bit noisy but they could follow the instruction well. After the students comprehended the text, the researcher asked the students to make a written summary of what they have read. In this step the students will recall the information that they have got. Mangal (2005:270) state that the information provided in the material is remembered through recitation and recall both orally and in writing. Then the students were asked to read their summary one by one. Most of the students were shy and unconfident when they were asked to read their summary. But some of them read their summary clearly.

The second treatment was carried out on Saturday 5th March in the third and fourth period. In this second meeting, the researcher gave different reading material to the students. The students could study as the steps of PQ4R strategy well. Although, as usual some of male students were noisy and busy talked each other, they still could follow the instruction well. Most of the students looked like understand the material. In the end of the lesson, they could make summary of the passage better than the first meeting.

The third treatment was carried out on Thursday 10th March in the first and second period. The students looked ready to study because it was in the first period, so they looked still enthusiastic to follow the teaching and learning activity. At this meeting the environment was more conducive and the students followed the learning activity well. Most of the

students were enthusiastic when the researcher asked to make some question related to the passage. In the last activity, both of male and female were also more confident when the researcher asked them to read their own summary.

After treatments, the researcher administered post test to know the student's score after taught by using PQ4R strategy in reading. The post test was administered on Saturday 12th March. The researcher got data from the student's score of post test. Then the score was computed by using SPSS 16.0 version to be described.

Based on the statistic data and the table categorization can be inferred that reading ability of students in comprehending narrative text taught by using PQ4R strategy was in very good category because 53% of students got between 81-90 score. It means that this strategy can make the students more active and increase their reading ability.

2. Student's Reading Ability Taught by Using KWL (Know – Want - Learnt) Strategy

In applying this strategy, the researcher also gave treatment then administered post test. The treatment was also given three times. The first treatment was carried out on Thursday 3rd March, the second treatment on Saturday 5th March and the last treatment were carried on Thursday 10th March.

In the treatment, the researcher applied this strategy by introducing the strategy first. Then, the researcher gave narrative text and presented three columns that consist K column begin with students want to know about the topic, W column moves to students want to know as they generate questions about the topic like "What does the story tells about? , How the ending of the story?", and then L column which leads to a record of what the student learnt about the topic. Ogle (cited in Ros & Vaughn, 2002: 179 in Yuniarti: 2013) KWL chart helps students to be active thinkers while they read, gives them specific things to look for, and get them reflect on what they have learned. It can be used as a short introduction to a lesson to stimulate prior knowledge and assist the teacher's instruction during the teaching and learning process.

In the first treatment on Thursday 3rd March in the fifth and sixth period, the learning environment was a bit not conducive since the period was changes from the resting time, so some students still out of the class and late for coming the class. But they still could follow the instruction of the researcher. After the researcher explained the strategy and gave the material and also the column to the students, the teacher engaged the students in identifying the topic with their brainstorming. Ogle (1986) states that the brainstorming that precedes reading needs to have as its goal the activation of whatever knowledge or structures the readers have that will help them interpret what they read. Then the students wrote their ideas on K column of KWL strategy sheet. The researcher led the students in

writing their ideas. Then the researcher stimulated the students to ask some questions about what they want to know about the topic and wrote down their questions on W column. As Ogle (1986) states that the teacher must highlight the students' disagreements and gaps in information and help the students raise questions that focus their attention and energize their reading. Most of the students followed the instruction well. The researcher then asked the students to read the passage silently by themselves and led them record what they have learnt about the passage.

The second treatment was on Saturday 5th March on fifth and sixth period. In this meeting, the learning environment was not conducive since the students seemed tired after got physical exercise. Most of the male students did not pay attention toward learning. Most of female students pay attention toward learning.

The third treatment on Thursday 10th March was more conducive than before. In this meeting, the students could give response toward the researcher question. They could fill the KWL strategy sheet by themselves and wrote their ideas on it.

After gave treatment, the researcher administered the post test to know the students score after taught by using KWL strategy. The result of post test was computed by using SPSS 16.0 version. From the result, can be seen the lowest score was 55 and the highest score was 90. There are 2 students who got the lowest score and 2 students who got the highest score. Then the mean is 78,333 and the standard deviation is 8,441. Based

on the table categorization, the result of teaching reading by using KWL strategy is almost in a good categorization. It is proven that there were 14 students who got score between 71-80 and 11 students who got score between 81-90 in very good categorization.

Based on the theory and result above, can be concluded that this strategy engaged the students in active learning since this strategy intended the students to engage with their prior knowledge to comprehend the text.

3. The Discussion of Analysis Data on Significant Differences between Student's Reading Ability Taught by Using PQ4R (Preview, Question, Read, Reflect, Recite and Review) and KWL (Know – Want – Learnt) Strategy

Regarding on the statement stated in the first chapter, the objective of this study is to find out which one is more effective between PQ4R (Preview, Question, Read, Reflect, Recite and Review) or KWL (Know-Want – Learnt) strategy in teaching reading to improve the students achievement in reading comprehension. The researcher analyzed the data by using SPSS 16.0 version and then the result is consulted with t-table at 5% significant level.

The researcher got data from both of post test using PQ4R and KWL strategy. From the result of data analysis, the researcher got the mean of PQ4R is 83,17 and KWL is 78,33. The median of PQ4R is 85,00 and KWL is 80,00. The standard deviation of PQ4R is 7,008 and KWL is

8,441. The score minimum of PQ4R is 65 and KWL is 55. The score maximum of PQ4R is 95 and KWL is 90. The total score of PQ4R is 2495 and KWL is 2350.

Those data analysis is to know the significant difference between PQ4R and KWL strategy toward reading ability in comprehending text. The researcher computed the data using descriptive statistic that is t-test (independent t-test). The result of t-test (independent t-test) showed that the number of students is 60, the *t* value is 2,413, the degree of freedom is 58 and means difference of the variable is 4,83333 and 95% confidence interval of the difference the lower value is 0,82367 and the upper value is 8,84299.

From the result of data analysis above, it can be concluded that there is significant different score in teaching reading by using PQ4R and KWL strategy. It is proven by the result of computation that showed the t_{count} is 2,413. It is higher than t_{table} at 5% significant level. In df 58 the significant level at 5% is 2,000. It showed 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. It was also proven by showing the different score between PQ4R and KWL strategy where the mean of PQ4R is 83,17 and KWL is 78,33. It can be seen that the mean score of PQ4R is higher than KWL strategy. So it can be concluded that PQ4R strategy is more effective in teaching reading than KWL strategy.

PQ4R strategy is more effective than KWL strategy since this strategy can make the students more active and easier to understand and comprehend the content of the text. It is strengthened by the statement stated by Sanacore (2000) that PQ4R strategy helps the students comprehend better, concentrate better and retain better. Moreover, PQ4R strategy is more effective than KWL strategy, since PQ4R strategy provides some steps that make the students have deeper understanding about the reading material. It is proven by the statement of Woolfolk (2004:300) that is by creating and answering questions about the material in PQ4R strategy forces students to process the information more deeply and with greater elaboration.