

**THE EFFECTIVENESS OF PREVIEW, QUESTION, READ,
REFLECT, RECITE, REVIEW (PQ4R) STRATEGY TO STUDENTS
READING COMPREHENSION ABILITY AT EIGHTH GRADE OF
SMPN 2 BAKUNG**

THESIS

**Presented to education and teacher science faculty of Institute Islamic
College of Tulungagung in partial fulfillment of the requirements for the
degree of Sarjana Pendidikan Islam in English Education Program**



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MOTTO

The best book is the book heart. Everyone have it, but how many people can read it?

On the first page is written:

"keep your mind!

What you think is what is yourself!"

DEDICATION SHEET

I proudly dedicate this thesis to:

- ≈ My beloved and wonderful parents; thanks for your love, your endless prayer and everything you've given to me without you I am nothing.
- ≈ My beloved hubby, Mas Sis, thanks for all your support, your pray and your deeply love.
- ≈ My brother and my sisters, Mas Nur, Mbak Rin and Lisa. Thanks for becoming a friend and giving motivation to me.
- ≈ My sister and brother in law, Mbak Win and Mas Aris. Thanks for your support.
- ≈ My lovely nephew, Aziz and Daffa. I always miss your laugh.
- ≈ Friends in a fellow advisor, Finally we can do it. Keep on struggling!
- ≈ Friends of English Education Program 2010, especially Widya, I miss to be crazy with you. Nila, let's traveled around the "Dunia Oranye"
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ABSTRACT

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Keywords: Effectiveness, Reading Comprehension ability, PQ4R

Among the four language skills in English, Listening, Speaking, Reading and Writing, reading is the most important one to be taught since by reading students can get knowledge as the input of the learning process because reading is a source of knowledge. The problem here was the students have low motivation in reading. Thus, they were not interested in reading. The same problem was faced by SMPN 2 Bakung in which most of the students have low motivation in reading. For that reason, the researcher proposed PQ4R strategy to verify the problem. Since this study was aimed to know whether any significant difference score of students' reading comprehension ability between before and after taught by using PQ4R strategy, the research question of this study was whether any significant difference score of students' reading comprehension ability before and after taught using PQ4R strategy.

This study was a per-experimental research with single group pre-test and post-test design. It used single group as the subject. The subject chosen was eighth grade of A class of SMPN 2 Bakung. This subject was chosen since 80% could not reach the minimum standard score defined by the school.

The data of this research was obtained by administering pre-test and post-test. The data obtained by pre-test and post-test analyzed by using t-test. The result of t-test was 5.606. Meanwhile, the critical value for significant level at 5% with df 21 was 2.080. It meant that t-value was bigger than critical value ($5.606 > 2.080$) so it can be concluded that the null hypothesis was rejected. And for the significance was 0.020. It meant that alternative hypothesis which states that there is significant difference score of using PQ4R strategy to students' reading comprehension ability at eighth grade students of SMPN 2 Bakung was accepted, whereas null hypothesis which states that there is no significant difference score of using PQ4R strategy to students' reading comprehension ability at eighth grade students of SMPN 2 Bakung was rejected. In other words, using PQ4R strategy in teaching reading comprehension can be used as an alternative way to teach reading comprehension at junior high school especially for eighth grade.

ABSTRAK

Krisdiana, Indah. NIM. 3213103017, 2014. *The Effectiveness of Preview, Question, Read, Reflect, Recite, Review (PQ4R) Strategy to Students Reading Comprehension Ability at Eighth Grade of SMPN 2 Bakung*, in Academic Year 2013//2014. Skripsi. Jurusan Tadris Bahasa Inggris. Fakultas Tarbiyah dan Ilmu Keguruan. Institut Agama Islam Negeri (IAIN) Tulungagung. Dosen Pembimbing: Muhammad Basuni, M.Pd
Kata kunci: Eftivitas, Kemampuan Membaca, PQ4R

Diantara empat kemampuan berbahasa, mendengarkan, berbicara, membaca dan menulis, membaca merupakan hal yang paling penting untuk diajarkan karena dengan membaca siswa dapat memperoleh pengetahuan sebagai hasil dari belajar karena membaca merupakan sumber dari ilmu pengetahuan. Masalah dalam membaca yaitu siswa mempunyai semangat yang rendah sehingga mereka tidak tertarik untuk membaca. Masalah yang sama juga dihadapi oleh SMPN 2 Bakung yang mana sebagian besar siswa memiliki semangat rendah dalam membaca. Karena itulah, peneliti menyarankan strategi PQ4R untuk memverifikasi masalah tersebut. Karena penelitian ini bertujuan untuk mengetahui apakah perbedaan yang signifikan dari nilai membaca siswa sebelum dan sesudah diajar menggunakan strategi PQ4R, maka peneliti merumuskan masalah apakah ada perbedaan yang signifikan dari nilai membaca siswa sebelum dan sesudah diajar menggunakan strategi PQ4R.

Penelitian ini merupakan penelitian pre-experimental menggunakan satu grup pretest dan posttest. Penelitian ini menggunakan satu grup sebagai subjek penelitian. Subjek yang dipilih adalah siswa kelas delapan A SMPN 2 Bakung. Subjek ini dipilih karena 80% siswa tidak dapat mencapai criteria ketuntasan minimal yang ditetapkan oleh sekolah.

Data penelitian ini dikumpulkan melalui pretest dan posttest. Data yang dipeoleh melalui pretest dan posttest tersebut kemudian di analisis menggunakan t-test. Hasil hitungan t-test adalah 5.606. sementara itu, nilai t-table pada level signifikan 5% adalah 2.080. ini berarti bahwa nilai hitung t lebih besar dari pada nilai t-table ($5.606 > 2.080$) jadi bisa disimpulkan bahwa hipotesis null ditolak. Sedangkan nilai dignifikannya adalah 0.020. ini berarti bahwa alternative hypothesis yang menyatakan bahwa ada perbedaan nilai membaca yang membaca yang signifikan dari penggunaan strategi PQ4R pada siswa kelas delapan SMPN 2 Bakung diterima, sedangkan hpotesis null yang menyatakan bahwa tidak ada perbedaan nilai membaca yang signifikan dari penggunaan strategi PQ4R pada siswa kelas delapan SMPN 2 Bakung ditolak. Dengan kata lain, penggunaan straegi PQ4R dalam pengajaran membaca bisa digunakan sebagai cara alternative untuk mengajar membaca di SMP, khususnya kelas delapan.

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Finally, I realize that this research is far from being perfect. Therefore, any constructive criticism and suggestion will be gladly accepted.

Tulungagung, June 2014

The Writer

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