

ABSTRACT

MODIFIED PREVIEW, QUESTION, READ, REFLECT, RECITE, AND REVIEW (PQ4R) STRATEGY ON STUDENTS' IN TEACHING READING COMPREHENSION

By

Ariyani Etik Kurniasari

This study aimed at (1) investigating whether there was a significant difference of students' reading comprehension achievement before and after being taught by modifying PQ4R strategy with summary activity, (2) finding out the aspects of reading comprehension achievement of the students that increase most after being taught by modifying PQ4R strategy. The researcher carried out quantitative study with two group Pre-test Posttest Design, it involves two classes, namely as an experimental class and a control class. The research was conducted in the eighth year students of SMP Negeri 6 Metro. The instrument in this research was reading test. The results of data analysis showed there was a significant different on students' reading comprehension achievement after being taught by using modified PQ4R strategy. Then, understanding about main idea increased the most than the other aspects. Hypothesis test showed that the significance value (2-tailed) was 0.000 ($p < 0.05$). It could be concluded that null-hypothesis was rejected, and it can be inferred PQ4R strategy increase the students' reading comprehension in all aspects especially in understanding the main idea.

Key words: *Reading Comprehension, Preview, Question, Read, Reflect, Recite, and Review (PQ4R) Strategy, Narrative Text.*