

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

(A Thesis)

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**MASTER IN ENGLISH LANGUAGE TEACHING STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
LAMPUNG UNIVERSITY
BANDAR LAMPUNG
2023**

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Submitted in a partial fulfilment of
The requirements for S-2 Degree



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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.*

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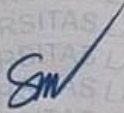
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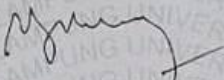
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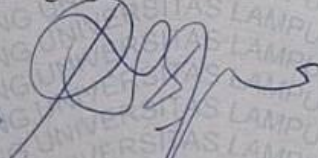
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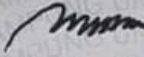

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Menyatakan bahwa tesis ini adalah karya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti pernyataan ini tidak benar, sepenuhnya menjadi tanggungjawab saya.

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MOTTO

لَهُ مُعَقَّبَاتٌ مِنْ بَيْنِ يَدَيْهِ وَمِنْ خَلْفِهِ يَحْفَظُونَهُ مِنْ أَمْرِ اللَّهِ إِنَّ اللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّىٰ يُغَيِّرُوا مَا بِأَنْفُسِهِمْ وَإِذَا أَرَادَ اللَّهُ بِقَوْمٍ سُوءًا فَلَا مَرَدَّ لَهُ ۗ وَمَا لَهُمْ مِنْ دُونِهِ مِنْ وَالٍ

For him (the messenger) is a succession of angels before him and behind him; they guard him by the command of Allah. Surely, Allah changes not the condition of a people until they change that which is in their hearts. And when Allah wishes to punish a people, there is no repelling it, nor have they any helper beside him.....

(QS Ar-Ra'd; 11)

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1. INTRODUCTION

This chapter provides the background which includes the reasons for conducting the research. This chapter also describes research question, objectives, uses scope and definition of terms.

1.1 Background of the Study

Reading is one of the language skills that should be possessed by the students. By having good reading, the students will get many advantages one of which is students can get a lot of information to develop new ideas and can improve knowledge by understanding about what they read. In addition, reading can enrich students vocabulary in learning process. Besides, the students will know everything that happens around the world, they can read about education, social, technology and science. According to Linse in Rahmadia et al (2020), reading is a set of skills that involves making sense and deriving meaning from the printed word. It means that reading is a process in constructing of the meaning from the word. In addition, reading is a process of transferring ideas and information that is expressed by a writer and it needs more comprehension from the reader. Reading is important to master as one of the skills development. Reading also has a positive effect on students' vocabulary knowledge, on their spelling, and their writing, Harmer in Martina et al (2018). Therefore, it is one of the most important

skills that needs to be acquired in learning English. Students of English as a Foreign Language are expected to mastering reading as a skill development since they can get new input from the reading.

In reading, the students need comprehension skill. Gilakjani and Sabouri in Aziz (2020) define reading comprehension as the process of creating meaning from text. The purpose is to get an understanding of the text rather than to acquire meaning from individual words or sentences. The outcome of reading comprehension is the mental representation of a text meaning that is combined with the readers' previous knowledge. This is the process of concurrently extracting and constructing meaning through a written language. It is an active thinking process that depends not only on comprehension but also on the students' experiences, intellect, emotion, vocabulary and background prior knowledge. Comprehension involves vocabulary to seeing relationship among word and concept, organizing ideas, recognizing the writer's purpose, making judgment, and evaluating. In general, the purpose of teaching reading is to develop the students' ability in reading the material, getting information, understanding and getting the meaning from the text. Based on the definition above, it can be concluded that the students need reading skill not only to learn something (lesson), but also to get experience, knowledge, and everything which can support their ability to comprehend English text that they read. Through reading, students can develop their other language skills such as writing and speaking in addition to improve their language components, such as vocabulary and grammar.

The writer find problems in reading activity from the students. The first they lack of vocabulary. Because of that, the students find difficult to develop their ideas in comprehending the text. The second, they do not understand the meaning of question and there is no feedback from the students. It makes the students bored and passive in learning process. The students cannot answer the question based on the selection, this may be caused by their limited vocabulary and bad memory. In reading activity, students are forced to know the implied and stated messages of the texts given. Some students face difficulties in reading English text. They must learn to navigate through unfamiliar vocabulary and grammar structure.

Commonly, students get bored and they feel that reading is a very difficult skill because they do not understand how to comprehend a text. In effective teaching of reading comprehension, teachers lead students in the classroom to become proficient and successful readers. Therefore, successful teachers who teach reading realize that reading can be taught by using a variety of strategies. The teaching must be modified by the teachers depending on the students' needs. Allington in Dwiningtiyas et al (2020) notes that creative teachers manage to get better results regardless of curriculum materials, pedagogical approaches and/ or reading programs. One of strategies which can help students to understand reading a text is PQ4R. This learning strategy is used by the students, so that students can build their own knowledge. Martina in Rahmadia (2020), PQ4R strategy has increased students reading skill and it prove that PQ4R strategy helps the students understanding the material easily. It is main key to successful in learning reading.

A good strategy can make learning process more meaningful and it also helps the students to master in reading text. Thus, it is important for the teacher to find out effective strategy to help students easy in the text. PQ4R can improve memory and awareness in students learning process, with self-planning, self-monitoring, and self-evaluation that covered in steps of PQ4R, they are Preview, Question, Read, Reflect, Recite, and Review.

A study conducted by Anggraeni (2020) showed that the teacher applied all of those stages of PQ4R Strategy in teaching learning proses and it can help students in comprehending narrative reading text well. Rajagukguk (2019) showed that based on her research, the researcher found that the PQ4R is one strategy that make it easier to learn, especially in reading comprehension. In her research finding, it can be seen that the students could answer the questions better after using PQ4R as strategy in reading comprehension. The other study carried out by Martina (2018) showed that using PQ4R strategy in teaching reading is an effective tool. It helps students to improve their reading comprehension skill

Based on the elaboration above, it can be concluded that PQ4R gives positive effect in improving reading comprehension. The results of previous research provided an opportunity for students to train their thinking skill. This strategy helped the students to be more focused in reading. In addition, the weaknesses include not being available activities for delivering reading results to measure advanced ability of reading comprehension. Therefore, in this study, the

researcher modified the strategy by adding a delivery component reading results, namely making summary activity. This activity is added when reviewing by asking the activity to convey the results in the form of writing down the results of the reading in their own words to get better reading comprehension. It supported by Maybodi (2017) said that when students are exposed to summarizing strategy, they become aware of the processes that can be applied in better understanding the reading passage and they can view the passage as a whole unit in which knowledge of the parts can be attained by paying attention to the preceding. It meant the activity of delivery reading result by making summary in their own words can improve student's understanding of reading. Thus, in concerning the objectives of this research, the researcher compare modified of PQ4R with summary activity and PQ4R without summary activity, to see whether this activity can improve student' achievement.

1.2 Research Question

Related to the background stated before, the researcher tried to formulate the problems as follows:

1. Is there any significant difference on students' reading comprehension achievement between those who are taught through modified PQ4R strategy and original PQ4R strategy?
2. What aspect of reading comprehension improves the most after the implementation of modified PQ4R strategy?

1.3 The objectives of Research

Related to the background stated before, the researcher tried to formulate the objectives as follows”

1. To find out whether there is any significant difference of reading comprehension achievement between students who are taught by modified of PQ4R with summary activity and PQ4R without summary activity.
2. To find out which aspect of reading comprehension improves the most after the implementation of modified of PQ4R

1.4 Significances of the Study

The significances of the study is expected that the result of the study will give some beneficial inputs for the following:

1. For Teacher of English of SMP N 6 Metro

The result of this research is expected to be useful for the teacher. The teacher use this strategy in teaching reading and develop the learner’s reading comprehension.

2. For Researcher

It can give a experience in teaching reading by using modyfing of PQ4R Strategy which is appropriate and effective in teaching reading comprehension.

3. For the next researcher

It can give a reference to the other researcher in doing research in the future.

1.5 Scope of the Study

In collecting the data for this study, the writer was interested in finding out the students' difficulties might face in reading comprehension of narrative text. In this case, the writer focused on the ability of students' reading comprehension in narrative text by using modified PQ4R Strategy and the problem in finding out information about narrative text in five aspects of reading comprehension here was main idea, inference, reference, detail information and vocabulary. Reading comprehension here means that the students' proficiency to summarize the narrative text, and answer the question. Second grade students of junior high school in Metro are subject of the research. The study examines whether modified of PQ4R especially in steps review with summary activity is an effective technique to improve student reading comprehension and to see student active or not in using modified of PQ4R strategy with summary activity. In this research, the researcher add activity in the review stage by requesting the activity of delivering the result in the form of updating the reading results in their own words.

1.6 Definition of Terms

In order to avoid, there are some terms to be clarified. Those terms are:

1. PQ4R strategy

PQ4R strategy is one of the strategies proposed to be a good strategy in improving the students' reading comprehension created by Thomas and Robinson at 1972. PQ4R strategy consist of a six-step process which involves Preview, Question, Reading, Reflect, Recit, and Review.

2. Reading comprehension

Reading is the skills or activity of getting information from books or the the way in which you understand something. To further, reading comprehension is that the students use to help them improve their reading skills and answer the question relating to the text. A reading comprehension can be in the students' own or another language to find out well students understand meaning behind the text.

3. Summarizing

Summarization is a strategy that serves two functions. It encourages the reader to concentrate on the main idea in the text instead of details, and it allows the reader to process the text by excluding irrelevant information Kamil, in Maybody (2017). Summarize is reading a text to get some information and express the message or the purposed of the text own words. Summarizing is important because students construct personal meaning.

Based on the explanation of the study the writer decide to conduct a research entitled modified PQ4R Strategy on students in teaching reading comprehension to the eight grade students of SMP N 6 Metro. Based on the description above, this chapter explained about the background of the study, Research Question, The objectives of Research, Significanes of the study, scope of the study, and definition of Terms.

II. LITERATURE REVIEW

This chapter is the review of the relate of study theories. This chapter describes theories relevant toward the study, theory of the description, they are the nature of reading, reading comprehension, concept of Narrative text, definition of PQ4R strategy, procedures of PQ4R strategy, PQ4R strategy in teaching reading.

2.1 Concept Reading Comprehension

Reading is one of important skills for students besides three other skills, listening, speaking, and also writing. Harmer in Martina et al (2018) stated that “*Reading is useful for language acquisition*”. In this case, reading has positive effect on students’ vocabulary knowledge and reading also useful to improve comprehension of the text that they read. Reading is the most important skill and influence in teaching and learning because by reading students can expand knowledge of the material. Reading is a process interpretsor understanding information it was delivered through writing. Reading is an activity from the eyes to our brain. It means that the eyes are receiving the information and the brain to understanding the meaning based on text what their read. Reading is a tool for learning because students need variety of reading skill to understanding the text

books, newspaper, and the others to get information. Therefore, if the students are lazy to read they will miss the latest information of the science and technology.

Meanwhile according to Johnson in Martina et al (2018) "Reading is the practice of using text to create meaning". It means that reading is a process where students practice reading a word by using text to create meaning that within in a text. Reading can also be regarded as a second language who divides problems and questions in reading ability which students can take information in the text and then take conclusions of text that students read. Lastly, Nunan (2003) in Setiawati (2021) explains that reading is a fluent process for readers to combine a lot of information from the reading text and background knowledge they know before reading to construct meaning. It can be concluded that reading is an activity to interpret the meaning of the written text as a piece of communication between the reader and a text. Based on the explanation, it can be concluded that reading is one of the four skills that should be mastered by students.

Comprehension is one of the important in reading activities because it helps the reader to understanding what they read. Klingner in Rajagukguk et al (2019) states that reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency. Based on the statements above reading comprehension is a way to understanding or comprehend of the text that includes

not only word reading, world knowledge of fluency, but by reading comprehension we can get information and wide insight from the text.

Meanwhile Westwood in Rajagukguk et al (2019) states that reading comprehension is an active thinking process through which a reader intentionally construct meaning to from deeper understanding of concepts and information presented in a text. From the defintion, reading comprehension is the process of making meaning from the text to gain an overall understanding of what is described in the text. Readers may understand each word separately, but linking them together into meaningful ideas often does not happen as it shoul so they need to comprehend the text. Comprehension refers to the ability to go beyond the words, to understand the ideas and the relationship between ideas conveyed in a text.

From the previously explanation above, it can be concluded that reading comprehension is a process to get the information from the text and the process of construction meaning based on coordinating a number of complex process. Reading comprehension is an interaction process between reader and writer in understanding the meaning, ideas, and information from the text.

2.1.1 The Purpose of Reading

Reading is an interactive process that goes on the between the reader and the text, that resulting in comprehension. The text presents letters, word, sentences, and

paragraphs that encode meaning. The reader uses knowledge, skills, and strategies to determine what that meaning .

Reading may have some different purposes to obtain after reading the text. For instance, when people want to get information or knowledge, they read a textbook, a newspaper, a journal, an article. When people read to get pleasure or to get entertained, they may read some kinds of magazine, comic, or novel. Here are several purposes that may include when people read according to Grabe and Stoller (2002:13):

1. Reading to search for simple information Reading to search for simple information is a common reading ability, it is used so often in reading tasks that it is probably best seen as type of reading ability. In reading to search, we typically scan the text for a specific piece of information or a specific word. Skimming is also including in this type of aim. It is a common part of many reading tasks and a useful skill. A combination of strategies for guessing where important information might be in the text, and then using basic reading comprehension skill on those segments of a text until a general idea is formed is involved in this skill.

2. Reading to learn from texts It usually occurs in academic and professional contexts when people need to learn a considerable amount of information from a text. This purpose usually carried out a reading rate somewhat slower than general reading comprehension.

3. Reading to integrate information, write and critique texts This purpose requires additional decision about the relative importance of complementary, mutually

supporting, or conflicting information and the likely restructuring of a rhetorical frame to accommodate information from multiple sources. These skills definitely require critical evaluation of the information being read so that the reader determines what information to integrate and how to integrate it for the reader's goal.

4. Reading for general comprehension General reading comprehension is the most basic purpose for reading, underlying, and supporting most other purposes for reading. It is actually more complex than commonly assumed. The term general does not mean 'simple' or 'easy.' It requires very rapid and automatic processing of words, strong skills in forming a general meaning representation of main ideas, and efficient coordination of many processes under very limited time constraints. These abilities are often taken for granted by fluent reader because they are usually occurring automatically.

Based on the statement above the general purpose of reading to gain information or verify existing knowledge or in other hand the purpose of reading also determine the appropriate approach to reading comprehension. So, reading comprehension for students also has purpose itself especially in comprehending the text.

2.1.2. Type of Assessing Reading

Assessing reading is a tool to measure the skill of students reading comprehension. An assessing or test can be defined as a measurement to sample

behaviour in that a teacher test a limited sample and then generalizes from the results; however an assessment of linguistic competence should not be regarded as a precise instrument like a ruler of scale that measures wight or length, because it is very difficult to measure competence accurately (Kilfoil and Van der Walt in Mebarki, 2011). According to Brown in Nufus (2021), there are four types of assessing reading. Each of reading types has different kind of exercises. The explanation will be described as follows:

- a. **Perceptive Reading** Perceptive reading is the very basic level of reading. The learner is in the early stage of becoming literate. Perceptive reading tasks involve attending to the components of larger stretches of discourse: letters, words, punctuation, and other graphemic symbols. Bottom-up processing is implied. At the beginning level of reading a second language, the fundamental tasks include: recognition of alphabetic symbols, capitalized and lowercase letters, punctuation, words, and grapheme-phoneme correspondences. They are referred to as “literacy” tasks, implying that the learner is in the early stages of becoming ‘literate’. Items include 1) Reading aloud; 2) Written response; 3) Multiple-Choice; and 4) Picture-Cued Items.
- b. **Selective Reading** If perceptive reading is the basic level of reading, selective reading is a little bit expanding. A selective task is to ascertain one’s reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language items such as picture-cued tasks, matching, true/false, multiple-choice, etc. Expected answers include sentences, brief paragraphs, simple charts and graphs, and brief responses as well. A

combination of bottom-up and top-down processing may be both used to assess lexical and grammatical aspects of reading ability. Items include: 1) Multiple-Choice (form-focused criteria); 2) Matching Tasks; 3) Editing tasks; 4) Picture-cued tasks; and 5) Gap-filling tasks.

- c. **Interactive Reading** In interactive reading, reading is considered as a process of negotiating meaning; the reader brings to the text a set of schemata for understanding it, and intake is the product of that interaction. The focus of an interactive task is to identify relevant features (lexical, symbolic, grammatical, and discourse) within texts of moderately short length with the objective of retaining the information that is processed. Typical genres that lend themselves to interactive reading are anecdotes, short narratives and descriptions, excerpts from longer texts, questioners, memos, announcements, directions, recipes, and the like. Tasks at this level, like selective tasks, have a combination of form-focused and meaning-focused objectives but with more emphasis on meaning. Texts are a little longer, from a paragraph to as many as a page or so in case of ordinary prose. Charts, graphs, and other graphics may be somewhat complex in their format. Tasks include: cloze tasks, multiple choices for reading comprehension, short answer questions, editing tasks, scanning, ordering tasks, and non-verbal tasks for information transfer such as charts, maps, graphs, and diagrams.
- d. **Extensive reading** applies to texts of more than one page up to and including professional articles, essays, technical reports, short stories, and books (it should be noted that reading research commonly refers to “extensive reading”

as longer stretches of discourse, such as long articles and books that are usually read outside a classroom hour, here that definition is massaged a little in order to encompass any text longer than a page). Global understanding is the aim for assessment. Top-down processing is assumed for most extensive tasks. Skimming tasks are to get the main ideas; summarizing (a synopsis or overview of the text) and responding (personal opinion on the text as a whole). Note-taking and outlining are both used frequently for the higher-ordered learning. But tasks like short-answers, editing, scanning, ordering, and information transfer tasks can also be used to assess extensive reading.

Then, the students also need to know the components contained in reading text, there are many skills that can contribute to overall comprehension performance. according to McNamara (2007) in Setiawati (2021) there are three component of skills related to the meaning:

- Inference-making

Making inference is very important to ensure a good understanding of the text. The author doesn't have to write little detail in the text so that the text becomes long and it makes the reader bored. However, the readers are left to fill in details in the text that are not stated explicitly. The reader can fill in details by integrating the attached statement or inserting general knowledge with information in the text.

- Comprehension monitoring

Comprehension monitoring is essential to construct meaning. When students

realize that they are lacking in comprehending, they can take several steps or ways to solve the problem. Comprehension monitoring can be seen by asking the students to analyze the consistency of a reading text. These can be found in random sentences, contradictions, or information that contradicts the content of the texts.

- Understanding text structure

Instruction in the text structure can help someone reading comprehension. An explicit awareness of the structure of the text and the expectations it generates from it can be a useful tool for readers. This means that readers can use the background information and schemas in the text to construct meaning-based representations.

Moreover, Burns (1984) in Rajagukguk (2019) states that level of comprehension is divided into four levels. The following levels of comprehension tell about how far the students understand about reading material and which level that has been achieved:

1. **Literal comprehension** is refers to the ability to understand what is stated by the writer taking the idea and factors that are directly stated on the printed page. The reader could easy go back in the underline the information desired. In this level, the reader know the words meaning, able to paraphrase or recall of details in directly in own words. The literal is the easiest level of reading comprehension because a reader is not required to go beyond what that actually said.

2. Inferential Comprehension refers to the ability to go beyond what is stated directly, to understand what the writer means by looking for the inside meaning. It can be said that inferential comprehension is the ability to get inference or implied meaning from the text. Skills for inferential comprehension include main idea, cause effect relationship, references of pronoun and adverbs, adjectives, identifying words, author's purpose, predicting, ending and drawing conclusion.
3. Critical Comprehension refers to ability to make analysis, evaluation judgments and personal reacting about the ideas of information that writers offer in a passage. In critical reading, readers evaluate written material; compare the ideas found in the material with his/her previous knowledge and draw conclusion appropriately.
4. Creative Comprehension refers to ability to reader to use his/her imagination when reading the passage. Skills for creative reading comprehension include understanding cause-effect relationship on a story solving problem producing that creations.

From the previously explanation above, it can be concludes that the aspect reading skill level from Mcnamara divided by three aspect; inference making, comprehension monitoring and understanding text structure. The aspects from Burns are four aspects there are; literal reading comprehension, inference comprehension, creative comprehension text for the other purpose in addition to understanding and responding critically to the text.

In this research, the researcher adopted from Nuttal (Saraswati et al, 2021) suggests that there are five reading aspects that must be mastered by the students of reading comprehension which the students should comprehend a text well, such as determining main idea, locating reference, making inference, detail information, and the understanding vocabulary. These aspects are regarded as difficulties that the students encounter in comprehending the text. Therefore, in order to make the students able to understand about the text, they should master the five aspects of reading comprehension as follows:

1. Determining main idea

Finding the main idea of a paragraph is one of the most important specific comprehension skills. Gunning (2002) in Millah (2018) state that main idea is a summary statement that includes the details of ideas in a selection. It is what all the other sentences are about. The author often states the main idea in the first or last few sentences of the first paragraph. However, the author may state the main idea anywhere in the passage. Sometimes, the author only suggests the main idea by leaving clues within the passage. Longer reading passages can have more than one main idea. Sometimes, the main idea of a literary passage is called theme.

2. Supporting details

Supporting details are the facts and ideas that explain or prove the topic sentence or main idea. Furthermore, Moore (2003) in Martina (2018) state that details are cornerstones, the crucial bits of information that make up a paragraph. Information offered on a text occasionally too general or too

specific. Essentially, supporting details are the facts and ideas that explain or prove the topic sentence or main idea. They are pieces of information that help the reader to see the big picture in a text.

3. Inference

Inference is one of comprehension strategies to make conclusion about what is not directly stated in the text based on clues given. According to Mikulecky and Jeffries (2007) in Martina (2018), fluent readers are the ones who make inference during reading. In this view, the reading process is not simply matter of extracting information from the text. Sometimes, the information is not given directly.

4. Reference

According to King and Stanley (2009) in Martina (2018), reference is repeating the same word phrase several times. Reference can help students to understand the text by using another word to make the text clearly.

5. Vocabulary

According to Mikulecky and Jeffries (2007) in Martina (2018), “Good reading comprehension depends on understanding words you are reading. The more words you recognize and understand in a text, the better your comprehension will be”. According to Brown (2010) in Martina (2018), the more knowlede of word meaning a reader has, the easier he will be to understand a text. It is tempting to expept that an increase in vocabulay size had noticeable effects on reading comprehension.

In current situation, the student had difficulties to comprehend a passage because they face unfamiliar code in which text that is expressed. It could be caused by the amount of previous knowledge that the students bring to the text were still low, or they lacked of vocabulary knowledge. Then, it was caused by the strategy. The teacher should be successful enough in making the student comprehend the text well. Facing this reality, in this study the researcher focus on reading comprehension skill to solve the problem face by students.

2.2 Concept of Teaching Reading

Teaching is a process of transferring knowledge. Teaching reading is not only teaching to read but more of it. Comprehending the text is one of the reading's goals. Teaching reading can be mind as facilitate students performance this in comprehending text and provide students with many practice opportunities are encouraged in some comprehension enhancing the best known of which are reciprocal teaching, cooperative learning, and reading recovery.

Teaching reading is not a vacuum activity. Students must enjoy during the reading process. As we know the advantages of reading, so we must pay attention to how to increase reading text in the classroom. Alyousef (2005) in Bahri (2018) says that in teaching reading, contemporary reading tasks, involve three-phase procedures: pre-, while-, and last- reading stages. The pre-reading stage helps in activating the relevant schema. For example, the teacher can ask students questions that arouse their interest while previewing the text. The aim of while-reading stage (or interactive process) is to develop students' ability in tackling the

text by developing their linguistic and schematic knowledge. The last-reading includes activities, which enhance learning comprehension using exercises, close exercises, cutup sentences, and comprehension questions. Teaching reading needs more than only read the text. Based on the definition about reading and reading comprehension, we have three points based on the explanation above, they are:

1. Pre-reading activity

This activity is designed to prepare the students for the actual reading of the selected materials. In other words, the teacher helps the students anticipate the text they will read. In the pre-teaching activity, the teachers introduce the topic by brainstorming through media, and pictures.

2. Whilst-reading activity

This activity is the core activity in the teaching-learning process. Whilst reading activity, the teacher distributes the text to the students. Ask the students to read the text, after that the teacher will give explanation about the text, and ask the students to do assignment based on the text.

3. Post-reading activity

It is an activity in teaching reading to comprehend the text. In post teaching activity, the teacher asks the students to retell about the text and make a summary of the text.

It can be concluded that the teacher teaches reading by the plan in the class. Teaching reading is using pre-reading activity, whilst-reading activity, and post-reading activity. Based on the explanation above, it can be inferred that the teacher should know the process of teaching reading by encouraging the students

to read as much as possible. The teacher also should make a plan to be easy in the process of teaching reading in the class. It can make the students are interesting, more active and the student usually are easier to comprehend the text in the learning process, especially in reading.

2.3 Concept of Narrative Text

In junior high school there is some genre of text one of them is narrative text. Narrative text is the text which tells about story or past event from the beginning to the end. It means that narrative is a story to entertain and inform the audience especially the readers or listeners. Mayers (2005) in Sinaga (2020) stated that narrative is one of the most powerful ways of communicating with others. The purpose of narrative texts is to entertain the reader with the story which can be fiction or non-fiction.. It means that narrative is a text story that the plot is followed of climax and resolution at the end of story. The story consist of fictional and non-fictional. Narrative text is often encountered in the form of stories, fairy tales, legends, short stories, or novels. Narrative text is a kind of text that tells a story. The story can be imaginary or base on a real incident. Anderson and Anderson (1997) in Rajagukguk (2019) stated that narrative text is a piece of text which tell a story and in doing so entertain and inform the reader or listener. Based on the descriptions, it can be said that narrative text is a story to entertain and amuse the audience and the content of story is followed of climax and also resolution in the end of the story. Then, the narrative text narrates about fictional and non-fictional.

Siahaan and Shinoda (2008) in Margaret (2019) states that narrative is any written English text in which the writer wants to amuse, entertain people and deal with actual or vicarious experience in different ways. Narrative is a text containing a five component there are orientation, evaluation, complication, resolution and re-orientation by which writer amuses, entertains people, and to deal with actual or vicarious experience.

1. Orientation is beginning of the text. Its function is to set the scene and introduces the participants
2. Evaluation it is a setting back to evaluate the plight
3. Complication. This is the place in which a crisis arises
4. Resolution in which the crisis is resolved for better or for worse
5. The fifth re-orientation it can be optional

Based on some explanation above, it can be concluded the purpose of the narrative text is to entertain and attract readers with a story or event that has the problems that lead to conflict and in the end no resolution or a happy ending or even depressing. In essence, narrative text is about the story. In written form, the students must be able to compose their narrative text correctly based on its generic structure and language features.

2.4 Concept of PQ4R Strategy

There are many methods of language teaching that may be selected for teaching reading comprehension. One of the methods that is appropriate to improve reading comprehension is the PQ4R method. PQ4R is a learning strategy that has been given to the students. PQ4R strategy is a strategy that helps students to remember what they read with the long term memories and can help teachers in learning processes especially in reading. Harley (2001) in Anggraeni (2020), one of the best strategies that can be implemented in teaching reading is called PQ4R strategy. PQ4R is a learning strategy which has a good concept to teach the students in comprehending the reading text. This strategy makes them easy to emphasize organizing knowledge and making it effective.

According to Slavin in Rajagukguk (2019), PQ4R strategy is to provide students with a structure for reading difficult and challenging text. This strategy includes activation of prior knowledge through surveying text as well as questioning and setting purpose of reading.

Furthermore, according to Trianto in Widiyanthi (2014), the elaboration of PQ4R strategy is described as follows:

1. Preview

The first steps the students can read briefly and quickly before reading the material to find the main idea. Students can start to read topics, sub topic title, chapter, or summary.

2. Question

The second steps students make questions to their self about reading material. The questionare organized in a distinct, short and relevant with the text. To make questions students can use the word such as “what, who, why, when, and how”.

3. Read

The third step is students read actively in order to find out answers the questions and students should give reaction to the text. In this case it means only focused to paragraphs estimated to contain answers in the estimated relevant to the questions.

4. Reflect

The fourth steps are during the reading students not only remembering but they must understand the information in the text by doing several things, there are:

- a. Connect the information with the things that have been known.
- b. Associate sub topics with the main concept
- c. Try to solve contradiction in the information that in the present
- d. Try to use the material to solve the problem in the simulate and itis recommended of the subject of the matter.

5. Recite

In this step, after students reading the text, students are asked to contemplate (remember) information that has been learning with mention again answer the questions. The most important is the students can understand and formulate the concepts, explain the relationship with the concepts.

6. Review

The final step students are asked to read back the notes that have been made, repeat all the contents of the text if need and once again review the entire question and answer briefly.

Based on the explanation above, the reseacher concludes that PQ4R strategy is a strategy from elaboration strategy, its to help students in understanding and remembering material in long term memory by steps of PQ4R strategy as the table below:

Tabel 2.1
Steps of PQ4R Strategy in Learning Process

No.	Steps	Teacher's Steps	Student's Steps
1.	Preview	a. The teacher give text to the students . b. Inform to students how to find the main idea or the learning objectives to beachieved reading briefly to find basic idea.	a. The students takes a text for each other b. Students read the text instant quickly by scanning and skimming to find the main idea or base core of the discussion in reading material.
2.	Question	a. The teacher inform to students in order to pay attention the meaning of the text. b. The teacher giving exercise to make questions from the main idea.	a. The students make questions to their self about reading material. b. The questions is organized in a distinct, short and relevant with the text such as what, who, why, where, and how

3	Read	<p>a. The teacher gives the reading material task to students.</p> <p>b. Students read and give respond or answer the questions .</p>	<p>a. Students read actively in order to find out answers the questions</p> <p>b. Students give the reaction or responds based on the text what their read.</p>
4	Reflect	The teacher informs or explain reading material to understanding information what their read.	Students not only remembering ,but also understand what they read with connection information that have been know and related subtopics in the text with the concept of the main idea.
5	Recite	The teacher asked the students to make notes from all of discussion of the lesson learned and answers the questions (do not open notes)	Students are asked to contemplate (remember) information that has been learning with mention again answer the questions.
6	Review	<p>a. The teacher gives task to students to read their notes based on their opinion.</p> <p>b. Asked students to read the text if they are still not sure their answers</p>	Students are asked to read back their notes that have been made, repeat all the contents of the text if students need to review the entire question and answer briefly.

From table 2.1 above, it is clear that there are several advantages in the PQ4R strategy in reading namely: increasing awareness and knowledge about self cognition, ability improvement control or monitor the process of activities that are being carried out, the ability to find weakness in himself, the ability to improve cognitive skills. Next, the ability to process cognitive skills, there is a reflection of

the acquisition of learning. While, the weakness include not having activities for delivering reading result to measure ability of reading comprehension. Therefore, in this study, the researcher include activity of delivery reading result at the time of review by asking students to write the result of reading or making summary activity by their own words.

3 The Strength and Weakness of PQ4R Strategy

According to Meyrawatimayan (2019), the PQ4R strategy learning model has several advantages and disadvantages including:

1. It is very compatible to be used for teaching declarative knowledge in the form of concepts, definitions, rules, and knowledge of application in everyday life.
2. Can help students whose memory is weak to memorize lesson concepts.
3. Easy to apply in all levels of education.
4. Able to help students improve the process of questioning skills and communicate their knowledge.
5. Can reach a wide range of subject matter.

According to Meyrawatimayan (2019), there are some disadvantages of PQ4R Strategy, such as :

1. It requires the ability to skim texts which involve the rapid reading of chapter elements such as introduction, conclusion, summary, first and the last lines of paragraph, etc.

2. It also requires the ability to scan texts which involves careful search for specific facts and examples.
3. This strategy can be not suitable for the young students as it may be difficult for them.

By the terms of strength and weakness of PQ4R strategy above, the researcher tried to give the best action in research as optimal as the researcher did to minimize the weakness of research. Furthermore, in the students activities of the implementation of PQ4R above, there is no activity of delivering reading result. The researcher consider that no activity of delivering reading result is also a weakness of this strategy. In the researcher opinion, by doing this way it can make students gain better understanding of the text. Therefore, in this study the researcher will ask the students to make summary by their own word as delivering reading result.

2.4 Modified of PQ4R Strategy with Summary Activity in Reading Comprehension

One of the ways to obtain and remember information when necessary is summarizing in order to use time economically. Summarization is the abbreviation of a text based on the main and secondary ideas and its reconstruction by the reader. While the author transfer his own feelings, thoughts and designs to writing in text types, summary is related to trying to understand and rephrasing the feelings, thoughts and designs of another author (Ozdemir, 2018). Summarizing helps students to comprehend knowledge, transferring it to

long-term memory significantly because it leads students to a) reading to understand, b) to distinguish important ideas, and c) to express the information by using their own words (Senemoglu, 2001, in Susar, 2009). A superficial grasp of the meaning in sentences is not sufficient for summarizing. One of the most important priorities is comprehensive reading of the text; on the other hand, this needs using mental skills effectively. To learn summarizing, we must take these steps: 1. Setting main and secondary ideas of each paragraph within the text. 2. Setting the most important paragraph within the text. 3. For writing a good summary, in general, discovering and setting of the main idea of the text. 4. In the summary, referring the concepts and the ideas of the text, and paraphrasing, that is, using his/her own words (Wormeli, 2004, in Susar, 2009). According to Aratusa (2016) a summary is a shortened version of a text that highlight its key points. Previous models of summarizing indicate that there are at least three stages of summarizing process. There are reading at the text, making an outline, and making a summary. It is also suggested that in writing summaries, the summary be written in note form or outline before writing summary. Notes for a summary are derived from the text that the students read. The process of writing summary then may process as the following: text reading > note making > summary making. This basic procedure of writing a summary is essentially a representation of the traditional approach of summarizing.

Those strategies are suggested to be widely used by language readers to comprehend the text. It is useful for the students since the successful reader does

not occur automatically. Rather, the successful reading comprehension depends on directed cognitive effort, referred to metacognitive processing which consist of knowledge about and regulating process during the reading process.

In this research, the researcher will clarify the role of summary activity in the PQ4R stage. As we know from the concept how to make students active, to achieve maximum awareness in the learning process students must take these three steps, namely: self-planning, self-monitoring and self-evaluation so that the researcher will add a making summary activity as a delivery reading result to make the students more aware what they learn. All three steps are covered in the activities in PQ4R. So that, the researcher will categorize the six steps in PQ4R into three steps self-planning, self-monitoring and self-evaluation.

Table 2.2 Modified of PQ4R with Summary Activity in Reading Comprehension

NO	STEPS ACTIVITY	STAGES OF PQ4R	ACTIVITIES
1	Planning	Preview	The students preview the text by looking at the title and heading of the text to identify information
		Question	The students need to form predicting question in order to make them easy to find the ideas in the text
2	Monitoring	Read	The students also read the text completely to find the answer for the question before
		Reflect	They need to memorize what they know about the text
		Recite	Finding the answer to questions

3	Evaluation	Review summarizing	The students need to review and also have to make sure that all questions have been answered and memorized. After the Students read the result of review, students make outline to <i>Create Summary of Explain the result of reading with their own words</i>
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More explanation as follows: the first stage was Preview, the students preview the text by looking at the title and heading of the text, in order to recall their prior knowledge. The second stage was Question, the students should make questions by using wh-questions. The students asked to make some questions to the text before they read the whole text. The third process was Read, the students were asked to read the text in detail. Then, the fourth stage was Reflect, this stage students asked to remember and memorize what they had read and information from the text. Next, in recite stage students have found answer of questions. The sixth step is review. They need to review and also have to make sure that all questions have been answered and the ideas in the text have been memorized. And the last steps is Summarizing, in this process almost all of students followed because in this process the students asked to making summary by their own words, by make summary can make the learners easy to make sure them. Asking the students to make summary by their own words is a novelty of this research. It is used to make the students more aware about their understanding what the students have learned. This activity as a delivery reading result.

Maybodi (2017) said that when students are exposed to make summarize, they become aware of the learning process in understanding the reading passage. It supported by Senemoglu (2001) cited in Susar (2009) said that summarizing helps students make meaning out of information and store it in his long-term memory efficiently. Then, in line with Sari (2020) the summarizing strategy was found to be more effective on the aspect of finding the main idea. It can be conclude that PQ4R with summary activity can help the students to understand, remember the topic being read and understand reading text deeply. In addition, the researcher believes that with summary activity can make students get better result in reading comprehension.

2.6 Previous Related Research

The researcher was focused on about informed, designed found and conclude found the research as follow:

The first, relevant research was conducted by Anggraeni (2020) entitled:“ The Implementation of PQ4R Strategy in Teaching Narrative Reading Text ”. Based on her research, the researcher found that the teacher applied all of those stages of PQ4R Strategy in teaching learning process and it can helps students in comprehension narrative reading text well. The difference with this research is subject research. The previous research used tenth grade but this research used eight grade. The similarity with this research is used the same strategy.

The second, relevant research was conducted from Rajagukguk, (2019) entitled “Improving the students reading comprehension by using PQ4R strategy to the eight grade at SMP Negeri 2 Pancur Batu”. Based on her research, the researcher found that the PQ4R is one strategy that make it easier to learn, especially in reading comprehension. In her research finding, it can be seen that the students could answer the question better after using PQ4R as strategy in reading comprehension.

The differences between this research and the second relevant research are the previous sresearch used Classroom Action Research as the method of research.

The third relevant research conducted by Martina (2018) showed that using PQ4R strategy in teaching reading is an effective tool. It helps students to improve their reading comprehension skill. The four study carried out by Rahmadia (2020) based on her research, the researcher found that there is an influence on the reading comprehension of students who are given the PQ4R learning model and the conventional learning model.

Lastly, relevant research was conducted by Zupita (2021) entitled “Using PQ4R to improve students reading at emergency remote learning. Based on the research result, the researcher found that PQ4R method could improve students reading scores in emergency remote learning. It is evident from the increase in the mean score of student.

The difference between this research and the last relevant research is media of the research. The previous of the research was use online media to improve students reading comprehension and this research used offline media to improve students' reading comprehension. More over the result of the previous research showed that the first cycle 78.03 and the second cycle was 88.94 and this research showed that the result of the research was score mean of experimental class 76.00 and control class 70.46..

Based on the previous related researches, the researcher concluded that the differences between previous researches and this research are research subject, object, setting and there search result. So that is expected to find new finding, there for the researcher conducted this research entitle "Modified PQ4R Strategy on Students' in Teaching Reading Comprehension of Narrative Text at The Eight Grade of SMP Negeri 6 Metro AcademicYear 2022/2023".

2.7 Theoretical Assumption

Reading is one of the four skill is very important in learning English. Reading can help students to get information and knowledge. Meanwhile, the fact students eight grade SMPN 6 Metro still difficult to be able to understand what they read. In other word, their reading comprehension is still low. The problems become because the students have lack vocabulary, low motivation in learning English and lacked interest in reading activity.

Based on the problem, there search a conducted PQ4R strategy a ssolution to improve students' reading comprehension. By using PQ4R strategy, the students will understand the meaning of the text easily when they read a text. Based on formerly explanation, the researcher assumes PQ4R strategy can help teachers'and the students' in conducting activities teaching learning process. PQ4R strategy that can be alternative strategy in teaching learning process since it is hoped to attract the students' interest and to make a fun learning particularly in reading.

2.8 Hypothesis

In relation to the previous frame of theories, the hypothesis are formulated as follows:

1. Hypothesis 1: there is a significant difference in reading comprehension achievement between students who are taught by using modified of PQ4R with summary activity and PQ4R without summary activity.
2. Hypothesis 2: The aspect of reading comprehension that improves the most after the implementation of modified PQ4R strategy

Based on the description above, this chapter explained about the concept Reading Comprehension, the purpose of reading, type of assessing reading, concept of teaching reading, concept of narrative text, concept of PQ4R strategy, the strength and weakness of PQ4R strategy, modified of PQ4R strategy with summary activity in reading comprehension. Previous related research, theoretical assumption, and Hypothesis.

III. METHODS

In this chapter tells about the method that will be used in the study to answer the research question and reach the objective of the research and its deals with a description research design, population and sample, instrument, procedure of data collection, validity, reliability, data analysis and hypothesis.

3.1 Design

Research design is the entirety of planning to answer research questions and anticipate some difficulties that may arise during the research process. This is important because research design is a strategy to obtain data needed for hypothesis testing purposes or to answer research questions, and as a tool to control influential variables in research (Sugiyono in Zarkasyi, 2015). Research design plays role as guidance to help researcher in finding the answer of research questions. Some designs of research have been formulated based on its research characteristics. Researcher uses quasi-experimental design since random test was not applied for both experimental and control groups of the research. It was stated in the previous chapter that this study is aimed at investigating to find out (1) whether there is any significant difference of reading comprehension achievement between students who are taught with modified of PQ4R with summary activity

and PQ4R without summary activity, (2) To find out which aspect of reading comprehension that improves the most after the implementation of modified PQ4R strategy.

To answer the first and second research questions, reading comprehension pretest and posttest implement to enhance students reading comprehension performance. In conducting this research, the researcher took two groups (control and experimental group) in order to compare the modified of PQ4R with summary activity and PQ4R without summary activity to teach reading comprehension. Before and after treatment, both groups are tested using the reading comprehension test. According to Setiyadi (2018:116), the design of the research is as follow:

EG T1 X T2

CG T1 O T2

Note :

EG : Experimental group

CG : Control group

T1 : Pre-test measurement of the students reading comprehension

T2 : Post-test measurement of the students reading comprehension

X : Treatment by using PQ4R with summary activity.

O : Treatment by using PQ4R without summary activity

3.2 Population and Sample

Population is all individual that becomes the target in a research. Sugioyo (2016) in Zarkasyi (2015) states that population is a generalized area consisting of objects or subjects that have certain qualities and characteristics determined by the researcher, then draw conclusions. Meanwhile, the sample is part of the number and characteristics possessed by the population. It can be concluded that population is every subject that would be researched in the research. Population this research was conducted in one private junior high school in Metro. Students of second grader were the total population of the research. Sample were selected by using purposive sampling technique. This research used two classes to represent characteristics of population as the experimental group and as the control group, and each class consists of 30 students.

3.3 Variables

This research uses two kind of variables such as independent and dependent variable. The independent variable of this research was experimental (PQ4R with summary activity and control groups (PQ4R without summary activity) that taught by the English teacher at school before, strategy since the technique was the main variable of investigation (Hatch and Farhady, 1982:15). The dependent variable used in this research was students' reading comprehension as realization of independent variables effect (Hatch and Farhady,1982:15).

3.4 Instrument

According to Wilkinson (2003), research instruments were simply devices for obtaining information relevant to your research project, and there were many alternatives from which to choose. Instruments were all of the tools to get the data for processed, analyzed and presented the systematically and objectively with purpose and how to solve the problem. The researcher seen the indicator of reading of narrative text : orientation, complication, resolution and re-orientation/coda. This test was administered to the students at the end of meeting. The test was done in form of multiple choices.

In this research, the researcher used instruments divided into three tools as follows :

1. Observation

The research observed to know students' difficulty with material and media or strategy that used during teaching learning process specially in teaching reading. In this case, the researcher used non systematic observation which was done by the researcher without using instrument and focuses on students' activity in classroom.

2. Documentation

The documentation was to look for the data concerning problem or the variable of the note, agenda or something important like that. It is also to get the list of the students and collect the needed data.

3. Test

Test means a set of question to measure the achievement or capability of

individual class. The purpose of the test were several, for example to diagnose a students' strength, weakness and difficulties, to measure achievement and to measure aptitude and potential, to identify readiness for a program, and to know the significant effect.

The test was prepared by the researcher and helped by the English teacher. The tests was given to know the effect of PQ4R Strategy. It was designed based on sylabus that relevant to curriculum. The researcher was used narrative text that taken from internet, textbook, ruang guru, and relevant resources.

3.5 Procedure of Research

In conducting this researcher, the researcher uses the following steps:

1. Determining subject

The researcher chose the students of eight grade of SMP N 6 Metro as the subject of the research.

2. Determining the sample

In taking the sample of the research, the researcher used purposive sampling.

The researcher choose classes consist of two group as the sample of the research; group one as the experimental and group two as the control

3. Selecting the material

The researcher determines the material that will be teach to the students, the material are about reading comprehension. The material is suitable with student's level.

4. Trying out the test

Try out conducts to identify how accurate and effective the test before they use to collect the data of research and use to identify whether the test can be administered or not.

5. Administrating pre-test

At the beginning, the students received a pre-test that given by the researcher. This is done for the students in order to find out the student's reading comprehension ability before the treatment.

6. Conducting the treatment

The treatment done in five meeting which is each meeting took 2x40 minutes. The material is about reading comprehension text. In doing the treatment researcher following steps as follows;

- a. The researcher divided students into 5 groups that consist of 6 until 7 students
- b. The researcher shared schedule of the treatment that decided by the English teacher in SMP N 6 Metro
- c. The researcher shared reading material to students that to discussed
- d. The researcher asked students to pay attention to the material that given by the researcher
- e. Then, asked them to skim the text by reading the title, beginning and ending the paragraph
- f. The researcher guide students to formulate the question. For instance, what the text talking about?
- g. The researcher asked students to read the text completely to find all ideas of

reading text.

- h. After the students read text completely, the researcher asked them randomly to reflect their memory about what they have read
 - i. The researcher asked students to find answer to the question
 - j. The researcher asked students to make summary by their own words to make sure all question that have answered
7. Conducting post-test to gain the data

Post test is administered after treatment. It is used to know the progress of students reading comprehension ability after being taught a modified of PQ4R with summary activity. Furthermore, it is used to observe whether there is a significant difference between the control group and the experimental group. By giving post-test, the researcher know the students reading comprehension ability improve or not.

8. Analyzing result of pre and post-test

After conducting pre tes and post test, the researcher analyzed the data. The data of students reading comprehension was analyzed by using SPSS with independent groups t test

3.6 Data Collection Technique

In this research, the researcher used data collection technique taught narrative text and implementation of teaching reading of narrative text as follows:

1. The researcher was doing an observation, to know students difficulty

with material and media or strategy that used during teaching learning process.

2. The researcher used pre-test as the second method of collecting the data.
3. The researcher was conducted the post-test in this research. This test used to measure students' reading comprehension to know the effect of PQ4R Strategy.

3.7 Try Out Of The Instrument

In this research, the researcher found validity, reliability, level of difficulty, and discrimination power of the test by using try out test. It was conducted in order to determine whether the 20 item have a good quality or not before being conducted pretest and the post test. There are four criteria of a good test that should be met: validity, reliability, lever of difficulty, and discrimination power.

3.8 Validity

According to Brown (2004) in Jayanti (2019), validity is the complex criterion of a good test which is tes actually is intended to measure. Grounlund (1998) in Jayanti (2019) stated that validity is the extent to which inferences made from assessment results are appropriate, meaningful, and useful in term of the purpose of the statement. In the other word, validity is the important part of the researcher to cogitation in selecting instrument. Acording to Guilford (1956) in Zarkasyi (2015:193), test is considered valid if the test measures the object to be measured and suitable with the criteria. Content validity emphasized on the equivalent

between the materials. In other words, the items in the reading comprehension test must represent the material based on Core Competence (KI) and Basic Competency (KD) of the curriculum. Heaton states that the validity of a test was intended to which it measures what supposed to measure and nothing else.

From the table (Appendic), to know the score of r-table with the significant 0,05. So, $df = 30 - 2 = 28$. With significant 0,05 so that was obtained r-table = 0,374. It can be seen that the results of testing the validity show that all aspects of the experimental class was valid.

Which has :

- | | |
|-----------------------|----------------------|
| a. Main idea | : $0.025 \leq 0.374$ |
| b. Inference | : $0.040 \leq 0.374$ |
| c. Reference | : $0.378 \geq 0.374$ |
| d. Detail Information | : $0.327 \leq 0.374$ |
| e. Vocabulary | : $0.154 \leq 0.374$ |

All aspect of reading comprehension have a r_{count} greater than r_{table} ($r_{\text{count}} \geq 0.374$). So that it can be said that all aspect of experimental class instruments of reference were valid. It means that each indicator have a r_{count} greater than r_{table} ($r_{\text{count}} \geq 0.374$). But, the instrument of main ide, inference, detail information and vocabulary was lower because r_{count} quite greater than r_{table} ($r_{\text{count}} \leq 0.374$). For product moment table (r).

The test are formulated by the concept of reading comprehension stated by Nuttal in Saraswati (2021). They are determining main idea, finding supporting details, finding inference meaning, finding reference, and understanding vocabulary.

3.9 Reliability of Test

According to Setiyadi (2018), reliability is a consistency of a measurements of how far that measurements can be measured the similar subjects in different time but it shows the same result. People who use such measuring instruments must identify and use techniques that will help them determine to what extent their measuring instruments are consistent and reliable. Reliability is the consistency of the measurement and dependable of the measurement. Besides a good test should have high validity, a good test should have high reliability, scores need to be consistent. To measure the coefficient reliability between the odd and even group, the researcher used this following formula:

$$r_i = \frac{n\sum ry - (\sum r)(\sum y)}{\sqrt{[(n\sum x^2 - \sum x^2)][(n\sum y^2) - (\sum y^2)]}}$$

r_i : the coefficient of reliability between the first half and the second half items

X : odd number

Y : even number

XY : odd and even numbers

X : the square of X

Y : the square of Y

N : number of test

After getting the reliability of half test, the researcher then used Spearman Brown's Prophecy formula (Hatchy and Farhady, 1982) to determine the reliability of the whole test as follows:

$$r_k = (2r - xy) / (1 + r - xy)$$

According to Guilford (1956) in Zarkasyi (2015:206) the criteria of reliability as follow:

Table 3.1

Correlation Coefficient	Correlation
$0,90 \leq r \leq 1,00$	Very high
$0,70 \leq r < 0,90$	High
$0,40 \leq r < 0,70$	Moderate
$0,20 \leq r < 0,40$	Low
$r < 0,20$	Very low

Test Reliability was done to test the consistency of answers from respondents. In reliability testing, the value said was reliable if $r \text{ alpha} > 0.60$. From the Table (appendix), it can be seen that the value of Cronbach's Alpha experimental class was 1.517. So that it can be concluded that the instrument for the experiment class was reliable because Cronbach's Alpha experiment class is higher than 0.60 ($1.517 \geq 0.60$).

3.10 Normality

Normality test was used to know the distribution data normal or not. To know the distribution data normal or not the researcher used SPSS version 24 software. Based on the table 4.7 (see appendix), it can be concluded that the result of the data pre-test and post-test in experimental and control class was normal.

3.11 Homogeneity of the Instrument

After calculated the normality, the writer analyzed the homogeneity of pre-test and post-test in experimental and control class by using SPSS x 24. Homogeneity test is

aimed at studying whether the sample has equal variance from the population. In order to measure homogeneity of post-test score in both groups, Levene formula was used. The null hypothesis stated that the variance of students reading comprehension score in control and experimental group are homogeneous. Level of significance used is $\alpha = 0.05$. the result of computation of homogeneity of variance shows that the core of Sig. Is 0.251 which is higher than 0.05. it means that the null hypothesis is accepted and the score of variance in control and experimental group are homogeneous.

3.12 Level of Difficulty

the analysis of Level of Difficulty (LD) is to find out whether test items are easy or not from point of view of the students who take the test. To see the level difficulty, the researcher used the following formula:

$$LD = \frac{R}{N}$$

LD : Level of difficulty

R : the number of students who answer correctly

N : the number of students who join the test

The Criteria are:

> 0.10 = the most difficult

0.10 – 0.30 = difficult

0.31 – 0.70 = moderate

0.71 – 0.89 = easy

0.90 – 1.00 = the easiest

(Djiwandono, 2008, in Lebagi, 2014)

3.13 Discriminating Power

Discriminating power is the ability of the item to discriminating between the students who have high ability and those who have low ability. In discriminating power, the researcher use the formula as following:

$$DP = \frac{U-L}{\frac{1}{2}N}$$

DP : discrimination power

U : the proportion of upper group students

L : the proportion of lower group students

N : total number of students

Table 3.2

The criteria of discrimination power

IK	Interprestasi indeks Kesukaran
IK = 0,00	Very Difficult
0,00 < IK ≤ 0,30	Difficult
0,30 < IK ≤ 0,70	Average
0,70 < IK < 1,00	Easy
IK = 1,00	Very easy

Appendix 4 provides information about the level of difficulty and descriminating power of the multiple choice test items which was obtained from students' responses. As wee can see those 10 items out of 30 test items were rejected due to poor quality of the level of difficulty and descriminating power quality. The poor quality test items can be seen in the test item numbers; 3, 8, 9, 10, 14, 17, 22, 26, 29, and 30 with the DP scores; 0.15, 0.15, 0.19, 0.08, 0.08, 0.19, 0.19, 0.15, 0.15 an 0.19 respectively. Furthermore, 18 items out of 30 test items claimed to have

satisfactory quality items as their LD and DP scores are met the quality of satisfactory test (0.20-0.39). the DP scores in this try-out are 0.23-0.38 for all test items mentioned above. Those items were accepted, but they need to be improved and expected to reach their DP scores at least >0.70 so that they will be retained and used as the ready items to be distributed to the students. The result of the test also showed that were 2 items out of 30 test items considered as the good quality as their DP scores reached around 0.40 through 0.69. to sum up the test items quality, of 30 test items, 2 items are good quality, 18 items are satisfactory and 10 items are in the poor level.

3.14 Data Analysis

Analysis means categorizing, ordering, manipulating, and summarizing data obtained to answer the research question. In this research, both experimental and control groups get pretest and post-test. The data from both pre-test and post-test treatment is used to find difference score between both of experimental and control group, and find the improvement of students skill in reading comprehension.

In analyzing the data gained, the writer will analyze the data into each research question to answer it clearly. In order to answer the first research question, pre-test and post-test analyzed by using Independent group t-test implemented to examine the significant difference between experimental and control group. It is used to calculate and analyze the quantitative data. It is used to compare the performance of two groups: experimental and control groups with the level significant of 0,05. Setiyadi (2018) stated that Independent Group T-test is used

to compare the *mean* of two different groups and both are taken from different situation as well. The means of the two groups were compared to find out their significant difference. There might be the difference between the mean score of the groups if there is any. After the t-value has been obtained, the significant difference can be seen.

In order to answer the second research question, that was what aspects of reading comprehension achievement of the students that increases most after being taught by using modified PQ4R strategy, the researcher analyzed and compared the increase of each aspect in reading. It has been explained on diagram 4.6 that determining the main idea increased 17.33, finding specific information increased 13.5, finding inference increased 15.0, finding reference increased 14.16, and understanding vocabulary increased 16.0

Based on the description above, this chapter explained about Design of research, Population and sample, Variable, Instrument, Procedure of Research, Data Collection Technique, Try out of the instrument, Validity, Reliability of Test, Homogeneity of the Instrument, Normality, Level of Difficulty, Discriminating Power and Data analysis.

V. CONCLUSION AND SUGGESTION

This chapter encompasses some conclusion and suggestions based on the research findings and discussion as presented in Chapter IV.

5.1 Conclusion

PQ4R Strategy was one of the reading strategies that is useful and efficient for reading comprehension in any subject area. This strategy was not only for English subject but also can apply for all of subject matter. When its strategy implemented and the learners make substantial gains in their comprehension skills, the learners can gain better understanding in the content of narrative text. It leads them into greater knowledge, more positive attitudes and easier to remember and memorize of information.

Having analyzed the data presented in the previous chapter, the researcher concludeds as follows :

1. To improve students' reading comprehension by modyfing PQ4R strategy, second years students' of SMP N 6 Metro make the progress. The students have a slight increase in reading comprehension especially in narrative text. There was a student active in learning process and reading process then several students could translate and read the text rapidly. Because the students'

score of experimental class was greater than the students score of control group. In experimental group the mean score of pre-test was 44.50 and post-test was 76.00. While in control class, the means score of pre-test was 41.00 and post-test was 70.66. It can be conclude that the increase of mean score of the experimental class was more significant than the control class.

2. There was significant difference of reading comprehension between students who are taught by modified of PQ4R with summary activity and PQ4R without summary activity at the second year students of SMP Negeri 6 Metro. In other words, the use of PQ4R strategy with summary activity produce better outcome and also gives positive contribution to raise the students' ability in reading comprehension.

3. By using modyfing PQ4R strategy, the students can develop their self-confidents. It was helped to make students attention, interest, and could relating new ideas to previously known concept, students could actively interact. This strategy was not only could apply for English subject but also the other subject. It means that the students more active and building their comprehension.

5.2 Suggestion

After presenting the research findings, the researcher has given some suggestion to the individuals who those more concern about teaching English to the students in education domain, particularly the English teacher at Junior High School level as in the following :

1. For the English teacher, It is suggested that the teacher can develop their knowledge about reading comprehension strategy to make their students more active and creative in reading process and the researcher was also strongly suggest the English teacher to apply modyfing PQ4R Strategy with summarizing in order to improve their students' reading comprehension. Evidently, the second year students of SMP N 6 Metro achieved their reading comprehension much better after applying this strategy.
2. Further researchers, the writer acknowledge that the research is far from perfect. Therefore, the writer suggest that the other researcher who conduct the similar research can applay appropriate teaching methods in teaching and learning process. The researcher also expects this research can be guidance for the next researcher who carry out an experimental research in term of the way analyzing their data in statistic or quantitative design in the future.

Based on the explanation above, this chapter has explained the summary of the research results and some suggestions for teachers and other researchers

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