CHAPTER I

INTRODUCTION

A. Background of Study

Language is one of the most effective means of communication. Through language, people communicate with one another, transfer messages and exchange information. Dissemination of science and technology. Culture and art is made possible through language. Today, one of the international language is English. In indonesia, English is learnt as foreign language. It means that English is only spoken by particular people whose profession demends the English mastery as a communication instrument.

Since English as international and scientific language, it is very important to learn English in globalization era nowadays. In indonesia, English is taught at schools from elementary schools up to universities. Apart from formal education, English is also taught in private courses outside of school. It is expected that all of the students in Indonesia can master English, the English mastery should involve four major language skills, namely

listening, speaking, reading and writing. The listening skills indicate the ability of grapsing and oral message and apprehending it. Secondly, the speaking skill is ability of conveying the message orally. Whereas the reading comprehension is the ability of catching written message. And the last one is the writing skills done to the ability of transfering the message in writing. All of them are integreted and supported to each other.

Tompkins stated that reading is an interactive process in which reader negotiates meaning in order to comprehend or create an interpretation. Reading is considered as the most difficult language skill to study.[1] Reading is one of the language skills, and it is a process of getting idea of written text. The aims of reading whoever are not only to spell the word of a written text, but also to catch the idea of it. Due to the writers' experiences in teaching. Writers should like to deal with one of students' problem found in the classroom. English at SMA Al-Izzah Cipanas is considered as a cumpolsary subject serving as a

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[1] *Tompkin, Gail.E.(1998) Language Arts 4th Edition: Content and Teaching Strategies. New Jersey: Prentice Hall, Inc,P.90.*

tool for self achievement. Many students have problem in reading because they feel bored while attending it.

According to some teachers experiences at SMA AL-Izzah Cipanas, most students are only able to read a text of his courses, but, they are difficult to understand the text they read. It took quite along time to find and understand the contents of the texts they read. The problem is the lack of ability of students' reading comprehensions.

The success of students in mastering the four language skills is much influenced by the way they learnt and also method used by the teachers in presenting the materials. If both condition are met, the teaching and learning process will be effective, fruitful, and there is no reason to say that English is difficult and frustating subject to learn. Its a must for teachers to choose the suitable method in order to reach the objectives of teaching learning process.

Slavin stated that PQ4R is a strategy that helps students to focus organizing the information in their minds and making it meaningful. The PQ4R stands for Preview (P), Question (Q), and

the four R: Read, Reflect, Recite, and Review".[2] PQ4R is a study technique developed by Thomas E. L and Robinson H. A. The acronym stands *Preview, Question, Read, Reflect, Recite* and *Review* and this strategy is used mainly to help students with difficulties in reading. Comprehension, retaining, and recalling information is the challenge for many students and the PQ4R strategy aims to make reading easier. The study technique can help students with improved understanding and recall of fact. PQ4R can help the students focus in organizing information and making it meaningful. PQ4R also provides a series of steps aims to help the readers understand and remember what they have already read.

Based on the students' problems, the writer would like to purpose the way in teaching students reading comprehension ***The Effectiveness Of PQ4R To Develop Students' Reading Comprehension In Narrative Text. (An Experimental Research in Senior High School of Al-Izzah Cipanas).***

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[2] *Slavin, Robert E. (1997) Educational Psychology: Teory and Practice, Fifth Edition. Massachusetts: Allyn and Bacon Publisher,P.217.*

B. Identification of Problems

Based on the background of the study, it may be able to identify some of the problems faced in a certain direction by students in learning English, they are;

1. Most students of Al Izzah Cipanas Lebak Banten get difficulties in reading to understand words by words, and meaning by meaning.
2. Most students of Al Izzah Cipanas Lebak Banten do not understand the texts they are reading.
3. Most students of Al Izzah Banten do not comprehend the content they are reading.

C. Statement of Problems.

The main purpose of this study is to find a method to develop students' reading comprehension by using PQ4R, the limitation of this study is as follows;

1. How is the students' reading comprehension before and after PQ4R strategy in senior high school of Al-Izzah Cipanas Lebak Banten?

2. How is the effectiveness of PQ4R in developing students' reading comprehension in senior high school of Al-izzah Cipanas Lebak Banten?

D. Limitation of Problems.

Because of the limitation of time, cost and energy, the writer limit the problems as follows;

1. The reseach focuses on finding out the effectiveness of PQ4R in developing students' reading comprehension.
2. Object of this reseach is students of Second grade Senior High School of SMA Al Izzah Cipanas Lebak Banten.

E. The Purpose of Research

Dealing with the problems faced, this research is purposed;

1. To find out the students' reading comprehension before and after PQ4R strategy in SMA AL IZZAH Cipanas Lebak Banten.

2. To find out the effectiveness of PQ4R in developing students' reading comprehension in senior high school of Al-izzah Cipanas Lebak Banten.

F. Benefit of The Reseacrh

This research is hoped to Through this classroom action research, the writer hopes that it can give advantages for:

1) The teacher
   a. Improve the teacher‟s motivation to teach the student with a better strategy.
   b. Increase the teacher‟s professionalism in learning process.
2) The Student
   a. To motivate the students in order to involve them in learning process actively.
   b. To interest student to read English text.
   c. To develop students‟ reading comprehension
   d. To interest students‟ participation and the individual responsibility.
   e. To train students‟ confidence

f. To position them as learning-center.

G. Organization of Writing

Chapter I covers the background of the study with its elements which consisted of identification of problems, limitation of problems, purpose of the study and benefit of the study.

Chapter II contains the theories that related to the study, scientists' and even the writer's perspective.

Chapter III includes the methodology of the research, settings of the research, samples, technique of collecting and analyzing data.

Chapter IV covers the data collected and the findings of the research.

Chapter V consists of conclusion and suggestion.

CHAPTER II

THEORITICAL FRAMEWORK

A. Reading Comprehension

1. Definition of Reading

Reading is one of the most important academic skills needed by students as a source of knowledge and enjoyment. Reading is also quite possibly, the most important skill a student must acquire in order to success in the school and in life. Moreover reading has been a highly emphasized skill in the English foreign learner context. Reading can be regarded as a process that involves, decoding, interpreting and comprehending written material.

Different people use the term of reading in some ways, because reading is a complex process, and this complexity accounts for the variety of its definition. Reading is one way to communicate between the writer and reader. As Day and Bamford define reading as a process of how a reader understands

the written message and connect it to his prior knowledge.[3]A reader actively interacts with the reading material in the reading process. While Ruddell said that reading is the act of constructing meaning while transacting with text.[4]. Here the reader should interaction with the text not only in action with the text. But reading is not simple. Judi Moreillon states Reading is an active process that requires a great deal of practice and skill.[5] Because to mastering reading we not only learn the theory but also the practice what we have been read and apply it in real life as much as we can. The reader can get meaning from the author, the page or anywhere else. So, they make meaning from the interaction between prior knowledge and previous experience with the new information.

From the definition above, it seems that reading is a process when the reader makes meaning through the combination of prior knowledge and previous experience. He or She connects

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[3] Richard R. Day and Julian Baford, *Extensive Reading in the Second Language Classroom*, (New York: Cambridge University Press, 1998), P 12

[4] Martha Rapp Rudell, *Teaching Content Reading and Writing: Fifth Edition*, (New York: John Wiley and Sons, Inc.), p.30.

[5]Judi Moreillon, *Collaborative Strategies for Teaching Reading Comprehension* (Chicago; America Library Association, 2007), p. 10.

text information to what they already know. Information ideas are exchanged between writer and reader in the act of communication. The writer expresses his thoughts on paper with language using whatever skills and style she or he has developed personally. The reader tries to get meaning from printed page.

Reading is not just a means of comprehension but becoming aware of how writers express meaning and also becoming able to reconstruct those meanings for our own understanding. So, reading can add our knowledge because every word that is read to construct meaning to comprehend. With reading we get more knowledge or information. It means that reading is important to be learned.

2. Definition of Comprehension

Comprehension is a kind of up-market synonym for understanding in discussions that are (or are intended to appear) technical and scientific. in such contexts the word frequently doesn’t appear alone, but in such combination as comprehension skills or the comprehension process, even by people who would never use expressions like understanding skills or the

understanding process.[6] It means that comprehension may be regarded as relating aspects of the word around us- including what we read, to the knowledge.

According to Danielle comprehension is not always effortless and fast, of course. When beginning readers struggle over individual words, reading is slowed to near halt and deeper levels of comprehension are seriously compromised. Comprehension is not only cognitive competence or understanding the knowledge but also ability to grasp something mentally. Because it is not easy to understand the difference between ideas and fact, beside the definition that show us that comprehension is the main modal in reading comprehension in order to understand the whole of the text.[7]

From the list of theories above, it can be said that comprehension is a competence of understanding. It is one of skills that learners should have. To read, learners are supposed to comprehend what they are reading.

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[6] Frank Smith, *Understanding Reading Sixth Edition* (New Jersey: Lawrence Associates, 2004) p. 11

[7] Danielle S. Namara, *Reading Comprehension Strategies*, 2007 (Mahwah, New Jersey: Laurance Erlbaum Associates), p. 4.

3. Definition of Reading Comprehension

The ability to read a written language with good comprehension and a reasonable rate has long been organized to be important skill. "Reading comprehension strategy is a cognitive or behavioral action that is enacted under particular contextual conditions, with the goal of improving some aspect of comprehension."[8] A general component is many definition of comprehension is the interpretation of the information in the text, the use of prior knowledge to interpret this information and ultimately. The construction of a coherent representation of picture in the reader's mind of what the text is about.[9] Reading comprehension is an interaction between ability of prior knowledge reader on reading book. The readers will get information or knowledge of the text after they read. So they understand information of text.

Reading comprehension is a product of complex interactions between the properties of the text and what readers

[8] Smith, p. 6.
[9] Smith, p. 28.

bring to the reading situation.[10] The readers must relevant their knowledge, word decoding ability, text-based and situation model-based differencing skills, competency with a variety of reading strategies, meta cognitive skills, and so on.

Reading comprehension is a process in which the reader has to decide linguistic symbol and reconstruct and reconstruct them up to a meaningful whole as intended by the writer. Comprehension includes recognizing and understanding a main idea and related detail. Meanwhile, according to Klingner 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.[11]

4. Levels of Reading Comprehension

Reading is the ability to comprehend, not simply to recognize letters, forms, and symbol. Without comprehension, reading may prove to be almost useless. There are four levels of reading comprehension, these is:

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[10] Smith, p. 111.

[11] Klingner Janette. K. *Collaborative Strategic Reading: Strategies for Improving Comprehension.* (sopris west) 1996 p. 12

Various writers have attempted to categorize into three of four levels. Lanier and Davis in Dechant (1982:313) summarizing comprehension skills, categorize them as:

a. Literal skill (recognizing and recalling facts, details, sequence, main idea, directions, organization, and the like)
b. Interpretative skills (inferring, drawing conclusion, generalizing, deriving meaning from figurative language, predicting, anticipating, and summarizing)
c. Critical skills (judging, detecting propaganda, analyzing, checking validity, checking the author‟ s biases and purpose)
d. Creative skills (applying information, responding emotionally).[12]

It can be said that to read is not enough just to read the forms, symbols, letters, word by word, but also needed to comprehend the meaning and gaining information. And to be

[12] Dechant, V. 1982. *Improving the Teaching of Reading:third edition*. USA: Prentice Hall,p.313.

comprehend in reading, we are supposed to have interpretating, critical, literal and even aesthetic skills.

5. Purpose of Reading

A purpose of reading is established for each lesson and each extension change the purpose for reading, which then changes the reader's focus. It means the purpose of reading can be reachable if the readers get the best way to understand the reading material. Reading can be summarized as a process that involves vision and response to understand and comprehend reading material is aimed to obtain information and improve our knowledge.[13]

And every individual has their own reason for read and their own needed. So here we focus on the importance of purpose in private reading and the range in different purposes for which individual, so here several reading based on Reading Basic

[13] Charlotte S. Huck and Barbara Z. Kiefer, *Children's Literature in The elementary school* (New york; Mcgraw-Hill, 2004), p.12.

Reading comprehension 1. [14]There are own purpose for reading. Such as:

1. Reading for pleasure is reading a narrative, novel, comics and so on. Here the readers enjoy the 'sound' and the rhythm of literary text.
2. Reading for a general impression, such as: to gain an idea of the writer's viewpoints, to decide whether or not to read the text.
3. Reading for organizing reading and study, such as: to identify the important content of a text, to answer a specific question, to decide which section of a text to start studying.
4. Reading for learning content or procedure, such as: to gain an understanding of new concepts, to learn certain facts from a text and to follow instructions.

[14]Naf'anTarihoran and MiftahulRachmat, *Reading Basic Reading comprehension 1.*(Serang : Loquen Press, 2012) p. 6

B. Narrative Text

1. Definition of narrative text

Narrative is kind of text which tells about events, or accuracies, which can make the reader feels that it is real. A narrative tells about something that happened in the past. A narrative is a piece of writing that tells a story. The story can be imaginary or based on a real incident.[15] A narrative tells us about something that happened in the past.[16] Narrative is a text which contents about a story like a story of citizen (folktale), the story of animals (fable), legend, etc. that a narrative text contains story by presenting the sequence of events and actors which are characterized as heroes or cowards. It can be concluded that narrative text is a spoken or written text to communicate a massage, which is used to interpret its meaning in the story.

Narrative is a telling, a performance event, and the process of making or telling a story. A story is an account involving the narration of a series of events in a plotted sequence

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[15] Deals Ng Foo Mun, Ng Lai Foong, Ng How Seng and Gabriel Mich. Kia Tolok, *Creative English: Workbook*, (Jakarta: Penerbit Erlangga, 2008), P.viii (overview).

[16] Margaret Bonner, *Step Into Writing*, (London: Longman, 1994), p.48.

which unfolds in time. A story and a narrative are nearly equivalent terms. A story has beginning, middle and an ending. Stories have certain basic structural features, including narrators, plots, setting, characters, crises and resolution. We can only study experience through its representations, through the ways stories are told.[17]

The writer concluded that Narrative Text tells us about the story, or such a tale, fact or fake. It is aimed at least for entertaining and also telling about the story.

2. Characteristic of Narrative Text

According to Priyana *et. al.* there are three characteristics of narrative text, they are:

a. Orientation

It is about the opening of paragraph which contains of introducing characteristic and commonly tells about what is the story about, where the story happened, who the character of the story is and when the story begins.

[17] Molly, Andrews, Shelley Day Sclater, Corinne Squire and Amal Treacher. *Lines of Narrative psychosocial perspectives*, (Taylor& Francis e-Library, 2003), p. 11.

b. Complication

It is about the problems of the story began and developed. It usually has more than one paragraph.

c. Resolution

It is where the conflict of the story ends. It can be happy ending or sad ending.[18]

3. The Element of Narrative Text

In narrative text, there are certain element that should exist as follows:

a. Setting: It usually consists of time and place of the story. Authors often write the description of landscape, scenery, building, season or weather to provide a strong sense of setting.

b. Character: In this element, the story consists of person or even animals who take a part of the story.

c. The Conflict (Problem): It is about the struggle between two people or things.The main character is usually on one side of the central conflict.

[18] Ibid, p. 150

d. The Plot (Events): The systematic chain of events which make up the story.Each link in the chain helps to build suspense and to solve a problem.

e. The Solution: The ending of the problem or the way to outcome the problem of the story. It can be happy ending or sad ending.

f. The Theme: the theme is the controlling idea or belief of the story. It gives a basic meaning to a literary work. Generally, a theme is inferred from the other elements in the short story and often evolves through the conflict experienced by the main character.[19]

4. Language Features of Narrative text

a. Using processes verbs.

b. Using temporal conjuction.

c. Using simple past tense.

[19] Salem Saleh Khalaf Ibnian, *The Effect of Using the Story- Mapping Technique on Developing Tenth Grade Students' Short Story Writing Skills in EFL*, English Language Teaching. Vol. 3, 2010. p. 182.

d. Using the scenes: where appropiate, the sensses can be used to describe and develop the experience, setting, and character.
e. Using the first person (i, we) or the third person (he, she, and they).
f. Using relational verbs to show action.
g. Using verbal verbs to describe the character and setting.
h. Using verbal verbs to describe verbal process.[20]

5. Strategies in Reading Narrative Text

Reading narrative text will be easier for readers to understand if they know some strategies how to read it. Larry Lewin gave some strategies that can be used in reading narrative text. Lewin said comprehension is mentioned as one of the traits of an effective reader. To be an effective reader especially in reading narrative text, there are some points included in comprehension that have to be mastered:

a. Identifying plot.
b. Selecting main idea.

[20] Amalia Pradini. *Narrative vs Recount, (Jakarta, PT. Regina Eka Utama 2010),p.1*

c. Distinguishing between major and minor characters.

d. Distinguishing between significant and supporting details.

e. Describe turning moments, conflicts and resolutions.

f. Creating purposeful summary.[21]

Those points can be done through reading narrative text. It can be the keys that guides the reader to comprehend in narrative text. The readers can improve their comprehension in reading narrative text by doing those points because those point have covered the important things to comprehend the whole content in narrative including plot, main idea, characters, sequence of events and summary.

C. PQ4R Strategy

1. Definition of PQ4R Strategy

Definition PQ4R according Milah is an abbreviation of the word preview, meaning reading passing quickly; Question, mean constructing a list of relevant questions with text; Read, meaning reading text actively to seek answers to questions that had been arranged; Reflect, that understand the information

[21] Larry Lewin, *op. cit.*, p. 13

presented; Recite, meaning memorize or recall any answers that have been discovered; Review, means reviewing all the answers are arranged on the second and third step, so some states over the PQ4R it can be concluded PQ4R strategy is a strategy used to help students remember and understand readings by six steps, namely P (Preview), Q (Question), R (Read), R (Reflect), R (Recite), R (Review).[22]

Thomas and Robinson (in Trianto, 2007: 147-149) reveals one of the strategies most widely known for helping students understand and remember the material the students read is PQ4R Strategy.

The steps must be done in PQ4R reading strategies are as follws: (1) Preview the first step is intended to make students read the passing quickly before beginning students read materialthat contains the material that is taught; (2) Question, asking question to yourself to every article that exist on student reading materials; (3) Read, read the essay actively, namely by the students' mind should not react to what is in his reading; (4)

[22] Millah B.S (2010). *Keunggulan-keunggulan Strategy PQ4R*. Diperoleh 12 Desember 2012

Reflect not a separate step with with a third step (read), but it is an essential component of the third step.[23]

During the reading, students are not only enough to remember or memorize, but try to understand the information presented; (5) Recite, students are asked to ponder (me-remin)back information that has been learned by stating important points loudly and with me-pleasent and answer question; (6) Review, students are asked to read a short note (essence) or text that students have made, repeat the entire passage if necessary and once again answer the questions posed.

Learning steps according Millah namely: 1) Preview, this step is intended to make students, read briefly reading material to find the main idea is the core of the discussion in the literature students; 2) Question, the second step is to ask the question to yourself that exist on student reading materials; 30 Read, actively in order to find answers to the basic questions that have been established; 4) Reflect, for reading students do not just remember or memorize but also understand the information that is read; 5)

[23] Trianto, (2007). Model-Model Pembelajaran Inovatif berorientasi konstruktiviktif P 147-149

Recite, students were asked to reflect on the (recall) back information that has been learned by mentioning again the answers to the questions that have been established; 6) Review this last step the students are asked to read back the entire contents of the reading if necessary and once again review the entire question and answer briefly. Based on the measures mentioned above it can be concluded that should be are carried out in the strategic use PQ4R there are 6 stages, Preview, Question, Read, Reflect Recite, Review.[24]

PQ4R is a study technique The acronym stands for Preview, Question, Read, Reflect, Recite, Review and this strategy is used mainly to help students with difficulty in reading. Comprehension, retaining and recalling information is a challengefor many students and the PQ4R strategy aims at making reading easier. The study technique can help students with improved understanding and recall of facts.

The conclusion of strategy PQ4R is doing some measure for students in understanding in reading, English language text

[24] Millah B.S (2010). *Keunggulan-keunggulan Strategy PQ4R*. Diperoleh 12 Desember 2012

and the story, sometimes they are just able to read it but they can not understand what the contents of the texts they read.

2. The Procedures of PQ4R

The basic idea why the we teach reading, because reading is the most important basic to improve comprehension of text or the material, we can also improve vocabulary and get information of what we read. To improve reading comprehension, we can choose method that appropriate, and one of method is used PQ4R method. There are six main procedures of using PQ4R method in teaching reading: preview, question, read, reflect, recite, review. Slavin explained that there are step of PQ4R method for students using, as follows[25]:

There are several steps to teach reading comprehension by using PQ4R Method:

a. The first step ***preview,*** teachers provide reading materials for students to read, and then inform the students to read with a quick glance reading material and find the main idea. The focus of the preview is ti find the main ideas developed

[25] Slavin E. Roberts. 2006. *Educational Psychology*: *Theory and Practice*.p.297

in the literature. Through a preview of students already have an idea of what he learned.

b. The second step ***question***, informing the students to pay attention to reading and then assign the task to make the question by using the 5W+1H (what, where, who, when, why and how). Experience has shown that when people read to answer a number of questions that will make him or careful reading in order to remember what a good read.

c. The third step ***read,*** the teacher asks the students to read the literature are studied in detail and students are expected to find the answers to all the questions that had been developed previously.

d. The fourth step ***reflect,*** the materials informs the reading is not just to remember or memorize the material but students should be able to understand the information provided teachers with the knowledge that has been known through reading.

e. The fifth step ***recite***, students were asked to summarize or reflect on the information they have learned. Then students answer the questionsand see the notes they have made.

f. The sixth step ***review***, students are asked to read a summary of which they have made, and re-read the readings students when students are still not sure of the answers that have been made.

The writer some of the step described here will be done to start using strategy, from the first step to the end described.

3. Advantage and Disadvantages PQ4R Strategy

a. The advantages of PQ4R Strategy

1. PQ4R suitable for using in learning which is declarative like concepts, definition, rules, and an application acknowledge in life.'
2. PQ4R may be able to help students who have weakness of memory for memorizing in learning process.
3. This strategy is easy to apply for students in every level of education.

4. This strategy can help the students in improving their question skill and communicate of their knowledge.
5. PQ4R be able to include a widely material lesson.

b. Disadvantages of PQ4R Strategy

1. PQ4R not be suitable for using in procedural learning like knowledge skill.
2. PQ4R it is difficult to apply if there is no the students' book.
3. This strategy not be effective if total os the students more than a capacity of classroom.

D. The previous Study

a. In the research which has been conducted by Aas Rosnawati (2009), with the title: Improving Students' Reading Comprehension Through PQ4R Strategy (an Experimental Research of Second year Students of SMP Nurul Falah Cilegon), that strategy was has possitive effect for developing Students' Comprehension, and her research, the hypothesis is accepted.

b. In the research which has been conducted by M. Ridho Umami (2010), with the title: Teaching Reading Comprehension Through Story Mapping (an Experimental Study at the Ninth Grade Students of MTs Manbaul Falah Cirendeu Petir Serang) will taught by usual technique, many students do not understand to determine the main idea paragraph and content of paragraph. After the students taught by the story mapping method,there is the effectiveness of that method to increase the students' reading comprehension. It can be seen from the result of post-test that higher than pre-test.

c. In the research which has been conducted by Muhamad Bayu (2013) from Universitas Pendidikan Indonesia to improve the originality of the research with the title: In the use of PQ4R in teaching students' reading comprehension of narrative text. The writer did the research about finding the study related to the research and found the research paper entitled "The Use of PQ4R in Teaching Students' Reading Comprehension of Narrative Text" was aimed at

answering the question whether or not the use of PQ4R strategy significantly improved students' reading comprehension ability and the students' responses toward PQ4R strategy.

E. Hyphothesis of the Study

Based on the theory and the objective of the study. The hypotheses of the study are proposed in terms of null hypotheses (H_o) and alternative hypotheses (H_a). They are follows:

(H_o): There is no significant effect of preview, question, read, reflect, recite, review (PQ4R) strategy on student's reading comprehension in narrative text

(H_a): There is a significant effect of preview, question, read, reflect, recite, review (PQ4R) strategy on student's reading comprehension in narrative text.

CHAPTER III

RESEARCH METHODOLOGY

A. The Method of Research

In this research, the writer will use Experimental research. When hearing the term experimental designs, most of us think back to school experiments in science. Experimental research in the social sciences follows the same basic pattern as those (natural) science experiments. Experiment are carry out in order to explore the strength of relationship between variable. A variable as the term is self suggest, is anything, which does not remain constant.

According to Muijs defined that "Experimental research is a test undercontroll conditions that is make to demonstrate a known truth or examine the validity of a hypothesis."[26] Nunan stated that "Experiment is a procedure for testing an hypotesis by setting up a situation in which the strenght of the relationship

[26] Daniel Muijs, *Doing Quantitative Research in Education*, p 13

between variable can be tested."[27] It means that experimental is a research method that test the hypothesis.

In this research the writer will uses quasi-experimental research, so there will be two classes which are equal in their ability. Sample decision is conduct do not have randomly and the result is decide from pre test and post test from both control and experimental class. In order the writer want to know further The use of the effectiveness of PQ4R for developing students' reading comprehension in narrative text. Beside that, to get the data the writer will use pre-test and post-test toward the subject of research.

B. Place and Time

In research activity, the writer will take place for research at second grade of SMA Al-izzah Gajrug Kabupaten Lebak Kecamatan Cipanas Desa Girilaya Kp Cilisung, because the writer knows in second grade of SMA Al-izzah Gajrug Kabupaten Lebak Kecamatan Cipanas Desa Girilaya Kp Cilisung

[27] David Nunan, *Research Method In Language Learning*, (New York: Cambridge University Press, 1992), p. 230.

some problems that happen with students in English skills especially in reading comprehension. The writer will be starting the experiment on october 2017 until finish.

C. Population and Sample

1. Population

In the research method in language learning which david nunan write say that "a population is all cases, situation or individuals who share one more characteristics."[28] The population in this research is the students in the second grade of SMA Al-izzah Gajrug Kabupaten Lebak Kecamatan Cipanas Desa Girilaya Kp Cilisung is 90 students. It is divided into three class. Class A consist of 30 students, class B consist of 30 students, and class C consist of 30 students.

2. Sample

According to David Nunan "sample is a subset of individuals or cases from within population."[29] The writer takes

[28] David Nunan, *Research Method In Language Learning*, P.231
[29] David Nunan, *Research Method In Language Learning*, P.232

subject as the population in this as many as 60 students. 30 students of experimental class and 30 students control class.

The writer uses random sampling to get data from two classes at the second grade. The total students Consist part of the research is 60 students. Consist from 30 from XI A as an Experimental Class and XI B as a Control Class.

D. The Research Instrument

Reserch instrument is for fasilitation that use by writer to collect the data. Resercher uses test to know the students reading comprehension. The instrument is a process of selecting or developing device and method appropriate to give evaluation and getting the data. To know The use of the effectiveness of PQ4R to develop students' reading comprehension in narrative text the writer give the reading test to the students. Because with this test the writer will to gives the score of reading comprehension.

A study using quantitative method usually process by systematically manipulating its specific variable to test the prediction make by theory informing the study. In this research, the writer gives two kind of test, there are as follows:

Pre-test :

The test that is given to both of control class before giving treatment non PQ4R as a technique and experiment class before given treatment with PQ4R as a technique, the test that is given by multiple choice.

Post-test:

The test that is given to both of control class after given the treatment non PQ4R as technique and experiment class after given treatment with PQ4R as a technique, the test that is given by multiple choice.

E. Technique of Collecting Data

Collecting data is an important thing in this research that can be determine. The technique data collecting will use this research are:

1. Pre-test

   The writer uses pre-test before use PQ4R to knows students reading comprehension at SMA Al-izzah Gajrug Kabupaten Lebak Kecamatan Cipanas Desa Girilaya Kp Cilisung.

2. Post-test

The writer uses post-test after use PQ4R, the writer can knows the result how using PQ4R to develop students' reading comprehension.

3. Questionnaire

A questionnaire is not a sort of question which has been usually and casually jotted down without any thought. We should think that questionnaire is the important of reserch, a tool for data collection. It has jobs to do; its function is measurement.

F. Technique of Analyzing Data

The gathered data are used to find out the differences of students' achievement in experimental class and controlled class. In line with this, the writer uses statistic calculation through t-test formula is used to eximine the significance difference Of students' reading achievement test between experimental class and controlled class. The writer wants to compare result of the

research between experiment class and control class students, the writer take steps as follow:

1. The result of the post-test in experiment class is named variable (X1)
2. The result of the post-test in control class is named variable (X2)

The steps for statistic analyze are:

1. Determining mean of variable X1with formula :

$$M_1 = \frac{\sum X1}{N_1}$$

2. Determining mean of variable X2 with formula:

$$M_2 = \frac{\sum X2}{N_2}$$

3. Determining derivation score variable X_1 with formula:

$X_1 = X1 - M_1$

4. Determining derivation score variable $X_2$with formula:

$X_2 = X2 - M_2$

After getting the data from pre-test and post-test, the writer analyze it by using statistic calculation of t-test formula with the degree of significance 5% and 1% the formula as follow:

$$t = \frac{M_1 - M_2}{\sqrt{\left\{\frac{\sum X_1^2 + \sum X_2^2}{N_1 + N_2 - 2}\right\}\left\{\frac{N_1 + N_2}{N_1 . N_2}\right\}}}$$

M_1 = the average score of experiment class (Mean X1)

M_2 = the average score of control class (Mean X2)

$\sum X_1^2$ = Sum of square deviation of experiment class

$\sum X_2^2$ = Sum of square deviation of control class

N_1 = Numbers of students of experiment class

N_2 = Numbers of students of control class

2 = constant number

df = degree of freedom

df $= N_1 + N_2 - 2$[30]

5. Doing interpretation and calculation by comparing the result of calculation t-test with t-table.

[30] J.P.Guilford,et.al. *Fundamental Statistic in Psychology and Education: International Student Edition* (California: McGraw-Hill,1981), 157.

CHAPTER IV

RESULT OF THE RESEARCH

A. Description of Data

In this chapter, the writer explained the result of the research. The writer took 60 students at second grade of SMA Al-Izzah Kecamatan Cipanas Kabupaten Lebak Ds Girilaya Kp Cilisung. The goal of the research is intended to find out the accurate data in accord with the research. So the sample in this study is divided into two classes. There are 30 students of class XI A as the experiment class and 30 students of class XI B as the control class.

Based on the result of the test, the writer got two data. The first data is the result of pre-test and second one is the result of post-test. The result of post-test in experimental class is named variable (X1) and the result of post-test in control class is named variable (X2). The score is as follows:

1. The Score of Pre-test and Post-test of Experimental Class

Table 4.1
The Result Score of Pre-test and Post-test in Experiment Class

No	Initial Name	Score	
		Pre-test	Post-test
1	AM	40	65
2	AB	55	75
3	AH	50	80
4	AN	40	75
5	AS	45	75
6	ASP	45	70
7	BN	55	80
8	DI	60	85
9	DU	65	85
10	EL	55	80
11	EIO	50	75
12	FS	45	70
13	HK	45	75
14	IR	60	80
15	IRH	50	75
16	IY	55	80
17	KS	60	80
18	LS	45	70
19	MIS	55	70
20	MU	45	75
21	MH	55	80
22	MA	60	80
23	MH	60	85
24	MS	45	70
25	NH	60	80

26	NM	50	75
27	PH	45	75
28	RS	50	75
29	RW	40	75
30	SH	60	80
∑X1		1545	2295
M_1		51.5	76.5

Mean by formula:

Pre-test

$$M_1 = \frac{\sum X1}{N_1}$$

$$M_1 = \frac{\sum 1545}{30}$$

$$= 51.5$$

Post-test

$$M_1 = \frac{\sum X1}{N_1}$$

$$M_1 = \frac{\sum 2295}{30}$$

$$= 76.5$$

Note:

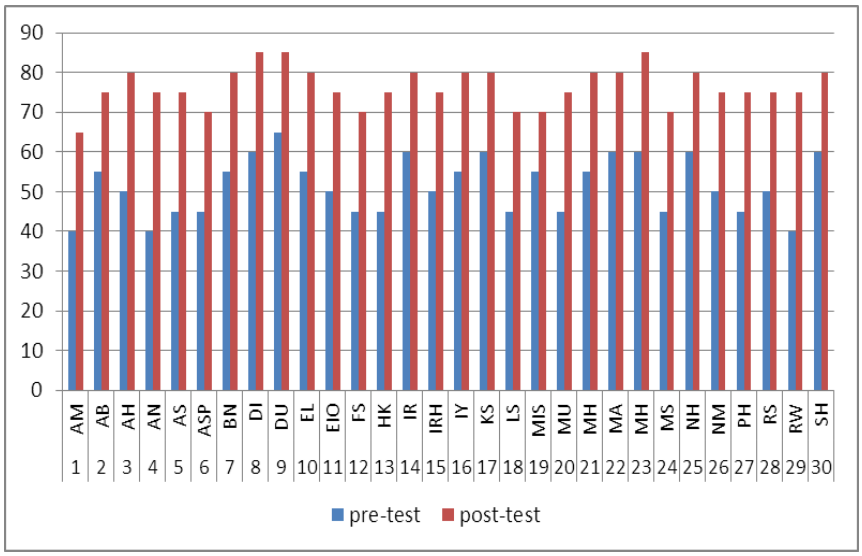
∑X1 : The score of pre-test and post-test experimental class

M_1 : Mean of pre-test and post-test experimental class

N_1 : Numbers of students of experimental class

Graphic 4.1

The Score in Pre-Test and Post-Test in Experimental Class



Based on graphic above, it showed that the result of experimental class got the significant effect after giving treatment. It can be seen from average score of post-test is better than the average score of pre-test that 76,5 > 51,5 , it means that using PQ4R can develop students reading comprehension in narrative text.

2. The Score of Pre-test and Post-test of Control Class

Table 4.2
The Score of Pre-test and Post-test in Control Class

No	Initial Name	Score	
		Pre-test	Post-test
1	AR	50	50
2	AA	45	55
3	AP	50	50
4	AW	55	60
5	DR	60	45
6	DKR	50	50
7	EK	45	60
8	ERH	65	50
9	FB	45	55
10	HR	60	50
11	KRN	55	60
12	KK	50	60
13	MO	60	55
14	MY	45	50
15	MA	45	55
16	MAT	55	55
17	MAF	40	50
18	MR	60	50
19	MA	65	60
20	MH	50	55
21	MT	55	50
22	MTF	45	60
23	MYS	60	55
24	NF	40	50
25	RZS	65	60
26	RAF	60	55

27	RYY	55	50
28	SF	55	60
29	SSA	50	55
30	SHD	65	60
∑X2		1590	1630
M_2		53	54,3

Mean by formula:

Pre-test

$$M_2 = \frac{\sum X2}{N_2}$$

$$M_2 = \frac{\sum 1590}{30}$$

$$= 53$$

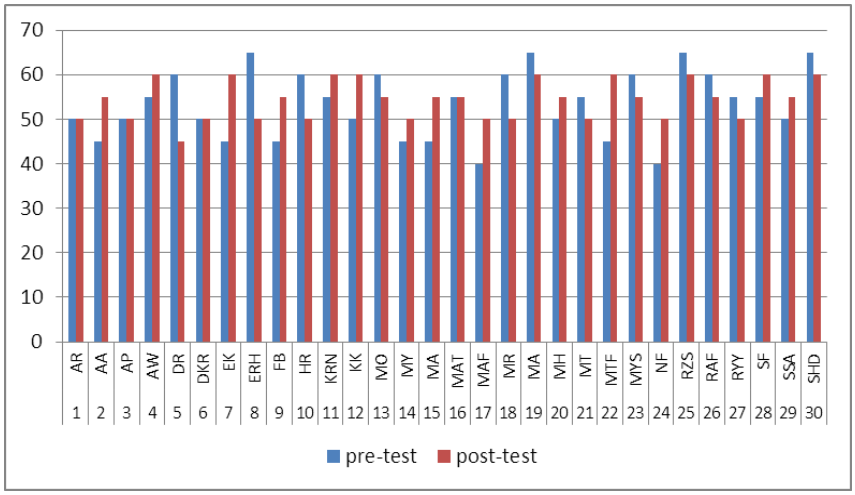
Post-test

$$M_2 = \frac{\sum X2}{N_2}$$

$$M_2 = \frac{\sum 1630}{30}$$

$$= 54,3$$

Graphic 4.2
The Score in Pre-test and Post-Test in Control Class



Based on graphic above, it showed that the result of control class did not have the significant effect, It can be seen from average score of post-test that is score of pre-test 54,3 > 53. This class also realized can effect improvement but lower than experiment class which is given the treatment.

G. Analysis of Data

After getting the data from pre-test and post-test score of two classes. Then the writer analyzed it by using t-test formula with the degree of significant 5% and 1%, the writer used step as follows:

Table 4.3
The Score of Distribution Frequency

No	Score		X_1 $(X1-M_1)$	X_2 $(X2-M_2)$	X_1^2	X_2^2
	X1	X2				
1	65	50	-11.5	-4.3	132,25	18,49
2	75	55	-1,5	0,7	2,25	0,49
3	80	50	3,5	-4,3	12,25	18.49
4	75	60	-1,5	5,7	2,25	32,49
5	75	45	-1,5	-9,3	2,25	86,49
6	70	50	-6,5	-4,3	42,25	18,49
7	80	60	3,5	5,7	12,25	32,49
8	85	50	8,5	-4,3	72,25	18,49
9	85	55	8,5	0,7	72,25	0,49
10	80	50	3,5	-4,3	12,25	18,49
11	75	60	-1,5	5,7	2,25	32,49
12	70	60	-6,5	5,7	42,25	32,49
13	70	55	-6,5	0,7	42,25	0,49
14	80	50	3,5	-4,3	12,25	18,49
15	75	55	-1,5	0,7	2,25	0,49
16	80	55	3,5	0,7	12,25	0,49
17	80	50	3,5	-4,3	12,25	18,49
18	70	50	-6,5	-4,3	42,25	18,49
19	70	60	-6,5	5,7	42,25	32,49
20	75	55	-1,5	0,7	2,25	0,49
21	80	50	3,5	-4,3	12,25	18,49
22	80	60	3,5	5,7	12,25	32,49
23	85	55	8,5	0,7	72,25	0,49
24	70	50	-6,5	-4,3	42,25	18,49
25	80	60	3,5	5,7	12,25	32,49
26	75	55	-1,5	0,7	2,25	0,49
27	80	50	3,5	-4,3	12,25	18,49

28	75	60	-1,5	5,7	2,25	32,49
29	75	55	-1,5	0,7	2,25	0,49
30	80	60	3,5	5,7	12,25	32,49
∑	2295	1630			757,5	586,7

Note:

X1 = Score Post-Test (Experimental Class)

X2 = Score Post-Test (Control Class)

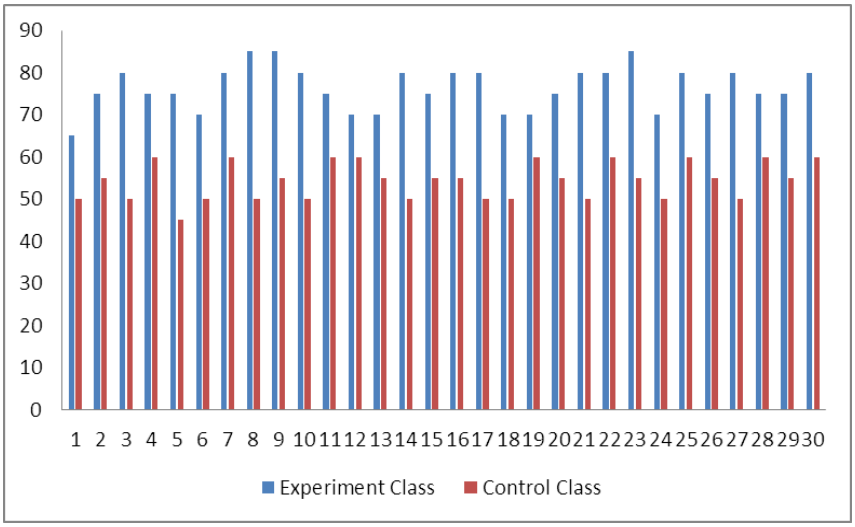
X_1 = X1-M_1 (Mean X1)

X_2 = X2-M_2 (Mean X2)

X_1^2 = The squared value of X_1

X_2^2 = The squared value of X_2

Graphic 4.3
The Score of Distribution Frequency



From the table above, the writer got the data ∑X1=2295, ∑X2=1630, $\sum X_1^2$=757,5 and $\sum X_2^2$=586,7, where as N_1=30 and N_2=30.

After getting the data from pre-test and post-test, the writer analyzed it by using statistic calculation of t-test formula with the degree of significance 5% and 1% the formula as follow:

1. Determine mean of variable X1and X2

Variable X1

$$M_1 = \frac{\sum X1}{N_1}$$

$$M_1 = \frac{\sum 2295}{30}$$

$$=76,5$$

Variable X2

$$M_2 = \frac{\sum X2}{N_2}$$

$$M_2 = \frac{\sum 1630}{30}$$

$$=54,3$$

2. Determine t-test

$$t = \frac{M_1 - M_2}{\sqrt{\left\{\frac{\sum X_1^2 + \sum X_2^2}{N_1 + N_2 - 2}\right\}\left\{\frac{N_1 + N_2}{N_1.N_2}\right\}}}$$

$$t = \frac{76,5 - 54,3}{\sqrt{\left\{\frac{2295 + 1630}{30 + 30 - 2}\right\}\left\{\frac{30 + 30}{30.30}\right\}}}$$

$$t = \frac{22,2}{\sqrt{\left\{\frac{3.925}{58}\right\}\left\{\frac{60}{900}\right\}}}$$

$$t = \frac{22,2}{\sqrt{\{67,67\}\{0.06\}}}$$

$$t = \frac{22,2}{\sqrt{4,06}}$$

$$t = \frac{22,2}{2,01}$$

t = 11,04

Note :

M_1 = The average score of experiment class (Mean X1)

M_2 = The average score of control class (Mean X2)

$\sum X_1^2$ = Sum of the squared deviation score of experimental class

$\sum X_2^2$ = Sum of the squared deviation score of control class

N_1 = The number of student of experimental class

N_2 = The number of student of control class

2 = Constant number

3. Degree of Freedom

df = N1+N2-2

= 30+30-2

= 58

There is no degree of freedom for 58, so the writer uses the closer DF from 58. In degree of significance 5% from 58 t_t = 2,00 and in degree of significance 1% from 58 t_t = 2,66.

Based on the result of statistic calculation, it is obtained that the score of t_o is = 11,04> t_t = 2,00 in degree of significance 5%. The score of t_o = 11,04 > t_t = 2.66 in degree of significance 1%. To prove the hypothesis, the data obtained from the experimental class is calculated by using t-test formula with assumption as follow:

If $t_{observation}$> t_{table} :The alternative hypothesis is accepted. It means there is a significant effect of preview, question, read, reflect, recite, review (PQ4R) strategy on students' reading comprehension in narrative text.

If $t_{observation} < t_{table}$: The alternative hypothesis is rejected. It means there is no significant effect of preview, question, read, reflect, recite, review (PQ4R) strategy on students' reading comprehension in narrative text.

H. Interpretation of Data

From the result of pre-test and post-test in experiment class, the writer concluded that from the lowest score in pre-test is 40 and the highest in pre-test score in pre-test is 65. After the writer conducted treatment of PQ4R on reading comprehension in narrative text and also conducted post-test. The lowest score in post-test is 65 and the highest score in post test is 85.

Before deciding the result of hypothesis, the writer proposes interpretation towards with procedure as follow:

a. Ha : t observation > t table = It means there is a significant effect of preview, question, read, reflect, recite, review (PQ4R) strategy on student's reading comprehension in narrative text.

b. Ho : t observation < t table = It means there is no significant effect of preview, question, read, reflect, recite, review (PQ4R) strategy on student's reading comprehension in narrative text.

According to the data, the value of t observation is bigger than t table. t observation = 11,04> t table = 2,00 (5%) or t observation = 11,04> t table = 2,66 (1%), so Ho is rejected and Ha is accepted.

From the result above, the writer give conclusion that there is a significant effect of use preview, question, read, reflect, recite, review (PQ4R) stategy on students' reading comprehension in narrative text. It can be seen that the student got good or better score by PQ4R.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. CONCLUSIONS

Based on the research that the writer conducted in SMA AL IZZAH CIPANAS, Cilisung, Desa Girilaya Kecamatan Cipanas Kabupaten Lebak-Banten and got the data findings, the writer could conclude that

1. Experimental class average of post test, it is 76,5%, shows that significant improvement from the pre-test score, it is 51,5%, and is much increasing than control class which showed the average of post test and pre-test which has not too significant improvement, it is 54,3 > 53. It means that students' reading comprehension have improved after being given the treatment of PQ4R strategy.
2. By determining *t*-test, it shows that the value of *t* observation is bigger than *t* table. *t* observation = 11,04> t table = 2,00 (5%) or t observation = 11,04> *t* table = 2,66 (1%), so Ho is rejected and Ha is accepted. Where Ha means that there is a significant effect of preview, question, read, reflect, recite,

review (PQ4R) strategy on student's reading comprehension in narrative text. It can be said that PQ4R is effective to develop students' reading comprehension in narrative.

B. SUGGESTIONS

1. For Teacher

a. The teacher needs to select material before conducting teaching learning process. The teacher should find the interesting reading material can make the students more enjoy in learning.

b. The teachers must give guidance during the lesson. They should teach them how to read with PQ4R strategy. They are recommended to motivate all students to be active in the classroom.

c. The teacher has to give reinforcement to the students' job because it can improve their motivation in learning. Most of students will be happy when the teachers give reinforcement or rewards to the their job.

d. The teachers need to create a good atmosphere in the classroom, the students feel more comfort and happyin learning process.

2. For Students

a. The Students must be active in learning process. They should not be embarrassed to share their idea during the lesson.

b. Ask the teacher when they got difficulties.

c. The students should read material carefully, so they can make questions related to the material. By making questions will help the students understand the text.

3. For School

a. The positive result of this research can create the innovation for the school to develop the teaching learning process with interesting and appropriate learning strategy in order to improve students' comprehension especially.

b. The application of this strategy can create good quality for students' output.

4. For next researcher

For next researcher it is hoped that they could develop their study deeply from any resources because the writer realized that his reading is still far from being perfect.