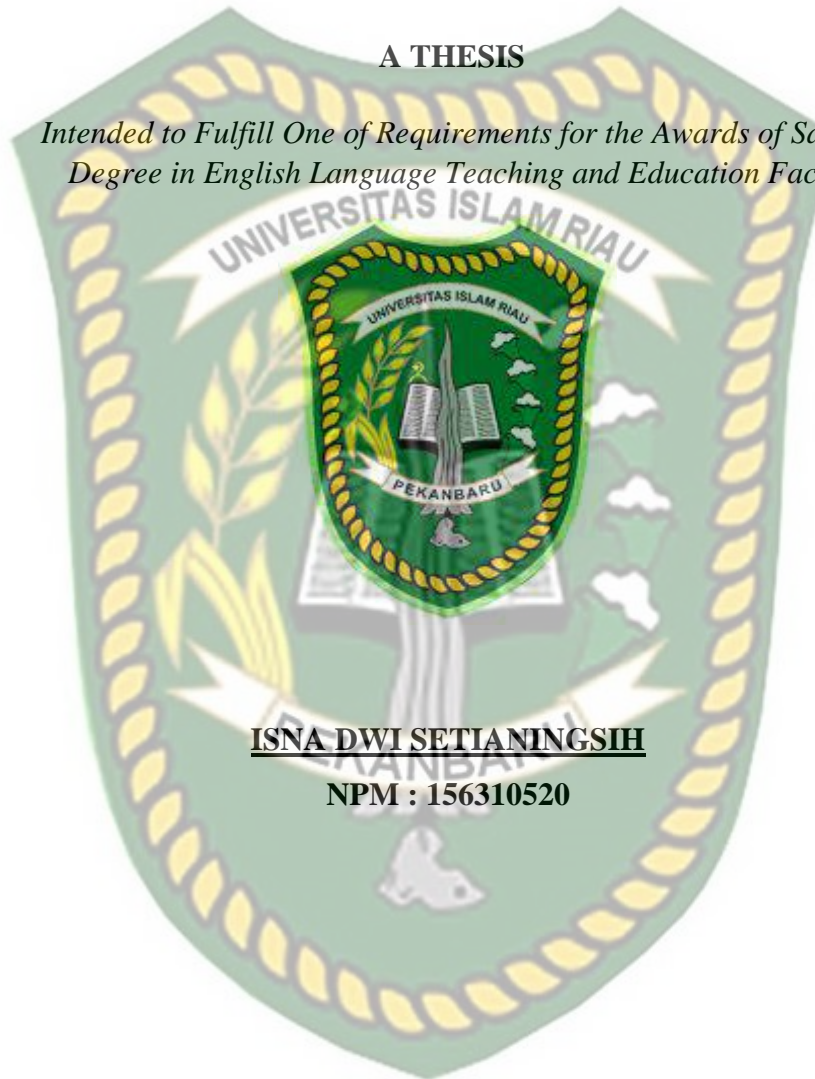


**THE EFFECT OF PQ4R STRATEGY ON STUDENTS' READING
COMPREHENSION AT THE FIRST YEAR STUDENTS OF
SMA YLPI PEKANBARU**

A THESIS

*Intended to Fulfill One of Requirements for the Awards of Sarjana
Degree in English Language Teaching and Education Faculty*



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**ENGLISH LANGUAGE EDUCATION
FACULTY OF EDUCATION AND TEACHERS TRAINING
UNIVERSITAS ISLAM RIAU
PEKANBARU**

2019

THESIS

“THE EFFECT OF PQ4R STRATEGY ON STUDENTS’
READING COMPREHENSION AT THE FIRST YEAR
STUDENTS OF SMA YLPI PEKANBARU”

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






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1.	May, 25 th 2018	Revised Title	
2.	July, 12 th 2018	Revised Chapter I	
3.	August, 06 th 2018	Revised Chapter II	
4.	October, 08 th 2018	Revised Chapter III	
4.	January, 24 th 2019	Checked All Chapters	
5.	March, 18 th 2019	Approved to Join Proposal Seminar	
6.	May, 21 th 2019	Join the Proposal Seminar	
7.	June, 12 th 2019	Revised Chapter I,II,III	
8.	July, 15 th 2019	Took the Data	
9.	August, 08 th 2019	Proofread Chapter IV	
10.	August, 15 th 2019	Checked All Chapters	
11.	August, 15 th 2019	Approved to Join the Thesis Examination	
12.	October, 07 th 2019	Join the Thesis Examination	

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LETTER OF NOTICE

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Has been completely written a thesis which entitled:

**“THE EFFECT OF PQ4R STRATEGY ON STUDENTS’
READING COMPREHENSION AT THE FIRST YEAR
STUDENTS OF SMA YLPI PEKANBARU”**

It has been to be examined. This letter is made to be used as it is needed.

Pekanbaru, August 26th 2019

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DECLARATION

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I admit that this thesis writing purely derived from my own ideas; expect some theories (deliberately or UN-deliberately) which were adopted, quote or taken from some various sources included in "references". Scientifically, I took responsible for the truthfulness of the data and its content.

Pekanbaru, August 26th 2019

The Researcher

Isna Dwi Setianingsih

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ACKNOWLEDGEMENT



Assalamu'alaikum Warrahmatullah Wabarakatuh.

First praises to **Allah SWT**, the Almighty, Lord of Universe the one and the only one Supreme Being for giving us a good health, wisdom, clarity of mind, strength, courage, protection, time, easiness, blessing, mercy, opportunity, energy, financial, and the most. Then, the researcher delivers peace be upon to our noble character, **the Prophet Muhammad SAW** which brought us from the darkness to the lightness with say “Allahumma Sholli ‘Ala Sayyidina Muhammad, Wa’ala Ali Sayyidina Muhammad” the most is belief so the researcher is able to accomplish the final assignment of thesis entitled “**THE EFFECT OF PQ4R STRATEGY ON STUDENTS’ READING COMPREHENSION AT THE FIRST YEAR STUDENTS OF SMA YLPI PEKANBARU**”.

This thesis is intended to fulfill on of the requirements for the undergraduate degree in English Language Study Program in Faculty of Teacher Training and Education at Universitas Islam Riau.

The researcher would like to dedicate her deepest appreciation, love and thanks to my beloved parents **Sugiyanto** and **Yanti Asih** who always give much love, prayer and always stand by her side, suggestions, and the most material for me to accomplish my study until get the undergraduate degree. Thanks for providing me with love and a great caring. The greatest love for them. **Gusman** and **Sumarni**, my beloved mother and parent in law thanks for their motivation, praying, and support.

All of my beloved niece, nephew and step brother and sister and **All of My Family** who have given their support and prayer. **Habibburrahman**, as my beloved husband. Thanks for your time to be patient, motivation, praying, support, advise, and suggestions, and the most material for me to accomplish my study until get the undergraduate degree. Thanks for providing me with love and a great caring.

In conducting the research and finishing it, the researcher got suggestion, encouragements, motivation, and support from many sides. The researcher would not have possible for finishing the thesis without any help and advice from many people concerned.

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Finally, the researcher realizes that this thesis is still far from perfect, has many weakness and shortcomings. Therefore, constructive critics, comment, and suggestions and advices are seriously needed in order to improve this thesis, and the reader will be appreciated. Hopefully, this thesis can be useful and give a lot of contribution for the development of education. May Allah Almighty bless them all. Aamiin.

Pekanbaru, August 26th 2019

The Researcher



ISNA DWI SETIANINGSIH
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ABSTRAK

Isna Dwi Setianingsih, 2019 : “Pengaruh Penggunaan Strategi PQ4R terhadap Kemampuan Membaca pada Siswa Kelas Satu SMA YLPI Pekanbaru”

Kata Kunci : Kemampuan Membaca, Strategi PQ4R, Teks Recount

Tujuan dari penelitian ini adalah untuk mengetahui pengaruh dari Strategi PQ4R terhadap kemampuan membaca siswa kelas satu SMA YLPI Pekanbaru tahun ajaran 2019/2020.

Jenis penelitian yang digunakan adalah eksperimen. Sampel penelitian ini terdiri dari 52 siswa dengan teknik pengumpulan data yaitu purposive. Peneliti menggunakan dua kelas sebagai sampel, satu kelas untuk kelas eksperimen dan satu kelas lainnya untuk kelas kontrol. Untuk mendapatkan data peneliti memberikan pre-test dan post-test untuk siswa kelas satu IPA dan IPS. Test tersebut fokus pada teks recount meliputi 20 item yang mana dibagi menjadi beberapa indikator seperti pengenalan, peristiwa dan rangkuman peristiwa.

Hasil penelitian menunjukkan bahwa adanya peningkatan nilai post-test lebih besar dari pre-test. Nilai rata-rata pre-test kemampuan memahami bacaan siswa pada kelas eksperimen adalah 46,52 (Menengah), sementara setelah diajarkan menggunakan Strategi PQ4R adalah 69,57 (Bagus). Sebagai tambahan, nilai rata-rata pre-test kemampuan memahami bacaan siswa pada kelas kontrol adalah 39,48 (Kurang Baik), disisi lain nilai rata-rata post-test adalah 43,45 (Menengah). Lebih jauh lagi, nilai rata-rata kemampuan memahami bacaan siswa mengalami peningkatan dari pre-test hingga post-test di kelas eksperimen adalah 23,05 sementara di kelas kontrol hanya 3,97. Hasil dugaan penelitian setelah diuji menggunakan SPSS Versi 24, Paired T-Test menunjukkan bahwa t-hitung lebih besar daripada t-tabel ($7,377 \geq 2,074$). Dengan angka signifikan $0,000 \leq 0,05$ pada taraf signifikan 5%. Jadi, bisa disimpulkan bahwa hipotesis alternatif (H_a) diterima dan hipotesis null (H_o) ditolak. Oleh karena itu, ada pengaruh yang signifikan dari penggunaan Strategi PQ4R khususnya teks recount terhadap pemahaman bacaan pada siswa kelas satu SMA YLPI Pekanbaru.

ABSTRACT

Isna Dwi Setianingsih, 2019 : *“The Effect of PQ4R Strategy on Students’ Reading Comprehension at the First Year Students of SMA YLPI Pekanbaru”*

Keywords : *Reading Comprehension, PQ4R Strategy, Recount Text*

The research aimed to find out whether there is significant effect of PQ4R Strategy on students’ reading comprehension at the first year of SMA YLPI Pekanbaru in academic year 2019/2020.

The design of this research was an experimental. The sample of this research was 52 students chose by purposive sampling technique. The researcher used two classess as a sample, one class was experimental class and another class was control class. To get the data the researcher gave pre-test and post-test to the students of X IPA and IPS. The test focused on recount text. The items consisted of 20 items which divided into some indicator, they were orientation, event and reorientation.

The research findings showed there was improvement of score in post-test higher than pre-test. The mean score of pre-test of students’ reading comprehension in experimental was 46,52 (Average Level), while the mean score of post-test after being taught PQ4R Strategy was 69,57 (Good Level). In addition, the mean score of pre-test of the students’ reading comprehension in control class was 39,48 (Poor Level), on the other hand the mean score of post-test in control class was 43,45 (Average Level). Furthermore, the mean score improvement of pre-test to post-test of the students’ reading comprehension in experimental class was 23,05 while in control class only 3,97. The hypothesis result after counting by using SPSS 24Version of Paired T-Test showed that t-calculated was higher than t-table ($7.377 \geq 2.074$). The significant number was $0,000 \leq 0,05$. It means that alternative hypothesis (H_a) was accepted and null hypothesis (H_o) was rejected. So, it can be concluded that there was significant effect on the students’ reading comprehension especially recount text by using PQ4R Strategy at the first students of SMA YLPI Pekanbaru.

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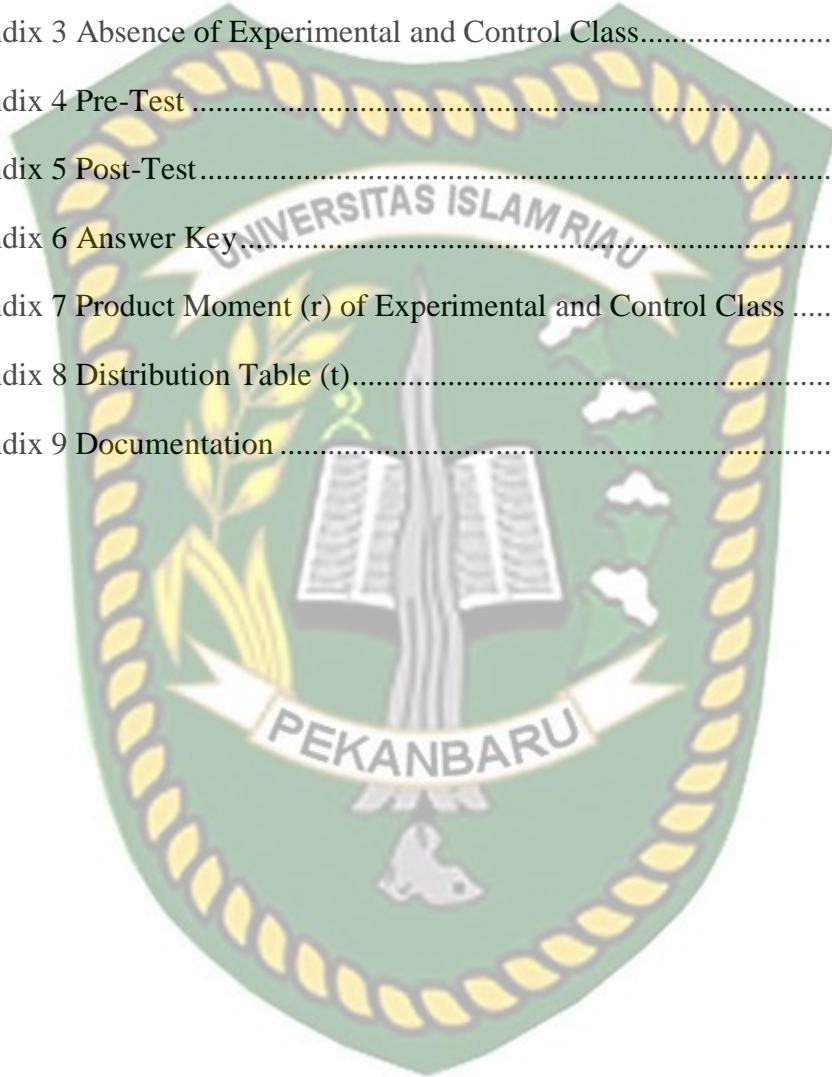
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CHAPTER I

INTRODUCTION

1.1 Background of the Problem

English is very important to be learned because it is an International Language that plays important role in the major aspects of life in this world, such as science, education aviation, diplomacy, tourism, trade, politic, technology, etc. This is the official language that the most commonly spoken of the world and gives a lot of satisfaction to learn. Most of significant books which are needed for development of science and technology are published and produced in English. Therefore by learning English will be increases the chances of getting a good paying job and learn from other cultures. Because of that our government has determined English to be taught in all levels of education in our country as a foreign language such as in Elementary School, Junior High School, Senior High School, Vocational High School and also University.

Reading is one of the four skills that should be mastered by students. It is an important activity in life that can update student's knowledge. Allah SWT said in the Al-Qur'an about the command to read from QS. Al-Alaq 1-5, in the first word said 'Iqra' it means 'Read!'. It is effortless and clear that Al-Qur'an emphasizes reading skill to build our incredible knowledge and amount of information to understanding in order to mastery the world. One of the things that good readers do during the reading process is to making connections between the text. A student may

read in order to obtain information or inspect existing knowledge, then to critique a author's ideas and enjoyment.

In reading, the students need comprehension skill. Reading comprehension is defined as the level of understanding of a written language. 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. The learner who does not enough master in English vocabulary tends to face difficulties when comprehending new reading materials.

Reading is one of the skills that should be acquired by the students, especially in Senior High School level. This point is concerned with the curriculum of SMA which is *Syllabus SBCD* (Standard Baesd on Curriculum Development). Based on curriculum 2013 has standard competence for the students to comprehend the meaning in writing text interactional and monologue texts. There are many genre such as descriptive, narrative, spoof, recount, procedure, report, news item, hortatory exposition, analytical exposition and etc. The function of type of the text is to accommodate communication and to get things done. The

function of teaching is to enable them to get general information from the text, specific information, and for pleasure or interest.

SMA YLPI Pekanbaru is one of the schools that uses curriculum based on Curriculum Development as their guidance in teaching learning process. English is taught twice a week with time duration about 45 minutes for an hour at the first year of SMA YLPI Pekanbaru. The teacher has used traditional method to teaching reading. The teacher uses some easy questions the students to comprehend the text. That's why still monotonous in teaching and learning makes this problem getting worse.

Based on the pre-observation at the school especially at the first year students of SMA YLPI Pekanbaru, the researcher found the students' problems because of some factors affecting their reading comprehension of recount text.

Firstly, the students were limited vocabulary. Limited of vocabulary that the students have make the students obstacle in comprehend. Sometime, the students did not know the meaning of the word in text and students cannot get the author's idea. The students clumsy to check unfamiliar words in their dictionary. The students also always puzzle with irregular words of the sentences in past tense form. In the classroom, the students always talking each other and students do not care less about the lesson.

Secondly, there were many students having problem to comprehend what they read. There are usually some structural items in the text which are difficult for the students to understand. These should be explained clearly and thoroughly in the master tape, and explanation is in Bahasa Indonesia. It

makes them feel reading is boring activity. But, there is no motivation from the teachers. Based on the second problem, in order to make comprehension easier in reading, the teacher should use the strategy that is easy for the students in teaching reading comprehension. So those, the students can comfortable and be stimulated in learning English as foreign language especially in reading comprehension.

One of reading strategy have been use is PQ4R introduced by Thomas and Robinson 1972. PQ4R is the systematic strategy consist of several steps they are *Preview, Question, Read, Reflect, Recite, and Review*. Each step functions to optimize the students' ability to develop the idea, gaining the information and stimulating the students to recognize the new vocabularies. The writer believes that this research differs from the others to improve the students' reading comprehension.

Based on the explanation and the problems above, the researcher is interested in conducting a research entitled: **“The Effect of PQ4R Strategy on Students' Reading Comprehension at the First Year Students' of SMA YLPI Pekanbaru”**.

1.2 Setting of the Problem

Referring to the statement above, it can be seen that there are some problems found related to the students' reading comprehension.

Firstly, the students have lack vocabulary. Lack of vocabulary that the students have make the students problem in reading comprehension. Knowing word is not enough, sometimes the students should know the meaning behind the text. In addition, the students still clumsy to check unfamiliar words and also mislead with irregular words of the sentences in past tense form. In the condition of class is crowded and students careless about the lesson.

Secondly, there were many students having problem to comprehend what they read especially structural items. The teacher should be re-explained clearly in Bahasa Indonesia. It makes them feel reading is uncomfortable activity and waste the time. Teacher still uses mototoune strategy in teaching. So, the students feel bored because teacher doesn't use appropriate strategy. Therefore, there is no motivation from the teacher makes this problem getting worse.

1.3 Limitation of the Problem

Referring to above, it can be seen that there are some problem in study reading comprehension. In this research the researcher use recount text as a material of reading. The researcher focus on the use of PQ4R Strategy in teaching reading since it become the main problem that happen in teaching reading and learning in the classroom.

1.4 Formulation of the Problem

This research focused using PQ4R Strategy to students' reading comprehension. The researcher would like to formulation of the problem such :

“Is there any significant effect of using PQ4R (Preview, Question, Read, Reflect, Recite, and Review) strategy on students' reading comprehension especially in recount text?”

1.5 Objective of the Research

Based on the explanation above, the researcher would like to objective the research as follow : To knows significant effect of PQ4R Strategy on students' reading comprehension.

1.6 Significance of the Research

The researcher hoped that the findings of the research may :

1. For Teacher

To give positive contribution to English teacher at SMA YLPI Pekanbaru to build up students interest in learning English especially in teaching reading.

2. For Students

By using PQ4R Strategy they can enjoy and motivate learning English and enhance knowledge.

3. For the Next Researcher

This study would help the other researchers to be aware and knowledgeable of the processes involved in teaching reading comprehension by using PQ4R Strategy. It would help them to be a better analyst and it can be a help as a future reference for more studies in the future.

1.7 Definition of the Key Terms

In order to avoid misunderstanding and misinterpretation about the topic of this research, it is necessary for the researcher to define and explain them, the following items :

1. The Effect

In this study, effect means the result of using PQ4R (*Preview, Question, Read, Reflect, Recite, and Review*) strategy on students' reading comprehension at the first year of SMA YLPI Pekanbaru. The Effect is a measure of the strength of one variable's effect on another relationship two or more variables (Jack C. Richard Schmidt : 2002) in Julianto : 2012. In this research, effect is defined as the result of teaching reading by PQ4R Strategy.

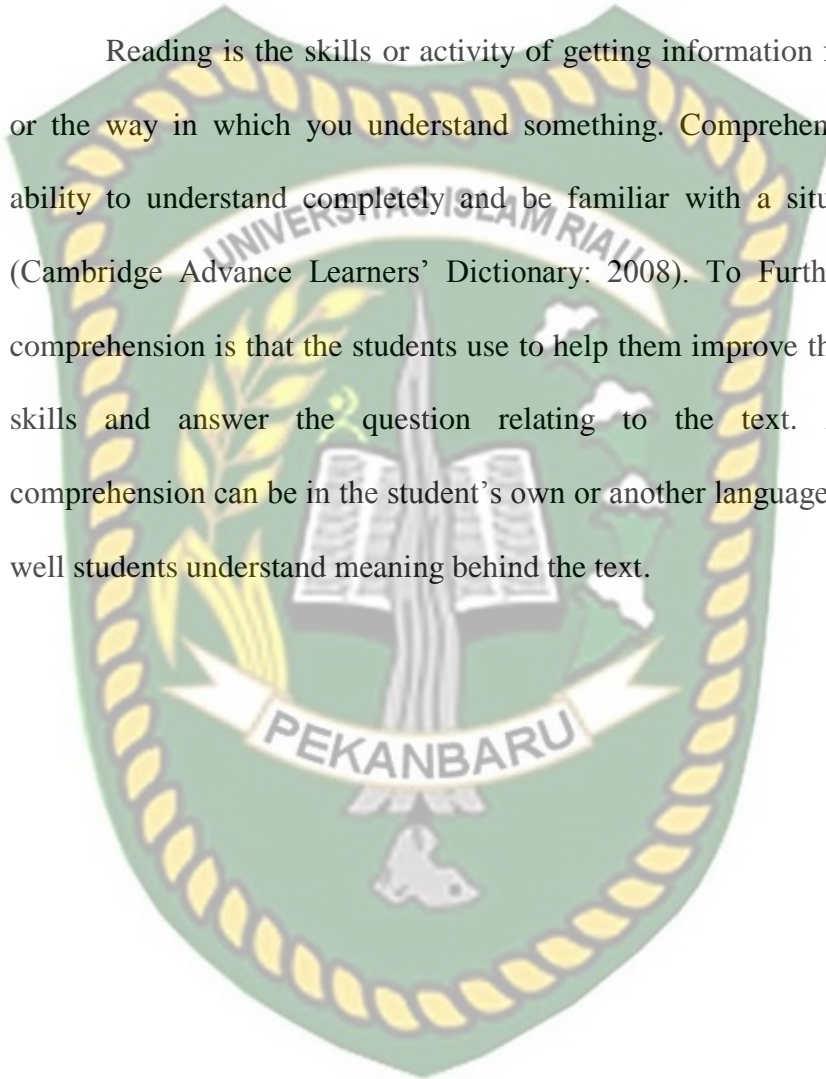
2. PQ4R Strategy

Strategy is a specific method of approaching a problem of task, models of operation for achieving a particular end, or planned design for controlling and manipulating certain information (H. Douglas Brown : 2000). 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 consists of a six-step process which involves *Previewing, Questioning, Reading, Reflecting, Reciting And Reviewing.*

3. Reading Comprehension

Reading is the skills or activity of getting information from books or the way in which you understand something. Comprehension is the ability to understand completely and be familiar with a situation facts (Cambridge Advance Learners' Dictionary: 2008). 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 student's own or another language to find out well students understand meaning behind the text.



CHAPTER II

REVIEW OF RELATED LITERATURE

2.1. The Nature of Reading

Among the four form of language skill, reading is the most fundamental activities to function human in today's society that is done by students with the purpose to get information that they have not known before. Students will gain knowledge and wide insight with reading. It has a great deal with the students success in their future life. The students not only able to communicate with other people through written, but also reading makes students will discover new things for example books, magazines, and even internet are great learning tools which require the ability to read and understand what is read. A person who knows how to read can educate themselves in any area of life they are interested in. We live in an age where we over flow with information, so reading is the main way to take advantage of it. It means reading it is a crucial that should be given the greatest attention in any level of education, the statement supporting by Moats (1999 p : 3) in (Westwood : 2008) remarks that : reading is the fundamental skill upon which all formal education depends.

Most of the reading habits of students are still low so it is a concern problem. The fact is proves that reading habits have not become the heart of life for students. The demand of information needed that continue to evolve over time can actually be facilitated through reading activities. But the reality is different, as on the Kompas.com website on 22/06/2017, 17:22 WIB stated that UNESCO 2012 (United Nations Educational,

Scientific, and Cultural Organization) reported that the index of reading interest of Indonesians had only reached 0.001. It means that in every 1,000 Indonesian people, there is only one person who has an interest in reading. Then in the following year from CNN Indonesia site, 27/03/2018 at 07:31 WIB stated that the reading interest of the Indonesian people was still low compared to the other countries. From the data of the National Library in 2017, the average frequency of reading for Indonesians is only three to four times per weeks. While, the number of books that are read on average is only five to nine books every year. Meanwhile, on the website of the Buleleng Regency Government the Archives and Library Service May 3, 2018 states that Indonesia on third position in the ASEAN region, or is in the top of Cambodia and Laos.

On the other hand, especially for the people of Pekanbaru Riau in the Bertuah.com site March 18 2018 at 1:10 p.m. WIB, the Head of the Riau Regional Library and Archives Office named Rahima Erna, admitted that it was difficult to grow people's reading interest in Riau. Based on the results of a survey conducted by the Pekanbaru Library and Archives Service in 2017, a world-level survey conducted by Kenekticket about reading interest in all countries in the world has placed Indonesia in the bottom two, exactly 60th out of 61 countries surveyed, with 0 -0,001 books read per year. The city of Pekanbaru has a score of 24.9 in the reading interest survey conducted in the research of the National Library (National Library) of the Republic of Indonesia in 2016. The score is included in the

Very Low category. This is a challenge for everyone to regain their interest in reading.

As stated by Burn (1991) in (Satriani : 2016) that reading can develop the ability to essence and gain useful information. Thats why reading is a skill very important in understanding each developments that occur in life, besides reading also becomes a reject measure the success of student learning so as to improve learning achievement more optimally. Reading is also activity that can't separated from students even at home or in school and outside. It is importance because this activity affects of mindset and ability of students in gain knowledge of both formal and informal. The quality of reading is influenced by the reading process and the product being read. According to William Grabe and Fredricka I.Sttaler (2002:18) in (Oktadela : 2014) reading is also interactive in the understand and interacts with information activated by the reader from long-term memory, as background knowledge.

Many experts define reading with different meaning and appear in various perspectives. Primarily, reading is a means of communicating information between the writer and the reader. The reader tries to understand ideas's writer. Reading is an enjoyable activity when it is carried out effectively. The students should be motivated to acquire this skill and they should also read a lot any kind information to increase their knowledge.

Reading is the common ways to get the information and the knowledge. Harmer (1992:190) in (Sari, Emelia Nanda; et al : 2014) also states that reading is an exercise collabs by eyes and brain, the eyes receive message and the brain functioned to work out the goal of message and meaning.

Similar to Kathleen (1998) says that meaning eyes across lines of print, reading is complex activity involving skills, knowledge, and experience. It means reading as an interaction between reader and text.

On the other hand, according to Clark and Silberstein (1987:21) in (Sari, Ratih Yunita; et al) the definitions have the same idea. It means that reading has an active cognitive process or mind of interacting with the text. Therefore, the students not only to learn something, but also to get experience, knowledge, and everything which can support their ability to comprehend English text that they read.

Having a good reading habits is an effective self-formation because it always requires information and knowledge. Then, build maturity and widen awareness of contemporary issues. Thus, a good reading habit is an important tool for the development of personalities and mental capacities. According to Tarigan (1992) in (Satriani : 2016) states that reading an activity carried out by the reader to gain message or meaning through the source of language which is done routine to become a habit.

Reading comprehension is the application of a skill that involved for other purposes such as listening or oral comprehension to new form of such input text. Khand (2004) in (Oktadela : 2014) states that reading consists of a variety of activities including sensations, perceptions, psychomotor movements, cognitive activities and emotional responses. Furthermore, Martin (2010) states that reading requires motivation, mental framework for holding ideas, concentration and good study technique.

Taking everything into consideration, reading is the activity to gets the information and confirmation and also provides people with a sense of values. It can be seen phenomena weak-off people want to read. It will run smoothly if there are many intrinsic and extrinsic factors including motivation, interest, material, environment, status, library, parent, teachers, and also strategies. Comprehension also important in this activity because if people do not have a reading skill is good so they can not extend information to other people. In order, teachers play important role in improving the students' ability to read by using strategies that are interesting and creative. The aim of teaching reading is to make students able to read the text effectively and efficiently. They do not only understand the structure of the text but also comprehend the meaning.

2.1.1 The Purpose of Reading

The main purpose of reading is comprehending, or to get meaning from the text. Reading is useful for other purposes (Harmer, 1998: 68) in (Pidianto : 2017) . There are many advantages of reading on teaching learning process, especially on language learning. The purpose of reading are provides interesting information which helps the students on language acquisition, good model for writing, and opportunities to study language components. Reading provides information which helps them on language acquisition, vocabulary, grammar, punctuation and the way we construct sentence, paragraph, and text. We can get a lot of knowledge about many things in the world, such as science, technology, sports, arts, culture, etc. By reading the students will develop their skills through reading, so make life easier.

In addition, Siagian (2010:5) in (Thresia : 2012) proposes that there are some purposes of reading comprehension, they are to increase understanding of the content information, knowing of the organization in a text, attention or concentration while reading, active process, enlarge of personal involvement in the reading materiel, encourage critical thinking and evaluation of reading material, raise registration and recall of information.

Knowing why you read will greatly increase your chance of understanding the material it can be caused the more you read and the more you get. According to Syarif Yunus (2012) in (Satiani : 2016) reading can improve students' learning achievement more optimally.

It means we can see the world because through this activity someone will share any information needed both nationally, locally and globally and, even provide many opportunities for learners to learn something by simple to complex.

Moreover, Tarigan (1994: 37) in (Sopiawati : 2015) outlines the purpose of reading comprehension as follows : *first* finding main sentences ideas, paragraph, or discourse, *second* choose important item, *third* establish reading organization, *fourth* keep up the instructions, *fifth* determine other visual images, *sixth* take the conclusion, *seventh* predict the meaning, *eight* summarize, and *the last* is differentiate between fact and opinion. In addition, Tagliante (1994: 126), put forward the four goals of reading, that are : *first* looking for clear and appropriate information, *second* discover important information, *third* interesting or analyze in detail then commemorate, and *fourth* reading for satisfaction.

Based on explanation above, that reading need a special attention. It is not surprised if reading is one of the important skills in learning foreign language. Reading is useful for a reader. A person may read in order to obtain information for some purpose, to enjoyment and pleasure, increase of knowledge, can direct opinion to critique a writer's ideas, to help the ability of critical thinking, and help people develop the knowledge, skills, and experience. Shortly, that there are two purpose such as for getting information and for pleasure or interest.

2.1.2 Teaching Reading

Teaching reading is a process of transferring knowledge. Teaching reading is not only teaching to read, but more of it including the successful factors as *oral language* because its early progress in reading depends on oral language development, *phonological and phonemic awareness* are closely associated with reading ability, *fluency* with accuracy to be easy and understand, *vocabulary* is crucial to reading comprehension. The learner who does not enough master in English vocabulary tends to face difficulties when comprehending new reading materials.

In addition, *prior knowledge* to understand the text, after have a successful factor above, need to active process named *comprehension* to gets and derives meaning from connected text involves word knowledge as well as *thinking and reasoning*. In the classroom, teacher need to be aware of their students' learning needs including *motivation and purpose* of what they are learn. To develop their awareness of *meaning* from the text by reinforce connection between *reading and writing*. The subject matter is also an important factor.

Choosing the right *text* and interest will proposed and enjoy what they are reading. Prior knowledge depend on the live experience. Having rich but different experience it will be easier to know more *cultural knowledge* affects reading comprehension. Readers make progress by reading more that the key is *practice*. Good readers also read more and by more to increase vocabulary knowledge, develop fluency and having

opportunities to get many information can be express in writing. Then, *feedback* to see the progress (Pang, S. Elizabeth : 2003).

As quote by Voinalovych, during to teach reading, should know the principle of teaching reading are stated below :

1. Inspire the students to read as often and as much as possible.
2. Students need to be attracted with what they are reading.
3. Encourage the students to respond to the content of a text then explore to show their feelings, not just concentrate on its construction.
4. Prediction or forecast is a major factor in reading.
5. Match the task to the topic.
6. Good teachers exploit reading texts to the full.
7. Any reading text is full of sentences, words, ideas, descriptions

So, teaching reading is a difficult work. Teachers must be aware of the progress that students are making and adjust instructions to the changing abilities of students. It is also important to remember that the goal of reading is to understand the texts and to be able to learn from them. Reading is a skill that will empower everyone who learns it. They will be able to benefit from the store of knowledge in printed materials and, ultimately, to contribute to that knowledge. Good teaching enables students to learn to read and read to learn.

2.2 Definition of Reading Comprehension

According to Burnes (1991:47) in (Jatmiko : 2014) reading comprehension is a reading thinking activity for its success upon the level of intelligence of the readers, his or her speed of thinking and ability detect relationship. In this case, comprehension depends not only on characteristic of the reader, but including prior knowledge, working memory, language process, vocabulary, sensitivity to text structure, inferencing and motivation. Meanwhile, according to Durkin (1993) in (Oktadela : 2014) reading comprehension is active process of constructing meaning from the text. Similarly, according to Royer (2004 : 1) reading comprehension is the process to construct meanng from a piece of text. In addition, Anderson to (2003) states that in reading comprehension, a reader must have the following understanding; in identifying the main idea, following the procedure of the text, getting the impact, drawing the inferences, and seeing the writer's intention.

According to Research and Development (RAND) Reading Study Group in Snow (2010) in reading comprehension as the process of constructing and extracting meaning through interaction and engagement with print. Moreover, Brummit (2008) in Thresia : 2012 states reading comprehension is a critical component combines with functional literacy already known. Having the ability to understand the text, people are able not only to live safely and productively, but also to continue to develop socially, emotionally, and intelectually. The term of 'literacy' has a broad

meaning from over the time. Literacy not only interpreted as the ability to write and read but has the meaning of the skill.

Taking everything into consideration, comprehension is the skills in reading to get the meaning from the text what being read. To comprehend the reader must have a wide range of capacities and capabilities. These include cognitive capacities (e.g., attention, memory, critical analytic ability, inferencing, visualization ability), motivation (a purpose for reading, an interest in the content being read, self-efficacy as a reader), and various types of knowledge (vocabulary, domain and topic knowledge, linguistic and discourse knowledge, knowledge of specific comprehension strategies). Of course, the specific cognitive, motivational, and linguistic capacities and the knowledge base called on in any act of reading comprehension depend on the texts in use and the specific activity in which one is engaged. For example, a reader want to construct the text and gets the meaning, so it is not enough just read, during read a text then do not know what we read because of lack of vocabulary, so it will not run smoothly, thats why a reader should have challanging in background knowledge and other factors.

2.2.1 Component of Reading Comprehension

The component of reading comprehension, they are :

1. Main Idea

The main idea of paragraph is tell what the author wants reader to know about the topic such as particular statement or emphasizes a special aspect of the topic, usually expressed as complete thought and indicates the author's reason or purpose of writing the message wants to share with the reader. It is not only in the beginning of the paragraph, but also in the middle and at the end of the paragraph.

2. Finding Specific Information

It refers to reading for details or level of reading comprehension in which the reader reads to note specific information and purpose. A good reader is able to choose details relevant to main ideas and also to produce implied main ideas from detailed information and also factual information.

3. Finding Inference

Is the process of arriving at hypothesis, idea, or judgement on the knowledge to making inference. It is means, the reader need to make a logical conclusion based on the evidence, it can be point of view.

In conclusion, the ability in reading comprehension should have component. The information can presented implicitly and explicitly (Brevik, 2014). There are many component in reading comprehension including : *main idea, implicit meaning and explicit meaning.*

First, how to identify main idea is important information that tells more about the overall idea of a paragraph or section of a text.

Second, how to evaluate aspects of main idea identification should be expanded. So, we must be make a connections between them. The word "explicit" means clear and fully expressed. If something is explicit, there is no question as to what it means, no hidden connotations and no room for misunderstanding. If a fact is explicit in a reading comprehension passage, it is stated outright.

For example, if the first sentence of a story is "It was a dark and stormy night," that is an explicit fact. There is no room for debate; the reader cannot be confused and think that the story is set on a sunny morning.

Then, this is important to identify the main idea and explicite with implicity. To know the explanationed and review the text and to make a inference. Students could be helped to see that sometimes main ideas occur in recognizable pattern with supporting details. Because they are have a relationship. If something is implicit, it is not expressly stated, but the reader understands it anyway through other clues in the text. For example, if a story begins with "The trees were swaying wildly outside Anne's window as she prepared for bed, and the gutters were overflowing," the

reader can infer that it is probably dark, stormy and at night even though these facts are not explicitly stated. Implicit facts in reading comprehension also often involve the motivations of the characters (Mitchell : 2019).

2.2.2 Factors Influence of Students' Reading Comprehension

To know the factors that influence in learning process, the researcher will observe it. The influence factors in reading comprehension is reading materials. Sabet (2012) in (Oktadela : 2014) states that in order to increase the students' achievement in reading comprehension, the teacher should know the appropriate materials for their students who wants to read effectively. In short, the material that are taught by the teacher in the classs are based on the standard competencies and core or basic competencies.

To choose and developing the materials there are many possible sources of materials such as : radio, CD, Cassettes, MP3, photographs, slides, electronic images, transparencies, posters, diagrams, grapes, maps, illustrations, printed materials, photocopies, books, magazines, video, movies, multimedia, internet and many more. Furthermore, the material should meaningful to understandble so the learners can get the ideas.

Successfull learning activities are influenced by classroom management with teacher prepare before teaching and learning process such as greeting, praying, check the attendance, explain the purpose of teaching then explain the previous to the next or new topic with the strategy, after that giving feedback and conclusion.

A student who had determined what he or she expects to gain from his or her reading should select a reading strategy which best suits and comfortable a particular purpose. If people are reading a novel or magazine for pleasure, they would obviously not use the same kind of reading strategy to use in studying science books, linguistics, mathematics, and other subject at the same time.

The basic purpose of the reading strategies is to improve the students' reading comprehension achievement. The problems above could be caused by some factors, like: the teaching strategies applied by the teacher, the students themselves, the quality of the teacher who teaches the students, the materials used and others, (Burns et al., 1996) in (Sriadi : 2012).

Its mean a teacher needs to choose an interesting and appropriate material for the students. Teacher also needs to provide the students with a good reading technique. If the technique is suitable with the purpose of reading, it will be easier for students to comprehend the reading text. By helping students to develop their technique in reading, the teacher would be able to make the students succeeded in reading and understanding the material by the strategy that applied by the teacher.

It means that the technique applied in reading teaching influences the students ability to understand the text (Sri Wahyuni : 2010) in Gustryana. The students should be motivated to acquire this skill and they should also read a lot to cover any kind of information. Positive motivation can build a good reading habit.

2.2.3 Strategies for Teaching Reading Comprehension

According to Richards (2002) in (Wahono : 2014) strategies is procedures used in learning, thinking, etc. The process need an effective strategy to get a maximum purpose. Moreover, the strategies must be able to facilitate the students to be active to participate during the teaching and learning process. Teachers should lead classes with more effective and innovative teaching methods (Schleicher: 2012) in (Harahap : 2018). In addition, it is not only strategies that will be applied but also the teacher need to choose an interesting and appropriate material for students. In this research, the researcher used PQ4R Strategy on students' reading comprehension.

2.2.4 Teaching Reading at Senior High School

Teaching reading at Senior High School can not be separated with teacher and learner. Teacher use many metaphors to describe what they do. According to Cambridge International Dictionary of English, 'teaching' means to give someone knowledge or to instruct or train, whereas the Longman Dictionary of Contemporary English Online (LDOC) suggest that is means to show somebody how to do something. Teaching is about transfer knowledge from teacher to student. In this situation, the teacher is no longer the giver of knowledge but controller and authority, then facilitator.

There are also many activities where encouraging student to solve their own problem. The role of teacher are to control, organiser, assessor, tutor, observer. Teacher also building reading proficiency, know the

behavior each other students, can be effective profesional teacher. Keep the bookthinking skill few enough to be manageable and ask for evidence of achievement on subject matter. The classes and curriculum should be flexible enough to enable each students to read no matter what his or her reading ability is.

Teacher should have workshop opportunities to develop study guides and teaching planning. As Spratt (2005) in (Safitri : 2014) states that the characteristics of senior high school's student as follows : the students should focus to the lesson for longer period, more abstract ways to, learn how control something and how to makes plan based on their own behavior, students won't to make mistakes or risk, than aware of themselves.

How we read as teaching receptive skill especially in reading at senior high school is when we read a story or newspaper, or take conversation then previous knowledge as we approach the process of comprehension. The reason for learn of reading to help us to achieve some clear purpose and for pleasure. The process we go through when reading by identifying the topic, predicting and guessing, reading for general understanding, reading for specific information and for detail information then interpreting text.

A key feature in the successfull teaching reading is the choice of comprehension task. Sometimes such task to be testing the students rather than helping them to understand. Nevertheless, if we are trying to encourage students to improve their receptive skills testing them will not

be an appropriate way of of accomplishing this. The text sometimes are easy or too difficult. In order to resolve these problems we need to use comprehension task which promote understanding and we need to match the text and task appropriately.

2.3 Definition of Text

A text is a unit of language in use including sentence or piece of written words in material, book, etc (Cambridge Dictionary : 2008. Texts are used as tools user for people communicate something may set of expressions actually used, make some knowledge explicit, while other knowledge remains implicit, though still applied during processing.

The features of text have a larbrownge effect on comprehension. Comprehension does not occur by simply extracting meaning from text. During reading, the reader constructs different representations of the text that are important for comprehension. Texts can be difficult or easy, depending on factors inherent in the text, on the relationship between the text and the knowledge, abilities of the reader, and on the activities in which the reader is engaged. For example, the content presented in the text has a critical bearing on reading comprehension. A reader's domain knowledge interacts with the content of the text in comprehension.

In addition to content, the vocabulary load of the text and its linguistic structure, discourse style, and genre also interact with the reader's knowledge. When too many of these factors are not matched to a reader's knowledge and experience, the text may be too difficult for optimal comprehension to occur.

2.3.1 Recount Text

According to Grace (2007: 30) in (Sukma : 2015) recount text is a text that tells the reader or listener what happen in the past through a sequence of events.

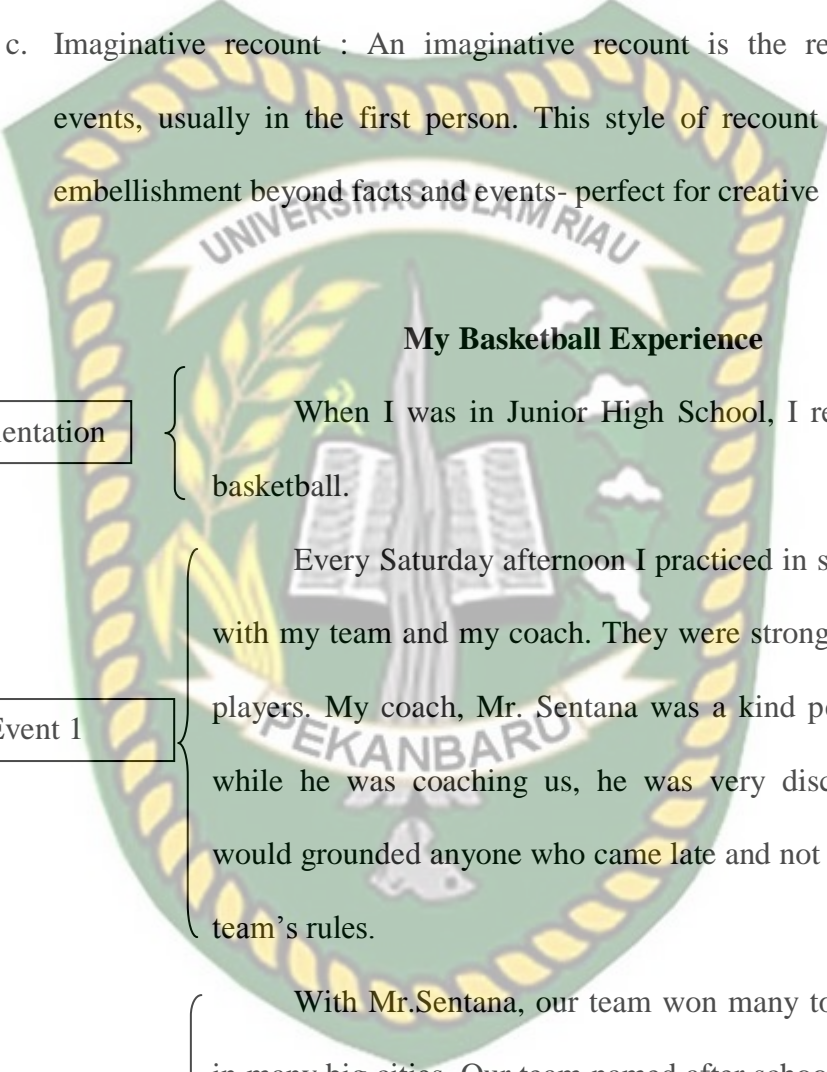
Meanwhile, according to Knapp (2005:223) in (Marpaung; et al) explains that recounts are sequential texts which consist of series of events. Basically it is written out to make a report about an experience of a series of related event. A recount is written out to inform an event or to entertain people. Recount Text is text function as for telling an incident in the past.

In addition, Cavanagh (1998:11) defines “recounts are retelling of past events. Recount is to tell “what happened”. Recount tells a series of events and evaluate their significance in some way. It is also to give audience a descriptions of what occurred and when it occurred. The story recount has expressions of attitude and feeling, usually made by narrator about the events.

Actually, there are three types of recount text namely, personal recount, factual recount, and imaginative recount.

- a. Personal recount : Retells an activity the writer has been personally involved in and may be used to build the relationship between the writer and the reader e.g. anecdote, diary journal, personal letter. These usually retell an event that the writer was personally involved in.

- b. Factual recount : Recording an incident, eg. a science experiment, police report. A factual recount is an objective recount of a true event by someone not personally involved in the situation. Its purpose is either to inform, entertain or both.
- c. Imaginative recount : An imaginative recount is the re-telling of events, usually in the first person. This style of recount allows for embellishment beyond facts and events- perfect for creative writing.



My Basketball Experience

Orientation { When I was in Junior High School, I really loved basketball.

Event 1 { Every Saturday afternoon I practiced in school field with my team and my coach. They were strong and smart players. My coach, Mr. Sentana was a kind person. But, while he was coaching us, he was very discipline. He would grounded anyone who came late and not obeyed the team's rules.

Event 2 { With Mr.Sentana, our team won many tournaments in many big cities. Our team named after school, 67 Team (from SMP 67) and we had so many fans too. Now, I still love basketball and have a team too.

Re-orientation { But, my parents warn me to play attention more to study, basketball just for hobby.

2.3.2 Social Function of Recount Text

The purpose of a social function is to retell an event with a purpose to inform or entertain the readers (Siahaan and Shinoda, 2008: 9) in Saragih; et al : 2014. In addition the social function of recount text it to recall an event or experience for the reader's information or enjoyment.

2.3.3 Generic Structure of Recount Text

Besides the social purposes, the recount text also has the generic structure. Recount is usually organized to include :

1. Orientation : In this part, the writer tries to introducing the participants, place and time.
2. Events : In this part, the writer tries to describing series of event that happened in the past.
3. Reorientation : In this part, it is optional. Stating personal comment of the writer to the story.

2.3.4 Language Feature of Recount Text

In other side, in recount text there are language feature of recount text. They are :

- a. Introducing personal participant: I, my group, etc.
- b. Using chronological connection: then, first, etc.
- c. Using linking verb: was, were, saw, heard, etc.
- d. Using action verb: look, go, change, etc.
- e. Using simple past tense

2.3.5 Teaching Recount Text

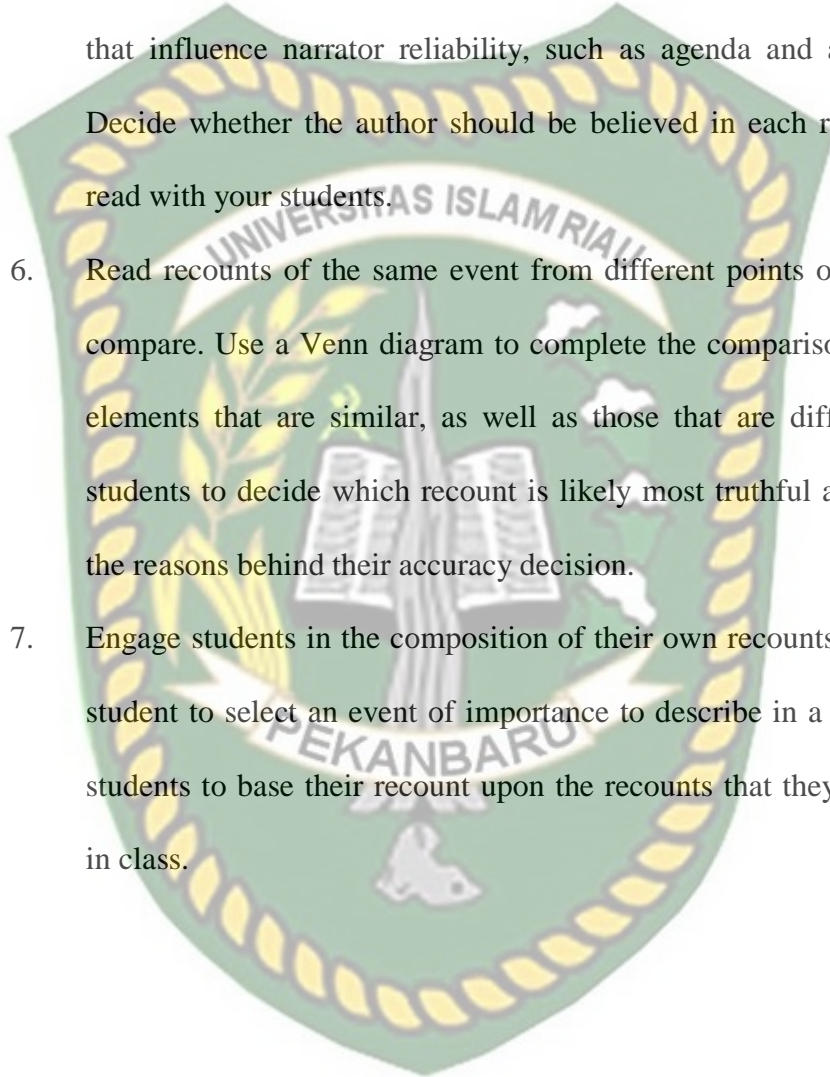
Recount is purportedly factual accounts of events from those who actively participated in the occurrences. Students are often interested in recounts because they provide a voyeuristic opportunity to look into an event in which the student was not a participant. When teaching the recount genre to your students, you can use the lessons to encourage them to think critically about information and explore the reliability of the account as a whole. This practice promotes the development of critical thinking skills and careful consideration of both the text and the subtext of a written work.

According to Erin Schreiner the instructions how to teach recount text are :

1. Define the recount genre. If the students do not understand what a recount is and type of recount, they are can not begin their lesson. So, the teacher has role will explain to students that a recount is a firsthand telling of an event from the point of view of the writer.
2. Read a grade level appropriate example of a recount.
3. Discuss the purpose. The text will insert the purpose. Author's purpose is an important element of any recount after that discuss the author's reason and point of view.
4. Explore how the age, gender and socioeconomic status of the author affects the recount, etc by WH Question. The information that you receive from a recount, and the way in which that information is shared, depends heavily on who the writer is. Look at recounts from

different individuals and discuss how the recount style and content differs depending upon who wrote it.

5. Consider the reliability of the narrator. Explain to students in recounts, not all information should be trusted. Discuss the factors that influence narrator reliability, such as agenda and affiliations. Decide whether the author should be believed in each recount you read with your students.
6. Read recounts of the same event from different points of view and compare. Use a Venn diagram to complete the comparison. Discuss elements that are similar, as well as those that are different. Ask students to decide which recount is likely most truthful and explain the reasons behind their accuracy decision.
7. Engage students in the composition of their own recounts. Tell each student to select an event of importance to describe in a detail. Ask students to base their recount upon the recounts that they have read in class.



2.4 PQ4R Strategy

The PQ4R strategy was developed by Thomas and Robinson. PQ4R is one of the most successful strategies for remembering textbook material. PQ4R stand for six activities to engage in when you read: *Preview, Question, Read, Reflect, Recite and Review.*

According to Trianto (2007: 147) in (Sopiawati : 2015) PQ4R is one reading strategies developed from two previous reading strategies, namely SQ3R (Survey, Question, Read, Recite and Review), created by Francis Robinson in 1941 and the PQRST strategy (Preview, Question, Read, State and Test) by Thomas F. Staton. This PQ4R is based on cognitive theory and information process. The main purpose use of the PQ4R strategy is helping learners to understand and remember material read in long-term memory.

Moreover, Slavin (1994) in (Wahono : 2014) states that PQ4R strategy can help the students focus in arranging information and making it meaningful. This is one of the popular strategies for authorizing the students to comprehend and maintaining what they read. It is a strategy that facilitates students to emphasize on organizing knowledge and making it effective.

Similarly, Fox, Radloff and Hermann (1994) also state that PQ4R strategy to help the reader grasp and commemorate what he or she has already read. It means that this strategy shows improve students' critical thinking that potentially to increase the students' intellectual. The students have a critical thinking will have the advantages such as more creative

idea, know about point of view the other people, more independent, often to find a new opportunities and can minimize of misperception. This is confirmed by a statement of Bibi and Manzoor (2011), as well as Khattack and Khan (2002) in Sopiawati : 2015. Besides, Pehofer and Roy (2003) in (Sari, Ratih Yunita; et al) state that PQ4R strategy is an useful strategy which facilitates and involves students during teaching learning process. However, These activities are designed to increase the depth to which you process the information you read (Bernstein, et.al, 2008:275) in (Pidianto : 2017).

So, in this case the teacher and student are inescapable because both of having a relationship in learning process. Teacher give the facilities and feedback to the students, after that the students follows the role from their teacher. Then, the information you have been received from the text, can be remembered , help the student comprehend better, concentrate better, and retain better.

PQ4R asks readers to give answers and reflect on questions during their journey of reading this way students are attentive throughout learning activities (Dunn, S. Dana: 2006) in (Misykah : 2018). Moreover, Trianto (2007 : 146) in (Sopiawati : 2015) states that this is a strategy elaboration which to help students to memorize what they read, and to help learning process in the classroom by reading book. Elaboration is the stage of someone doing an analysis and trying to deepen their abilities by continuously learning. As which was spoken by Iskandar was said and Sunendar (2008: 12) in (Sopiawati : 2015) as follows: The PQ4R strategy

is part of elaboration strategy as a detail process so new information will be more colorful and helps transfer from short to long term memory with creating relationships and combinations between new information with that ever existed.

PQ4R is abbreviation from *Preview, Question, Read, Reflect, Recite and Review*. They are :

1. **Preview**

It means of reading at a glance quickly. This step is a rapid survey of the material that refers to gather the information to help set up mental compartment in which students fit the material. It consists of skimming and scanning a text to get an idea. Students conduct this by studying all the main ideas and sub-ideas in the project as well as the review, if there is one. They also look at all, charts, tables, maps, and graphs and read their captions.

2. **Question**

Means to make a list of questions that are relevant to the text. Sobkowiaka (2001) in (Shoib : 2016) says that the second step question assists the reader to concentrate on the text or paragraph and make questions about the text. This step consists of making questions (WH Questions) includes *What, Who, Where, When, Why, and How*.

3. Read

Remind the students to read the material, connect to the question which they had previously designed. Means to read the text actively to find answers to the questions that have been arranged. Read until you can understand what the author's idea. According to Rynolds, (1996) in (Shoaib : 2016) the third step of PQ4R strategy is central reading involves thinking process. When questions are designed in PQ4R strategy then the whole material should be read to answer the questions. During reading the students must be understanding, remembering and getting the idea from the text or paragraph. It also concentration to get the key points, main and sub headings, new vocabulary, terms and concept or idea to understand and clear.

4. Reflect

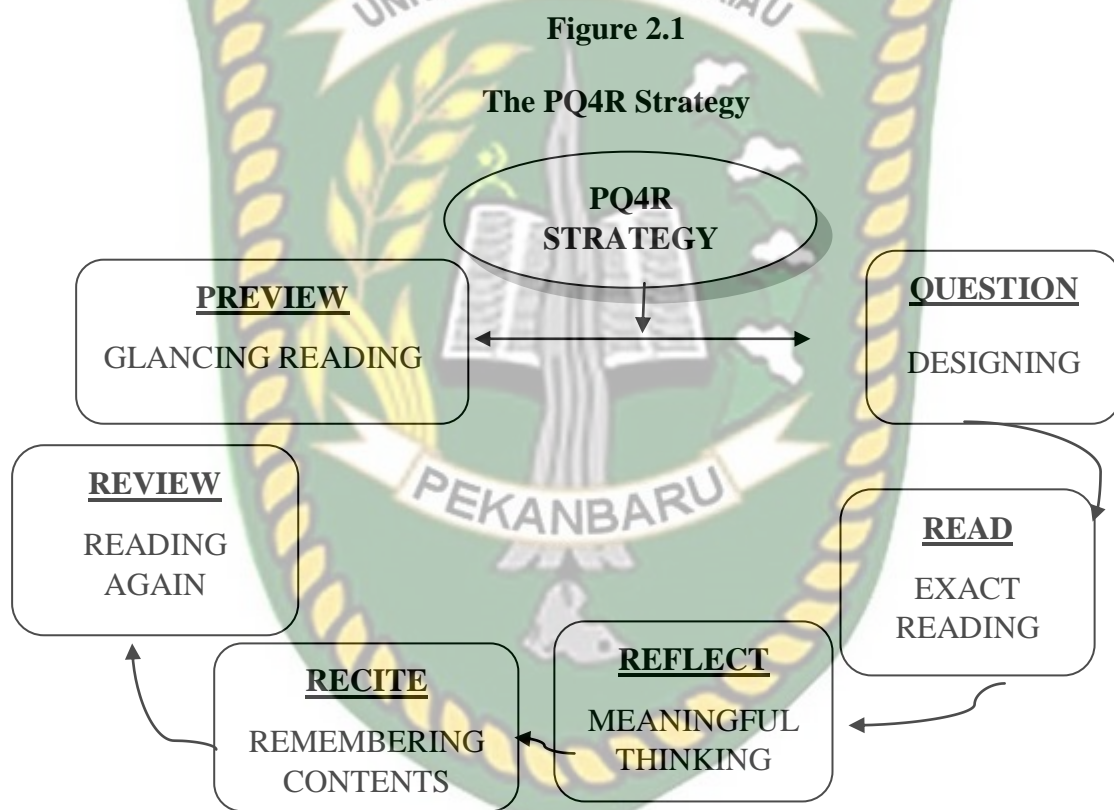
It means, this part try to understand, know, and make meaningful the information presented relate the things already known which is essential and effective, the students can make a note from the material.

5. Recite

It means practice to remember the information, ask and answer question from the material. In addition, memorize or recall every answer that has been found. According to Kiewra (2002) in (Shoaib : 2016) recite which means repetition of information.

6. Review

This is the final steps, it means reviewing all the answers to the questions arranged in the second and third steps. Review consists of scanning the main and sub headings again reading loudly answer the questions. If questions are not answered the material should be read again. Make sure you have included all relevant information. As clearly see the figure 2.1 bellows :



So, it can be concluded that the benefits of applying the strategy PQ4R cannot be achieved completely unless we apply its steps in order. If they are separate, it means that we will not achieve the desired goals of the implementation of the strategy we seek; it is an integral whole that cannot be fragmented.

2.4.1 Teaching Reading Comprehension by Using PQ4R Strategy

Students need to think convergently and divergently to investigate and understand challenges and problems as well as to think in creative ways. Students are encouraged to develop their short to long term-memory. According to Hamzah B. Uno (2007) in Hendi (2017), learning strategies are things that teachers need to pay attention to in the learning process. To give pay attention the teacher will be apply PQ4R Strategies in this learning process. Dick and Carey (2005) state that learning strategies are components of a set of material including activities prior to learning, and student participation which is a learning procedure used by subsequent activities.

The following is an explanation of the procedure or steps in PQ4R learning in reading comprehension as follows :

Table 2.1 Procedure of Teaching Recount by PQ4R Strategy

Steps	Teacher's Activities	Student's Activities
PREVIEW	a. The teacher gives a text to the students. b. Asking the students to scanning and skimming the text. c. The teacher give information how to find main idea and the goal in reading process to be achieved.	a. The students takes a text for each other. b. The students read the text instant quickly by scanning and skimming to find the main idea and goal of learning and reading process will be reached.
QUESTION	a. Informing the	a. Thinks creatively and

	<p>students to pay attention what the teacher talk about.</p> <p>b. Giving assignment to the students to make questions from the main idea they found by using “what, why, who, and how”.</p> <p>c. Asking the students to make a list of questions that they suppose to be answer.</p> <p>d. Giving the time to the students to consider their some question and let each student have an opportunity to write their question on their books.</p>	<p>paying attention to teacher’s explanations.</p> <p>b. Become a good listener.</p> <p>c. Share ideas and some judgement of recount text.</p> <p>d. Designing their own question.</p> <p>e. Students need to form prediction questions in order to make them easy to find the ideas in the text.</p> <p>f. Answer the questions they have made.</p>
READ	<p>a. Asking the students to read the text.</p> <p>b. Asking the students to look for the answer to the previously formulated questions.</p> <p>c. Giving assignment to the students to read and respond the questions they have compiled before.</p>	<p>a. Reading actively while they are giving a respond to what they have read.</p> <p>b. Answer the questions they have made before.</p>

	d. Encourage the students to explain what they are finding.	
REFLECT	<p>a. Simulating or informing the materials which is in reading materials.</p> <p>b. Informing the students to relate some information to their prior knowledge with the reading material that they have read before.</p> <p>c. Asking the students to write down the unexpected ideas.</p>	<p>a. Students reflect what they have read before.</p> <p>b. Students not only memorizing and recalling or remembering the materials but also trying to solve the problem made by teacher by using their prior knowledge which is known through the reading.</p> <p>c. Students write unexpected ideas.</p>
RECITE	<p>a. The teacher asks the students to think and discuss the main point or conclude what they have made.</p> <p>b. Expect the students to use vocabulary, definition and explanation previously context.</p> <p>c. Encourage the students to remember the meaning from the text.</p>	<p>a. The students ask and answer the question.</p> <p>b. The students make essence or keynote from all of the text that have been read.</p> <p>c. Looking at the notes/ the essence they have made before.</p> <p>d. The students need to discuss and understood to formulate these concept by their own language.</p>

		e. The students need to practice remembering what the information they have got.
REVIEW	a. Asking students to read the essence point they have made. b. Asking the students to reread it to verify, if the students are still not sure of their answer. c. Asking the students to answer the questions to check their understanding and meaning of the text.	a. Reading the essence point they have made. b. Rereading the answer. If still not sure about the answer from questions that have been submitted. c. The students are able to formulate a conclusion to answer the question. d. The students try to respond and solve problem from the information given teacher with the knowledge they have know through reading material and learning process.

2.4.2 The Advantages and Disadvantages by Using PQ4R Strategy

In this research, the advantages and disadvantages of PQ4R Strategy as follows :

a. The Advantages of PQ4R Strategy

There are some advantages of PQ4R Strategy, such as :

1. It helps to make individual to know what they are learn. It focuses to students attention, interest, relating new ideas to previously known concepts and building comprehension.
2. The students are proposed to actively interact with the material while reading by the following organizing techniques.
3. PQ4R is easy to use and can be applied to readings in most academic.
4. PQ4R is easy to use in english especially recount text but also the other subject matter such as sport, mathematic, biology, phisic, etc.
5. This strategy makes reading a more lively process, activates previous knowledge among students, and links it to new learning with the transmission of the learning impact.
6. It stimulates students' motivation to learn with all their mental capacities in all educational fields.
7. It also achieves the students' confidence, positive role, focus of the educational process, working to increase the achievement of the students, allowing them to join the disciplines desired at university.

According to Puspitasari (2003) in Hendi : 2017, states that 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.

b. The Disadvantages of PQ4R Strategy

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.

Puspitasari (2003), states that the PQ4R strategy learning model has disadvantages including :

1. It is inappropriate to apply to the teaching of procedural knowledge such as skill knowledge.
2. It is very difficult to implement if facilities such as student books (textbooks) are not available at school.
3. Not effective in classes with a number of students who are too large because the teacher's guidance is not optimal, especially in formulating questions.

2.5 Conceptual Framework

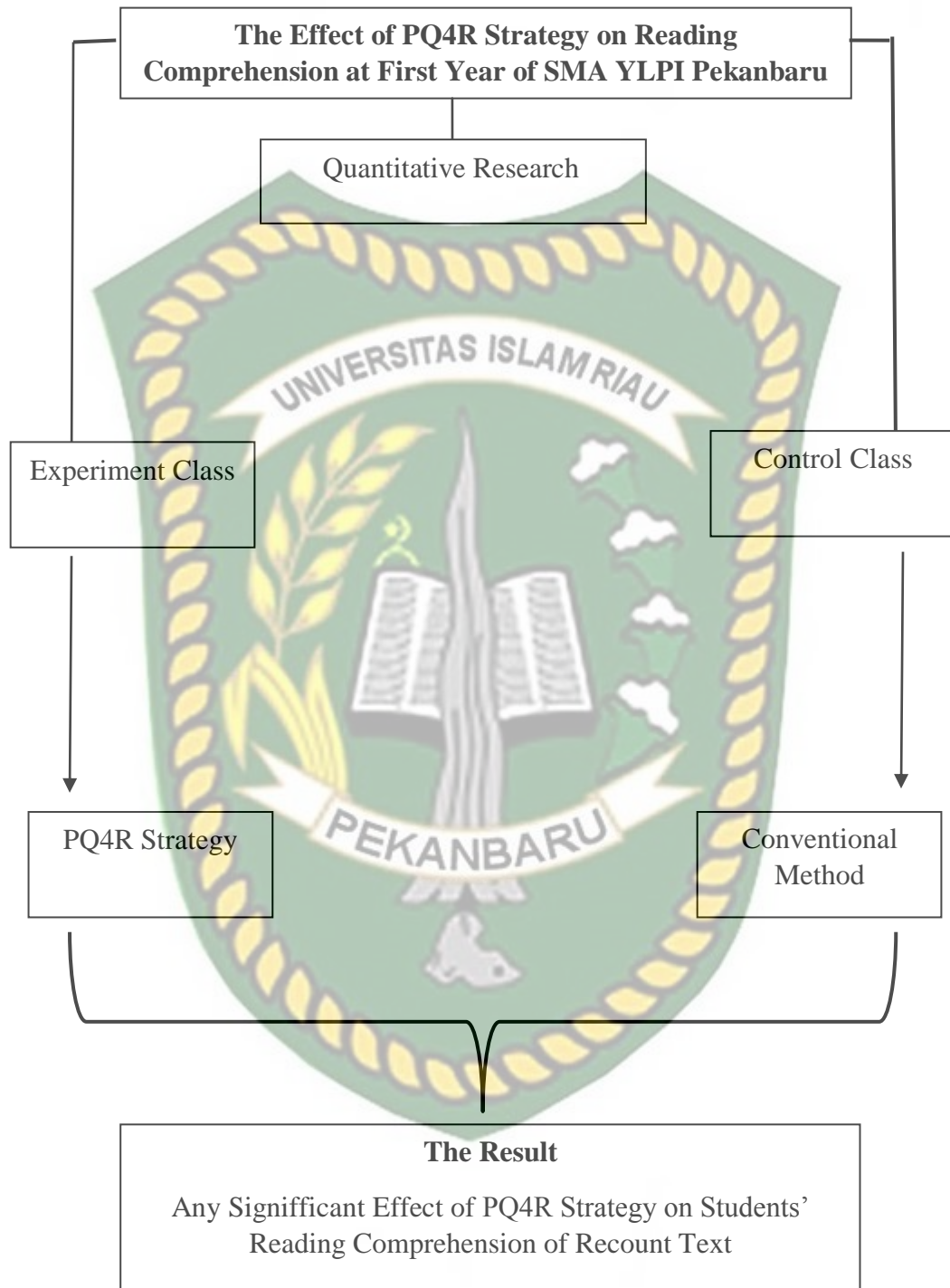


Figure 2.2 Conceptual Framework

Referring to figure 2.2, it can be seen that the title of this research is The Effect of PQ4R Strategy on Students' Reading Comprehension at the First Year of SMA YLPI Pekanbaru. From the title it can analyze the type of research is quantitative means measure by test to know the ability of the students' in YLPI especially in recount text.

Quantitative research which is systematic investigation of phenomena by gathering numerical data. In this research, including two classes; first for experiment class used PQ4R Strategy and the second class as a control class used conventional method. After that, the researcher gave both of class by test to know the effect of class that will apply strategy or not.

2.6 Past Study

This section discusses relevances research that relate to this study. it can be seen from the variable of the research, objective of the research and the research findings.

The first research was conducted by Nahrika Yanti (2012) entitled, *"The Effect of Using Preview, Question, Read, Reflect, Recite and Review (PQ4R) Strategy Toward Students Ability in Reading Recount Text at the First Year of Senior Highschool 2 Benai of Benai District of Kuantan Singingi Regency"*. The purpose of the research is to find out whether or not there is significant difference between students' ability in reading recount text taught by using (PQ4R) strategy and by using conventional strategy. The sample consisted of XA with 19 male and 21 male and XB with 20 male and 20 female in which experimental. Based on the data analysis, it can be

concluded that there is significant difference between students' ability in reading recount text taught by using PQ4R strategy.

Another research also was conducted by Kadek Agus Bayu Pramana, et.al. (2014) entitled "*Pengaruh Penerapan Pembelajaran PQ4R Kontekstual Terhadap Hasil Belajar IPS dan Sikap Peduli Lingkungan Siswa Kelas V SD Gugus I Gianyar*". The purpose of the research is to investigate the implementation of contextual PQ4R learning toward social study learning outcome and environmental awareness attitude. This research was an experimental research with post-test only control group design with sample of 103 students. The result shows that there is influenced about applied learning of contextual by using PQ4R on students achievement toward social study learning outcome and environmental awareness attitude.

Meanwhile, Lailatis Syarifah (2015) conducted a research entitled "*The Application of PQ4R (Preview, Question, Read, Reflect, Recite, Review) strategy to improve students. reading comprehension of the eighth years students of MTS NU Salatiga in the academic year 2015/ 2016*". The purpose she conducted research to describe the implementation and find out the improvement of reading comprehension by using PQ4R Strategy. The sample consisted of 35 students of second year at MTS NU Salatiga which action classroom research design. She found there is a significant effect to increase an active students. The result of this research shows an improvement of students. reading comprehension by using PQ4R strategy. It can be seen from the mean score of pre-test and post-test. In cycle I post-test is higher than pre-test: $68,2 > 55,14$. In cycle II: $84,6 > 70,8$. It means that the use of PQ4R

Strategy is able to improve the students. reading comprehension. The researcher suggest that PQ4R Strategy may be used as alternative strategy in teaching reading especially in teaching reading text type, in order that the students can comprehend text more easily and more interested in reading activity.

Then, Rosita Wondal (2016) also conducted a research entitled “*Penggunaan Model Pembelajaran Preview, Questions, Read, Reflect, Recite, Review (PQ4R) Untuk Meningkatkan Aktivitas Dan Hasil Belajar Biologi*”. The purpose of the research is increasing activity and result biology learning on students grade VIII1 SMP Negeri 5 Kota Tidore Kepulauan on concept Human Breathing System. The sample consisted of 20 students. The result shows that there is learning achievement.

In addition, Asrean Hendi (2017) conducted a research entitled “*Pengaruh Strategi Preview, Question, Read, Reflect, Recite, And Review (PQ4R) Untuk Meningkatkan Kemampuan Pemecahan Masalah Matematika Siswa*”. The purpose of the research is to help students understand and remember the material they read. The sampling technique used a random class where class XI IPA 1 as experimental class with learning strategy PQ4R and class XI IPA 2 as control class with expository learning. Thus, it can be concluded that H_0 is rejected, so it means there is an influence of PQ4R strategy to improve students' mathematical problem solving abilities.

Based on review of previous studies shows that some of them discussed the subject of achievement such as the effect and to improve reading comprehension by using PQ4R Strategy. It can be concluded that this is recommendation strategy for teacher to adopt PQ4R Strategy as an effective learning. This strategy suggest for teaching reading not only in recount text, but also in other genre of the text. Then, PQ4R Strategy can applied for other subject matter in learning activity.

The differences between the first previous research, her research and this research is on the setting and time. The previous research conducted at *Senior Highschool 2 Benai of Benai District of Kuantan Singingi Regency* but this research will be conducted at *SMA YLPI Pekanbaru*.

The differences between the second previous research and this research is his research used *PQ4R Contextual to Achieved Social Learning and the sample at five grade elementary school in Gianyar* but this research only use PQ4R Strategy to *know the effect students' reading comprehension of recount text at SMA YLPI Pekanbaru*.

The differences between the third previous research and this research is her research *use improvement, the subject of her research second year at MTS NU Salatiga and she used descriptive text* but this research only use *PQ4R Strategy to know the effect of students' reading comprehension at SMA YLPI Pekanbaru used a recount text*.

The differences between the fourth previous research and this research is her research use model *PQ4R* to improve learning activities and achieve in learning biology, the subject of her research second year at Tidore but this research only use *PQ4R* Strategy to know the effect of students' reading comprehension at SMA YLPI Pekanbaru used a recount text.

The differences between the fifth previous research and this research is her research use improvement, the subject of his research is *for Mathematic for second year* but this research only use *PQ4R* Strategy to know the effect of students' reading comprehension at SMA YLPI Pekanbaru used a recount text.

2.7 Hypothesis

- H_0 : There is no significant effect of using *PQ4R* (*Preview, Question, Read, Reflect, Recite, And Review*) strategy toward students' reading comprehension at the first year of SMA YLPI Pekanbaru.
- H_a : There is a significant effect of using *PQ4R* (*Preview, Question, Read, Reflect, Recite, And Review*) strategy toward students' reading comprehension at the first year of SMA YLPI Pekanbaru.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

Research was defined as the creation of new knowledge of the researcher use of existing knowledge that have been analysis from the other researcher, then generated in a new and creative way such as new concepts, methodologies and understanding. This was can be arranged with careful, systematic and objective investigation conducted the valid fact data, regarding an identifiable problem and also including conclusion.

The design of this research was Experiment. It was a process or study that result in the collection of data. Research twas testing an idea (or practice or procedure) to determine whether it influences an outcome or dependent variable. In addition, an experiment was the quantitative approach that provides the greatest degree of control over the research procedures. Some of individual to got information this research the researcher used the way to take a sample by using purposive sample. According to Arikunto (2010 : 183) purposive sample was an informant selecting tool the process or the way selecting sample by taking subject that was not based on the degree or area, but it was taken based on the specific purpose. It was an appropriate one to this research in order to know the significant effect of using PQ4R Strategy on students' reading comprehension at SMA YLPI Pekanbaru.

In this research, the researcher studied with pre-test and post-test measurements between two groups they were an experimental and a control group. To measure and know the effect used pre-test and post-test to know one's ability. There were two variable in this research as the figure 3.1 below:



Figure 3.1 The Research Design

Where:

X : Independent Variable

Y : Dependent Variable

X : The Process of Applying Strategy

There were two variables; PQ4R as independent variable, whole the students' reading comprehension as dependent variable. Therefore, the experimental class provided with the pre-test, treatment and post-test.

In addition, an experiment was the quantitative approach that provided the greatest degree of control over the research procedures. Quantitative approach was broadly used to describe what can be counted or measured and can therefore be considered objective. It means the method and instrument involved numerical measurement and then the statistical quantification conducted to appropriate one to this research in order to know the significant effect of using PQ4R (Preview, Question,

Read, Reflect, Recite and Review) strategy toward students' reading comprehension at SMA YLPI Pekanbaru.

The researcher took two classes; one class as an experiment class which taught by using PQ4R strategy and one other class as a control class which taught by conventional strategy in other word traditional method. In the experimental class, the students were administered by given pre-test at the beginning of the teaching learning in order to know the students' reading comprehension. Then there was treatment at the middle. During treatment, the researcher cooperated with the observer, and post-test was conducted at the end of the teaching learning processes in order to know the significant effect of using PQ4R strategy on students' reading comprehension.

3.2 Location and Time of the Research

3.2.1 Location

This research was conducted at the first year students of SMA YLPI Pekanbaru which located at Jl. Kaharudin Nasution, Simpang Tiga, Marpoyan Damai, Pekanbaru in 2019/2020 of academic year. For the documentation of this school (See Appendix 11 Documentation, Pict. 23-28). The researcher was describing a little profile of SMA YLPI Pekanbaru, in Table 3.1 bellow :

Table 3.1

Profil of SMA YLPI Pekanbaru

1. Name of School	: SMA YLPI Pekanbaru
2. NPSN	: 10404021
3. Email	: http://smaylpipekanbaru.sch.id
4. School Address	: Jl.Kaharuddin Nasution Km 11, Simpang Tiga, Kec. Bukit Raya, Pekanbaru, Riau
5. Accreditation	: A
6. Principal/HeadMaster	: Ahyarni, S.Ag
7. NIP / NUPTK	: 19600622 198703 2009
8. Name of Implementation	: YLPI
9. Decree on School Establishment	: 02375 / I09.2b / 13-84
10. Decree of Establishment	: 1984-03-05
11. SK Operating License	: 02375 / I09.2b / 13-84
12. Date of SK Operating License	: 1984-03-05
13. Land Size	: 1,200 M
14. Electrical Power	: 5.000
15. ISO Certification	: 9001:2008
16. Building Status	: Owned Foundation
17. Curriculum	: 2013

Table 3.2

Vision of SMA YLPI Pekanbaru

Superior in quality, achievement in creation, good in Cultured Environmentally

Table 3.3

Mission of SMA YLPI Pekanbaru

<ol style="list-style-type: none"> 1. Increases the development of the experience of the value of the faith of the divine self to God. 2. Increases the practice of Patriotism 3. Developing human resources through foreign language, science and technology. 4. Development of supporting facilities to successful teaching and learning. 5. Growup the school society to the importance of nature conversation. 6. Doing of practice to the value of cultural. 7. Creating the beautiful, clean and comfortable school.

3.2.2 Time

The research was conducted the research on July-August, 2019 for about six meetings to apply the strategy including pre-test, treatment, and post-test. It could be seen in Table 3.4 as follows :

**Table 3.4
Research Schedule**

No	Class	Activity	Date/Month	
1.	Experimental Class (X IPS)	Pre- Test	Monday July 15, 2019	
		Treatment	Tuesday July, 16, 2019	Thursday July, 18, 2019
		Treatment	Tuesday July, 23, 2019	Thursday July, 25, 2019
		Post- Test	Tuesday July, 30, 2019	
2.	Control Class (X IPA)	Pre-Test	Monday July 15, 2019	
		Post-Test	Tuesday July, 30, 2019	

3.3 Population and Sample of the Research

3.3.1 Population

According to Suharsimi Arikunto (2010: 173) “Population was all research objects. The research was a population research. When there were someone wanted to make research all elements in the research area, the study or research was also being the population study or census study“.

The population of this study was the first year students of SMA YLPI Pekanbaru in the academic year 2019/2020. The population was the group of interest to the researcher, the group to which she or he would like to results of the study to be generalizable. There were two classes that consist of one class for science departments and one class for social

departments. The total number of the first year students of SMA YLPI Pekanbaru were 52 students. They were assumed to have the same level of proficiency and the same background. It could be seen in Table 3.5 as follows:

Table 3.5
The Total Population at the First Year
Students of SMA YLPI Pekanbaru 2019/2020

No.	Classes	Male	Female	Total
1.	X IPA	12 students	17 students	29 students
2.	X IPS	12 students	11 students	23 students
Total Population				52 students

3.3.2 Sample

The population above was large enough to be all taken as sample of the research. Sample was a part of the population which was investigated (Arikunto, 2006: 131). The researcher used the method of population research, if the research subject less than 100 was better to took all of it. Thus, it was regarded as a population research. If the research subject more than 100, the researcher could taken 10-15% or 20-25% from the population (Arikunto, 2006:134). Because of the population of this research were less than 100, so the researcher took 20% of the population to represent total about 52 students.

The researcher used purposive sampling in selecting sample. But all members of selected groups had similar characteristics. The researcher found that X IPS as a experiment class and X IPA as a control class. Those were as the sample of the research with number 52 students; 23 students

for an experiment class and 29 students for a control class. For further information about the list name of students of IPA and IPS, please (see Appendix 3 and 4) :

Table 3.6 Sample of the Research

Class	Total of Students
X IPA (Experimental Group)	23
X IPS (Control Group)	29
Total	52

3.4 Instrument of the Research

According to David 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 recount text : orientation, events and re-orientation. 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. Observaton

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 was used non systematc 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 was also to get the list of the students and collect the needed data.

3. Test

Test means a set question to measure the achievement or capability of individual class. The purpose if 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 recount text that taken from internet, textbook, ruangguru, and relevant resources.

3.4.1 PQ4R (Variable X)

a. Pre-Test

Pre-Test was consisted of multiple choice about recount text, fullfil aspects of reading such as orientation, event and

reorientation. The total score is 100, so the students were got 100 if they could in a good reading.

Pre-Test was used to know the basic ability of the students especially to determine ability of sample. For the pre-test the students were asked to read a topic about “Holiday”. In this research pre-test conducted in the first meeting on Monday, July 15, 2019. For pre-test question (See Appendix 5).

b. Treatment

The researcher was only given treatment to experimental class, then desribed in Table 3.7, as follows :

Table 3.7
Treatment in Experimental Class

Meeting	Teacher’s Activity	Student’s Activity
Meeting 2	<p>Pre-Activity :</p> <ul style="list-style-type: none"> ✓ Teacher entered the class. ✓ Teacher greet the students ✓ Teacher checked the attendance list. <p>Whilst-Activity :</p> <ul style="list-style-type: none"> ✓ Teacher gave pre-test to the students. <p>Post-Activity :</p> <ul style="list-style-type: none"> ✓ Teacher collected students’ test. 	<ul style="list-style-type: none"> ✓ Students reply teacher’s greeting. ✓ Students do the pre-test.
	<p>Pre-Activity :</p> <ul style="list-style-type: none"> ✓ Teacher entered the 	<ul style="list-style-type: none"> ✓ Students listen

<p>Meeting 3</p>	<p>class.</p> <ul style="list-style-type: none"> ✓ Teacher greet the students. ✓ Teacher checked the attendance list. ✓ Introduced the lesson to the students. 	<p>carefully.</p> <ul style="list-style-type: none"> ✓ Students preview the paragraph. ✓ Students tried to designed some question. ✓ Students read the text. ✓ Students got the information and tried to remember it.
<p>Meeting</p>	<p>Teacher's Activity</p>	<p>Student's Activity</p>
	<p>Post-Activity :</p> <ul style="list-style-type: none"> ✓ Teacher concluded the lesson. ✓ Teacher asked to students about the difficulties that they have while they are reading the text and applying this strategy. ✓ Teacher gave possitive feedback. ✓ Teacher close the lesson (greet). 	<ul style="list-style-type: none"> ✓ Students tried to make summary. ✓ Students gave their opinion about learning process. ✓ Students were respond well. ✓ Reply greeting.
<p>Meeting 4</p>	<p>Pre-Activity :</p> <ul style="list-style-type: none"> ✓ Teacher entered the class. ✓ Teacher greet the students. 	<ul style="list-style-type: none"> ✓ All of the students respond it. ✓ Some students gave response. ✓ Students listened

	<ul style="list-style-type: none"> ✓ Teacher checked the attendance list. ✓ Teacher asked the students what the topic about in the previous meeting. ✓ Teacher encouraged the students to remember what they information got. <p>Whilst-Activity :</p> <ul style="list-style-type: none"> ✓ Teacher recite about the explanation of the meaning of recount text. ✓ Teacher together discussed to make a summary the result what they read by their own language. ✓ Teacher gained the students and helped if they don't understand. ✓ Teacher asked to read a summary which they have made and given the students evaluation. 	<p>carefully.</p> <ul style="list-style-type: none"> ✓ Students were asked and answer question. ✓ Students made a summary and comprehend information. ✓ Students read a summary. ✓ Students gave evaluation.
Meeting	Teacher's Activity	Student's Activity
	<p>Post-Activity :</p> <ul style="list-style-type: none"> ✓ Teacher concluded 	<ul style="list-style-type: none"> ✓ Students gave their opinion about

	<p>the lesson.</p> <ul style="list-style-type: none"> ✓ Teacher asked to students about the difficulties that they have while they are reading the text and applying this strategy. ✓ Teacher delivered the lesson plan for the next meeting. ✓ Teacher close the lesson (greet). 	<p>learning process.</p> <ul style="list-style-type: none"> ✓ Students respond well. ✓ Reply greeting.
Meeting	Teacher's Activity	Student's Activity
Meeting 5	<p>Pre-Activity :</p> <ul style="list-style-type: none"> ✓ Teacher entered the class. ✓ Teacher greet the students. ✓ Teacher checked the attendance list. ✓ Warm-up. <p>Whilst-Activity :</p> <ul style="list-style-type: none"> ✓ Teacher remain the students about procedure of PQ4R Strategy. ✓ Teacher gave an example of recount text. ✓ Teacher asked the students to learn 	<ul style="list-style-type: none"> ✓ All of the students respond it. ✓ Some students gave response. ✓ Students listen carefully. ✓ Students tried to remember and used the strategy in every meeting. ✓ Students read the first and last paragraph and preview the information. ✓ Students designed

	<p>how to find main idea.</p> <ul style="list-style-type: none"> ✓ Teacher asked students to design some question related to the text. ✓ Teacher asked students to read the text. ✓ Teacher stimulating the material. ✓ Teacher together to find the summary and predict about something unknown. ✓ Teacher asked students to read the summary that made from detail of recount text and read back if still not sure. 	<p>question.</p> <ul style="list-style-type: none"> ✓ Students read the text. ✓ Students stimulate. ✓ Students predict something. ✓ Students guess answer.
Meeting	Teacher's Activity	Student's Activity
	<p>Post-Activity :</p> <ul style="list-style-type: none"> ✓ Teacher concluded the lesson. ✓ Teacher asked to students about the difficulties that they have while they are reading the text and applying this strategy. 	<ul style="list-style-type: none"> ✓ Students gave their opinion about learning process. ✓ Students respond well. ✓ Reply greeting.

	<ul style="list-style-type: none"> ✓ Teacher close the lesson (greet). 	
Meeting 5	<p>Pre-Activity :</p> <ul style="list-style-type: none"> ✓ Teacher entered the class. ✓ Teacher greet the students. ✓ Teacher checked the attendance list. ✓ Introduced the lesson to the students. ✓ Warm-up. <p>Whilst-Activity :</p> <ul style="list-style-type: none"> ✓ Teacher remained procedure of PQ4R Strategy. ✓ Teacher gave an example of recount text. ✓ Teacher asked students to preview the text. ✓ Teacher gave assignment to the students to make questions. ✓ Teacher asked the students to read the text. ✓ Informed the students to relate 	<ul style="list-style-type: none"> ✓ All of the students respond it. ✓ Some of students gave response. ✓ Students listened carefully. ✓ Students need to scan and skim the paragraph. ✓ Students designed question. ✓ Students read the text. ✓ Students encouraged their prior knowledge. ✓ Students discussed the summary. ✓ Students review.

	<p>some information their prior knowledge.</p> <ul style="list-style-type: none"> ✓ Teacher asked students to think and discuss the main point. ✓ Teacher asked students to read back if they are not sure. 	
Meeting	Teacher's Activity	Student's Activity
	<p>Post-Activity :</p> <ul style="list-style-type: none"> ✓ Teacher and students together made a resumed and concluded the lesson. ✓ Teacher asked to students about the difficulties that they have while they are reading the text and applying this strategy. ✓ Teacher asked students to submit the worksheet pre-test and post-test. ✓ Teacher was provide material reinforcement ✓ Teacher was given 	<ul style="list-style-type: none"> ✓ Students gave their opinion about learning process. ✓ Students respond well. ✓ Reply greeting

	<p>appreciation to all of the students that have tried to provide the result of its best.</p> <ul style="list-style-type: none"> ✓ Teacher was provided positively feedback to the process and outcomes learning. ✓ Teacher conducted assessment or reflection. ✓ Teacher close the lesson (greet). 	
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c. Post-Test

In post-test students answered the text about recount text. The post-test using PQ4R Strategy, the researcher read recount text about personal recount and the students were reconstructed it. For the first time the student constructed it individually and the second time they reconstructed the text with their own prior knowledge. The test was given at the treatment until post test. In this research, the post-test was conducted on Tuesday, July 30th, 2019 in experimental and control class (X IPS and IPS). For post-test question (See Appendix 6)

3.4.2 Reading Comprehension (Y)

In this research, the materials have been discussed in classroom. Besides, test materials was constructed by considering the indicators to be measured. The indicator of the test can be seen on the table 3.8 below :

Table 3.8
Indicator of Recount Text

Variable	Indicator	Sub-Indicator	Classification of the Term
Recount	<ol style="list-style-type: none"> 1. Orientation 2. Envent 3. Reorientation 	<ol style="list-style-type: none"> 1. Identification Setting 2. Identification Characters 3. Finding Main Idea And Detail Information. 4. Finding Generic Structure, Language Feature,Etc. 5. Finding message or goal 	<ol style="list-style-type: none"> a. Explain about in which the narrator tells the audience who is in the story (characters), when the story was took place and where the action is happening (setting). b. Identifying the generic structure and language feature. c. Determining detail information include explicit and implicit meaning. d. Identifying the message or goal in recount text.

The researcher was seen the indicator of reading of recount text : orientation, events and re-orientation. This test was administered to the students at the end of meeting.

The test was done in form of multiple choices. The researcher was explained in Table 3.9 below :

Table. 3.9
Blue Print of the Test

No	Topic		Indicator	Questions Item	Total	Source
	Pre-Test	Post-Test				
1.	Holiday	My Daughter Birthday	1. Orientation	1, 2, 11, 17, 20	5	Ruang Guru
			2. Event	4, 5, 6, 9, 13, 15, 19	7	
			3. Reorientation	3, 7, 10, 12, 14, 16, 18, 8	8	
2.	Holiday	My Daughter Birthday	1. Orientation	1, 2, 11, 17, 20	5	Ruang Guru
			2. Event	4, 5, 6, 9, 13, 15, 19	7	
			3. Reorientation	3, 7, 10, 12, 14, 16, 18, 8	8	
					20	

3.4.3 Validity of the Instrument

Every test, whether it was short, informal classroom test or a public examination should be as valid as the test constructor that made it. The test must aim at providing a true measure of the particular skill in which it was intended to measure. Heaton states that the validity of a test was intended to which it measured what it was supposed to measured and nothing else.

3.4.4 Reliability of the Instrument

A test must be first reliable as measuring instrument. Reliability was necessary characteristic of any good test. Reliability was a necessary characteristic of a good test. It was possible that the test could be reliable but it was not valid, whereas the test was valid automatically it was automatic reliable. There were some factors make a test was reliable, they were:

1. The extent of the sample of material selected for testing
2. The administration of the test, clearly this was an important factor in deciding reliability, especially in tests of oral production and listening.

3.4.5 Homogeneity of the Instrument

It was used to know whether the data are homogenous or not. The researcher was used SPSS Version 24 to measure homogeneity.

3.4.6 Normality

Normality test was used to know the distribution data normal or not.

3.5 Research Procedure

This research was out in six meeting, it used to help students to achieve the goals of teaching. The procedures of this research are :

3.5.1 Procedures for the Research

In this case, the researcher taught recount text and implementation of teaching reading of recount text as follows :

1. The researcher selected the participants of class X IPA and IPS.
2. The researcher consolidated with the other who handled the students.
3. The teacher consolidated with the school teacher about the list of students that were going to be the subject of the research.
4. The researcher gave a text.
5. The researcher taught reading recount text by using PQ4R Strategy.
6. Teacher explained component of reading to attract them to be a good reading.
7. The researcher conducted the pre-test to find out the mean of the pre-test.
8. The researcher taught by using PQ4R Strategy for experimental class and conventional strategy or traditional method for control class. In experimental class the researcher given treatment, on the other hand control class was not given treatment.
9. The researcher conducted the post-test.
10. The result of post-test and follow up were taken and calculated to find out the result of effect students' reading comprehension.

11. The researcher compared between pre-test and post-test to find out whether the effect of students' reading comprehension and traditional method or not.

3.6 Data Collection Technique

In this research, the researcher used data collection technique taught recount text and implementation of teaching reading of recount 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 reseacher was conducted the post-test in this research. This test used to measure students' rading comprehension to know the effect of PQ4R Strategy.

3.7 Data Analysis Technique

Data Analysis used to analyze the data that was collected. After the instruments were valid so the researcher gave the test to the students at experiment and control classes, and analyze the data. In analyzing the data of this research, the researcher used the statistical calculation of T-test. T-test used to find out the significant difference mean between two variables. The T-test used in order to find out whether there was a significant effect of PQ4R strategy toward students' reading comprehension especially in recount text. The data was calculated by using SPSS Version 24 program.

The items of test on reading skill were used multiple choice test with five option (a, b, c, d, e) by score 5 for the right answer and 0 (zero) for the wrong answer (score for reading skills). Furthermore, if a student's answer 1 item correctly, the score was 5 and 0 (zero) for the wrong answer, all of the items correctly, the score was 100.

In knowing whether the PQ4R for students' reading comprehension of recount text was effect or not. The researcher used the steps which were done by the the researcher in analyzing the result of students' reading comprehension. For the interpretation range scoring rubric, as in table 3.10 bellows :

Table 3.10
Interpretation of the Student's Scoring Rubric

No	Score Range	Categories
1	81-100	Excellent
2	61-80	Good
3	41-60	Average
4	21-40	Poor
5	0-20	Very Poor

Sudjono (2018) in Deni Ardiansyah (2014:42)

Adapted in Rina Rahmawati (2019)

CHAPTER IV

RESEARCH FINDINGS

In this chapter, the researcher was presented the finding concerning at the first year students of SMA YLPI Pekanbaru in comprehending recount text, which have been taken from the given Pre-Test and Post-Test of two class they were Experimental Class and Control Class. In this case, Experiment Class was conducted at first year of social students and Control Class was conducted at first year of science students.

4.1 Data Presentation

The researcher was presented the research data in this chapter which have been collected from the given test to analyze the students' reading comprehension. After getting the data from the test of the research, the researcher was presented the data to be calculated. Then the researcher showed the result of the students' reading comprehension of recount text based on the indicators of recount text, they were *orientation*, *events*, and *reorientation*. The result of data was presented as evidence to answer the research question.

After administrating pre-test, the researcher was given treatment then carried out the post-test in order to find out whether there was significant differences between students' reading comprehension by using PQ4R Strategy. In this chapter, the researcher also describing of teaching and learning process for about six meeting including pre-test, treatment and post-test as bellow :

4.1.1 Pre-Test

The pre-test was carried out to determine the early background ability of the students were selected as the sample. It was held to find out whether the experimental group and control group at the same level before applying a new strategy for the experimental group and the material of the test. The first meeting was to give examples of a recount text. The objective in this meeting was to give the students clear understanding about a recount text by giving examples of a recount text related to the topic.

The activities designed by the researcher in this meeting were students got the explanation about the generic structure of a recount text, language features; simple past tense and words showing order. Last students' had to answer the question of pre-test. After that before the lesson is over, the teacher told to students' what topic study for next meeting. In this pre-test the researcher was conducted the text to each class between experimental class and control class on Monday, July, 16th 2019. (See Appendix 11 Documentation, Pict. 10)

4.1.2 Treatment

The treatment was conducted for the experimental group only. The treatment used PQ4R Strategy. The treatment of teaching by PQ4R Strategy as follows, with steps :

For the *first* treatment, this was conducted in second meeting on Tuesday, July, 16th 2019, the students were greeting to the teacher and checked the attendance. Teacher also gave a perception such question related to the content that associate prior knowledge then explore

vocabulary words. Teacher did not remember to give motivation and warm-up. Then teacher was explained the learning objective and scope material. Teacher showed the topic “Holiday” to students and then the students were asked to investigate the generic structure of recount text the text. Teacher gave an example how to find main idea, how to know the generic of structure and comprehend the text. There were definitions of recount text, generic structure and tenses used to write recount text, the purpose of the text. Indeed, the teacher also asked students to practice by the example. After that, the students answered the question of pre-test. Last, students’ summarized about the material.

The *second* treatment, in this third meeting on Thursday, July 18th 2019. PQ4R Strategy was introduced to the students. The teacher explained how to apply the procedure of PQ4R Strategy in reading comprehension. Reading text in this meeting entitled “My First Experience to Ride Motorcycle” was distributed to the students. After that, the students were asked to apply the procedure of PQ4R Strategy while reading but the students still feel confused. In the main activity during reading, the students showed how to use PQ4R Strategy as steeply. The first stage was *Preview*, the researcher tried to ask the students to read the text with a glance and to find the main idea of the text. The researcher asked the students to read the first and last sentence in each paragraph to find the keyword of main idea. Since the text was long, the students asked to read the first and last paragraphs to find the main idea of the text.

The second stage was *Question*, the process where the students should make question by using wh-questions. The students asked to make some questions to the text before they read the whole text. The students formulated their own questions first by oral or before answering the questions given by the teacher. There was some problem in questioning stage. Some students made mistakes in making questions in English so that the researcher taught them how to make question in English especially in past tense form. Finally the students could follow this process.

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. Because of time was limit, the researcher closing activity lesson by make a summary together then also gave positive feedback.

In this *third* treatment in the four meeting was conducted on Tuesday, July 23th, 2019, as usual before started the study researcher always warm-up and tried to brainstorming to prior knowledge of students. After that, PQ4R strategy explained again like in the previous meeting. Because of the last meeting time was limit, so in this meeting the researcher continued the study by the next step of PQ4R.

The fifth stage of PQ4R strategy was *Recited*. In this meeting still learned the same topic entitled “My First Experience to Ride Motorcycle”. In this process the students and researcher together discuss to made summary of the result that they read. Their summary that they made could help the students to comprehend information in the text. Among some

activities done by the students, some of them got difficulties to identify the unfamiliar/difficult words in the text. Some of students still lazy to check unfamiliar words but there were some students could understand and active. So, in this meeting, the researcher helped the students to identify the difficult words and explained about concept of recount text.

And the last stage was **Review**. In this process almost all of students followed because in this process the students asked to read a summary of which they have made, and checked their answer when they were still not sure with their answer. In this process the students were enthusiastic because they could understand more the material and so they did not make mistake when answering the questions.

Since this research was conducted to see whether PQ4R strategy could be used to increase students' reading comprehension achievement or not, the students given evaluation by practice in example of recount text. They had to answer some questions represented the three indicator of recount text in reading comprehension at the end of every meeting. It was expected that by having knowledge about PQ4R strategy the students would not found any difficulty in comprehending the text.

Because of the time have not over, the teacher gave an example of recount text to made it practice with tentitled "A Study Tour to Bali". The researcher asked to students to learned how to find main idea for the first stage **Preview**. Then students had already been able to determine the main idea of the text. The students asked to read the first and last paragraph of that text. The first paragraph of that text was "*I was in Senior High School*

when at the first time I went to Bali Island. I went there with my teacher and friends. It was a study tour actually. My teacher, me class friends and I were in the same bus. We left our school at 8 a.m". From that paragraph, most of the students concluded that the main idea of that text was "*Holiday in Bali*". Then, the students had already been able to find specific information of the text.

In **Question** stage, the researcher asked the students to design some question related to the text to easier answer the question. After that, the students were tried to make questions by using wh-questions by oral. Then to checked the students' understanding about how to find specific information, the researcher gave one question based on the text. For example; "*How many places that they were visited?*". Most of them could answer that "*They were visited in four places*".

The next step was **Read**. The researcher asked the students to read the text. Besides, the students also could find the inference on the text. It was a process of guessing or prediction about something unknown based on the facts in the text.

The next step was **Reflect** the researcher stimulating the material to students. If the researcher asked the students about "*Which statement is true, except?*". After that, **Recite** step. The students could guess the answer actually because they had read the whole text in reading stage. For the last step was **Review**, the researcher asked students to read the essence that made from the detail of recount text and asked them to make sure with their answer.

In the *four* treatment in the fifth meeting, the researcher gave treatment was conducted on Thursday, July 25th, 2019. As usual before started the study the researcher always warm-up and tried to brainstorming to prior knowledge of students. After that, the researcher remained the students about procedure of PQ4R strategy was explained again in every meeting. In the beginning till the end meeting. The researcher gave an example of recount text entitled “Holiday at Beach”.

For the first step was **Preview**. The students asked to be more concerned with vocabulary and reference. After they read the text entitled “Holiday at Beach”.

After that the next step was **Question**. The researcher asked them about the synonym of the underline word. First, the researcher asked them to guess what the meaning of the underlined word is. After that, she was asked them to get the synonym by considering the meaning of the word. Whereas most of them could answer correctly. Then, the students also had already been able to identify reference. They could answer most of the question about reference. In the text “Pangandaran Beach”, the questions might be “*We would never forget that moment. We refers to?*”. The researcher asked them to find the word and then asked them to read the sentences before it.

And then the next step was **Read**. The researcher asked the students to read the text by skim and scan rapidly. The researcher asked to students to find specific information then understanding what they have read. In the next step was **Reflect**. The researcher informed students to

relate some information to their prior knowledge and asked them to write down ideas they got. After that the next step was *Recite*. As usual the rwas asked students to think and discuss the main point what they have made.

Then the last step was *Review*. The researcher asked students to read the essence that made from the detail information of recount text if they were still not sure with their answer they could review the text correctly. At that time, more improvement shown by students, greater and better that in the previous meeting. The students tried to comprehend the text well enough; they also seemed very active when running the procedures of PQ4R strategy.

Furthermore, the researcher close the activity together made resume, submitted the pre-test and post-test, provided material reinforcement, gave appreciation to all of the students that have tried to provided the result its best, after that the researcher provided positively feedback to the process and outcomes of learning. Not only that but also conduct assessment or reflection and say thank you for their participation. (See Apendix 11 Documentation, Pict. 10, 12, 13, 14, 15, 16, 17, 18)

4.1.3 Post-Test

In the last meeting, on Tuesday, July 30th, 2019, the students led to discuss about recount reading text entitled “My Daughter Birthday”. The researcher still gave the material but the time was limit. The researcher only gave their brainstorming. The students did the same steps of PQ4R strategy in their reading, it was running well. In the *Preview* stage, the students could skim the text quickly because they were seriously

comprehended the text and so enthusiastic to comprehend the reading text. In the *Question* stage, the students could make question by using wh-questions. The students could formulate their own questions correctly. After that in the *Read* stage. Even, there was some of student still get low score but they also could read the text in detail. Then, in the *Reflect* stage, the students could remember and memorize what they read. In *Recite* stage, the students could make summary of the result that they read. So, the students could answer the questions themselves correctly and easily. And in the last stage, it was *Review*, the students read the summary they have made, and checked their answer when they were still not sure with their answer. In this process the students were enthusiast because they could understand more the material so that they did not made mistake when answer the questions.

The teaching learning process ran better than the previous treatment. After that, the researcher distributed the post-test to the students. The students had to answer some questions represented the three indicator of recount text in reading comprehension. Then, after the students were finished the task, the researcher was conducted a class discussion to discussed the material and checked the answer together. It was noted that this last meeting, to comprehend the reading text using PQ4R strategy was more interesting. (See Apendix 11 Documentation, Pict. 19)

4.1.4 The Student's Score of Pre-Test in Experimental Class

Before given treatment, the researcher had given pre-test to the students. It was done to know the ability of the students in reading comprehension especially in recount text. The researcher was presented the students' score of pre-test in the table 4.1 as follows :

Table 4.1

Student's Score of Pre-Test in Experimental Class

Student	Indicator			Score	Level of Ability (Category)
	Orientation	Event	Reorientation		
S1	20	20	20	60	Average
S2	10	5	5	20	Very Poor
S3	10	15	20	45	Average
S4	20	30	25	75	Good
S5	15	30	20	65	Good
S6	10	10	0	20	Very Poor
S7	25	25	20	70	Good
S8	15	20	10	45	Average
S9	10	15	25	50	Average
S10	20	20	35	75	Good
S11	5	15	10	30	Poor
S12	20	30	25	75	Good
S13	5	5	10	20	Very Poor
S14	5	10	15	30	Poor
S15	5	5	5	15	Very Poor
S16	15	15	20	50	Average
S17	20	0	10	30	Poor
S18	10	5	10	25	Poor
S19	10	15	15	40	Poor
S20	20	20	15	55	Average

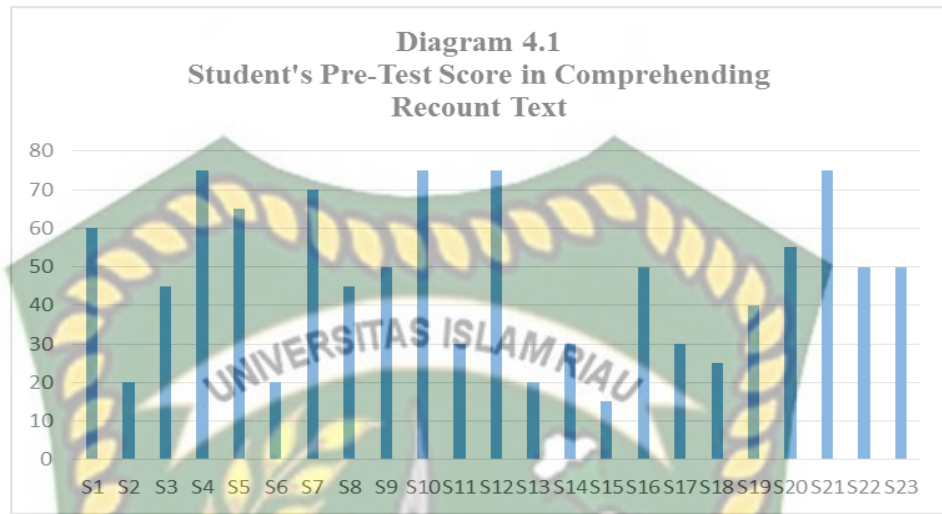
S21	20	20	35	75	Good
S22	20	20	10	50	Average
S23	10	10	30	50	Average
Total	320	360	390	1.070	Average
Mean	13,91	15,65	16,95	46,52	
Highest					75
Lowest					15

The table 4.1 above showed the information about student's score of pre-test in comprehending of recount text at SMA YLPI Pekanbaru in 2019/2020 academic year especially in social major. From the data, it can be seen that the total score that 23 students got was 1.070, it can be calculated that the mean score of the test was 46,52. It means that the students' means score classified as average level.

As the result of the pre-test in experimental class, from 23 students were classified that 6 students (26,08%) in good level. In addition, there were 8 students (34,8%) it means each of them in average level. The research also found that there were 5 students (21,73%) it means they were in poor level. Meanwhile, in the very poor level there were 4 students (17,39%).

Shortly, the data showed that most of students did not have good skill in reading comprehension. It proven that students had serious problem in reading. Further, the maximum score in pretest of experimental class was 75 and the minimum score was 15.

Here it can be seen the result of the students's correct answer in experimental class in diagram 4.1 :



Referring to Diagram 4.1 above, the researcher explained that S4, S10, S12, and S21 they answered 15 correct answer then got score 75. In addition, that S7 answered 14 correct answer then she got score was 70. Then, S5 answered 13 correct answer then she got score was 65. It means all of them still in Good level.

Then, S1 got score was 60 because she answered 12 means. Next, S20 he got score was 55 because answered 11 correct answer. Meanwhile, that S9, S16, S22, and S23 they got score 50 because they answered 10 correct answer. In addition, that S3 and S8 they got score was 45 because their got 9 correct answer. It means they got in Average level.

After that, S19 got score was 40, he answered 8 correct answer. Then, S11, S14 and S17 they got score was 30, he answered 6 correct. In addition, S18 he got score was 25 because he just answered 5 correct. Among of them in Poor level.

On the other hand, there were 4 students in Very level. The researcher will classified that S2, S6 and S13, they got score was 20 because they answered 4 correct answer. Then, S15 she got score was 15 Very poor level she got score 15 because she just answered 3 correct answer.

Table 4.2
The Student's Score Classification of Pre-Test of Experimental Class in Reading Comprehension of Recount Text

No	Classification		Frequency (Person)
	Score	Level of Ability	
1.	81-100	Excellent	0
2.	61-80	Good	6
3.	41-60	Average	8
4.	21-40	Poor	5
5.	0-20	Very Poor	4

4.1.5 The Student's Score of Post-Test in Experimental Class

After giving treatment in experimental class by using PQ4R strategy, a post test was conducted in the last meeting at Tuesday, 30 July, 2019. The score of test had been taken as data of research. The score of post-test in experimental class could be seen in the table 4.3, as follows :

Table 4.3

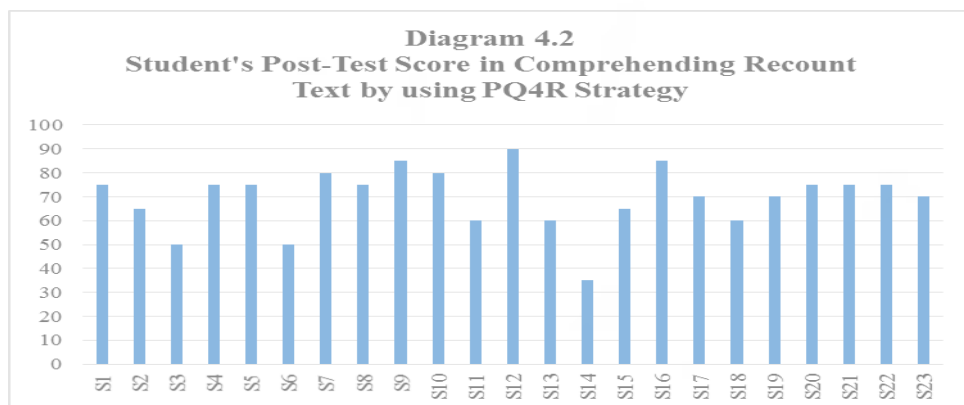
Student's Score of Post-Test in Experimental Class

Student	Indicator			Score	Level of Ability (Category)
	Orientation	Event	Reorientation		
S1	25	25	25	75	Good
S2	20	25	20	65	Good
S3	15	10	25	50	Average
S4	25	30	20	75	Good
S5	25	30	20	75	Good
S6	15	15	20	50	Average
S7	25	30	25	80	Good
S8	25	25	25	75	Good
S9	25	30	30	85	Excellent
S10	20	30	30	80	Good
S11	10	25	25	60	Average
S12	25	35	30	90	Excellent
S13	20	20	20	60	Average
S14	20	5	10	35	Poor
S15	20	25	20	65	Good
S16	25	30	30	85	Excellent
S17	20	20	30	70	Good
S18	15	25	20	60	Average
S19	25	20	25	70	Good
S20	25	30	20	75	Good
S21	25	30	20	75	Good
S22	25	30	20	75	Good
S23	20	25	25	70	Good
Total	495	570	545	1.600	
Mean	21,52	24,8	23,69	69,57	Good
Highest					90
Lowest					35

The table 4.3 above showed the student's score of post-test in comprehending recount text by using PQ4R Strategy in experimental class at first year of social students of SMA YLPI Pekanbaru 2019/2020 academic year. The researcher was describe the information shown below.

Based on the data above from 23 students, the researcher was classified that there were 3 (13,04%) person in Excellent level, followed in Good level there were 14 (61,9%) students in this position. Next, came in Average level there were 5 (21,8%) students. Then, Poor level also got only 1 (4,34%) person respectively.

The data showed that most of students were good in reading comprehension because they could increase the score text from previous score. Further, the maximum score in post-test of experimental was 90 and the minimum score was 35. From the data above total score of the students was 1.600 after doing treatment by using PQ4R Strategy in reading comprehension of recount text. Here, it can be calculated that the mean score of experimental class in post-test was 69,56. Which means that the students' mean score classified as a Good level. Here it can be seen the result of the students's correct answer in experimental class in Diagram 4.2 :



According to diagram 4.2 above, the researcher was explained who got in Excellent level. That S9 he got score was 90 because the correct answer was 18. Next, S12 and S16 they answered 17 correct answer then they got score 85.

In addition, the researcher was explained who students that got score in Good level. There were two students got score was 80, they were S7 and S10, because they answered 16 correct answer. After that, there were 7 students got score was 75, they were S1, S4, S5, S8, S20, S21 and S22 among of them could answered 15 correct answer. Came to the students who got score was 70. There were 3 students included S17, S19, and S23, because they could answered 14 correct answer.

Now, came to the students who in Average level. The score 65 got for about 2 students they are S2 and S15, they answered 13 correct answer. Moreover the score 60 got for 3 students, they were S11, S13 and S18 because they could answerd 15 correct answer. Next, the score 50 they were S3 and S6 because they just could answered 10 correct answer.

In the next level, the researcher was explained the students who got in Poor level, in this case there was 1 student that S14 who got score 35 because he just answered 7 correct answer.

As clearly, it has been classified on table 4.4 based on the score and level ability of students below:

Table 4.4

The Student's Score Classification of Post-Test in Reading Comprehension of Recount Text by Using PQ4R Strategy

No	Classification		Frequency (Person)
	Score	Level of Ability	
1.	81-100	Excellent	3
2.	61-80	Good	14
3.	41-60	Average	5
4.	21-40	Poor	1
5.	0-20	Very Poor	0

4.1.6 The Student's Score of Pre-Test and Post Test in Experimental Class

The result data of students' reading comprehension by using PQ4R Strategy was calculated by SPSS Version 24 taken from pre-test and post-test can be seen in the table 4.5 :

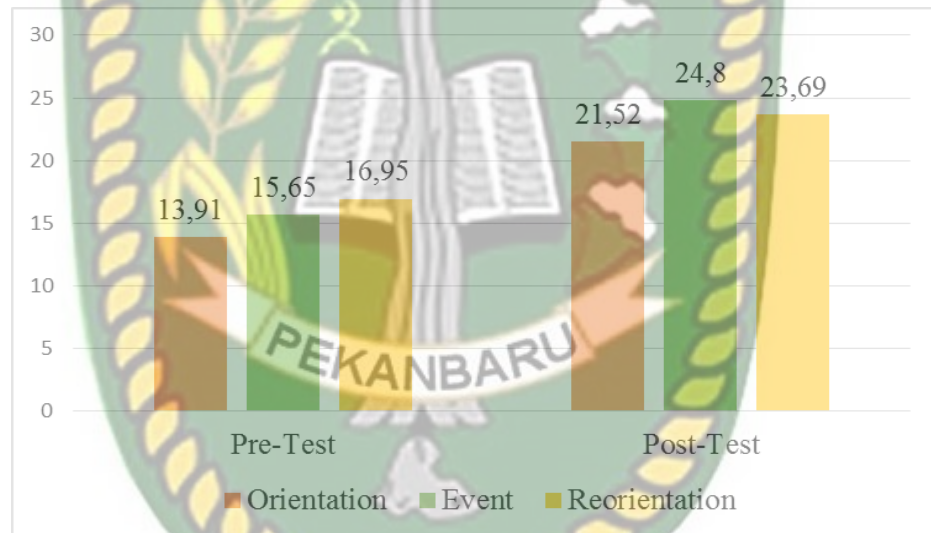
Table 4.5

Students' Statistic of Pre-Test and Post Test in Experimental Class

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test Experiment	46,52	23	20,081	4,187
	Post-Test Experiment	69,57	23	12,784	2,666

From the Table 4.5 above it can be seen that there were 23 students in experimental class. The mean score of pre-test was 46,52 and mean score of post-test was 69,57. The standart deviation in pre-test was 20,08 and post-test was 12,8. The standart error mean in pre-test was 4,1 and post test was 2,6. It means the students had improvement in reading comprehension, it was proved by students total score had improvement after treatment by using PQ4R Strategy.

Diagram 4.3
Student's Reading Comprehension of Recount Text
in Experimental Class



Based on diagram 4.3 showed the students' ability in comprehending such indicators of recount text for pre-test and post-test in experimental class. It could be seen that the students' reading comprehension in recount text.

For *orientation* was 13,91 in pre-test and post-test was 21,52. Between orientation pre-test and post-test there was slight rise to 7.91. For *event* was 15,65 in pre-test and for event in post-test was 24,8. Between number in pre-test and post-test there was increase with number

9.15. In addition, for *reorientation* was 16,95 in pre-tes and for reorientation was 23,69 in post-test. Between them there was increase steeply with number 6.74. It means that students reading comprehension in recount text for each indicator in experimental class got improvement from pre-test to post-test.

4.1.7 Students' Score of Pre-Test in Control Class

In control class the researcher did not apply the treatment. Further the researcher only gave also the test in control class. The students' score of pre-test in control class can be seen in Table 4.6 below :

Table 4.6
Student's Score of Pre-Test in Control Class

Student	Indicator			Score	Level of Ability (Category)
	Orientation	Event	Reorientation		
S1	15	15	10	40	Poor
S2	15	10	10	35	Poor
S3	10	15	10	35	Poor
S4	10	15	10	45	Average
S5	20	15	10	45	Average
S6	20	15	10	45	Average
S7	15	5	15	35	Poor
S8	10	5	15	30	Poor
S9	20	10	15	45	Average
S10	15	5	10	30	Poor
S11	15	10	15	40	Average
S12	10	15	10	35	Average
S13	25	15	20	60	Good
S14	20	5	10	35	Poor
S15	15	20	15	50	Average

S16	15	15	15	45	Average
S17	25	15	10	50	Average
S18	10	10	10	30	Poor
S19	10	10	15	35	Poor
S20	25	10	15	50	Average
S21	10	10	15	35	Poor
S22	20	10	15	45	Average
S23	15	10	5	30	Poor
S24	10	10	10	30	Poor
S25	15	10	15	40	Poor
S26	15	5	10	30	Poor
S27	20	10	5	35	Poor
S28	20	10	15	50	Average
S29	10	15	10	35	Poor
Total	455	325	350	1.145	
Mean	15,68	11,20	12,06	39,48	Poor
	Highest				60
	Lowest				30

The table 4.6 above showed the student's score of post-test in comprehending recount text by using PQ4R Strategy in control class at first year of science students of SMA YLPI Pekanbaru 2019/2020 academic year. The researcher was describe the information shown below.

Based on the data above from 29 students were classified that 1 student (3,44%) were in Good level, 12 students (41,3%) were in Average level, then 16 students (55,17%) were in Poor level, and no one students in Excellent level.

The data showed that the most of students did not have good skill in reading comprehension. It proved that students had serious problems in reading. Further, the maximum score in pre-test of control class was 60 and the minimum score was 30.

Shortly, from the data above total score of 29 students was 1.145 before doing treatment. Here, it can be calculated that the mean score of experimental class in pre-test was 39,48. It means that the students' of mean score classified as Poor level.

Here it can be seen the result of the students's correct answer in comprehending recount text in pre-test in Diagram 4.4 below:



According to Diagram 4.4 above, the researcher was describe what the chart about. This chart was conducted for pre-test in control class for science students.

First, the researcher was explained who got in Excellent level, because in this research there was no one students got in Excellent. The researcher came to explained who the students got in Good level.

That S13, she answered 12 correct answer then got score was 60. Next, for the score 50 earned for S15, S17, S20 and S28 they could answered 10 correct answer. After that, there were 6 students that could answer 9 correct answer they are S4, S5, S6, S9, S16s, and S22, so they got score was 45.

Second, the research was explained who got in Poor level. The score was 40 earned by S1, S11, and S25 because of them could answered 8 correct answer. Then the students who got score was 35 they are S2, S3, S4, S7, S12, S14, S16, S22, S27 and S29. Among of them could answered 7 correct answer. In addition, S8, S10, S18, S23, S24 and S26 they were got score was 30 because of them could answered 6 correct answer.

As clearly, it has been classified on table 4.7 based on the score and level ability of students below :

Table 4.7
The Student's Score Classification of Pre-Test of Control Class
in Reading Comprehension of Recount Text

No	Classification		Frequency (Person)
	Score	Level of Ability	
1.	81-100	Excellent	0
2.	61-80	Good	1
3.	41-60	Average	12
4.	21-40	Poor	16
5.	0-20	Very Poor	0

4.1.8 Students' Score of Post-Test in Control Class

In control class, the post-test also conducted in last meeting.

Students' score of post-test in control class can be seen in Table 4.8 below :

Table 4.8

The Student's of Post-Test in Control Class

Student	Indicator			Score	Level of Ability (Category)
	Orientation	Event	Reorientation		
S1	15	10	15	45	Average
S2	20	15	5	40	Poor
S3	20	15	20	45	Average
S4	20	10	15	50	Average
S5	25	15	15	40	Poor
S6	20	20	10	50	Average
S7	15	15	10	30	Average
S8	15	20	15	40	Average
S9	20	15	15	40	Poor
S10	15	20	15	40	Poor
S11	20	10	15	45	Average
S12	15	15	10	55	Average
S13	20	15	20	50	Average
S14	15	10	10	45	Average
S15	15	10	20	50	Average
S16	25	10	15	60	Average
S17	15	15	30	45	Average
S18	10	15	10	50	Average
S19	10	15	15	35	Poor
S20	15	10	15	40	Poor
S21	20	15	15	40	Poor
S22	15	10	15	35	Poor
S23	5	10	15	40	Average

S24	10	10	10	50	Average
S25	15	15	10	50	Average
S26	25	15	10	40	Poor
S27	15	15	10	45	Average
S28	20	15	10	30	Poor
S29	10	10	15	35	Poor
Total	480	395	405	1.260	
Mean	16,55	13,62	13,96	43,45	Average
Highest					60
Lowest					30

The table 4.8 above showed the student's score of post-test in comprehending recount text by using Conventional Method in control class at first year of science students of SMA YLPI Pekanbaru 2019/2020 academic year. The researcher was describe the information shown below.

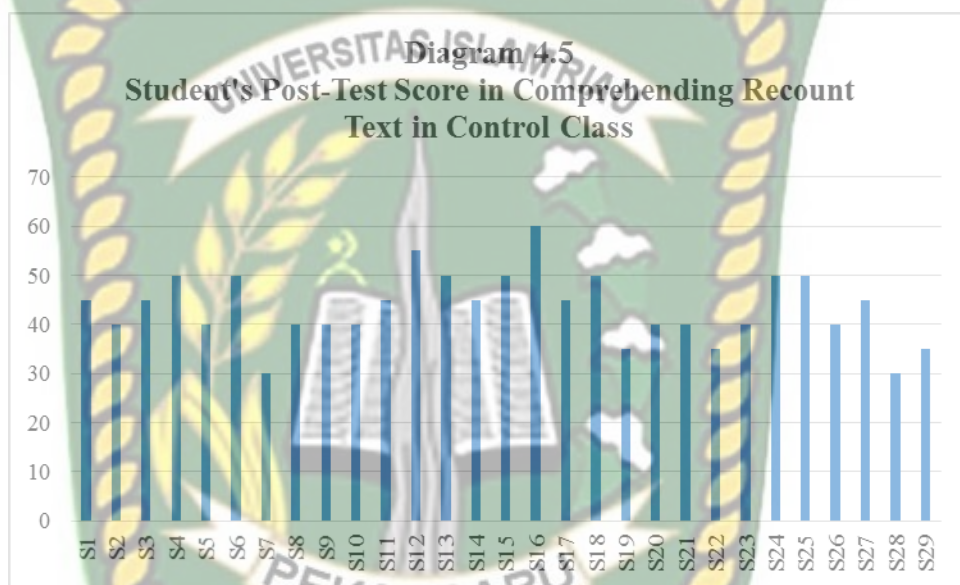
Based on the data above from 29 students were classified that 1 student (3,44%) were in Good level, 17 students (58,62%) were in Average level, then 11 students (37,93%) were in Poor level, and no one students in Excellent level.

From the data above, it can be concluded that the most of students have been quite improve in reading comprehension of recount text from previous test but they did not have good skill in reading comprehension because they still use monotoun strategy in learning. The students still feel bored because there was no creative, efficient and effective strategy. It proved that students had serious problems in reading.

Further, the maximum score in pre-test of control class still same as before was 60 and the minimum score was 30. Shortly, from the data above

total score of 29 students was 1.260. Here, it can be calculated that the mean score of control class in post-test was 43,45. It means that the students have been quite increase than previous test means score classified as Average level.

Here it can be seen the result of the students's correct answer of in comprehending recount text in pre-test in Diagram 4.5 below:



According to Diagram 4.5 above, the researcher was describe what the chart about. This chart was conducted for post-test in control class for science students.

First, the researcher was explained who got in Excellent level, because in this research there was no one students got in Excellent. The researcher came to explained who the students got in Good level. That S16, she answered 12 correct answer then got score was 60.

Next, for the Average level earned by the student with score was 55 that S12 could answered 11 correct answer. Meanwhile that S4, S6, S13, S15, S18, S24, and S25 they got score was 50 because of them could

answered 10 correct answer. There were 6 students that S1, S3, S11, S14, S17, and S27 they got score was 45 because of them could answer 9 correct answer.

Came to the Poor level. There were 11 students in Poor level position. The researcher was describe the information. For the score 40 there were 9 students could answered 8 correct answer they were S2, S5, S8, S9, S10, S20, S21, S23, and S26. And then S19, S22 and S29 they got score 35 because they only answered 7 correct answer. Moreover, S7 and S28 got the lowest score was 30 because of they could answered 6 correct answer.

As clearly, it has been classified on table 4.9 based on the score and level ability of students below :

Table 4.9
The Student's Score Classification of Post-Test of
Control Class in Reading Comprehension of Recount Text

No	Classification		Frequency (Person)
	Score	Level of Ability	
1.	81-100	Excellent	0
2.	61-80	Good	1
3.	41-60	Average	17
4.	21-40	Poor	11
5.	0-20	Very Poor	0

4.1.9 The Students Score of Pre-Test and Post-Test in Control Class

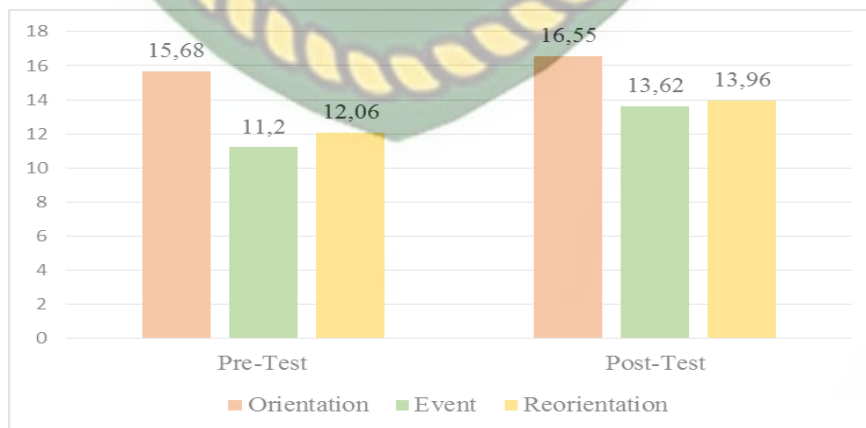
The result data of students' reading comprehension without treatment in control class also taken from pre-test and post-test. The result score could be seen in the table 4.10 :

Table 4.10
Students' Statistics of Pre-Test and Post-Test in Control Class

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test Control Class	39,48	29	7,945	1,475
	Post-Test Control Class	43,45	29	7,084	1,315

From the Table 4.10 above it can be seen that there were 29 students in control class. The mean score of pre-test was 39,48 and mean score of post-test was 43,45. The standart deviation in pretest was 7,9 and post-test 7,08. The standart error mean in pre-test was 1,4 and post test was 1,3.

Diagram 4.6
Student's Reading Comprehension of Recount Text in Control Class



Based on Diagram 4.6 above showed the students' ability in comprehending such indicators of recount text for pre-test and post-test in control class. It could be seen that the students' reading comprehension in recount text.

For *orientation* was 15,68 in pre-test and post-test was 16,55. Between orientation pre-test and post-test there was slight rise to 0,87.

For *event* was 11,2 in pre-test and for event in post-test was 13,62. Between number in pre-test and post-test there was increase with number 2,42.

In addition, for *reorientation* was 12,06 in pre-test and for reorientation was 13,96 in post-test. Between them there was increase steeply with number 1,9. It means that students reading comprehension in recount text for each indicator in experimental class got improvement from pre-test to post-test.

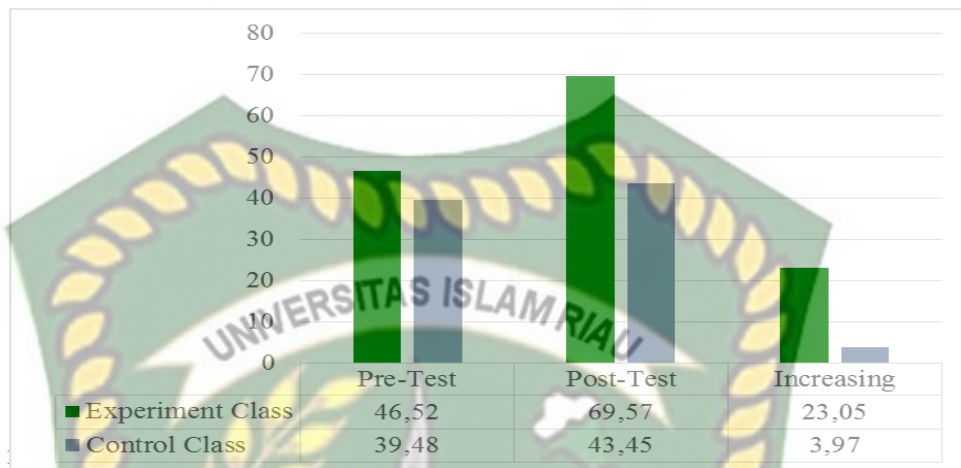
It means that students reading comprehension in recount text for each indicator in control class was little improvement from pre-test to post-test.

4.1.10 The Increasing Students' Means Score of Pre-Test And Post-Test In Control And Experiment Class

Based on the calculation above, the researcher got the mean score of Pre-test and Post-test in control and experiment class. Furthermore, the increase of the students' score between control and experiment class can be seen the Diagram 4.7 bellow :

Diagram 4.7

**The Increasing Students' Means Score of Pre-Test and Post-Test
in Experiment and Control Class**



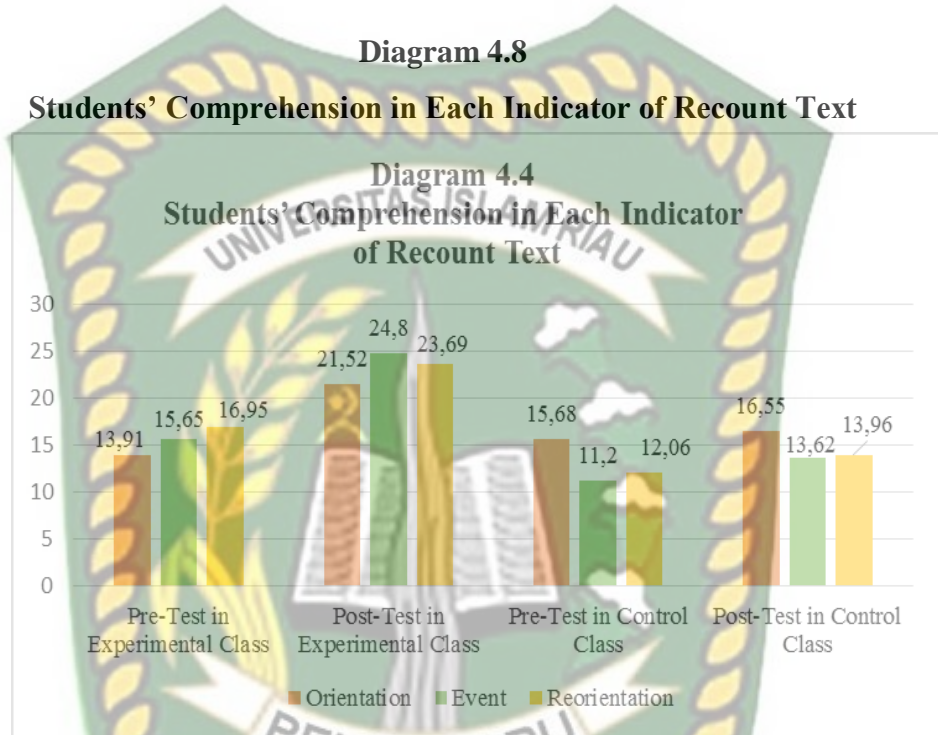
From the Diagram 4.7 above, it can be seen the mean score of pre-test of experimental class was 46,52. After the students was given the treatment by using PQ4R Strategy the mean of post test become 69,57. It could be seen the increasing of mean score from pre-test to post-test was 23,05. It means that there were significant improvement.

While the mean score of post-test in control class was 39,48 and in post-test was 43,45. It could be seen the increasing of mean score from pre-test and post-test in control class was 3,97.

It could be summerized that there were little improvement because any significant effect of PQ4R Strategy on students' reading comprehension at first year of SMA YLPI Pekanbaru.

4.1.11 The Result of Student’s Comprehension in Each Indicator of Recount Text in Experimental Class and Control Class

Recount text there were three indicator. They are orientation, event and reorientation. The researcher was described bellow :



Based on diagram 4.4 showed the students’ ability in comprehending such indicators of recount text for pre-test and post-test in experimental class and control class.

It could be seen that the students’ reading comprehension in recount text. For *orientation* was 13,91 in pre-test and post-test was 21,52. For *event* was 15,65 in pre-test and post-test was 24,8. For *reorientation* was 16,95 in pre-test and post-test was 23,69.

However, the students’ ability in comprehending such indicators of recount text for pre-test and post-test in control class was not good. It could be seen that the students’ reading comprehension in recount text.

For *orientation* was 15,68 in pre-test and in post-test was 16,55. For *event* was 11,2 in pre-test and post-test was 13,62. For *reorientation* was 12,06 in pre-test and in post-test was 13,96.

From the data above, the students' score of each indicator in recount text of two class from pre-test to post-test. However, the increasing of experimental class was higher than control class. Therefore, the increasing of students' reading comprehension on each indicator of recount text by using story PQ4R strategy gave significant improvement and effect of students' reading comprehension in experimental class than control class.

4.1.12 Validity of Test

Every test, whether it was short, informal classroom test or a public examination should be as valid as the test constructor that makes it. The test must aim at providing a true measure of the particular skill in which it was intended to measure. Heaton states that the validity of a test was intended to which it measures what supposed to measure and nothing else.

Table 4.11
Validity of Experimental Class

Validity				
Indicator		Orientation	Event	Reorientation
Orientation	Pearson Correlation	1	,612*	,448*
	Sig. (2-tailed)		,002	,032
	N	23	23	23
Event	Pearson Correlation	,612**	1	,535**
	Sig. (2-tailed)	,002		,009
	N	23	23	23
Reorientation	Pearson Correlation	,448*	,535*	1
	Sig. (2-tailed)	,032	,009	
	N	23	23	23
**. Correlation is significant at the 0.01 level (2-tailed).				
*. Correlation is significant at the 0.05 level (2-tailed).				

From the table 4.11 above, to know the score of r-table with with the significant 0,05. So, $df = 23 - 2 = 21$. With significant 0,05 so that was obtained $r_{table} = 0,433$. It can be seen that the results of testing the validity show that all indicators of the experimental class was valid.

Which has :

- a. Orientation : $1 \geq 0,433$
- b. Event : $0,612 \geq 0,433$
- c. Reorientation : $0,448 \geq 0,433$

All of indicator have a r_{count} greater than r_{table} ($r_{count} > 0.433$). So that it can be said that all indicator of experimental class instruments were valid. For further table product moment (r) (See Appendix 8).

Table 4.12
Validity of Control Class

		Validity		
		Orientation	Event	Reorientation
Orientation	Pearson Correlation	1	,047	,177
	Sig. (2-tailed)		,807	,359
	N	29	29	29
Event	Pearson Correlation	,047	1	,007
	Sig. (2-tailed)	,807		,972
	N	29	29	29
Reorientation	Pearson Correlation	,177	,007	1
	Sig. (2-tailed)	,359	,972	
	N	29	29	29

From the table 4.12 above, to know the score of r-table with with the significant 0,05. So, $df = 29 - 2 = 27$. With significant 0,05 so that was obtained $r_{table} = 0,381$. It can be seen that the results of testing the validity show that all indicators of the experimental class was valid.

Which has :

- a. Orientation : $1 \geq 0,381$
- b. Event : $0,47 \geq 0,381$
- c. Reorientation : $0,177 \leq 0,381$

All of indicator have a r_{count} greater than r_{table} ($r_{count} \geq 0.381$). So that it can be said that all indicator of experimental class instruments of orientation and event were valid. It means that each indicator have a r_{count} greater than r_{table} ($r_{count} \geq 0.381$). But, the instrument of reorientation was lower because r_{count} quite greater than r_{table} ($r_{count} \leq 0.381$). For product moment table (r) (See Appendix 9).

4.1.13 Reliability Test

A test must be first reliable as measuring instrument. Reliability was necessary characteristic of any good test. Reliability was a necessary characteristic of a good test. It was possible that the test can be reliable but it is not valid, whereas the test was valid automatically it automatic reliable.

Test Reliability was done to test the consistency of answers from respondents. In reliability testing, the value said was reliable if $r_{\alpha} > 0.60$. The criterion of reliability :

1. 0,91 – 1,00 = Very High
2. 0,71 – 0,90 = High
3. 0,41 – 0,70 = Enough
4. 0,21 – 0,40 = Low
5. $< 0,21$ = Very Low

While the reliability test results for all variables , as follows :

Table 4.13
Reliability of Experimental Class

Reliability Statistics	
Cronbach's Alpha	N of Items
,756	3

From the Table 4.13 above, it can be seen that the value of Cronbach's Alpha experimental class was 0.75. 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 ($0,75 \geq 0,60$).

On the other hand, the reliability test results for all variables, as follows :

Table 4.14
Reliability of Control Class

Reliability Statistics	
Cronbach's Alpha	N of Items
,201	3

From the Table 4.14 above, it can be seen that the value of Cronbach's Alpha Control Class was 0.20. So that it can be concluded that the instrument for the experiment class was not reliable because Cronbach's Alpha experiment class is lower than 0.60 ($0,20 \leq 0,60$).

4.1.14 Normality Test

The normality test was performed using Shapiro Wilk. The test was for the two groups, both post-test and pre-test group, to determine if the distribution of the data from the sample was normal. Thus, the researcher used SPSS version 24 software. If the normality was more than the level of significance α (0.05), scores would be normally distributed.

Table 4.15

Normality Pre-Test Results between Experimental and Control Class

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-Test Experiment Class	,220	23	,005	,908	23	,036
Post-Test Control Class	,142	23	,200*	,923	23	,078
*. This is a lower bound of the true significance.						
a. Lilliefors Significance Correction						

From Table 4.15 above, it can be seen that the significance of pre-test score in experiment class based on *Shapiro-Wilk* was 0.36. If the data was lower in a significance $\alpha = 0.05$ it means that data was not normal distributed. Here, it can be concluded that the data was not normal because 0.036 was lower than 0.05 ($0.036 \leq 0.05$).

In addition, it also seen that the significance of pre-test score in control class based on *Shapiro-Wilk* was 0.078. If the data was lower in a significance $\alpha = 0.05$ it means that data was not normal distributed. It can be concluded that the data was normal because 0.078 was higher than 0.05 ($0.078 \geq 0.05$).

Table 4.16

Normality Post-Test Results between Experimental and Control Class

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Post-Test Control Class	,193	23	,026	,946	23	,247
Post-Test Experiment Class	,186	23	,037	,929	23	,103

a. Lilliefors Significance Correction

Table 4.16 above, it can be seen that the significance of post-test score in experiment class based on *Shapiro-Wilk* was 0.10. If the data was lower in a significance $\alpha = 0.05$ it means that data was not normal distributed. Here, it can be concluded that the data was normal because 0.10 was highest than 0.05 ($0.10 \geq 0.05$).

In addition, it can be seen that the significance of post-test score in control class based on *Shapiro-Wilk* was 0,24 If the data was lower in a significance $\alpha = 0.05$ it means that data was not normal distributed. It can be concluded that the data was normal because 0,24 was higher than 0.05 ($0.24 \geq 0.05$).

4.1.15 Homogeneity Test

a. Pre-test Homogeneity Test

After calculated the normality, the next step of the calculation was finding the homogeneity of the data. The purpose of this calculation was to see whether the data in both classes were homogenous or heterogeneous. The researcher used SPSS v.24 to found the

homogeneity of the data by looking at the significant of the data. If it was higher than 0.05 it means that the data was homogeneous.

Table 4.17

Homogeneity of Pre-Test Result

Between Experimental and Control Class

Test of Homogeneity of Variances			
Result			
Levene Statistic	df1	df2	Sig.
5,331	1	50	,025

Table 4.16 showed that the significance of pre-test score between experimental class and control class was 0.25. Therefore, it can be inferred that the pre-test data of both classes were homogenous since 0.25 higher than 0.05 or $0.25 \geq 0.05$.

b. Post-Test Homogeneity Test

After analyzed the homogeneity of pre-test class of experimental class and control class, then, the researcher looked for the homogeneity of post-test class of experimental class and control class by using SPSS v.24.

The result of post-test homogeneity test was described in a table as follows :

Table 4.18

Homogeneity of Post-Test Result

Between Experimental and Control Class

Test of Homogeneity of Variances			
Result			
Levene Statistic	df1	df2	Sig.
5,331	1	50	,025

Table 4.16 showed that the significance of pre-test score between experimental class and control class was 0.25. Therefore, it can be inferred that the pre-test data of both classes were homogenous since 0.25 higher than 0.05 or $0.25 \geq 0.05$.

4.1.16 Descriptive Statistic

Table 4.19

Descriptive Statistics Pre-Test and Post Test Experimental Class

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Experiment	23	15	75	46,52	20,081
Post-Test Experiment	23	35	90	69,57	12,784
Valid N (listwise)	23				

From table 4.17 above, it can be concluded that mean of Pre-Test of Experimental class was 46,52, and mean of Post-Test of Experiment class was 69,57. From the data it can be concluded that there was differences mean score both pre-test experimental class and post-test of experimental class.

Table 4.20
Descriptive Statistics Pre-Test and Post Test Control Class

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Control	29	30	60	39,48	7,945
Post-Test Control	29	30	60	43,45	7,084
Valid N (listwise)	29				

From table 4.18 above, it can be concluded that mean of Pre-Test of Control class was 39,48, and mean of Post-Test of Experiment class was 43,45. From the data it can be concluded that there was differences mean score both pre-test experimental class and post-test of control class.

Table 4.21
Paired Sample Test Experimental Class

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-Test Experiment Post-Test experiment	-23,043	14,980	3,124	-29,521	-16,566	-7,377	22	,000

From the table 4.21 as the paired sample test. Paired test used to know wheter any significant effect of using PQ4R strategy on students' reading comprehension. According to Sugiyono (2011:308). The alternative hypothesis was accepted if the score of t_0 is greater that the value of t_1 . However, if t_1 was greater thab t_0 the alternative hypothesis was rejected. The researcher was already calculated and analyzed the data.

Based on output SPSS 24 version above, Paired Sample T-Test showed levene's test to know the same variance. Which :

H_0 = Variance Population Identic.

H_a = Variance Population not Identic.

If Sig Fcalculate $\geq 0,05$, H_0 was accepted.

If Sig Fcalculate $\leq 0,05$, H_a was accepted.

From the data can be seen that t-calculate obtained 7.377 will be compare to t-table, $df= 22$ at level 5% was 2.074. It can be concluded that t-calculated was higher than t-table. In other word, it can be read $7.377 \geq 2.074$. For further information about how the researcher got the t-table it can be seen in Distribution Table (t) or (See Appendix 10).

Furthermore, based on the table above. It can be seen that the significant score in experimental class, the researcher was concluded that null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted which means $0,000 \leq 0,05$. Briefly, there was a significant effect of PQ4R Strategy on students reading comprehension at SMA YLPI Pekanbaru especially in recount text.

Based on the result of the related research about use of PQ4R Strategy in reading comprehension (Nahrika Yanti : 2012), it could be concluded that used of PQ4R Strategy could increase students' reading comprehension on recount text also. Similiarly in this research, from the result of the data the researcher also concluded that the use of PQ4R Strategy gave the possitive effect in reading comprehension.

4.2 Data Interpretation

In the description of the data which was taken from 23 students of experimental class, the researcher could explained about the data which was got from the students. The description of the experimental class has the mean of pre-test was 46,52 before using PQ4R Strategy. It means most of students got low score and cannot reach the minimum score. After giving 4 times treatments for experimental class using PQ4R Strategy, the researcher got the mean of post-test was 69,57.

It can be known that PQ4R Strategy has improved students' reading comprehension of recount text. It has proved that Strategy could increase students reading comprehension. Besides, Pehofer and Roy (2003) state that PQ4R strategy was an efficient strategy which facilitates and involves students during teaching learning process that make students be easier to read the story in recount text. Hence, when the students were given the treatment in four meetings, they could be easy to read the text in using PQ4R Strategy step by step slowly but surely. When they had reading post-test, they could be easy to read the passage and answer it,

then if the students did not what they udnerstand about, they keep to asked to teacher. The students' reading achievement improved in post-test. It can be seen in the main score which has been mentioned before. Moreover, in apply PQ4R Strategy in the classroom, the researcher felt that the students could enjoy reading. They could actively involve in teaching and learning activity since the students could usde their creativity and imaginary.

Furthermore, the result of pre-test in experimental class told that the lowest score in the pre-test was 15 and the highest score was 75. The data showed in post-test that the smallest score was 35 and the highest score was 90. It can be summarized that the lowest and the highest scores in post-test were higher than pre-test.

Meanwhile, from the description of score in control class which the researcher got in SMA YLPI Pekanbaru, the mean of pre-test was 39,48. In this class, the researcher did not apply PQ4R Strategy, but the researcher only asked the students to read the story, translate the story into their own language and answer the questions based on the story. But, in this case only the English teacher of SMA YLPI gave treatment by Conventional Method. The mean of post-test was 43,45. It can be seen the gain was also increased but not as significant as in the experimental class.

Which means that the gain score of experimental class was higher than control class. The researcher thought there were some factors that caused why the class in control class not as significant as in the experimental class, bellow :

The first was because students felt bored when they were reading the text, then translate it into native language and answer the questions based on the text. The students were lazier to check in dictionary about un-familiar word because of they have lack of vocabulary.

The second, their teacher still used monotoun learning and did not apply strategy. So, the students were knowing word was not enough with understanding the text. It can be compared with the students used strategy or not. The students could actively involved in teaching and learning activity while in using conventional method it was not.

Moreover, the result of pre-test in control class was showed that the lowest score in the pre-test was 30 and the highest score in the pre-test was 60. Meanwhile, the lowest score in post-test same as pre-test there was stable with score of the lowest of post-test was 30 and the highest score was 60. It can be summarized that the lowest and the highest score in post-test were also higher than pre-test even though not as significant as in experimental class.

Before the researcher was tested the hypothesis, the researcher analyzed the normality and homogeneity of the data. The purpose of analyzing the normality was to see whether the data got in the research has been normally distributed or not. After knowing the data was normal and homogenous, the researcher could use parametric test that is t-test formula. To test the normality and homogeneity, for analyze the data the researcher was used SPSS v. 24. The result of normality can be seen by comparing the value of significant value of 0.05 or 5%.

Meanwhile, the purpose of analyzing the homogeneity was to see whether the data in both experimental and control class were homogenous or heterogeneous. To test homogeneity, the researcher was also used SPSS v. 24. The result of homogeneity can be seen by comparing the score of significant score of 0.05 or 5%. In the analyzing the normality, the result showed that both the data of pre-test in experimental class was normal but post-test in experiment class was not normal. According to criteria of the test, it can be seen in the result that the significant score of pre-test 0.005. By looking at the score of normality, it can be known that the data of pre-test in experiment class was not normal since the score of 0.036 was lower than 0.05. Furthermore, the result of normality of post-test in experimental class was also showed the data was normal. The normality score of post-test in control class is 0,078 and it was higher that significant score that is 0.05.

And then the result showed that both the data of pre-test in control class were normal. According to criteria of the test, it can be seen in the result that the significant score of pre-test was 0,10. By looking at the score of normality, it can be known that the data of pre-test in control class was normal since the score of 0.010 is higher than 0.05. Furthermore, the result of normality of post-test in control class also showed the data was normal. The normality score of post-test in control class was 0,24 and it was highest that significant score that was 0.05. It means that not all the data in both pre-test and post-test of experimental and control class were not normal.

After getting normal data, the next was to analyze the result from the calculation of homogeneity. The result showed that the homogeneity of pre-test between experimental class and control class were 0.25. From the result of score homogeneity, it can be concluded that the pre-test score of both classes were homogenous since the value is higher than significance value, that was $0.25 > 0.05$. The result of post-test between experimental class and control class also showed the data was homogenous, it can be seen from the significance data which was got $0.25 > 0.05$. It can be taken a conclusion that from pre-test and post-test score between experimental class and control class that the data were homogenous.

After getting the data which were normal and homogenous, the researcher could calculate the data by using parametric formula that is t-test. The final calculation was testing the hypothesis. This was the main calculation to answered the problem formulation of this research that whether there was any significant difference between students' reading comprehension achivement in experimental class by using PQ4R Strategy on students' reading comprehension achivement in control class without strategy. The researcher was used t-test formula in the significance degree α of 5%. The result showed that t-test (t_o) $>$ t-table (t_i) $7.377 > 2.074$. It can be inferred that t-test was higher than t-table. Since t_o was higher than t_i , the null hypothesis (H_o) is rejected and the alternative hypothesis (H_a) was accepted means there was significant difference between students' reading comprehension using PQ4R Strategt and without using strategy.

It was proven that PQ4R Strategy was effective toward students' reading comprehension of recount text at First Year Students of SMA YLPI Pekanbaru.

Based on the finding of the research, it was found that the students' achievement in reading comprehension of recount text in experimental class where PQ4R Strategy was applied to teach reading comprehension have increased than students' achievement in reading comprehension who were taught by using conventional technique because the students who were taught by strategy can be easy to understand the reading text. The result of pre-test and post-test showed that the students' achievement in reading comprehension before PQ4R Strategy was applied was lower than after the strategy was applied.

4.3 Hypothesis Testing

From the calculation of the analysis by using SPSS version 24, the researcher was analyzed the data above it was found that *t-table* was 2.074 at the level significant 5% and *t-calculate* 7.377. It can be concluded that *t-calculated* obtained was higher than *t-table*. In other word we could read $7.377 \geq 2.074$. Based on the score, the researcher was concluded that H_0 was rejected and H_a was accepted means that there was significant effect of PQ4R Strategy on students' reading comprehension at the first year students of SMA YLPI Pekanbaru.

CHAPTER V

CONCLUSION, IMPLICATION AND SUGGESTION

5.1 Conclusion

This research was an experimental research. It was done in two group they were an experimental class and control class with quantitative method to measure the significant effect by numerical statistical. In this chapter, the researcher eventually arrived at the conclusion stage of the research that has been done which location at SMA YLPI Pekanbaru. In conducting this research using PQ4R Strategy, the researcher was expected the students' not only have to read but also need to comprehend the text.

The target population of this research was the first year students' of SMA YLPI Pekanbaru in academic year 2019/2020. The number of population in this school were 52 including science and social. Exactly, the researcher took 23 students of science major for experimental class and 29 students of social major for control class.

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 recount 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 was concluded as follows :

1. To improve students' reading comprehension by PQ4R strategy, first years students' of SMA YLPI Pekanbaru make the progress. The students have a slight increase in reading comprehension especially of recount 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 46,52 and post-test was 69,57. While in control class, the means score of pre-test was 39,48 and post-test was 43,45. 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 effect to the students' reading comprehension after being taught by PQ4R strategy. In other words, the use of PQ4R strategy produce better outcome and also gives positive contribution to raise the students' ability in reading comprehension. It proven by the result of t-test, it was be read that t-table was higher than t-calculate which $7.377 \geq 2.074$. Furthermore, based on the SPSS it can be summarize that $0,000 \geq 0,05$. Which means H_0 was rejected and H_a was accepted.

3. By using PQ4R strategy, the students can develop their self-confidents. It was helped to make students attention, interest, 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 Implication

From the conclusion about, this research was implied that it was known that PQ4R Strategy on students' reading comprehension at SMA YLPI Pekanbaru. It can be seen from the data, before giving the treatment students got low score, therefore, after applied the tres Which means the researcher found that there was significant effect of students' reading comprehension.

5.3 Suggestion

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

5.3.1 Suggestion for English Teacher of Senior High School

The English Teacher should be aware of the importance of applying a variety of instructional strategy in relation to improving the students' comprehension of English subject, particularly in reading skill in order to improve the students' comprehension of English material which in

turn they can improve their learning achievement in English subject, particularly in reading skills.

Furthermore, some attempts of the application of certain instructional strategy will give the English teacher some of valuable empirical knowledge of the significant effect of such strategy upon the students' learning outcome. The English teacher may selectively to apply one by one the instructional strategy to determine whmonotoich strategy is match and simply to applicable for enhancing their students' English skills. The English teacher must not monotonously apply one teaching strategy only but they should continually the teaching strategy to see which of those strategies are academically suitable for their students in learning English.

Based on the research finding above, the researcher was also strongly suggest the English teacher to apply PQ4R Strategy in order to improve their students' reading comprehension. Evidently, the first year students of SMA YLPI Pekanbaru achieved their reding comprehension much better after applying this strategy.

5.3.2 Suggestion for Students of Senior High School

Based on the research finding above, so the students at senior high school should keep improving their reading comprehension through understanding of the content of English reading passage that generally indicator of recount text they are orientation, event and reorientation, how

to find idea, make summary and also detail information then explicit and implicit meaning behind the text.

In addition, those students also need to comprehend to improve their English vocabulary based on their level of education to make easier understand the text and the whole content. The students expected to be not only to know the text but also know the meaning the text to be more criticize. So, by having good understanding and got the information made life easier because we live in an age where we over flow with information, so reading is the main way to take advantage of it.

5.3.3 Suggestion for the Next Researcher

Finally, this research activity was expected to give some valuable references and comparative for the next researcher who are someday interested in carrying out the research in similar topic of discussion. 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.

In order to improve the students' comprehension of reading material, the English teacher may apply numerical teaching strategy. By applying one suitable teaching strategy, the English teachers are expected to be able improve the students reading comprehension of English material, particularly in comprehending reading material easily.

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