

**THE IMPLEMENTATION OF TEACHING READING THROUGH PQ4R
(PREVIEW, QUESTION, READ, REFLECT, RECITE, REVIEW) STRATEGY
AT THE EIGHT GRADE OF MTSN 7 JEMBER**

THESIS

Presented to state Islamic university of
Kiai Haji Achmad Siddiq Jember
in partial fulfillment of the requirements for Bachelor Degree (S.Pd)
Education and Teacher Training Faculty
English Education Department



By:

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**ENGLISH EDUCATION PROGRAM
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF
KIAI HAJI ACHMAD SIDDIQ JEMBER
NOVEMBER 2023**

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It has been examined and approved
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Day and Date : Monday, 20th of November 2023

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MOTTO

قَالُوا سُبْحَانَكَ لَا عِلْمَ لَنَا إِلَّا مَا عَلَّمْتَنَا إِنَّكَ أَنْتَ الْعَلِيمُ الْحَكِيمُ ﴿٣٢﴾

Meaning: They (angels) said: “Glory be to You, we have no knowledge except what you have taught us. Verily, it is You, the All-Knower, the All-Wise.” (Q.S. Al-Baqarah: 32)*



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* Dr. Muhammad Taqi-Ud-Din Al Hilali, and Dr. Muhammad Muhsin Khan, Translation of the meaning of THE NOBLE QUR'AN In the English Language. (Madinah, K.S.A: King Fahd Complex for the Printing of the Holy Qur'an, 1998)

DEDICATION

Praise and thanks to Allah who has given all mercies and blessings.

The writer would dedicate this thesis to the people whom he loves yesterday, now and tomorrow ever after.

1. My beloved father, Yusuf Mustofa (Almarhum), thanks for to be my hero.

Hope, your last home is heaven, wishing you are beside me and proud of me. I dedicated this thesis for you.

2. My beloved mother, Erwin Istiningsih who have supported me, prayed for me in all day and night. Thank you very much, thank you for your countess things.

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In the name of Allah, the most gracious and the most merciful, all praises and thanks to Allah swt, who has given his blessing and help so that the writer can finish this thesis entitled the implementation of teaching reading through PQ4R strategy at eight grade of MTsN 7 Jember as one of the requirements to gain bachelor degree in English Education program. Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution

In completing this thesis, the writer realizes that he cannot finish it without help, support, guidance, and assistance of so many participants. Therefore, he would like to express his gratitude to them who helped him in completing this thesis

1. Prof. Dr. H. Hepni, S.Ag., MM. as the rector of state Islamic university of Kiai Haji Achmad Siddiq jember who has provided all campus facilities and activities in this collage

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Finally, all the good help that you all given to the author received a good reply from God. This is the best thesis that can writer delivered. The writer will accept gratefully every comment and suggestion.



Jember, 9th September 2023

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Writer

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ABSTRACT

Yulio Hady Permana, 2023: *The Implementation of Teaching Reading Through PQ4R (Preview, Question, Read, Reflect, Recite, Review) Strategy at the Eight Grade of MTsN 7 Jember*

Key word: Teaching Reading, PQ4R (Preview, Question, Read, Reflect, Recite, Review)

Teaching reading is a process where the teacher makes students easy to reading well. But, the problem at MTsN 7 Jember were less interested about reading and low comprehend on the reading. The students still experience some difficulties in identifying main idea, making inference, determining references, using vocabulary context, and finding supporting details. The main problem is that student seem to have low interest in reading. Students assumed that reading is a boring activity since students have to read long paragraph from a written text then answer the questions based on the text. So, PQ4R strategy used to solve this problem because that can make students easier to comprehend the reading text.

The research questions in this research were: 1) What are the goals of teaching reading through PQ4R strategy at eight grade of MTsN 7 Jember? 2) What is the material of teaching reading through PQ4R strategy at eight grade of MTsN 7 Jember? 3) How are the steps of teaching reading through PQ4R strategy at eight grade of MTsN 7 Jember? 4) What is evaluation of teaching reading through PQ4R strategy at eight grade of MTsN 7 Jember?

This research used qualitative research. The participants were the English teacher and students at second grade of MTsN 7 Jember. The data collection methods that have been used were observation, interview, and document review. To valid the data, the researcher also used source triangulation and techniques collection, data condensation, data presentation and drawing conclusions or verifying data.

The novelty in this research was that students were able to implement social functions, identify structures in the text, and use language elements in recount text materials. The materials used in this study originated from worksheets provided as well as sheets prepared by the teacher. To achieve these goals, the teacher asked students to form groups based on counting from the front to the back of the classroom. Then, the teacher provided the materials and determined the time given to the students. In this case, the teacher also supervised the students in working on the materials and provided assessments. This research found that assessments were conducted using formative evaluation. Here, the teacher assessed attitudes by checking the attendance list. The teacher also assessed knowledge based on questions answered by students in the provided materials through short question assignments. Additionally, the teacher assessed the cooperation that students engaged in within their groups. One potential way to enhance the novelty and clarity of the text could be to provide specific examples or anecdotes that illustrate how the PQ4R strategy was implemented to achieve these goals.

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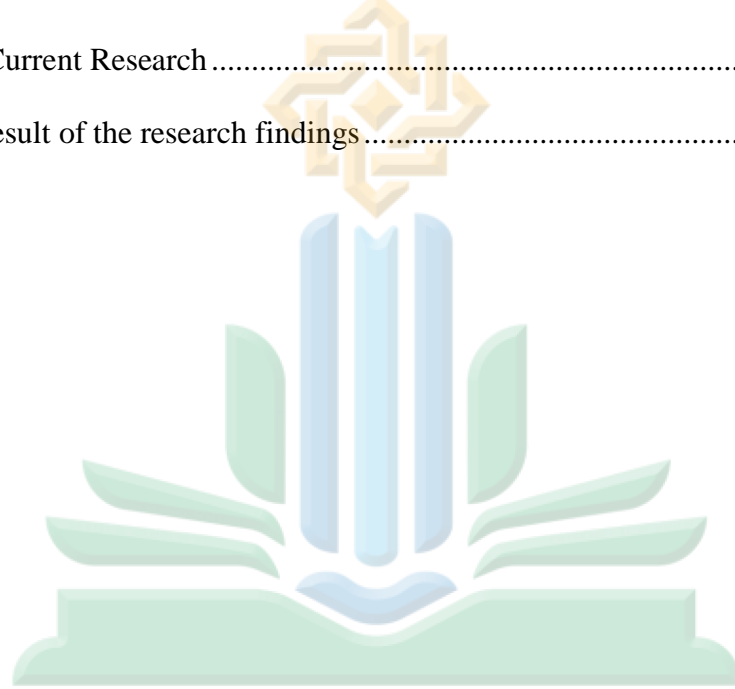
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CHAPTER I

INTRODUCTION

A. Research Background

Reading is one of English language skills that are considered important for one's growth as an individual in many aspects of life. Every day we cannot escape from this activity. We read newspaper, report, messages, books, notes, and many other writings. That is why students are taught reading skill in English at school. By reading, the students could know how English is actually used in printed and written forms. The most important activity in any language class is reading. Reading is not only a source of information and a pleasurable activity, but also a means of consolidating one's knowledge of a language. In other words, reading activities can bring many benefits for students such as to get information, pleasure and knowledge.

Furthermore, reading needs thought and creative activities. These activities require knowledge and skill which are very important for the readers. In addition, reading is useful for other purpose too any exposure to English (provided students understand it more or less) is a good thing for language students. At the very least, some of the language sticks in their minds as part of the process of language acquisition, and if the reading text is especially interesting and engaging, acquisition is likely to be even more successful.¹

¹ Jeremy Harmer, How to Teach English, (England: Longman, 1998), p.80

In Al-Qur'an chapter Al-Alaq verse 1-5, it states that Allah the Almighty asked the human to read. They should do read the holy Qur'an and the other something yet as follows.

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ﴿٢﴾ أَلَمْ يَكُنْ عَلِيمًا ﴿٣﴾
 أَلَمْ يَكُنْ عَلِيمًا الَّذِي عَلَّمَ بِالْقَلَمِ ﴿٤﴾ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ﴿٥﴾

Meaning: "Read: in the name of Allah the lord who create. Create the man of a clot. Read and the lord is the most bounteous. He who taught {the use of} the pen. Teach man that he did not know. (Qs. Al'Alaq: 1-5)²

According to Richards, reading perceives a written text in order to understand its context.³ It means that Reading is an exercise dominated by the eyes and the brain. The eyes receive messages and the brain then has to work out the significance of the messages. In addition, people receive the information from their eyes then understand the meaning by their brain.

According to Harmer, he states that reading is a receptive skill.

Receptive skills are the ways in which people extract meaning from the discourse they see or hear.⁴ In conclusion, reading is receptive skill which the people can receive the information from their eyes and brain. Reading is a set reading activity done by people which need high level process that involve eyes and brain to get the gist or messages from certain printed materials.

² Abdullah Yusuf Ali, The Meaning of the Holy Qur'an, 10th edition, Maryland: Amana Publication 2004), P.240

³ Jack Richards, John Platt and Heidi Weber, Longman Dictionary of Applied Linguistics, (England: Longman Group, 1990), p. 127

⁴ Jeremy Harmer, The Practice of English Language Teaching, (Harlow: Pearson Education Ltd., 2001), 3rd ed., p.199.

According to Nunan, reading is a fluent process of readers combining information from the text and their own background knowledge to build the meaning.⁵ It means that in reading the students should combine information in the text and students background knowledge in order to get the comprehension in the text. In general, reading is a process to know about information in a text that includes readers background knowledge in analyzing the information to make the reader understand what information that the writer wants the reader to know.

One of English teacher at MTsN 7 Jember state students have some difficulties faced by students in learning reading comprehension. The students still experience some difficulties in identifying main idea, making inference, determining references, using vocabulary context, and finding supporting details. It refers to all of the aspects of reading comprehension.

The main problem is that they seem to have low interest in reading. They assumed that reading is a boring activity since they have to read long paragraph from a written text then answer the questions based on the text. When they are not familiar with the words that contain in the long paragraph, they will ignore the questions and tend to do gambling in choosing the answer in form of multiple-choice tests.

According to Thomas and Robinson cited in Masnun, 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“

⁵ Nunan, Content Familiarity and the Perception of Textual Relationships in Second Language Reading. (RELC Journal, 1985), p. 43-51

ability to develop the idea, gaining the information and stimulating the students to recognize the new vocabularies.⁶ In order that the implementation of learning by using PQ4R strategy work well, it takes considerable time and students are more diligent, careful and thorough. In cooperative learning, students will learn in groups and are given the opportunity more active in learning activities, so there is a greater opportunity to understand PQ4R strategy and improve learning outcomes in the English language recount material.

Suprijono states that person must have stock of knowledge in reading skill, and PQ4R method is one of the other ways how to develop reading effectiveness.⁷ A good method can help students increase their ability because it can be attracting their attention in reading activity. Therefore, the teacher should be able to have an ability to develop student's interesting to increase their students reading skill.

Text is a unit which has the meaning in the context. According to Hartono, text is a unit of meaning which is coherent and appropriate for its context.⁸ In addition, text is something in writing section which is coherent and appropriate for its context. There are kinds of texts, one of them is recount text. In order to see the influence of PQ4R strategy, the researcher used recount text.

⁶ Masnun, The Use of PQ4R Strategy in Teaching Reading Recount Text (UNMAT, 2016), p.5

⁷ Suprijono, Cooperative Learning, (Yogyakarta: PustakaPelajar, 2009),

⁸ Rudi Hartono, Genres of Texts (Semarang: UNNES, 2005), p. 4

There were some researches about PQ4R strategy. One of the researches was conducted by Fatuni'mah about teaching reading recount text through PQ4R Strategy at the ninth grade students of SMP NU Ma'arif Jatinegara in the academic year of 2015/ 2016.⁹ The result of the research showed that PQ4R strategy made the students' recount text reading score improve well and it made students active in learning process. In other previous research was done by Masnun about The Use of PQ4R in Teaching Reading Recount Text: An Experimental Study at First Grade of SMA N 2 Jonggat in Academic Year of 2014/ 2015.¹⁰ The result has answered that the use of PQ4R in teaching reading recount text is effective.

The differences between the previous studies and this research are the previous researches focus on the implementation PQ4R strategy towards reading skill. The result shows that PQ4R strategy improves the students' reading skill. However, in this research, the researcher focuses on analyzing the teaching and learning PQ4R strategy process in teaching reading skill, teacher, and students' problems in teaching and learning PQ4R strategy.

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Therefore, in line with the explanations above, the researcher would like to do a research about "The implementation of teaching reading through PQ4R strategy at Eighth of MTSN 7 JEMBER in the Academic Year of 2022/ 2023"

⁹ Fatuni'mah, The teaching reading recount text through PQ4R Strategy at the ninth-grade students of SMP NU Ma'arif Jatinegara in the academic year of 2015/ 2016. Islamic University of Semarang

¹⁰ Masnun, The Use of PQ4R in Teaching Reading Recount Text: An Experimental Study at First Grade of SMA N 2 Jonggat in Academic Year of 2014/ 2015. Mataram University

B. Research Question

Based on background of study above, the research is conducted focusing on:

1. What are the goals of teaching reading through PQ4R strategy at MTSN 7 JEMBER?
2. What is the material of teaching reading through PQ4R strategy at MTSN 7 JEMBER?
3. How are the steps of teaching reading through PQ4R strategy at MTSN 7 JEMBER?
4. What is the evaluation of teaching reading through PQ4R strategy at MTSN 7 JEMBER?

C. Research Objective

1. To figure out the goal of teaching reading through PQ4R strategy at MTSN 7 JEMBER.
2. To figure out the material of teaching reading through PQ4R strategy at MTSN 7 JEMBER.
3. To figure out the steps of teaching reading through PQ4R strategy at MTSN 7 JEMBER.
4. To figure out the evaluation of teaching reading through PQ4R strategy at MTSN 7 JEMBER.

D. Research Significance

The researcher hopes that the finding of this research could give some benefits in the English teaching and learning process. There are two kinds of significance in this research, as follows:

1. Theoretical Significance

The result of this research can support the existing theory related to PQ4R strategy and reading recount text.

2. Practical Significance

The result of this research can be used as reference to teach reading through PQ4R Strategy and can be useful for further researchers who want to conduct research with the same or related topic.

E. Definition of Key Term

Key term clarifies the meaning of elements in this research in order to avoid misinterpreting on the concept that will be use in this research. The term that will be use, as follows:

1. Reading Skill

Reading skills are abilities that pertain to a person's capacity to read, comprehend, interpret, and decode written language and texts.

Reading skills also important for effective written communication, which can result in less miscommunication or misunderstanding of expectations

in the workplace.

2. PQ4R Strategy

PQ4R is the systematic strategy consists of several steps. They are Preview, Question, Read, Reflect, Recite, and Review

CHAPTER II

Review of Related Literature

A. Previous Research

This point presents the previous research related to the topic of this research, as follows:

1. Evi Harliza in 2020 entitled "*The Effect of PQ4R (Preview, Question, Read, Reflect, Recite and Review) Strategy on Students' Reading Comprehension*". The objective of the study based on the problem to the effect of PQ4R strategy on students' reading comprehension in Eleventh grades at MAS Jauharus S^{ad}ah Batang Asai Sarolangun.¹¹ The result of this research showed that test was $0,015 < 0.05$ in mean of the data. It is can be concluded that the students who were taught by using PQ4R strategy gain better than those who were taught by using making connection
2. Prima Rahmadia and Sitti Fatimah in 2020 entitled "*The Effect PQ4R Strategy And Reading Motivation For Students Reading Comprehension*".

The purposes of this research are to find out whether (1) significant effect on students reading comprehension (2) PQ4R strategy give better effect in reading comprehension of students with motivation (3) interaction between PQ4R strategy and students reading/ motivation toward students' reading comprehension.¹² Besides, the subject of this research were class

¹¹ Evi Harliza, "The Effect of PQ4R (Preview, Question, Read, Reflect, Recite and Review)" Undergraduate Thesis, Islamic State University Sultan Thaha Saifuddin Jambi, 2020, 4.

¹² Prima Rahmadia and Sitti Fatimah, "The Effect PQ4R Strategy And Reading Motivation For Students Reading Comprehension", Anglo-Saxon: Jurnal Ilmiah Program Studi Pendidikan Bahasa Inggris, Padang, 2020, 216.

IX SMA Muhammadiyah 3 Padang was the IX IPS1 as the experimental class using the PQ4R and the IX IPS3 class as the control class using the conventional. This research has the result those were: (1) there is an effect reading comprehension of students who are given PQ4R and conventional model. (2) reading comprehension of students who have low, medium and high learning motivation have the same. (3) There is interaction between the learning model and reading motivation.

3. Siti Fatimah in 2016 entitled "*The Use Of PQ4R To Improve Reading Comprehension (A Classroom Action Research at the Eleventh Year Students of MAN Salatiga in the Academic Year of 2015/2016).*" This research focused on help the students to improve the ability of the students' comprehension of recount text by using PQ4R at the eleventh year students of MAN Salatiga. The methodology of this study is Classroom Action Research which uses Pre-Test and Post-Test to know students' score before and after PQ4R implemented. And the result of this study, PQ4R method was success.

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4. Dwi Eka Martina, Iskandar As, and Yuliana in 2018 entitled "*The Effect of Using PQ4R (Preview, Question, Read, Reflect, Recite, Review) Strategy on EFL Students' Reading Comprehension Achievement.*" This research focused on help the students to improve students reading comprehension using PQ4R strategy that developed by Thomas E.L and Robinson H. A (1972). The subject of this research were the students of

class IX-A which consisted of 32 students.¹³ And the result of this research, PQ4R is an effective strate

5. Heni Septianing Tyastuti in 2019 entitled “*The Effectiveness of Using PQ4R Strategy in Teaching Students Reading Comprehension of Narrative Text at The First Grade of Senior High School.*” The purpose of the study is to find out the effectiveness of PQ4R strategy to improve the students’ reading comprehension skill of recount text at the first grade of senior high school.¹⁴ And the result of this study, PQ4R is effective towards the student’s reading comprehension. Finally, PQ4R technique can be used as a technique to teach reading comprehension for the first grade of senior high school students.

Table 2.1
Similarities and Differences between the Previous Research and Current Research

No	Research Title	Similarities	Differences
1.	Evi Herliza in 2020 entitled “ <i>The Effect of PQ4R (Preview, Question, Read, Reflect, Recite and Review) Strategy on Students’ Reading Comprehension</i> ”.	1. Both are using PQ4R strategy as the strategy of the research. 2. Both are using reading as the object of the research.	1. The previous research conducting with different level that is eleventh grade. 2. This research is using quasi experimental method.
2.	Prima Rahmadia and Sitti Fatimah in 2020 entitled “ <i>The Effect</i> ”	1. Both are using PQ4R strategy as the strategy of the	1. The previous research is using the Lilliefors

¹³ Dwi Eka Martina, Iskandar As, and Yuliana, ” The Effect of Using PQ4R (Preview, Question, Read, Reflect, Recite, Review) Strategy on EFL Students’ Reading Comprehension Achievement.”(Syiah Kuala University, Aceh,2018)

¹⁴ Heni Septianing Tyastuti, “The Effectiveness of Using PQ4R Strategy in Teaching Students Reading Comprehension of Recount Text at The First Grade of Senior High School.” (Undergraduate Thesis, Islamic State Institution of Tulungagung, 2019), 5.

	<i>PQ4R Strategy And Reading Motivation For Students Reading Comprehension”.</i>	research.	method and the homogeneity test using the Bartlett method. 2. The previous research conducting with different level that is eleventh grade. 3. The previous research is using experimental design with factorial design
3.	Siti Fatimah in 2016 entitled “ <i>The Use Of PQ4R To Improve Reading Comprehension (A Classroom Action Research at the Eleventh Year Students of MAN Salatiga in the Academic Year of 2015/2016).</i> ”	1. Both are using PQ4R strategy as the strategy of the research. 2. Both are using reading as the object of the research.	1. The previous research conducting with different level that is eleventh year students. 2. The methodology of this study is Classroom Action Research.
4.	Dwi Eka Martina, Iskandar As, and Yuliana in 2018 entitled “ <i>The Effect of Using PQ4R (Preview, Question, Read, Reflect, Recite, Review) Strategy on EFL Students’ Reading Comprehension Achievement.</i> ”	1. Both are using PQ4R strategy as the strategy of the research. 2. Both are using reading as the object of the research.	1. The researcher used simple random sampling to choose the sample. 2. This research is using quantitative research with the experimental method
5.	Heni Septianing Tyastuti in 2019 entitled “ <i>The Effectiveness of Using PQ4R Strategy in Teaching Students Reading</i>	1. Both are using PQ4R strategy as the strategy of the research. 2. Both are using reading as the object of the	1. This research is using study was pre-experimental design with quantitative approach. 2. This research is

<i>Comprehension of Narrative Text at The First Grade of Senior High School.</i>	research.	using narrative text material
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The research gap in this research was the previous research did not explore the steps of PQ4R Strategy detail, and also those researches did not mention how the teacher evaluated students based on PQ4R Strategy, most of the researchers in the previous research only focused to say that PQ4R able to increase students' learning. Besides, this research not only focused to the steps used by the teacher to implement PQ4R strategy detail, but also exploring how the teacher evaluated students based on PQ4R Strategy.

By comparing the similarities and differences between the previous and this research, it can be seen that the novelty of this research is focused on the reading skill for eight graders of MTSN 7 JEMBER.

B. Theoretical Framework

1. Teaching Reading Comprehension

a. Reading Comprehension

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1) Concept of reading

In teaching a foreign language, we deal with language skills and components. The four language skills are listening, speaking, reading, and writing while the components of language or subject matters of language are a stock of words and expression and the rules that govern the syntax of its patterns, which is grammar and

vocabulary.¹⁵ In addition, teaching a foreign language deals with language skill and components. The language skill refers to listening, speaking, reading, and writing. In other word, reading is very important in English. By reading, students can get much knowledge and new information. In general, reading is a process to know about information in a text that includes readers' background knowledge in analyzing the information to make the reader understand what information that the writer wants the reader to know.

Harmer defines reading as an exercise dominated by the eyes and the brain.¹⁶ The eyes receive messages and the brain then

has to work out of the significance of these messages. Furthermore, Brown states that reading is a process interrelated with thinking and with other communication abilities listening, speaking, and writing.

He adds further that "reading is the process of reconstructing from

the printed pattern on the ideas an information intended by the author".¹⁷ It means that reading is a process of delivering the ideas

an information that written by author to the reading.

According to Nunan, reading is a fluent process of readers combining information from the text and their own background

¹⁵ Ag. Bambang Setiyadi, *Teaching English as Foreign Language 2* (Jakarta: Universitas Terbuka, 2007), p. 13.

¹⁶ Jeremy Harmer, *The Practice of English Language Teaching*, (Harlow: Pearson Education Ltd., 2001), 3rd ed., p.199.

¹⁷ Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*. (New York: Addison Wesley Longman, 2001)

knowledge to build the meaning.¹⁸ It means that in reading the students should combine information in the text and students background knowledge in order to get the comprehension in the text. Moreover, the students can get knowledge about how to know main idea and other information in the text that can help them in answering question or doing some exercise in their book.

In addition, according to Wineburg cited in Masnun states reading is a course about how to learn new information and engage in new kinds of thinking.¹⁹ In other word, reading as a set of skills that involved making sense and deriving meaning from printed word. This emphasize that we can get the meaning of the word by

our self because we have read before. We make conclusion about meaning of the word based on the context in others word. In reading process the reader will get the meaning and also needs the ability to understand and know the information from in the text.

Based on the explanation above, the researcher concludes that reading is a process of receiving messages and the brain then has to work out of the significance of these messages and is a fluent process of readers combining information from the text and their own background knowledge to build the meaning.

¹⁸ Nunan, Content Familiarity and the Perception of Textual Relationships in Second Language Reading. (RELC Journal, 1985), p. 43-51

¹⁹ Masnun, The Use of PQ4R in Teaching Reading Recount Text: An Experimental Study at First Grade of SMA N 2 Jonggat in Academic Yar of 2014/ 2015. Mataram University

2) Concept of Reading Comprehension

Comprehension is the process of how to get understanding from reading activity. Klingner states that comprehension is a person's ability to understand what is being read or discussed.²⁰ In addition, Mc Namara claims that comprehension is the interpretation of the information in the text. He defines further that "reading comprehension is a product of complex interaction between the properties of the text and what readers bring to the reading situation".²¹ It means that comprehension is ability to understand what is being read and get complex information.

Moreover, Mikulecky says that comprehending is not only recognizing and understanding words but also making meaning of what the readers read and connecting the gist in the text to what they already know.²² It means that comprehension is complex process to understand what is being read and what they bring to the text.

In reading comprehension, the students should be able to determine several aspects such as determining the main idea and author's purpose, comprehending main idea, distinguishing between main idea and supporting details, making inferences, making

²⁰ Klingner, Teaching Reading Comprehension to Students with Learning Difficulties. (New York: The Guildford Press, 2007).

²¹ Mcnamara, Reading comprehension strategy. (New Jersey: Lawrence Erlbaum Associates, Inc, 2007)

²² Mikulecky, B. and Jeffries L, Advance Reading Power: Extensive Reading, Vocabulary Learning, Comprehension Skill, Reading Faster, (New York: Pearson Education Inc, 2007)

references, understanding vocabulary and using new words.²³

Students' capability in mastering the elements above is a must.

Therefore, those elements become indicator whether or not the students are capable in comprehending the text.

Based on description above, reading comprehension is careful reading in order to understand the total meaning of the passage.

Reading comprehension in this study is defined as the process of getting message from the author in written text. The message may be an idea, a fact, a feeling or an argument.

3) Types of Reading

In the case of reading, variety of performances derived

more from the multiplicity of types of texts than from the variety of overt types of performance. Nevertheless, for considering assessment procedure, several types of reading performance are typically identified, and these will serve as organizers of various

assessment tasks. According to Brown, there are four types of reading.²⁴

1) Perceptive reading

In keeping with the set of categories specified for listening comprehension, similar specifications are offered here, except with some differing terminology to capture the uniqueness of reading.

Perceptive reading tasks involve attending to the components of

²³ Milan. *Improving Reading Skills*. (New York: Random House, 1998)

²⁴ Brown, H. Douglas, "Language Assessment: Principles and classroom practice", 2004, 189-190.

larger stretches of discourse: letters, words, punctuation, and other graphemic symbols. Bottom-up processing is implied.

2) Extensive reading

Extensive reading applies to texts of more than a page, up to and including professional articles, essays, technical reports, short stories, and books. (it should be noted that reading research commonly refers to “extensive reading” as longer stretches of discourse, such as long articles and books that are usually read outside a classroom hour. Here that definition is massaged a little in order to encompass any text longer than a page) the purposes of assessment usually are to tap into a learner’s global understanding of a text, as opposed to asking test takers to “zoom in” on small details. Top-down processing is assumed for most extensive tasks.

Dealing with the types of reading above, the researcher assumes that reading comprehension achievement belongs to selective reading types. Since in measuring students’ reading comprehension, the researcher gives a test in multiple choice which need the combination of top down and bottom up process to complete the activity.

3) Selective reading

This category is largely an artifact of assessment formats. In order to ascertain one's reading recognition of lexical, grammatical, or discourse features of language within a very short

stretch of language, certain typical tasks are used: picture-cued tasks, matching, true/false, multiple-choice, etc. Stimuli include sentences, brief paragraphs, and simple charts and graphs. Brief responses are intended as-well. A combination of bottom-up and top-down processing may be used.

4) Interactive reading

Included among interactive reading types are stretches of language of several paragraphs to one page or more in which the reader must, in a psycholinguistic sense, interact with the text. That is, reading is a process of negotiating meaning; the reader brings to the text a set of schemata for understanding it, and intake is the

product of that interaction. Typical genres that lend themselves to interactive reading are anecdotes, short narratives and descriptions, excerpts from longer texts, questionnaires, memos, announcements, directions, recipes, and the like. The focus of an interactive task is to

identify relevant features (lexical, symbolic, grammatical, and discourse) within texts of moderately short length with the objective of retaining the information that is processed. Top-down processing is typical of such tasks, although some instances of bottom-up performance may be necessary.

b. Concept of Teaching Reading Comprehension

Teacher should concern the teaching of reading comprehension to achieve the goals of teaching and learning process. In teaching of

reading, the teacher is expected to give opportunity for students to read the texts comprehensively. Teaching reading can be main as facilitate students' performance in comprehending texts, and provide students with many opportunities for practice are encourage in a number of comprehension enhancing the best known of which are reciprocal teaching, cooperative learning, and reading recovery.²⁵ It means that the teacher should create the situation where students can read the text silently and after that discuss the text together. Without putting aside the reading aloud activity, this activity is also needed for students in order to be able to interact well with the texts. The teacher should organize the teaching and learning process in order to help the students understand the materials easily. Teaching reading in more interactive way has positive effects on the students' reading comprehension.

As stated in School-Based Curriculum of 2006, English subject in junior high schools includes three components. First, the expression ability which concerns in the ability to understand and produce speech and written text and are realized in four skills, i.e. speaking, listening, reading and writing. Second, comprehension and production ability of various short functional and monolog texts along with essays of text types (genre) such procedure, descriptive, recount, recount, and report. The last, support of competence i.e. linguistic competence (the use of grammar, vocabulary, phonetic, and structure), socio cultural

²⁵ Jack C Richard, *Approaches and Methods in Language Teaching* (New York: Cambridge University Press, 2001), p.207

competence (the use of expression and action language receive in various context communication), strategy competence (the ability to overcome the problem which appears in communication process by using various methods) and building expression competence (the use of instruments of expression competence).²⁶ Based on the School-Based Curriculum of 2006, standard of competence of reading for junior high schools students of grade VIII in the odd semester states that students should be able to understand the meaning of written short functional texts and essays in the forms of recount, and recount text related to surroundings. The basic competency states that the students should be able to respond the meaning of short functional text (such as short message, announcement, label, notice, and so on) both formal and informal accurately, fluently, and acceptably in essays related to surroundings. Related to the age of the students in junior high schools, the rules of teaching and learning for this stage of age requires special considerations in order to guide into right choices of teaching strategies, lesson planning, and the like. Therefore, it is important to understand the characters of teenagers before deciding to apply certain teaching method or strategy in the English teaching and learning process in junior high school.

According to Yetta M. Goodman Reading is a language process; miscue analysis shows that even young and binning readers

²⁶ Available on <http://Kurikulum Tingkat Standar Kompetensi>. Accessed on January 18, 2018.

treat reading as if it were language (1, 4, 5).²⁷ Besides, miscue analysis evaluates the unexpected responses produced in oral reading by asking questions about the substitutions, omissions, insertions, and reversals of clauses phrases words or word parts which readers produce.

However, there are three genres of text in teaching junior high school. They are:

1) Descriptive Text

Text Descriptive text or description text is a text which is intended to describe a particular person, place or thing.

2) Procedure Text

Procedure Text is a text which the writer describes how something is accomplished through audio visual media of action or steps. The social function of procedure text is to tell how to do and to make something in a chronological order. The following are the language features of procedure text has a statement of goal (title), material section include methods/procedures/steps, uses letters or numbers to indicate the order of the steps, explicit, clear description of materials, explicit information about the procedure (how, when), employs imperative verb (put, make) uses unit if measures (centimeters, inches), list of materials in orders of use, and includes temporal terms (then, after). This research will focus on procedural text

²⁷ Yetta M. Goodman, "Miscues, Errors, and Reading Comprehension", University of Arizona, USA, 96.

3) Recount text

Recount text is a text that telling the reader about one story, action or activity. Its goal is to entertaining or informing the reader.

The Characteristic of Recount texts were:

- a) Using the simple past tense, past continuous tense, past perfect tense, and past perfect continuous tense.
- b) Using temporal sequence, e.g. On Saturday. On Monday, On Sunday
- c) Focus on specific participant, e.g. I (the writer)
- d) Using the conjunctions, such as: then, before, after, etc.
- e) Using action verb, e.g. went, stayed

c. Aspect of Teaching Reading Comprehension

1) Goal of teaching

Every teaching implementation always has goal. The implementation of teaching is for student to get learning experience, and show better attitude, which is the change positive and permanent.

The teaching goal is the target of every teaching method²⁸. A goal has value in teaching, event it is called that goal is the most important factor in teaching learning process.²⁹ Therefore, teaching goal is the main point to be determined before teacher decide the method and media of learning.

The teaching is to grow or complete attitude of student. The attitude of student is basic blueprint of some activities which done by

²⁸Imas Kurniasih and Berlin sari, *Lebih Memahami Konsep dan proses Pembelajaran Implementasi dan Praktek dalam Kelas*, (Jakarta: Kata Pena, 2017), 8

²⁹Oemar Hamalik, *Proses Belajar Mengajar*, (Bu mi Aksara, 2010), 80

human to survive and gain there quality concretely. Spritual activity is one of these activities such as observe , analyze and ases the situation logically. The other is pysic activity which is done with energy and ability. Generally human acts,as human if those activities are conducted correlated each other. Pysical is suported by psicological activities

In the process of teaching. The four language skills (listening, speaking, reading, and writing) are simultaneously performed. Normally, Learners in an EFL context do not use the language in authentic situations, they process inability in communicating appropriately and correctly.

2) Material of Teaching

The purpose of utilizing teaching resource in class is to assist the teacher with the presentation and transission of educational content and the achivement of educational objectives whilst aiding the student in acquiring knowledge and profiling different abilities and values.

Teaching maerial is arranged systematically according to concept of psychology. In order to make the learning as the goal from student's attitude. According to kurniasih, choosing of teaching material should be in line with measure to choose content of curriculum based on the course³⁰. There are some Material's criteria

³⁰ Imas Kurniasih , Sukses Mengajar: Panduan Lengkap Menjadi Guru Kreatif dan Inovatif

that the teacher should be attentional before determining the material.

they are:

- 1) The material should be in line with goal of learning.
- 2) The material should be measured and identified.
- 3) Relevance with student's necessity.
- 4) Relevance with condition of society.
- 5) The material consists of ethics values.
- 6) Teaching material is arranged in logic and systematic concept.
- 7) Teaching material should be sourced from authentic sources, characteristic of teacher master, and society.

3) Teaching Step

In the process of the teaching activities, every student has different vibes in learning English and it would give different progress, because it held in different ways, experiences and facilities and it represent the condition of the student in the class today that they were passive in learning process.

Choosing the appropriate learning step should calculate the time provided. A good plan of learning is utilizing time allocation detail in order to make the learning process runs dynamically, no losing time, opening main, and closing are planned systematically,³¹

(Pustaka Diantara, 2017), 23-24

³¹Imas Kurniasih and Berlin Sani, Lebih Memahami Konsep dan Proses Pembelajaran: Implementasi dan praktek dalam kelas, 2017, (Jakarta: Kata Pena), 9

There are some criteria in choosing learning step, they are;³²

- 1) Goal of teaching is change of student's attitude after learning
- 2) Material of teaching, provide material formed as evidence which need a different method from material of concept, procedure or principle.
- 3) The number of class is the number of student following the class. 5 to 10 students necessary different teaching method for class with 50 to 100 students.
- 4) The ability of the student catch the material, it is according to the mental, psychic and intellectual.
- 5) The ability to use many several method optimally
- 6) Provided facility, tools and facilities that can be used to improve the effectiveness of teaching.
- 7) Provide time, the number of time allocated to provide teaching material.

4) Teaching Evaluation

The last component in teaching plan is to assess how far the goal has been achieved and the next action after the evaluation.

Hyland³³ stated that assessment refers to the ways of collecting information on learners' language ability or achievement.

A key priority within the evaluation and assessment framework is to develop indicators and measures of system

³²Imas Kurniasih, Sukses Mengajar: Panduan Lengkap Menjadi Guru Kreatif dan Inovatif (Pustaka Diantara, 2017), 29-30

³³Hyland, Ken. *Second Language Writing*. (New York: Cambridge University Press: 2003), 213

performance that permit a good understanding of how well schooling is being delivered. Besides, there are general evaluations that can be used to teach students, those are:³⁴

1) Summative evaluation

Summative evaluation is the most well-known type of evaluation. It happens at the end of a term, course, or instructional program. It comprises formally testing students' intellectual achievement. Two examples of this evaluation type are annual and semiannual tests, such as public exams. This type of assessment applies to compare, rate, rank, and classify, and advance the students. Additionally, certification purposes call for its utilization. Summative evaluation is also utilized to select student for achieving scholarship or admittance to certain courses. On the basis of it, predictions about students' future success in their endeavors can also be formed.

2) Formative Evaluation

Formative evaluation is implemented during course instruction to enhance student learning. The evaluation's goal is to provide feedback on their development by identifying the students' learning gaps and students' weakness. Then, the teacher enables to regulate the remedial session for the students. Additionally, formative assessment provides feedback to the teacher on the effectiveness of teaching strategies, allowing lesson plans to be modified. It also

³⁴ Dr. V.K.Maheshwari, Ph.D, and Tyler, 6.

offers suggestions on how the course of content, resources, and materials are applied well. For example, after teaching and testing, the teacher can determine whether the topic is appropriate for the student's level and whether the textbook addresses the student's comprehension handily.

Hence, the primary goal of formative evaluation is to enhance learning. Formative evaluations are carried out throughout the course time continuously; it can be implemented through assignments, informal tests, and other classroom activities. In contrast to summative evaluation, this evaluation is a formal evaluation. Meanwhile, the formative evaluation is informal and it can be carried

out using a variety of methodologies, including observation, oral tests, written examinations, etc.

3) Diagnostic Evaluation

Another evaluation types that is closely relational to formative than summative evaluation is called as diagnostic evaluation. Indeed, it is conducted along with the formative evaluation. Besides, the primary goal of diagnostic evaluation is to uncover the causes of students' learning impairments. It is also prominent before instruction begins to place pupils correctly based on accomplishment levels. As a result, the diagnostic assessment provides a starting point for executing the instruction.

2. PQ4R Strategy

a. Concept of PQ4R Strategy

There are ways or strategies that used by teachers. The teacher can use learning strategy to teach students during the learning process. Learning strategies are ways that will be used by teachers to choose learning activities that will be used during the learning process. Selection is done by considering the circumstances, learning resources, needs and characteristics of learners faced in order to achieve specific learning goals.³⁵

According to Thomas and Robinson cited in Masnun, 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.³⁶ In addition, PQ4R strategy is the process of preview, question, read, reflect, recite, and review.

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PQ4R strategy is Preview, Question, Read, Reflect, Recite and Review and this strategy is used mainly to help students with difficulty in reading. Comprehension, retaining and recalling information is a challenge for many students and the PQ4R strategy aims at making reading easier. In addition, The PQ4R is strategy that

³⁵ Hamzah B. Uno, Model Pembelajaran Menciptakan Proses Belajar Mengajar yang Kreatif dan Efektif (Jakarta: Bumi aksara,2007). p. 3

³⁶ Masnun, The Use of PQ4R Strategy in Teaching Reading Recount Text (UNMAT, 2016), p.5

helps the students to understand and remember what they have read. PQ4R is the one of elaboration strategy which is used to help students remember what they have read.

b. Steps of PQ4R Strategy

The beginning experience can be constructed through reading activities. With this activity the students will have a stock of knowledge. One of the strategies that can be developed in order to read is PQ4R.³⁷ One of the strategies that the most known for helping students understand and remember the material they read is PQ4R strategy. This strategy is based on PQRST strategy and SQ3R strategy.³⁸

1) Preview

The students formed groups according to the teacher's instructions. Then, the teacher assigned topics to each group and determining the time. In this step the students find the main ideas developed in the reading material. The parts that can be read like introductory chapter, table of contents, topics and subtopics, titles, or a summary of a chapter. Search basic idea can also be done by reading one or two sentences of each page quickly.

³⁷ Agus Suprijono, *Cooperatif Learning Teori & Aplikasi Paikem*, (Yogyakarta: Pustaka Pelajar, 2015), p. 122

³⁸ Fatuni"mah, *The teaching reading recount text through PQ4R Strategy at the ninth-grade students of SMP NU Ma'arif Jatinegara in the academic year of 2015/ 2016*. Islamic University of Semarang.

2) Question

Students formulate the questions for their self. Question can be developed from the simple to the complex question. Question include what, who, where, when, why and how. Questions are developed for the formation of declarative knowledge, structural and procedural knowledge.

3) Read

At this stage the students find answers to all the questions that have been formulated. Read means look at and understand something written or printed. In this strategy read is the third phase. In this phase, the students read the complete text in order to find the answer of the question they made in “Question” phase. During the reading activity, students record notes in the margin or underlining the important information and unexpected ideas that answers the predicted questions.

4) Reflect

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During the reading, students not only enough to remember or memorize, but the most important is they have dialogue with what they read. They try to understand what they read. The trick is as follow, (1) correlate what has been read with the things that have been known before, (2) concerned sub-topics in the text with the concepts, (3) concerned the reading with the fact that involved.

5) Recite

At this stage, students are asked to re-reflect the information that has been learned. In delivering what has been read and understood by students is they are able to formulate these concepts and articulate the important points that have been read by their own language. It would be better if the students not only deliver verbally, but also in written form.

6) Review

The final step is the students are asked to make a summary or formulate the essence of the material that has been read. In this step, students are able to formulate a conclusion as the answer to

the questions that have been formulated. Then, teacher assessing assignment. Based on the explanation above, it can be stated that PQ4R method refers to preview, question, read, reflect, recite, and review. Preview refers to the process of finding the main ideas

from the text, question refers to the process of making question by using 5W+1H, read refers to the process of reading the text to answer the question, reflect refers to the process of reminding the question and information of the text, recite refers to the process of delivering the information for the other students, and reviewing refers to the process of making summary.

c. Advantages and Disadvantages of PQ4R Strategy

Knowing the advantages and disadvantages of this learning model is very important to support the smoothness of the learning process. The advantages of PQ4R learning model are:³⁹

- 1) Can help students with weak memory to memorize the concepts of lesson,
- 2) Easy to apply at all levels of education,
- 3) Ability to assist students in improving the skills of the process of asking and communicating knowledge,
- 4) can reach the subject matter in a wide range.

While the lack of PQ4R learning model, namely:

- 1) very difficult to implement if facilities such as student books (book package) are not available in schools
- 2) not effectively implemented in the class with the number of students who are too big because the teacher's guidance is not optimal, especially in formulating questions

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To overcome the first deficiency, the reading material used can be from sources outside the textbook or from the teacher and to overcome the second deficiency, this learning model can be implemented in groups so that teachers can control all students, if implemented individually students who already understand can help his

³⁹ Fitriani Luthfiah Ofie & Suhardi, "The Effectiveness of PQ4R (Preview, Question, Read, Reflect, Recite, Review) in Reading Comprehension Skill", Universitas Negeri Yogyakarta, 2019.

friend to formulate questions. The advantages of this learning model more so that by overcoming the existing shortcomings, the use of this model can be maximized so as to provide benefits to teachers and students.

3. Recount Text

a. Definition of Recount Text

Recount text is one of genre of the text which is often learnt by students in school level. There are some definitions of recount text which are conducted by some expert such Anderson as cited in Ningsih explain that recount is a piece of text that retells past events, usually in order in which they happened. Another definition according to Hornby says that recount is one kinds of story genre, recount tells somebody about something, that you have experienced. Besides, Hyland in his book *Second Language Writing* also mentioned the purpose of recount is to reconstruct past experiences by retelling events in original sequences.

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In conclusion, the writer can summarize that recount is a kind of text which retells about something happened in the past time orderly. Generally, the purpose recount text is to give information and entertain the reader itself.

b. Social function of Recount Text

Recount is kind of genre which has social function to list and describe past experiences by retelling events in the order in which they

happened. Recounts are written to retell events with the purpose of either informing or entertaining their audience (or both).

c. Types of Recount Text

There are many types of recount text, including:

- 1) Personal recount text, the aim is to narrate about the author's personal experiences.
- 2) Factual recount text, to present a report related to the events that occurred based on facts.
- 3) Imaginative recount text, Text commonly used by someone as a narrative of imaginative events experienced by someone.
- 4) Historical recount text, the text tells about history.

d. Generic Structure of Recount Text

Recount text consists of generic structure that can be provided as follow:

- 1) Orientation, it introduces the participants of the story and informs the settings. Normally, the writer explain when the story happened and where the events is taken place.
- 2) Complication, it tells the rising crises of the events. It is the climax of the recount. In the middle of the story, generally, the narrator shows the complication. Complication makes the story more interesting because the main character is prevented to reach his or her wanted. In this part, narrator brings up the issues occurred in

the story. Complications are the description of real life and tell the readers that every issues or problems can be solved.

- 3) Resolution, after spelling many issues in the climax of the recount, the narrator then tells to the readers about the resolution of issues or the problems. Resolution is the crisis which is resolved, for better or worse. A satisfying narration will give the readers the resolution of the problem or complication. Generally, the resolution is placed in the end of narration, but sometimes the narrator will place other issues or complication after he or she presents the resolution of the problem. It is used to make the story does not come to the end. In short, resolution is the ending of the story.

Re-orientation is optional of generic structure of recount.

So re-orientation is sometimes there and sometimes it is not there in recount text. It is usually in ending of story or closure of events.

e. Language Features of Recount Text

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The language features of recount text, they are:

- 1) Using the simple past tense, past continuous tense, past perfect tense, and past perfect continuous tense.
- 2) Using temporal sequence, e.g. On Saturday. On Monday, On Sunday
- 3) Using the conjunctions, such as: then, before, after, etc.
- 4) Using action verb, e.g. went, stayed

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study used qualitative method. This method was chosen because the researcher explained the content of this research in the form of words, therefore as a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior.⁴⁰

While the type of this method used was qualitative descriptive. The goal of qualitative descriptive studies is a comprehensive summarization, in colloquial terms, of specific events experienced by individuals or groups of individuals.⁴¹

The researcher employed qualitative descriptive approach to describe the teaching reading skill using PQ4R Strategy at MTSN 7 JEMBER.

B. Research Location

The researcher conducted this research on students of MTSN 7 JEMBER which is located at Jl. WR Supratman No.55, Sidomulyo, Umbulrejo, Kec. Umbulsari, Kabupaten Jember, Jawa Timur 68166

C. Subject of The Research

The researcher used purposeful “qualitative” sampling to choose the research subject. Therefore, the subjects of the research were:

⁴⁰ J Lexy Moleong, *Metode Penelitian Kualitatif* (Bandung: PT Remaja Rosdakarya, 2012), 6.

⁴¹ Matthew B. Milles dan A. Michael Huberman, *Analisis Data Kualitatif*, 2014. Page 17-19.

1. The English teacher

English teacher was selected by researcher in order to achieve the related data about the implementation of teaching reading through PQ4R strategy.

2. The 8th class students of MTSN 7 JEMBER.

The researcher chose this subject because, first, the students were recommended by the English teacher. Second, the students were able to learn English especially reading skill. Third, to achieve the related data about the implementation of teaching reading through PQ4R strategy.

The data were obtained through observation, interview and document review. In analyzing the data, the researcher used descriptive-qualitative technique.

D. Data Collection Technique

There were three techniques to collect the data of this study consist of classroom observation, interview and document review.

1. Observation

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In this researcher, the researcher used non-participant observe.

Which meant the researcher focused on observation activities without joining activities at the class. Besides researcher observed some points, such us: first, the material of teaching reading through PQ4R strategy. Second, the step of teaching reading through PQ4R strategy. Third, the evaluation of teaching reading through PQ4R strategy

2. Interview

The researcher used one-on-one interview with the English teacher and two students. first, the researcher invited the subject to have conversation by giving smile, salam, greeting and asking conditions. Second, the researcher delivered the questions. Third, the subject answered the question. Fourth, the researcher took notes. Then, all steps above were carried out sequentially until the researcher closed the interview session by giving salam, thanking, and shaking hands.

In this research, researcher used unstructured interview which is conversation type of interview in which the question arises from the situation. It means that the interviewer gives the questions to the interviewee spontaneously based on the situation.

3. Document Review

The researcher use documentation to collect the data. For documentation, the instrument is the documents of authentic materials such as lesson plan and syllabus to make the process of document analysis easy.

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E. Data Analysis

This section presents the data analysis procedures that were performed on the collected data in order to answer the research questions.

In this study, researchers applied data analysis according to Miles, Huberman, and Saldana, among others⁴²

⁴² Matthew B. Miles, A. Michael Huberman, and Johnny Saldana, *Qualitative Data Analysis* (USA: SAGE Publishing, 2014), 15 &16.

1. Data Condensation

Data condensation refers to the process of selecting, focusing, simplification, abstracting, and/or changing the data that appears in the written field notes, interview transcripts, documents, and other empirical material. Using the condensation data will become stronger. The need for data condensation due to data that obtained things those need to be considered to choose things main/important and look for themes and patterns.

2. Data Display

After the data is reduced, the next step is presented data. In qualitative research, data presentation can be done in form of short descriptions, charts, relationships between categories. Miles and Huberman stated that the most frequently used in qualitative research to present data is with text that recount.

3. Verifying Conclusion

The last stream of analysis activity is conclusion drawing and verification. From the start of data collection, the qualitative analyst interprets explanation, causal flows and proposition. The component researcher holds these conclusions lightly, maintaining openness and skepticism. Then, verification is a fleeting second thought crossing analysts mind during writing with the elaboration and argumentation to develop inter-subjective consensus to conclude.

F. Data Validity

The validity of the data used by researchers was triangulation of techniques and triangulation of source. Triangulation is defined as checking data from various sources and various ways.

1. Sources Triangulation. To test the credibility of the data is done by checking data from different sources with the same technique such as the data about the material of teaching reading through PQ4R strategy is gained from several source like students and teacher.
2. Techniques Triangulation. To test the credibility of the data that was done by checking the data to the same source with different techniques such as the data about the step of teaching reading through PQ4R strategy are interview, observation and document review.⁴³

G. Research Procedure

1. Pre-field Stage

Pre-field stage was implemented before doing the field work.

- a. Developing the research design

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The plan was created by the researcher after considering the following factors: the title of the research, the justification for the research, the research's focus, its objective, its advantages, its subject and its methodology.

⁴³ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D Bandung*: (Alfabeta, 2011), 130

b. Selecting research field

The researcher selected the research field at MTsN 7 Jember

c. Permit processing

Before the researcher conducted the research, the researcher obtained a license from the university website, visited the research site to obtain authorization, and then started the research stage process.

d. Assessing the state of the field

Following authorization, the research began to improve comprehension of the context of the research object, and to facilitate data collection.

e. Make a research instrument

Following the completion of the preceding phases, the final step was to prepare the instrument required for conducting the research.

2. Field Work Stage

The research data was collected at this stage. Three methods were used by the researcher to gather the data for the study: document review, interviews, and observation.

3. Data Analysis Stage

After data collection through observation, interviews, and document reviews were completed, Huberman and Saldana's model were used to analyze the data. Following that, it was explained to the report's format and discussed with the adviser. Then, this study was tested and revised one last time after the examination was conducted.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

1. The Research Object Description

The object of this research was carried out in MTsN 7 Jember which located in WR. Supratman 55 street, Umbulsari sub-district, Jember. For more detail information were clarified on its school profile, as follow:

a. Profile of MTsN 7 Jember

- 1) Name : MTsN 7 Jember
- 2) NPSN : 20581613
- 3) Established : 1985
- 4) Address : WR. Supratman 55 street
- 5) Zip code : 68166
- 6) Village : Umbulrejo
- 7) Districts : Umbulsari
- 8) Regency- City : Jember
- 9) Province : East Java
- 10) School status : Negeri
- 11) The principal's name : Ihsanuddin, M.Pd
- 12) Educational level : SMP
- 13) Accreditation : A

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b. Goal, Vision and Mission of School

1) Goal of School

According to one of its founders, Drs. Nasrul Syamsi, the purpose of establishing this madrasah is to produce intelligent, obedient, morally upright Muslim individuals who have a great responsibility for spreading and developing Islam in various places/regions, especially in the Umbulsari village and its surrounding areas.

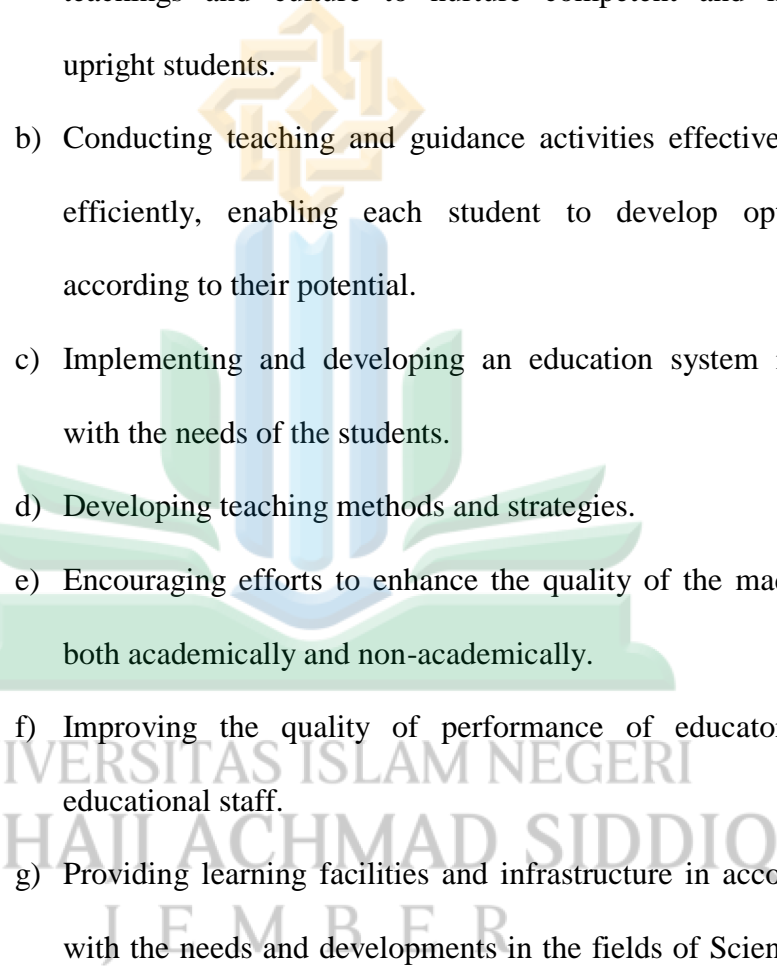
2) Vision

"The realization of individuals who are faithful, knowledgeable, and moral." Indicators:

- a. Excellence in Islamic religious education
- b. Excellence in improving Madrasah examination performance
- c. Excellence in Arabic language proficiency
- d. Excellence in English language proficiency
- e. Excellence in sports achievements
- f. Excellence in artistic achievements
- g. Having a comfortable and conducive learning environment in the Madrasah
- h. Gaining trust from the community

3) Mission

To realize the established vision of the madrasah, the missions of MTsN 7 Jember are as follows:

- 
- a) Instilling a deep understanding of the nation's religious teachings and culture to nurture competent and morally upright students.
 - b) Conducting teaching and guidance activities effectively and efficiently, enabling each student to develop optimally according to their potential.
 - c) Implementing and developing an education system in line with the needs of the students.
 - d) Developing teaching methods and strategies.
 - e) Encouraging efforts to enhance the quality of the madrasah, both academically and non-academically.
 - f) Improving the quality of performance of educators and educational staff.
 - g) Providing learning facilities and infrastructure in accordance with the needs and developments in the fields of Science and Technology.

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B. Data Presentation and Analysis

Data presentation and analysis presented and discussed to answer the research questions that were about the goal, materials, steps and evaluation of teaching reading through PQ4R Strategy at MTSN 7 Jember. The researcher elaborated research findings based on the result of observation, interview, and document review, then researcher described, elaborated and interpreted the data till becoming whole description.

1. The Goal of Teaching Reading Skill Through PQ4R Strategy at Eight Grade of MTSN 7 Jember

Goal is typically specific and measurable, helping to define and track progress towards a desired result. The primary consideration before a teacher choose the teaching strategy is the aim. Goal of teaching could be defined as target that has been decided to make better readers and improves comprehension and critical thinking.

As the result of the interview that has been done, the researcher could know that the goal of teaching reading trough PQ4R strategy at eight grades of MTSN 7 Jember. Those have been delivered by the teacher and explained again by researcher as follow⁴⁴:

The purpose of teaching reading skills through the PQ4R strategy was to help students better understand the texts they read. This strategy was particularly aimed at facilitating students' comprehension of the readings and building their confidence. I had inserted these learning objectives into my lesson plan. Firstly, students could apply the social functions in the recount text using the example titled "My Adventure at Leang Cave." Secondly, students could identify the structures found in the given reading samples. Lastly, students could also use the language elements present in the readings. These goals were clearly outlined in the lesson plan, emphasizing the goals of that learning process.

From the interviews that the researcher conducted with the English teacher, it can be concluded that there are three goals of teaching reading through PQ4R strategy at eight grade of MTsN 7 Jember, those were: first, students could apply the social functions in the recount text. second,

⁴⁴ Teacher interview, Jember 9th of May 2023

students could identify the structures in the recount text. Third, students could be using the elements of language in the recount text.

All the statements above were supported by document review done by researcher. The researcher found that at lesson plan was also evidently about the goal of teaching reading through PQ4R strategy. As it states at point A there is a goal of teaching. On the lesson plan states: 1.) students could apply the social functions in the recount text, 2). students could identify the structures in the recount text, 3.) students could be using the elements of language in the recount text.⁴⁵ It clearly clarified the goal of teaching.

Based on the interview and document review above, the researcher concluded that the goals of teaching reading through PQ4R strategy at MTSN 7 Jember were: 1) students could apply the social functions in the recount text 2) students could identify the structures in the recount text, 3) students could be using the elements of language in the recount text.

2. The Material of Teaching Reading Skill Through PQ4R Strategy at Eight Grade of MTSN 7 Jember

Material in the context of education, refers to the content or subject matter that a teacher imparts to students during a class session. The findings showed that the materials related with teaching reading skill through PQ4R strategy at MTSN 7 Jember following the lesson plan and LKS Book which was given to each student. It was showed by

⁴⁵ Document review, "Lesson Plan: point A", 8 May 2023.

observation, interview and document review conducted by the researcher in few days, there were some materials and the source of those taught during reading lesson. Those were explained by the teacher and explained again by researcher as follows:

All the materials we taught were based on workbook provided to each student. In the recount text lesson, for example, the material was explained in each student's workbook, such as in the recount text titled "My Adventure at Leang Cave." Students were guided to apply social functions, correctly identify text structures, and use appropriate language elements in the text. Usually, I also supplemented the reading material during teaching that was already in the lesson plan so that students could read more.⁴⁶

Based on interview above, the researcher found that the material from workbook. And for additional materials, the teacher prepared several reading sheets that were included in the lesson plan for students to have more readings. Besides that, students were guided to apply the social functions of the texts, correctly identify text structures, and use language elements in the text.

The statement above was straightened by student's statement with

researcher explained, he said:

Last week, we were taught a recount text titled "My Adventure" as it appears in the workbook. We were instructed to identify the correct social functions, structure, and language elements in the text. Additionally, we were given another text to read.⁴⁷

It was added by the other student with researcher explained, she said:

We were taught various topics provided by the teacher, and we were guided to identify the social functions, structures, and language elements correctly. Before that, we were given an

⁴⁶ Teacher interview, Jember 9th of May 2023

⁴⁷ Student interview, Jember 25th of May 2023

*example by the teacher regarding a recount text titled "My Adventure."*⁴⁸

From all the statements above, it can be known that the material taught at MTSN 7 Jember was recount text. Besides, the teacher explained the material based on LKS which was given to the students and the teacher also taught about reading comprehension form to make students have good understanding in their reading. The teacher usually makes her own reading material to add more knowledge students.

The statement above was straightened by observation researcher did on 23rd of May, the researcher found that the teacher asked students to apply social function, identify structure of the text and used elements of language after read all of text from the teacher. This observation also showed that the teacher gave students easily to understanding the text that students read.⁴⁹

Moreover, on the document review that was also approved about the material of teaching reading through PQ4R strategy was mentioned on the syllabus such us; KD 3.10 and 4.10. Then, it also mentioned on the lesson plan point B. it clearly clarified the material for teaching reading were making material about My Adventure at Leang Cave for example, and another text such as: My Vacation with My Beloved People, My Experience Met with Taufik Hidayat, Came Late to School, My Busy

⁴⁸ Student interview, Jember 25th of May 2023

⁴⁹ Observation, Jember 23rd of May 2023

Holiday, A Trip to the National Zoo and Aquarium, Being a Spiderman, Visiting Bali, My Horrible Vacation.⁵⁰

Based on the interview, observation and document review elaborated above, the researcher concluded that the materials provided at eight grades of MTSN 7 Jember were: 1) My adventure at Leang cave, 2) My Vacation with My Beloved People, 3) My Experience Met with Taufik Hidayat, 4) Came Late to School, 5) My Busy Holiday, 6) A Trip to the National Zoo and Aquarium, 7) Being a Spiderman, 8) Visiting Bali, 9) My Horrible Vacation.

3. The Steps of Teaching Reading Skill Through PQ4R Strategy at Eight Grade of MTSN 7 Jember

Step is one thing that can do to achieve something. In this session, the researcher described the step of teaching reading skill through PQ4R strategy at eight grades of MTSN 7 Jember.

According to the English teacher that have been explained again by researcher, the steps of teaching reading through PQ4R strategy are:

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To apply the PQ4R strategy, I usually asked the students to form groups and gave a topic. Then, I asked them to find the main ideas in each paragraph. The students made questions based on what they found. Afterward, the students answered these questions. Then, they recalled and developed what they remembered from the reading. They retold what they understood to other students using their own words. After that, they drew conclusions from the text. Finally, the students identified the structures present in the text.⁵¹

⁵⁰ Document Review, "Syllabus: KD 3.10, 4.10", 18 July 2022.

⁵¹ Teacher interview, Jember 9th of May 2023

The statement above was supported by interview conducted by the researcher and students⁵²

We were given several topics, each group to discuss with its members. We were asked to find the main ideas from each paragraph, then create questions and answer the questions we had made earlier. Then, we were told to tell the story using our own language. After that, we drew conclusions. Then, we were asked to identify the structure of the recount text.

It was added by the other student that has conducted by the researcher, he said:

We were asked to form groups to discuss with our group members. Then, we identified the main ideas in each paragraph and created questions, answering them as well. We were also instructed to retell what we had learned from our reading. After that, we drew conclusions and identified the structure of the text we read.⁵³

From statement above, the researcher found some techniques that the teacher used to teach reading using project-based learning based on the observational research that was done on 24th of May 2023. Those were⁵⁴

a. Grouping students

In this session, the teacher asked students to make eight groups consisted of four students. The teacher determined groups 1 to 8 by counted from the front to the back of the bench.

b. Giving a topic

The teacher gave explanation about recount text, as the definition or mean of recount text, the example of recount text, the types of recount text, and the kind of generic structure. Furthermore,

⁵² Student interview, Jember 25th of May 2023

⁵³ Student interview, Jember 25th of May 2023

⁵⁴ Observation, Jember 24th of May 2023

the teacher gave students some topics. Every student should choose different topics. (by a paper of recount text)

c. Determining the time

The teacher and student did an agreement about the deadline.

The reading would be collected in 30 minutes

d. Conducting a project

The students will read recount text given by the teacher. The students could discuss with their friend related to found main idea, make question and answer to the topic, recite the content, and tell to others student what they had read. And the last, students make summary from the topic. Furthermore, the students identify the structure of recount text.

e. Monitoring

The teacher inspected the students' progress. Regarding, PQ4R is the teacher as facilitator in the class.

f. Assessing Assignment

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The last steps that were conducted by the teacher at MTSN 7 Jember were asked students to submit the student's assignment. The teacher assessed student's assignment, told weakness and valued it.

Furthermore, researcher found some techniques that the teacher used to teach reading based on the observational research that was done on 24th of May 2023. The teacher asked students to counted from in front of bench until behind bench before asking them to identify recount text. The

teacher explained students the steps to identify recount text, and there something that should be discussed in it. At the end of explanation, the teacher asked students to comprehend the topic of recount text with the group for about 30 minutes, then she asked students to identify structure of recount text. It also showed that the teacher goes around to monitor students in the class. At the end, the teacher told that the students' reading would be value.⁵⁵

Moreover, on the document review, lesson plan was also proven about the step of teaching reading through PQ4R strategy.⁵⁶ In a typical lesson plan, there are various sections that detail how a particular lesson should be conducted. Point B, often referred to as the "core activity" or the central part of the lesson, is crucial. This section provides a structured framework for the teacher, delineating the specific steps and procedures they should follow during the teaching and learning activities.

Based on interview, observation and document review above, the researcher could conclude that the steps implemented in teaching reading through PQ4R strategy at MTSN 7 Jember were: 1) Grouping students. 2) Giving a topic. 3) Determining the time. 4) Conducting a reading. 5) Monitoring. 6) Assessing assignment.

⁵⁵ Observation, Jember 24th of May 2023

⁵⁶ Document Review, "Lesson Plan: Kegiatan Inti Point B", 8 May 2023.

4. The Evaluation of Teaching Reading Skill Through PQ4R Strategy at Eight Grade of MTSN 7 Jember

Evaluation involves a structured and methodical examination of something to ascertain its value, importance, quality, or efficiency. It encompasses the collection and analysis of data to form judgments or conclusions about a specific topic. Evaluations serve diverse purposes, including assessing employee performance, gauging the effectiveness of programs or projects, appraising product quality, and determining the overall value of an idea or concept.

According to the English teacher that have been explained again by researcher, the evaluation in teaching reading skill through PQ4R strategy are:

In the assessment segment, I actively appraised the students throughout various activities. Specifically, I evaluated their attitude, knowledge, and skills during the teaching and learning process. About attitude, I measured their attendance through the studentCs' journals and self-assessment. In terms of knowledge, I gave reading tests (Short-Answer task) available in the lesson plan. Additionally, I assessed their skills by observing their learning methods, observed their understanding of the subject matter, evaluating their completed assignments, and reviewing individual or group. It also to measured their reading comprehension. For assessing students' reading skills, I focused on pronunciation, fluency, comprehension, and vocabulary.⁵⁷

It was also supported by student with researcher explained that stated:⁵⁸

In the lesson, the teacher explained the material related to recount text. During the group presentation, the teacher gave us the opportunity to retell what we had read. Usually, if we made a mistake in pronunciation, the teacher corrected us. Then, we were

⁵⁷ Teacher interview, Jember 9th of May 2023

⁵⁸ Students Interview, Jember 25th of May 2023

given a task to answer short questions to assess our understanding of the reading. The task involved reading a text related to recount text, and the teacher had explained the assessment criteria at the beginning.

It was added by the other student that has conducted by the researcher, she said:

The teacher assigned us a task consisting of short questions that we had to complete for assessment. These questions were for our grades, and the teacher also usually evaluated our group cooperation. We were given the chance to retell what we had read to assess our understanding of the material.⁵⁹

Based on the interview from the teacher and the students of MTsN 7 Jember about the evaluation of teaching reading through PQ4R strategy, the researcher summarized that the English teacher of MTsN 7 Jember used the formative evaluation which was implemented during the course activities to observe and know the students gap during the teaching learning process.

The interviews above also supported by observation the researcher did on 26th of May 2023. The researcher found that when the teacher initiated the learning process, the teacher first explained the given material. During the learning process, the teacher also observed the students' performance to determine if the teaching material, methods, and evaluation helped the students achieve the learning objectives. Additionally, the teacher assigned short-answer tasks to measure the students' knowledge of the given material. The researcher also noticed that within groups, students were given the opportunity to retell what they had

⁵⁹ Students Interview, Jember 25th of May 2023

read. The students were enthusiastic about this activity. Furthermore, the teacher assisted students in pronouncing words correctly when any of them made a mistake and also provided vocabulary help when students had difficulty in storytelling. The teacher also gave suggestions after the students' presentations. This also helped in building the students' confidently.⁶⁰

Based on document review which was shown by the English teacher got the result that there a rubric of evaluation which used by the teacher to grade student's assignment. Those can be seen in appendix on lesson plan.⁶¹

Based on the observation, interview and document review above, the researcher concluded that the teacher used formative evaluation where the teacher evaluated students project during teaching and learning process. There some parts which were evaluated by the English teacher in reading based PQ4R strategy at MTSN 7 Jember. Those were. 1) attitude evaluation 2) knowledge evaluation included answer the short-answer task 3) skill evaluation included students' performance.

⁶⁰ Observation, 26th of May 2023

⁶¹ Document Review, "Lesson Plan", 8 May 2023

Table 4.1
The Result of Research Findings

No	Research focuses	Research findings
1.	What are the goals of teaching reading through PQ4R strategy at eight grade of MTSN 7 Jember?	The goal of teaching reading skill through PQ4R strategy at eight grade of MTSN 7 Jember were: 1. students could apply the social functions in the recount text 2. students could identify the structures in the recount text 3. students could be using the elements of language in the recount text.
2.	What is the material of teaching reading skill through PQ4R strategy at eight of MTSN 7 Jember?	The materials of teaching reading skill through PQ4R strategy at eight of MTSN 7 Jember were: 1. My adventure at Leang cave 2. My Vacation with My Beloved People 3. My Experience Met with Taufik Hidayat 4. Came Late to School 5. My Busy Holiday 6. A Trip to the National Zoo and Aquarium 7. Being a Spiderman 8. Visiting Bali 9. My Horrible Vacation.
3.	How are the steps of teaching reading skill through PQ4R strategy at eight of MTSN 7 Jember?	The step of teaching skill through PQ4R strategy at eight of MTSN 7 Jember were: 1. Grouping students. 2. Giving a topic. 3. Determining the time. 4. Conducting a reading. 5. Monitoring. 6. Assessing assignment
4.	What is the evaluation of teaching reading skill through PQ4R strategy at eight of MTSN 7 Jember?	The evaluation of teaching reading skill through PQ4R strategy at eight of MTSN 7 Jember conducted by using summative evaluation. Besides, there are some parts of the reading that evaluated by the teacher. Those were: 1. attitude evaluation 2. knowledge evaluation included answer the short-answer task 3. skill evaluation included students' performance.

C. Discussion

This section gives the researcher's perspective, analyzes the findings in light of previous understanding of the research topics under consideration, and discusses their relevance, as well as any new insights that may have resulted from the study. Discussion of the study findings is done after the researcher has studied them.

There are four points to discuss in this term. Firstly, the goal of teaching reading skill through PQ4R strategy at eight grades of MTSN 7 Jember. Secondly, the materials of teaching reading skill through PQ4R strategy at eight grades of MTSN 7 Jember. Third, the steps of teaching reading skill through PQ4R strategy at eight grades of MTSN 7 Jember. Fourthly, the evaluation of teaching reading skill through PQ4R strategy at eight grades of MTSN 7 Jember.

1. The Goal of Teaching Reading Skill Through PQ4R Strategy at Eight Grade of MTSN 7 Jember

Every teaching implementation should have a goal to get good achievement. The teaching goal is the target of every teaching method.⁶² Therefore, the primary consideration before a teacher chooses the technique and material that will be utilized to teach students is to define the purpose of the lesson.

In this phase, the researcher would like to discuss about the goal of teaching reading through PQ4R strategy at eight grades of MTSN 7

⁶² Imas Kurniasih and Berlin sari, *Lebih Memahami Konsep dan proses Pembelajaran Implementasi dan Praktek dalam Kelas*, (Jakarta: Kata Pena, 2017)

Jember. Based on the findings, there found some goals of teaching reading through PQ4R strategy that were delivered by the teacher. Those were: 1) students could apply the social functions in the recount text 2) students could identify the structures in the recount text, 3) students could be using the elements of language in the recount text.

The findings above were suitable with the goal of PQ4R strategy that was delivered Allen that was cited by Karisma E. Tarigan, there are several advantages that can obtain through apply PQ4R strategy, as follow,

- a. It helps to make individual to know what to learn. It focuses student's attention, increasing interest, relating new ideas to previously known concepts and building comprehension.⁶³
- b. It can help students with weak memory to memorize the concepts of lesson.
- c. This strategy is suitable for starting learning so that students will focus their attention on the terms and concepts that will be developed and those related to the subject to be later developed into a more concise concept or thought chart.⁶⁴
- d. Students have a great opportunity to ask questions and try to find answers to these questions by themselves through reading activities, so

⁶³ Sartika Margaret Br Rajagukguk, Karisma E. Tarigan, Fiber Yun A. Ginting, "Improving the Students' Reading Comprehension by Using PQ4R Strategy to The Eight Grade at SMP NEGERI 2 Pancur batu." Catholic University of Saint Thomas, 2019, 100.

⁶⁴ Suhadi Rahman, Erianjoni, "Increasing Students' Motivation and Geography Learning Outcomes Through PQ4R Strategy Based on Crossword Puzzle". Universitas Negeri Padang, 2022.

that this encourages critical thinking patterns, active learning and meaningful learning.⁶⁵

Through PQ4R strategy students can be helped in comprehending and the reading comprehensively. According to Widyanthi, PQ4R strategy is a strategy of learning in reading activities that can help students to think critically and utilize students' memories to understand a learning material. It means PQ4R strategy can be easier to students understand the material that deliver by teacher. And also help students with weak memory to memorize the material.

PQ4R strategy also helped students score in reading comprehension.⁶⁶ The study proves that PQ4R Strategy effective to helped students to achieve better in reading comprehension. The finding is relevant to what has been found in this research.

2. The Material of Teaching Reading Through PQ4R Strategy at Eight Grade of MTsN 7 Jember

Teaching material should be arranged systematically based on the concept of psychology to make the learning effective and got the goal from student's learning. According to Kurniasih, choosing of teaching material should be line with measure to choose content of curriculum based on the course.⁶⁷ From this statement, it can be concluded that the

⁶⁵ Khusniyah Lailatul Nurul, "The Impact of PQ4R Strategy Use on EFL Students' Reading Comprehension." UIN Mataram, 2018, 175.

⁶⁶ Afif Ikhwanul Muslimin, Fitriana Harintama, "The Effect of PQ4R and Mind Mapping to Students' Reading Comprehension". State Islamic University Mataram, 2019, pp 25-36.

⁶⁷ Imas Kurniasih , Sukses Mengajar: Panduan Lengkap Menjadi Guru Kreatif dan Inovatif

materials thought at second class of MTsN 7 Jember related to that statement because as the finding showed that the teacher explained the material in the class based curriculum and LKS book which shared to every students.

There some materials related to teaching reading through PQ4R strategy at MTsN 7 Jember that the researcher found, those were: 1) My adventure at Leang cave, 2) My Vacation with My Beloved People, 3) My Experience Met with Taufik Hidayat, 4) Came Late to School, 5) My Busy Holiday, 6) A Trip to the National Zoo and Aquarium, 7) Being a Spiderman, 8) Visiting Bali, 9) My Horrible Vacation.

Those materials were taught with goal was making project.

Those were related to the types of reading which were delivered by Brown those are⁶⁸

- a. Perceptive. In keeping with the set of categories specified for listening comprehension, similar specifications are offered here, except with some differing terminology to capture the uniqueness of reading. Perceptive reading tasks involve attending to the components of larger stretches of discourse: letters, words, punctuation, and other graphemic symbols. Bottom-up processing is implied.
- b. Selective. This category is largely an artifact of assessment formats. In order to ascertain one's reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language,

(Pustaka Diantara, 2017), 23-24

⁶⁸ Brown, H. Douglas, "Language Assessment: Principles and classroom practice", 2004, 189-190.

certain typical tasks are used: picture-cued tasks, matching, true/false, multiple-choice, etc. Stimuli include sentences, brief paragraphs, and simple charts and graphs. Brief responses are intended as-well. A combination of bottom-up and top-down processing may be used.

- c. Interactive. Included among interactive reading types are stretches of language of several paragraphs to one page or more in which the reader must, in a psycholinguistic sense, interact with the text. That is, reading is a process of negotiating meaning; the reader brings to the text a set of schemata for understanding it, and intake is the product of that interaction. Typical genres that lend themselves to interactive reading are anecdotes, short narratives and descriptions, excerpts from longer texts, questionnaires, memos, announcements, directions, recipes, and the like. The focus of an interactive task is to identify relevant features (lexical, symbolic, grammatical, and discourse) within texts of moderately short length with the objective of retaining the information that is processed. Top-down processing is typical of such tasks, although some instances of bottom-up performance may be necessary.

- d. Extensive. Extensive reading, as discussed in this book, applies to texts of more than a page, up to and including professional articles, essays, technical reports, short stories, and books. (It should be noted that reading research commonly refers to "extensive reading" as longer stretches of discourse, such as long articles and books that are

usually read outside a classroom hour. Here that definition is massaged a little in order to encompass any text longer than a page.) The purposes of assessment usually are to tap into a learner's global understanding of a text, as opposed to asking test-takers to "zoom in" on small details. Top-down processing is assumed for most extensive tasks.

Materials were very important to achieve learning objectives. Therefore, the determination of learning materials must be based on the objectives and student's reading comprehension to be achieved. For example, as taught by the English teacher at MTsN 7 Jember that often carry out students to have a good idea. One of the important factors that greatly effects the success of student's achievements during teaching and learning as a whole was the ability and success of teachers in designing teaching materials.⁶⁹

Based on the findings and theory above, the researcher concluded that the teacher using PQ4R strategy at MTsN 7 Jember constituted the good and interesting to design students' material, it was proved that the students' looked like enthusiastic to join the class because they could to comprehend their reading text to overcome the project that had been ordered by the teacher. Besides, the materials above were relevance with the goal of PQ4R strategy.

⁶⁹ Marina Bouckaert, "Designing a materials development course for EFL student teachers: principles and pitfalls", *Innovation In Language Learning And Teaching*, (October: 2015). 2

3. The Steps of Teaching Reading Skill Through PQ4R Strategy at Eight Grade of MTsN 7 Jember

In this section, the researcher discussed how the English teacher implemented PQ4R strategy to teach reading skill at eight grade at MTsN 7 Jember.

According to Harley, one of the best strategies that can be implemented in teaching reading is called PQ4R strategy. PQ4R is a learning strategy which has a good concept to teach the students is comprehending the reading text.⁷⁰

Furthermore, according Slavin in suggests steps PQ4R learning model that is as follows:

1) Preview

The students formed groups according to the teacher's instructions. Then, the teacher assigned topics to each group and determining the time. In this step the students find the main ideas developed in the reading material. The parts that can be read like introductory chapter, table of contents, topics and subtopics, titles, or a summary of a chapter. Search basic idea can also be done by reading one or two sentences of each page quickly.

2) Question

Students formulate the questions for their self. Question can be developed from the simple to the complex question. Question

⁷⁰ Aggraeni Defi Hanifa, "The Implementation of PQ4R Strategy in Teaching Narrative Reading Text", English Department, Faculty of Language and Art, State University of Surabaya, 2020, 119.

include what, who, where, when, why and how. Questions are developed for the formation of declarative knowledge, structural and procedural knowledge.

3) Read

At this stage the students find answers to all the questions that have been formulated. Read means look at and understand something written or printed. In this strategy read is the third phase. In this phase, the students read the complete text in order to find the answer of the question they made in “Question” phase. During the reading activity, students record notes in the margin or underlining the important information and unexpected ideas that answers the predicted questions.

4) Reflect

During the reading, students not only enough to remember or memorize, but the most important is they have dialogue with what they read. They try to understand what they read. The trick is as follow, (1) correlate what has been read with the things that have been known before, (2) concerned sub-topics in the text with the concepts, (3) concerned the reading with the fact that involved.

5) Recite

At this stage, students are asked to re-reflect the information that has been learned. In delivering what has been read and understood by students is they are able to formulate these concepts and articulate

the important points that have been read by their own language. It would be better if the students not only deliver verbally, but also in written form.

6) Review

The final step is the students are asked to make a summary or formulate the essence of the material that has been read. In this step, students are able to formulate a conclusion as the answer to the questions that have been formulated. Then, teacher assessing assignment.⁷¹

The steps to implement PQ4R strategy should be in line with what goal that the teacher wanted to get. Based on the findings that all steps of PQ4R strategy implemented by English teacher at MTsN 7 Jember relevant with theory, it could help students that has weak memory. Meanwhile, it also able to make students easier to comprehend reading text.

4. The Evaluation of Teaching Reading Skill Through PQ4R Strategy at Eight Grade of MTsN 7 Jember

Evaluation is given to assess students' job. Evaluation was to assess how well and success the learning process based on the goal of teaching that the teacher wants.

This part discussed how the English teacher evaluated students' reading at second grade of MTsN 7 Jember. Based on document review,

⁷¹ Fitriani Luthfiah Ofie & Suhardi, "The Effectiveness of PQ4R (Preview, Question, Read, Reflect, Recite, Review) in Reading Comprehension Skill", Universitas Negeri Yogyakarta, 2019.

observation and interview the researcher did. The teacher evaluated students' work at the end of the class, it was proved that the teacher brought students' work to the office and evaluated it and the teacher used formative evaluation.

According to Jeremy Harmer evaluation as part of a lesson plan that is used to assess the students can take two types of evaluation such as summative evaluation and formative evaluation.⁷² One of the theories related to the finding above was the formative evaluation. Formative evaluation concerns measuring the students' abilities as part of a process. In other words, the formative evaluation focuses on helping the students' progress to the next level. It aims to provide feedback to support and increase the teaching and learning process.

Based on the findings and theory above, it can be concluded that both are matched. Evaluation of teaching was the other important thing in teaching implementation. Evaluation was necessary to assess how well and success the learning conducted, that's why as the teacher should implement interesting method to increase students' reading comprehension. Evaluation also help teacher to make teaching process better next. Moreover, for the evaluation of project that has been done by students where it able to be used as media or others for next teaching and learning process.

⁷² Jeremy Harmer, *The Practice of English Language Teaching: Fifth Edition*, (Harlow, UK: Pearson, 2015), 408.

CHAPTER V

CONCLUSSION AND SUGGESTION

In this chapter, the researcher presented the conclusion of the research and suggestions for English teachers, and further researchers who are interested in similar research.

A. Conclusion

1. The Goal of Teaching Reading Through PQ4R Strategy at Eight Grade of MTsN 7 Jember

There were some goals of teaching reading through PQ4R strategy that has been obtained by the researcher at eight grades of MTsN 7 Jember. Those were: 1) students could apply the social functions in the recount text 2) students could identify the structures in the recount text, 3) students could be using the elements of language in the recount text.

2. The Materials of Teaching Reading Through PQ4R Strategy at Eight Grade of MTsN 7 Jember

There are some materials of teaching reading through PQ4R

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strategy at eight grades of MTsN 7 Jember. Those were: 1) My adventure at Leang cave, 2) My Vacation with My Beloved People, 3) My Experience Met with Taufik Hidayat, 4) Came Late to School, 5) My Busy Holiday, 6) A Trip to the National Zoo and Aquarium, 7) Being a Spiderman, 8) Visiting Bali, 9) My Horrible Vacation.

3. The Steps of Teaching Reading Through PQ4R Strategy at Eight Grade of MTsN 7 Jember

The researcher concluded that there were some steps of teaching reading through PQ4R strategy at eight grades of MTsN 7 Jember. Those were: a) grouping students. b) giving a topic. c) conducting a reading. d) determining the time. e) monitoring. f) assessing assignment.

4. The Evaluation of Teaching Reading Through PQ4R Strategy at Eight Grade of MTsN 7 Jember

The researcher concluded that evaluation of teaching reading skill through PQ4R strategy conducted by using formative evaluation. Besides, there are some parts of the reading that evaluated by the teacher. Those were: 1) attitude evaluation 2) knowledge evaluation included answer the short-answer task 3) skill evaluation included students' performance.

B. Suggestion

This research really hopes that there will be a follow-up research regarding in using the PQ4R Strategy in Students reading comprehension.

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1. For English teacher

It is better if the preparation of the lesson plan is more complete if it is not used as a lesson plan only as an informality to complete the teacher administration only, and to be more intense in applying the teaching method so that students can improve their reading comprehension.

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Appendix 1: Declaration of Authenticity

PERNYATAAN KEASLIAN TULISAN

Yang bertanda tangan di bawah ini :

NIM : T20196068
 Nama : YULIO HADY PERMANA
 Semester : IX (Sembilan)
 Program Studi : TADRIS BAHASA INGGRIS

Dengan ini menyatakan bahwa skripsi saya yang berjudul '*The Implementation of Teaching Reading through PQ4R (Preview, Question, Read, Recite, Reflect, Review) Strategy at Eight grade of MTsN 7 Jember*' adalah hasil dari penelitian/karya saya sendiri, kecuali pada bagian-bagian yang di rujuk sumbernya.

Demikian pernyataan keaslian tulisan ini saya buat dengan sebenar-benarnya.

Jember, 13 September 2023

Saya yang menyatakan



YULIO HADY PERMANA
 NIM.T20196068

Appendix 2: Matrix of Research

TITLE	VARIABLE	INDICATORS	SOURCE OF DATA	RESEARCH METHOD	RESEARCH QUESTION
The Implementation of Teaching Reading Through PQ4R Strategy at MTsN 7 Jember	1. Teaching reading Comprehension	1. Teaching Reading Comprehension <ol style="list-style-type: none"> Reading comprehension Teaching reading comprehension 2. The element of teaching reading comprehension <ol style="list-style-type: none"> The purpose The material The steps The evaluation 	1. English teacher 2. Eight grade of students 3. Document review	1. Research Approach: Qualitative research 2. Technique of Data Collection: <ul style="list-style-type: none"> Observation Interview Document review 3. Data analysis: <ul style="list-style-type: none"> Data collection Data condensation Data presentation Conclusion 4. Validity data: <ul style="list-style-type: none"> Technique triangulation Source triangulation 	1. How is the goal of teaching reading through PQ4R strategy at MTsN 7 Jember? 2. What is the material of teaching reading through PQ4R strategy at MTsN 7 Jember? 3. How are the steps of teaching reading through PQ4R strategy at MTsN 7 Jember? 4. How is the evaluation of teaching reading through PQ4R strategy at MTsN 7 Jember?
	2. PQ4R Strategy	1. Definition of PQ4R Strategy 2. Steps of PQ4R Strategy 3. Advantages and Disadvantages of PQ4R Strategy			

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JEMBER

Appendix 3: Research Permission Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Mataram No. 01 Mangli. Telp. (0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
 Website: [www.http://ftik.uinkhas-jember.ac.id](http://ftik.uinkhas-jember.ac.id) Email: tarbiyah.iainjember@gmail.com

Nomor : B-1842/In.20/3.a/PP.009/04/2023

Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala MTSN 7 JEMBER

Jl. WR Supratman No.55, Sidomulyo, Umbulrejo, Kec. Umbulsari, Kabupaten Jember

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan IlmuKeguruan, maka mohon diijinkan mahasiswa berikut :

NIM : T20196068
 Nama : YULIO HADY PERMANA
 Semester : Semester delapan
 Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "THE IMPLEMENTATION OF TEACHING READING THROUGH PQ4R (PREVIEW, QUESTION, READ, REFLECT, RECITE, REVIEW) STRATEGY AT THE EIGHT GRADE OF MTSN 7 JEMBER" selama 30 (tiga puluh) hari di lingkungan lembaga wewenang Bapak Ihsanuddin, S.Pd, M.Pd.

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Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 5 Mei 2023an.

Dekan,
 Wakil Dekan Bidang Akademik,

MASHUDI

Appendix 4: Research Finishing Letter



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN JEMBER
MADRASAH TSANAWIYAH NEGERI 7**

Jalan WR. Supratman Nomor 55 Umbulrejo Umbulsari 68166 Telepon (0336)
441816 Website: mtsn7jember.sch.id; E-mail : admin@mtsn7jember.sch.id

SURAT KETERANGAN

Nomor :376 /Mts.13.32.7/PP.00.5/05/2023

Yang bertanda tangan dibawah ini, Kepala MTs. Negeri 7 Jember Kabupaten Jember :

Nama : **IHSANUDDIN, S.Pd, M.Pd**
 NIP : 19710808 199903 1 004
 Pangkat/Gol . : Pembina / IV a Jabatan : Kepala Madrasah
 menerangkan bahwa mahasiswa :
 Nama : **YULIO HADY PERMANA**
 NIM : T20196068
 Jenjang : S1
 Prodi : TADRIS BAHASA INGGRIS
 Universitas : FTIK/ UIN KHAS JEMBER

Nama tersebut Mulai Tanggal 8 Mei 2023 sampai tanggal 27 Mei 2023 benar-benar telah melakukan penelitian di MTs Negeri 7 Jember.

Demikian surat keterangan ini kami buat, agar dapat dipergunakan sebagaimana mestinya.

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27 Mei 2023

Kepala Madrasah



IHSANUDDIN

C: Master TTE




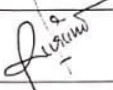


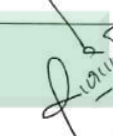

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Token : 5AcX2e

Appendix 5: Journal of The Research

RESEARCH JOURNAL

The Implementation of Teaching Reading Through PQ4R (Preview, Question, Read, Reflect, Recite, Review) Strategy at The Eight Grade of MTsN 7 Jember

NO	DATE	ACTIVITY	SIGNATURE
1	5 May 2023	Doing preliminary study	
2	8 May 2023	Sending a Letter for doing a research in the school	
3	9 May 2023	The researcher interviewed the English teacher about the implementation of teaching reading skill through PQ4R strategy.	
4	25 May 2023	The researcher interviewed the students about the implementation of teaching reading skill through PQ4R strategy.	
5	23-26 May 2023	The researcher observed the implementation of teaching reading skill through PQ4R strategy.	
6	27 May 2023	The researcher asked for a letter of research finishing	

Jember, 27th of May 2023

Researcher



YULIO HADY PERMANA

NIM.T20196068

Headmaster



URRANUDDIN, S. Pd, M. Pd

NIP. 197108081999031004

Appendix 6: Turn it in check letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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 Website: www.uinkhas.ac.id

SURAT KETERANGAN LULUS CEK TURNITIN

Bersama ini disampaikan bahwa karya ilmiah yang disusun oleh

Nama : Yulio Hady Permana

NIM : T20196068

Program Studi : Tadris Bahasa Inggris

Judul Karya Ilmiah : The Implementation of Teaching Reading Through PQ4R (Preview, Question, Read, Recite, Reflect, Review) Strategy at The Eight Grade of MTsN 7 Jember telah lulus cek similarity dengan menggunakan aplikasi turnitin UIN KHAS Jember dengan skor akhir sebesar (9,8%)

1. BAB I : 10 %
2. BAB II : 11 %
3. BAB III : 10 %
4. BAB IV : 18 %
5. BAB V : 0 %

Demikian surat ini disampaikan dan agar digunakan sebagaimana mestinya.

Jember, 2 November 2023

Penanggung Jawab Turnitin

FTIK UIN KHAS Jember



(ULFA DINA NOVIENDA S.SOs.I, M.Pd)

NB: 1. Melampirkan Hasil Cek Turnitin per Bab.

Appedix 7: List of Students

DAFTAR NAMA SISWA KELAS 8D			
NOMOR		NAMA	L/P
URUT	INDUK		
1	121135090009210097	ACHMAD ARZAKINNURIL ALFAN	L
2	121135090009210098	AFRA NAURA NABHANI	P
3	121135090009210099	ALVIAN REZKY PUTRA AHDIYANTO	L
4	121135090009210100	ALYA FANIA ZAHRA	P
5	121135090009210101	ANANDA DEVITA IKROM	P
6	121135090009210103	AULIA AFIFAH	P
7	121135090009210104	AYATUL AZZAHRA	P
8	121135090009210105	CESILLIA DIAN ZULFIRA	L
9	121135090009210106	DAFFA MAULANA AZZAM	L
10	121135090009210107	DANISH RAFI HAMDAN	L
11	121135090009210108	DICKY FIRMANSYAH	L
12	121135090009210109	FICO NAUFAL VEDA WIRA PRATAMA	L
13	121135090009210110	FIOLA ZAHRO PRATAMA	P
14	121135090009210111	HEFENDARIS RAMDANI	L
15	121135090009210112	HERA BIDARI MILADIYAH	P
16	121135090009210113	IBRAHIM GHIFARI AL GHOZALI	L
17	121135090009210114	IKHSAN AFANDI	L
18	121135090009210115	KUNNI QURROTA AINI	P
19	121135090009210116	MOHAMMAD JANUAR ATHAYA BILAL RIZQULLAH	L
20	121135090009210117	MUCHAMMAD ARGA PRASETYAN	L
21	121135090009210182	MUHAMMAD FAJAR ADI PRANATA	L
22	121135090009210118	MUHAMMAD FIRMAN ARYA KHATAMAN	L
23	121135090009210119	MUHAMMAD RAMAH RUSYDI ATHAILLAH SYAMIL	L
24	121135090009210120	NUR ALIF	L
25	121135090009210121	SIFA DINA APRILIA	P
26	121135090009210248	SYAMSURI SYIHAB MADANI MILADI	L
27	121135090009210122	SYIFA OKTAVIA NAZWA	P
28	121135090009210123	TIARA SALSABILA	P
29	121135090009210124	UMI MAGHFIROH	P
30	121135090009210125	VALENCIA ANE AFENTIA RAMADHANI	P
31	121135090009210126	WULANSARI PUTRI AGUSTIN	P
32	121135090009210127	ZACKY MUSTOFA	L

Appendix 8: Stundets' Project

1. Where they to dinner?
2. What happened to the sentence?
3. When did they prepare all the equipment?
4. Who wants to take a vacation
5. Why did they decide to stop at a restaurant
6. How do they feel after going on vacation

Answer!

- 1) Restaurant.
- 2) they vacation with family and relatives
- 3) In the morning.
- 4) My sister
- 5) Because on the way home they were still hungry, so they stopped at a restaurant to order dinner
- 6) They tired but they absolutely happy

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J E M B E R

My Horrible Vacation

Let me remind you my experience during an earthquake last week. When the earthquake happened, I was on my car. I was driving home from my vacation to Bali. *(Orientation)*

Suddenly my car lunched to one side, to the left. I thought I got flat tire. I did not know that it was an earthquake. I knew it was an earthquake when I saw some telephone and electricity poles falling down to the ground, like matchsticks.

Then I saw a lot of rocks tumbling across the road. I was trapped by the rock. Even I could not move my car at all. There were rocks everywhere. There was nothing I could do but left the car and walked along way to my house, in the town.

When I reached my town, I was so surprised that there was almost nothing left. The earthquake made a lot of damage to my town. Although nothing was left, I thanked God that nobody was seriously injured. *→ Re-orientation*

1. What is the purpose of the text?
2. What is the content of the text?
3. What happened to the writer at the end?
4. Identify generic structure of the text!

1. what happened in the last week?
2. when the earthquake happened?

3. where the incident happened?

Jawaban
1. earthquake
2. last week
3. Bali

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NAMA KELOMPOK

- Danish rofi hamdan
- Fiola zahro pratama
- Syamsuri syihab m.m

My Busy Holiday

On February 8th, 2016, I thought this would be a great holiday for me because that was Chinese New Year holiday. I didn't celebrate the Chinese New Year as I'm not Chinese but I guessed that it was a good time for me to get full refreshing. I was so tired to studying. However, the unpredictable fact broke everything up! Orientation

First like an ordinary daughter, I had to get up early morning to help my mother, of course after I prayed. Then I did the dishes, cleaned up my room, and did my bed. I was really in danger if my mom knew that my room was messy. So, I made it as soon as possible! After finishing everything, my aunts called me in the afternoon. I did not meet them for a long time so we kept for hours to talk about some up to date gossips. Not long after that my neighbor who is also my schoolmate visited me. She asked my help to finish her homework. At last, the time was running and the homework was successfully finished! An unpredictable moment happened after that. To my surprised, I just remembered that I had a lot of homework too. I got confused and regretful why I did not check it. As the consequence, I did my homework until late night and it was hardly finished. Since then, I always check my homework before having a holiday! Event

I did not feel this was holiday instead of I had to work hard and got a long ship with my homework. Orientation

1. What is the purpose of the text?
2. What is the content of the text?
3. What happened to the writer at the end?
4. Identify generic structure of the text!

Nama Kelompok :

Kurni Qurrota Aini (18)

Ananda Devita Ikrom (5)

M. Fajar Aidi

Alfizar

1.) When the event occurred? On February 8th, 2016

2.)

A Trip to the National Zoo and Aquarium

Yesterday, my family and I went to the National Zoo and Aquarium to visit the new Snow Cubs and the other animals. In the morning, when we got to the Zoo and Aquarium there was a great big line, so we had to wait awhile to get in. → Orientation

After we entered the zoo, we went straight to the enclosure for the Snow Cubs. My brother and I were so excited to see them. They were so cute and playful. At lunchtime Dad decided to cook a bbq. He cooked sausages so we could have sausage sandwiches. My Mom forgot the tomato sauce so we had to eat them plain. In the afternoon, we visited the aquarium. My brother was excited to see the sharks and the tropical fish. At the end of the day when we left we were going to go and get ice cream but we decided we were too tired so we drove straight home, but of course I was very happy. → Re-orientation

1. What is the purpose of the text?
2. What is the content of the text?
3. What happened to the writer at the end?
4. Identify generic structure of the text!

Nama Kelompok :

1. Aulia Afifah (6)
2. Umi Magfirah (28)
3. Dicky Firmansyah (11)
4. M. Januar A. b. r (19)

Soal :

1. When did the family visit the aquarium?
2. What do they do after entering the zoo?
3. Why do they have to wait a while to enter the zoo?

Jawaban :

1. In the afternoon
2. they went straight to the enclosure for the snow cubs
3. because there is a very big queue

Visiting Bali

Orientation

There were so many places to see in Bali that my friend decided to join the tours to see as much as possible. My friend stayed in Kuta on arrival. He spent the first three days swimming and surfing on Kuta beach. He visited some tour agents and selected two tours. The first one was to Singaraja, the second was to Ubud.

Event

On the day of the tour, he was ready. My friend and his group drove on through mountains. Singaraja is a city of about 90 thousands people. It is a busy but quiet town. The street are lined with trees and there are many old Dutch houses. Then they returned very late in the evening to Kuta.

The second tour to Ubud was a very different tour. It was not to see the scenery but to see the art and the craft of the island. The first stop was at Batubulan, a center of stone sculpture. There my friend watched young boys were carving away at big blocks of stone. The next stop was Celuk, a center for silversmiths and goldsmiths. After that he stopped a little while for lunch at Sukawati and on to mass. Mass is a tourist center

My friend ten-day-stay ended very quickly beside his two tour, all his day was spent on the beach. He went sailing or surfboarding every day. He was quiet satisfied.

1. What is the purpose of the text?
2. What is the content of the text?
3. What happened to the writer at the end?
4. Identify generic structure of the text!

kelompok 8

1. Syifa Oktavia Nazwa
2. Ihsan Afandi
3. Daffa Maulana Azzam

Questions.

1. Where were the second tour destination?

Answer: in the Ubud

2. What are they doing in Bali?

Answer: Visiting Bali

3. Why they visit Bali?

Answer: Because there are many places to see in Bali

4. Who is on the tour?

Answer: My friend and his group

5. When do they go home after spending time on tour?

Answer: ten day

6. How he spent 3 days while visiting Bali?

Answer: days swimming and surfing on Kuta beach, one the days of the tour past mount Singaraja is a city of about 90 thousands people, the second tour to Ubud was a very different tour. It was not to see the scenery but to see the art and the craft of the island

Came Late to School

Last Wednesday, I came late to my school because I played playstation until 2.00 am in the night. Because that I woke up late. → Orientation

I woke up about 6.30 am and the class would be began at 7.00 am. I ran to bathroom to take a bath. I usually had a breakfast after took a bath, but in that day I did not do that.

I always went to school by my motorcycle. But in that day, I forgot where I put the key. So, I went to the school by public transportation. It made me took a longer time. I arrived at school at 7.15 am. I ran to my class but I saw my teacher has stood in front of the class to teach. I entered to my class and of course my teacher was angry to me because I came late. | event

It was my bad experience and I hoped I would not do that again. → Re-orientation

1. What is the purpose of the text? to tell how the writer come late to school
2. What is the content of the text?
3. What happened to the writer at the end?
4. Identify generic structure of the text!

Questions

1. What happened in the text? the writer is late to school
2. Who is involved in the text? writer and teacher
3. When did this incident occur? last wednesday
4. Where the incident occurred? in home and school
5. Why the writer is late? because he played playstation until 2.00 am
6. How does the teacher react when he finds out his student is late? he so angry because the writer came late

Group 2

Members

- M. Firman Arya k.
- M. Arga Prasetyan
- Alya Vania Zahra
- Sifa Dina Apriia

My Experience Met with Taufik Hidayat

Last Sunday, there was Thomas cup badminton championship between Indonesia and China.
It was held on Istora Gelora Bung Karno. I went to Istora Gelora Bung Karno with my brother, Andi. → Orientation

Before entering Istora Gelora Bung Karno, we looked the bus that took Indonesian badminton team players. I saw Taufik Hidayat, Muhammad Ahsan, Hendra Setiawan, Hayom Rumbaka, Angga Pratama, Rian Agung, Simon Santoso, Sony Dwi Kuncoro and the other Indonesian badminton players in that bus. They were very handsome. Then, we followed that bus to main-entrance. I found that Taufik Hidayat left from the bus. When we wanted to get close to Taufik Hidayat, a security guard held me back. But, I thought that security guard was familiar because he was my old friend when I was senior high school, he was Andre! After that, he let me in, finally I could meet Taufik Hidayat and got his signature. (re-orientation)

1. What is the purpose of the text?
2. What is the content of the text?
3. What happened to the writer at the end?
4. Identify generic structure of the text!

Kelompok - 3

1. Cesilia Dian Zulfira (68)
2. Tiara Salsabila (27)
3. Ibrahim Ghifari Alqozali (16)
4. Nur Atif (23)

1. when the event occurred? (kapan peristiwa itu terjadi?)
Answer: Last Sunday (m)

2. where the incident happened? (Dimana kejadian itu terjadi?)
Answer: Istora Belora Bung Karno

3. what is the title of the text above? (Apa judul text diatas)
Answer: My Experience Met with Taufik Hidayat

4. who is an old friend of the author of the text above?
Answer: Security, he was Andre

1. (Siapa teman lama penulis teks diatas?)

Di suatu hari ada seseorang yg ingin bertemu dengan Seorang tim bulutangkis Indonesia yg bernama Taufik Hidayat. Pada Saat ia akan memasuki Istora Belora Bung Karno, ada Seorang satpam yg menahannya. Tapi menurutnya Satpam tersebut terlihat lidar asing. Dan ternyata satpam tersebut adalah teman lamanya waktu SMA. lalu satpam itu mempersilahkan ia masuk, dan akhirnya ia bisa bertemu dengan Taufik Hidayat dan mendapatkan tanda tangannya.

one day there was someone who wanted to meet a badminton team Indonesia named Taufik Hidayat. when he was about to enter the Istora Belora Bung Karno, there was a security guard who detained him. But according to him the security guard is not foreign. And it turned out that the security guard was an old friend from high school.

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Being a Spiderman

Orientation
 I dreamed of being a superhero when I was a teenager. I imagined myself as Spiderman. One day, when I was fishing at the river I was bitten by a spider and luckily I was not dying. At first I felt cold for 24 hours and I was alone in my room. Nobody knew about it. I didn't tell my family because I was afraid they would be angry with me. After that, something had happened in my body and I still did not recognize it. I lived as I did usually, went to school, went home, ate, did some activities and so on.

Event
 I realized at the first time that I had a superpower was when I was in an accident. I rode a motorcycle and suddenly a bus crashed into me. I bounced out of the road and my motorcycle was totally broken. But in that case, I did not feel any pain. There was no blood out of my body. I was angry at that time because the bus did not stop and escaped. I ran after it and I didn't know why I could run so fast and jump so high.

Resolution
 I jumped to the back of the bus and climbed it like a spider. I went to the front, stopped the bus and took the driver out of the bus door. I knew that I was no longer a normal human being. I did nothing more to the bus driver. I went back home and decided what to do after that.

I did nothing like Spiderman in the movie that helped people to catch the criminals. I was an opportunist super hero. I was afraid of killing people so that I hid my power from anybody else. I used my power only when I or my family and friends got into danger.

1. What is the purpose of the text?
2. What is the content of the text?
3. What happened to the writer at the end?
4. Identify generic structure of the text!

1. What happened to the teenager? the teenager became Spiderman
2. Where is the teenager cold? in the room
3. Where the teenager jumped? behind the bus

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- nama kelompok :
1. Hera bidari Mulyah
 2. Zaky Mustofa
 3. Ahmadzakin Nuni Alfan

Appendix 9: Syllabus

SILABUS BAHASA INGGRIS

KELAS / SEMESTER : 8 / Genap

TAHUN PELAJARAN : 2022 / 2023

SATUAN PENDIDIKAN : MTs NEGERI 7 JEMBER

No	Kompetensi Dasar	Materi Pokok dan Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
8	<p>Siswa mampu:</p> <p>3.8 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan <i>memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang sedang dilakukan/ berlangsung saat diucapkan</i>, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>present continuous tense</i>)</p> <p>4.8 Menyusun teks interaksi transaksional lisan dan tulis sangat</p>	<p>Teks interaksi transaksional lisan dan tulis yang melibatkan tindakan <i>memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang sedang dilakukan/ berlangsung saat diucapkan</i></p> <p><input type="checkbox"/> Fungsi social</p> <p>Menjelaskan, mendeskripsikan</p> <p><input type="checkbox"/> Struktur teks</p> <p>- Memulai</p> <p>- Menanggapi (diharapkan/di luar dugaan)</p> <p><input type="checkbox"/> Unsur kebahasaan</p> <p>- Kalimat deklaratif dan interogatif dalam <i>Present Continuous Tense</i></p> <p>- <i>What are you doing?</i></p> <p>- <i>I'm writing a poem.</i></p> <p>- <i>And you are?</i></p>	<p>- Menyimak dan menirukan guru menyebutkan tindakan, kegiatan yang sedang dilakukan di kelas, sekolah, dan rumah pada saat diucapkan, dengan ucapan dan tekanan kata yang benar</p> <p>- Mengidentifikasi ungkapan- ungkapan yang menunjukkan kejadian yang sedang terjadi</p> <p>- Bertanya jawab untuk mengetahui tindakan, kegiatan yang sedang dilakukan oleh anggota keluarga mereka</p> <p>- Menyebutkan tindakan, kegiatan yang sedang dilakukan yang tampak</p>	<p>Cara menilai Penilaian dilakukan pada tiga unsur kompetensi, yaitu sikap, pengetahuan, dan keterampilan.</p> <p>Sikap Observasi terhadap sikap yang menonjol selama proses pembelajaran, baik yang positif maupun negative yang dicatat dalam buku jurnal.</p> <p>Pengetahuan</p>	8 JP	<p>Kemendrian Pendidikan dan Kebudayaan, Bahasa Inggris, <i>When English Rings The Bell</i>, SMP/Mts Kelas VIII buku guru dan buku siswa.</p> <p>Contoh yang diperagakan guru.</p> <p>Contoh teks tertulis.</p>

	pendek dan sederhana yang melibatkan tindakan <i>memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang sedang dilakukan/berlangsung saat diucapkan</i> , dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	<ul style="list-style-type: none"> - <i>Nothing. I'm not doing anything.</i> - Adverbia: <i>now</i> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan <p><input type="checkbox"/> Topik Kegiatan dan kejadian yang sedang berlangsung di rumah, sekolah dan di daerah sekitar satuan pendidikan.</p>	pada tampilan visual (a.l. gambar, video) <ul style="list-style-type: none"> - Membuat teks pendek berdasarkan tampilan visual lainnya - Saling menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya <ul style="list-style-type: none"> - Melakukan refleksi tentang proses dan hasil belajarnya. 	Penilaian lisan /tertulis yang mencakup: Fungsi social, Struktur teks dan Unsur kebahasaan Keterampilan Penilaian praktik <i>memberi dan meminta informasi terkait keadaan / tindakan/ kegiatan/ kejadian yang sedang dilakukan / berlangsung saat diucapkan</i> ,		
9	Siswa mampu: 3.9 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan <i>memberi dan meminta informasi terkait perbandingan jumlah dan sifat orang, binatang, benda</i> sesuai konteks penggunaannya (Perhatikan unsur	<p>Teks interaksi transaksional lisan dan tulis yang melibatkan tindakan <i>memberi dan meminta informasi terkait perbandingan jumlah dan sifat orang, binatang, benda</i></p> <p><input type="checkbox"/> Fungsi sosial Mengidentifikasi, mengenalkan, memuji, mengkritik, mengagumi.</p> <p><input type="checkbox"/> Struktur teks</p> <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) 	<ul style="list-style-type: none"> - Menyimak dan menirukan guru membaca interaksi yang menggambarkan perbandingan jumlah dan sifat orang, benda, binatang, dengan ucapan dan tekanan kata yang benar - Menjawab pertanyaan dengan menggunakan informasi yang terdapat dalam teks, secara lisan. - Mendeskripsikan perbandingan jumlah dan 	Cara menilai Penilaian dilakukan pada tiga unsur kompetensi, yaitu sikap, pengetahuan, dan keterampilan. Sikap Observasi terhadap sikap yang menonjol selama proses pembelajaran, baik yang positif	10 JP	Kementerian Pendidikan dan Kebudayaan, Bahasa Inggris, <i>When English Rings The Bell</i> , SMP/Mts Kelas VIII buku guru dan buku siswa.

	<p>kebahasaan degree of comparison)</p> <p>4.9 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait perbandingan jumlah dan sifat orang, binatang, benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>□ Unsur kebahasaan</p> <ul style="list-style-type: none"> - Kalimat perbandingan positif, komparatif dan superlatif dengan: <i>as ... as, -er, -est, more ..., the most ...</i> - Perbandingan jumlah: <i>more, fewer, less</i> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their, dsb.</i> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan <p>□ Topik</p> <p>Perbandingan orang, benda, binatang di kelas, sekolah, rumah, dan di daerah sekitar satuan pendidikan.</p>	<p>sifat orang, benda, binatang yang tampak dalam dua gambar yang berbeda</p> <ul style="list-style-type: none"> - Bertanya jawab untuk membandingkan orang, benda, binatang yang mereka ketahui di rumah, sekolah dan sekitarnya - Membuat beberapa teks pendek dan sederhana membandingkan orang, benda, binatang yang mereka ketahui - Saling menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya - Melakukan refleksi tentang proses dan hasil belajarnya 	<p>maupun yang negative yang dicatat dalam buku jurnal.</p> <p>Pengetahuan Penilaian lisan /tertulis yang mencakup: Fungsi social, Struktur teks dan Unsur kebahasaan</p> <p>Keterampilan Penilaian praktik memberi dan meminta informasi terkait perbandingan jumlah dan sifat orang, binatang, benda</p>	<p>Contoh yang diperagakan guru.</p> <p>Contoh teks tertulis.</p>
10	<p>Siswa mampu:</p> <p>3.10 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/</p>	<p>Teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/ kejadian yang dilakukan/terjadi, rutin di waktu lampau.</p> <p>□ Fungsi sosial</p> <p>Melaporkan, menceritakan, menjelaskan kejadian yang</p>	<ul style="list-style-type: none"> - Membaca dan mencermati teks-teks pendek dan sederhana tentang beberapa kejadian, kegiatan yang terjadi di masa lampau - Melengkapi kalimat dengan jawaban berupa ungkapan- ungkapan yang diambil teks, dengan ejaan dan tanda 	<p>Cara menilai Penilaian dilakukan pada tiga unsur kompetensi, yaitu sikap, pengetahuan, dan keterampilan.</p> <p>Sikap Observasi</p>	<p>8 JP</p> <p>Kementerian Pendidikan dan Kebudayaan, Bahasa Inggris, <i>When English Rings The Bell, SMP/Mts</i></p>

<p>kegiatan/ kejadian yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>simple past tense</i>)</p> <p>4.10 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/kegiatan/ kejadian yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>dilakukan/terjadi, di waktu lampau.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Struktur teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) <input type="checkbox"/> Unsur kebahasaan <ul style="list-style-type: none"> - Kalimat deklaratif dan interogatif dalam bentuk <i>Simple Past Tense</i> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan <input type="checkbox"/> Topik Kegiatan, tindakan yang (rutin) terjadi di masa lalu di sekolah, rumah, dan di daerah sekitar satuan pendidikan. 	<p>baca yang benar</p> <ul style="list-style-type: none"> - Bertanya jawab tentang kegiatan/peristiwa di waktu lampau yang mereka dan anggota keluarga atau temannya alami - Mengumpulkan informasi tentang beberapa peristiwa atau kegiatan di waktu lampau untuk membuat teks- teks pendek dan sederhana - Saling mempresentasikan, menyimak dan bertanya jawab tentang teks masing- masing dengan teman- temannya, secara lisan, dengan ucapan dan tekanan kata yang benar - Melakukan refleksi tentang proses dan hasil belajarnya 	<p>terhadap sikap yang menonjol selama proses pembelajaran, baik yang positif maupun yang negative yang dicatat dalam buku jurnal.</p> <p>Pengetahuan Penilaian lisan /tertulis yang mencakup: Fungsi social, Struktur teks dan Unsur kebahasaan</p> <p>Keterampilan Penilaian praktik memberi dan meminta informasi terkait keadaan/ tindakan/kegiatan/ kejadian yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau.</p>	<p>Kelas VIII buku guru dan buku siswa.</p> <p>Contoh yang diperagakan guru.</p> <p>Contoh teks tertulis.</p>
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11	<p>Siswa mampu:</p> <p>3.11 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks <i>personal recount</i> lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya</p> <p>4.11 Teks <i>recount</i></p> <p>4.11.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks <i>recount</i> lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (<i>personal recount</i>)</p> <p>4.11.2 Menyusun teks <i>recount</i> lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (<i>personal</i></p>	<p>Teks <i>personal recount</i> lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Fungsi social Melaporkan, mengambil teladan, membanggakan <input type="checkbox"/> Struktur teks Dapat mencakup <ul style="list-style-type: none"> - orientasi - urutan kejadian/kegiatan - orientasi ulang <input type="checkbox"/> Unsur kebahasaan <ul style="list-style-type: none"> - Kalimat deklaratif dan interogatif dalam <i>Simple Past tense</i> - Adverbia dan frasa preposisional penunjuk waktu: <i>yesterday, last month, an hour ago</i>, dan sebagainya. - Adverbia penghubung waktu: <i>first, then, after that, before, at last, finally</i>, dan sebagainya. - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan. 	<ul style="list-style-type: none"> - Menyimak guru membaca beberapa teks <i>recount</i> tentang pengalaman pribadi seseorang - Bertanya jawab tentang kejadian, kegiatan yang dialami secara kronologis - Menggunakan bagan untuk mempelajari alur cerita - Menuliskan beberapa teks pendek yang didiktekan guru dengan tulisan tangan. - Melengkapi ringkasan pengalaman dengan kalimat- kalimat yang diambil dari teks, dengan ejaan dan tanda baca yang benar - Mengumpulkan informasi tentang pengalaman pribadi di waktu lampau untuk membuat teks pendek dan sederhana - Saling mempresentasikan, menyimak dan bertanya jawab tentang teks masing- masing dengan 	<p>Cara menilai Penilaian dilakukan pada tiga unsur kompetensi, yaitu sikap, pengetahuan, dan keterampilan.</p> <p>Sikap Observasi terhadap sikap yang menonjol selama proses pembelajaran, baik yang positif maupun yang negative yang dicatat dalam buku jurnal.</p> <p>Pengetahuan Penilaian lisan /tertulis yang mencakup: Fungsi social, Struktur teks dan Unsur kebahasaan</p> <p>Keterampilan Penilaian praktik teks <i>personal recount</i> lisan dan tulis dengan</p>	12 JP	<p>Kementrian Pendidikan dan Kebudayaan, Bahasa Inggris, <i>When English Rings The Bell</i>, SMP/Mts Kelas VIII buku guru dan buku siswa.</p> <p>Contoh yang diperagakan guru.</p> <p>Contoh teks tertulis.</p>
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	<i>recount</i>), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	<input type="checkbox"/> Topik Peristiwa, pengalaman yang terjadi di sekolah, rumah, dan di daerah sekitar satuan pendidikan.	teman- temannya secara lisan, dengan ucapan dan tekanan kata yang benar. - Melakukan refleksi tentang proses dan hasil belajarnya.	memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau.		
12	Siswa mampu: 3.12 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk pesan singkat dan pengumuman/ pemberitahuan (<i>notice</i>), dengan memberi dan meminta informasi terkait kegiatan sekolah, sesuai dengan konteks penggunaannya 4.12 Teks pesan singkat dan pengumuman/ pemberitahuan (<i>notice</i>) 4.12.1 Menangkap makna secara kontekstual terkait dengan fungsi sosial, struktur teks, dan unsur kebahasaan pesan singkat dan pengumuman/	Teks khusus dalam bentuk pesan singkat dan pengumuman/ pemberitahuan (<i>notice</i>), dengan memberi dan meminta informasi terkait kegiatan sekolah. <input type="checkbox"/> Fungsi sosial Memberi informasi tindakan dilaksanakan sesuai yang diharapkan. <input type="checkbox"/> Struktur text Dapat mencakup: - Judul atau tujuan pengumuman - Informasi rinci yang diumumkan <input type="checkbox"/> Unsur kebahasaan - Ungkapan-ungkapan yang lazim digunakan dalam pengumuman yang berbeda-beda - Nomina singular dan plural dengan atau tanpa <i>a, the, this,</i>	- Membaca dengan suara lantang setiap pengumuman/ pemberitahuan, dengan ucapan dan tekanan kata yang benar - Menyimak untuk menemukan perbedaan dan persamaan dari beberapa pengumuman/ pemberitahuan pendek dan sederhana, dengan menggunakan tabel analisis - Mempelajari contoh dan kemudian mempresentasikan hasil analisis tersebut di atas secara lisan, dengan ucapan dan tekanan kata yang benar - Membuat pengumuman/ pemberitahuan yang lazim dibuat di kelas dan sekolah, untuk kemudian ditempel di dinding kelas	Cara menilai Penilaian dilakukan pada tiga unsur kompetensi, yaitu sikap, pengetahuan, dan keterampilan. Sikap Observasi terhadap sikap yang menonjol selama proses pembelajaran, baik yang positif maupun yang negative yang dicatat dalam buku jurnal. Pengetahuan Penilaian lisan /tertulis yang mencakup: Fungsi social, Struktur teks dan	8 JP	Kementerian Pendidikan dan Kebudayaan, Bahasa Inggris, <i>When English Rings The Bell</i> , SMP/Mts Kelas VIII buku guru dan buku siswa. Contoh yang diperagakan guru. Contoh teks tertulis.

	<p>pemberitahuan (<i>notice</i>) lisan dan tulis, sangat pendek dan sederhana, terkait kegiatan sekolah</p> <p>4.12.2 Menyusun teks khusus dalam bentuk pesan singkat dan pengumuman/pemberitahuan (<i>notice</i>), sangat pendek dan sederhana, terkait kegiatan sekolah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p>	<p><i>those, my, their</i>, dsb.</p> <ul style="list-style-type: none"> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan <input type="checkbox"/> Topik Kegiatan, kejadian, peristiwa, dan hal penting bagi siswa dan guru yang dapat menumbuhkan perilaku percaya diri dan sopan <input type="checkbox"/> Multimedia <p>Layout dan dekorasi yang membuat tampilan teks lebih menarik.</p>	<ul style="list-style-type: none"> - Melakukan refleksi tentang proses dan hasil belajarnya 	<p>Unsur kebahasaan</p> <p>Keterampilan Penilaian praktik teks khusus dalam bentuk pesan singkat dan pengumuman/pemberitahuan (<i>notice</i>), dengan memberi dan meminta informasi terkait kegiatan sekolah.</p>		
13	<p>Siswa mampu:</p> <p>3.13 Menafsirkan fungsi sosial dan unsur kebahasaan dalam lirik lagu terkait kehidupan remaja SMP/MTs.</p> <p>4.13 Menangkap makna secara kontekstual terkait dengan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMP/MTs</p>	<p>Lagu</p> <ul style="list-style-type: none"> <input type="checkbox"/> Fungsi social Mengembangkan nilai-nilai kehidupan dan karakter yang positif <input type="checkbox"/> Unsur kebahasaan <ul style="list-style-type: none"> - Kosakata dan tata bahasa dalam lirik lagu - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan <input type="checkbox"/> Topik Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku tanggung jawab, sopan, disiplin dan percaya diri. 	<ul style="list-style-type: none"> - Membaca, menyimak, dan menirukan lirik lagu secara lisan - Menanyakan hal-hal yang tidak diketahui atau berbeda - Menyebutkan pesan yang terkait dengan bagian-bagian tertentu - Melakukan refleksi tentang proses dan hasil belajarnya 	<p>Cara menilai Penilaian dilakukan pada tiga unsur kompetensi, yaitu sikap, pengetahuan, dan keterampilan.</p> <p>Sikap Observasi terhadap sikap yang menonjol selama proses pembelajaran, baik yang positif maupun yang</p>	4JP	<p>Kementerian Pendidikan dan Kebudayaan, Bahasa Inggris, <i>When English Rings The Bell</i>, SMP/Mts Kelas VIII buku guru dan buku siswa.</p> <p>Contoh rekaman</p>

				<p>negative yang dicatat dalam buku jurnal.</p> <p>Pengetahuan Penilaian lisan /tertulis yang mencakup: Fungsi social, Struktur teks dan Unsur kebahasaan</p> <p>Keterampilan Penilaian praktik Menyanyikan lagu</p>	<p>lagu.</p> <p>Contoh teks lagu tertulis.</p>
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Mengetahui,
Kepala MTsN 7 Jember

Jember, 18 Juli 2022
Guru Mata Pelajaran Bahasa Inggris

IHSANUDDIN, S.Pd, M.Pd
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Appendix 10: Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : MTs Negeri 7 Jember

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII/Genap

Materi Pokok : *Recount Text*

Tahun Pelajaran : 2022/2023

Alokasi Waktu : 2 JP x 30 menit

A. Tujuan Pembelajaran

1. Peserta didik dapat menerapkan fungsi sosial yang terkandung dalam teks recount (my adventure at leang cave) sederhana setelah menyimak penjelasan guru dan membaca teks recount.
2. Peserta didik dapat mengidentifikasi struktur teks recount (my adventure at Leang cave) lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya
3. Peserta didik dapat menggunakan unsur kebahasaan teks recount (my adventure at Leang cave) lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks Penggunaannya

B. Strategy Pembelajaran

Strategy : PQ4R Strategy

C. Media dan alat

Media : LKS book and short story of recount text

Alat : Spidol and white board

D. Kegiatan Pembelajaran

Tahap Pembelajaran	Kegiatan Pembelajaran	Alokasi Waktu
A. Kegiatan Pendahuluan		
Orientasi	<ul style="list-style-type: none"> - Guru mengucapkan salam dan bertegur sapa dengan peserta didik. - Peserta didik berdoa sebelum memulai kegiatan. - Guru memeriksa kehadiran peserta didik 	5"

Apersepsi	<ul style="list-style-type: none"> - Mengaitkan materi dengan pengalaman peserta didik atau dengan tema sebelumnya. - Mengajukan pertanyaan pendahuluan: <ol style="list-style-type: none"> 1. <i>Do you like to read a story?</i> 2. <i>What kind of the story you like most?</i> 3. <i>Why do you like it?</i> 	
Motivasi	<ul style="list-style-type: none"> - Menginformasikan materi yang akan dipelajari - Memberikan gambaran tentang manfaat mempelajari materi yang akan dipelajari - Menyampaikan tujuan dan strategi pembelajaran 	

Tahap Pembelajaran	Kegiatan Pembelajaran	Alokasi Waktu
B. Kegiatan Inti		
<i>Stimulation</i> (pemberian rangsangan)	<ol style="list-style-type: none"> 1. Peserta didik mengamati dan menyimak guru dalam menyampaikan materi recount text. 2. Peserta didik mengamati kosa kata yang diberikan oleh guru. Peserta didik mengamati kosa kata yang diberikan oleh guru. 3. Guru memberikan contoh recount text kepada peserta didik (My Adventure at Leang Cave) 4. Peserta didik mengamati contoh yang diberikan oleh guru (My Adventure at Leang Cave) 5. Peserta didik mengalisa bersama pada contoh berikutnya sesuai dengan arahan guru 6. Guru memberikan kesempatan kepada peserta didik untuk bertanya terkait apa yang kurang dipahami 	50”
<i>Problem statement</i> (identifikasi masalah)	<ol style="list-style-type: none"> 1. Guru meminta peserta didik untuk membuat kelompok yang terdiri dari 4 orang secara acak 2. Guru memberikan teks recount yang berbeda pada masing-masing kelompok. 3. Guru meminta peserta didik untuk mengidentifikasi fungsi sosial, struktur, dan unsur kebahasaan yang benar pada teks recount 4. Guru meminta peserta didik untuk menemukan ide pokok dan membuat pertanyaan pada teks 5. Guru mengarahkan peserta didik untuk mencari informasi dan contoh yang lain pada 	

	teks	
<i>Data collection</i> (pengumpulan data)	<ol style="list-style-type: none"> 1. Peserta didik mengidentifikasi fungsi sosial, struktur, dan unsur kebahasaan teks recount yang sudah diberikan. 2. Peserta didik menjawab semua pertanyaan yang telah mereka buat 3. Peserta didik menceritakan kembali dengan bahasa sendiri 	
<i>Data processing</i> (pengolahan Data)	<ol style="list-style-type: none"> 1. Peserta didik secara berkelompok menemukan struktur dan unsur kebahasaan yang mereka temukan pada teks recount yang sudah diberikan 2. Peserta didik secara berkelompok mendiskusikan fungsi sosial yang mereka temukan pada teks recount. 3. Berlatih menjelaskan fungsi sosial pada teks recount di dalam kelompok masing-masing. 	

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Tahap Pembelajaran	Kegiatan Pembelajaran	Alokasi Waktu
<i>Verification</i> (pembuktian)	<ol style="list-style-type: none"> Juru bicara tiap kelompok mempresentasikan hasil kerja ke pada pengunjung dari kelompok lain selama 3 menit. Anggota kelompok lainnya yang bertugas sebagai Pengunjung, berkeliling, menyimak penjelasan informasi terkait fungsi sosial dari hasil kelompok mereka dengan yang dipresentasikan. Pengunjung dapat mengajukan pertanyaan, membuat catatan, member masukan dan apresiasi hasil kerja kelompok yang dikunjungi. 	
<i>Generalization</i> (menarik kesimpulan)	Peserta didik dengan bimbingan guru, menyimpulkan hasil observasi mereka dari seluruh kelompok yang mereka kunjungi dengan membandingkan/ mencari persamaan dan perbedaan fungsi hasil kerjanya dengan kelompok lain.	
C. Kegiatan Penutup		
	<ol style="list-style-type: none"> Peserta didik, dengan bimbingan guru, membuat resume tentang poin-poin penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan. Peserta didik menyampaikan kesulitan yang mereka hadapi saat pembelajaran di dalam kelas. Guru memberikan apresiasi kepada seluruh peserta didik yang telah bekerjasama dengan baik dalam kelompok. Peserta didik diberi tugas di rumah sebagai tugas mandiri. Guru menginformasikan kegiatan yang akan dilaksanakan pada pertemuan berikutnya. 	5'

E. Penilaian Hasil Pembelajaran

1. Teknik Penilaian (terlampir)

a. Sikap

Penilaian sikap dalam pembelajaran KD ini meliputi :

1. Penilaian Observasi Guru
2. Penilaian Diri

3. Penilaian antar Teman
4. Penilaian Jurnal

b. Keterampilan

Penilaian keterampilan dalam pembelajaran KD ini meliputi:

1. Penilaian unjuk kerja
2. Penilaian presentasi

c. Pengetahuan

Penilaian pengetahuan dalam pembelajaran KD ini meliputi:

1. Tes Formatif melalui penilaian hasil lembar kerja di saat pembelajaran dan tes tulis berupa esai
2. Tes Sumatif setelah keseluruhan IPK dalam KD selesai tercapai, berupa soal Pilihan Ganda dan esai
3. Tes Lisan dilakukan saat pembelajaran berlangsung

Mengetahui
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LAMPIRAN

My Adventure at Leang Cave

On last school holiday, my parents, my best friend, Lintang, and I visited Leang Cave in Maros. It was my first time to visit the cave. The cave was known for its primitive cave wall paintings which were hand prints and wild boar paintings. The cave and its surroundings were turned into a national park, so it was taken care of.

My parents took a rest in a small hut for visitors of the park, while Lintang, the guide, and I adventured around the cave. We had to climb some metal stairs to get to the cave, because the cave was embedded into a small mountain. In the next stop, we could find a place where some seashells littered the ground and some were actually piled into a big mound. People who lived here ate the shells and dumped the left over in their "kitchen". The last place was a small museum where they have skeletons of the nurans Who lived in the caves. There were also jewelry and weapons that were placed inside glass cases for display. The walls of the museum were adorned with photographs taken when they did an excavation there.

After we were satisfied visiting the cave, then we had lunch together. After that, we decided to go back home. We were very happy for this holiday.

My Vacation with My Beloved People

One day, my sister named Putri said to me that she really wanted to go to the beach. So I promised her that the next week we would go to Mutun beach in Lampung.

The next week, we prepared everything needed in the morning. We brought some foods and beverages, such as chocolate wafers, potato chips, water and orange juice. Before going to the beach, I ask our brother, Bayu, to join us. He agreed to join and we went there together with our parents. We went there by car. It took 3 hours to arrive there. Then, we bought tickets in the entrance gate. Before swimming, we changed our clothes first. We swam there for more than one hour. We felt so tired that we decided to eat the foods that we had brought. Next, three of us created a very big sand castle, while my parents were enjoying the beautiful scenery there. After that, we decided to go home because it was getting dark.

On the way home, we still felt hungry. So we stopped at a restaurant to have dinner. I ordered sruit, Lampungnese traditional food, while my brother, my sister, and my parents ordered fried rice. After finished eating, we paid our bills. Then, we went home. We arrived at home at 9 o'clock. We were tired but we were absolutely happy.

1. What is the purpose of the text?
2. What is the content of the text?
3. What happened to the writer at the end?
4. Identify generic structure of the text!

My Experience Met with Taufik Hidayat

Last Sunday, there was Thomas cup badminton championship between Indonesia and China. It was held on Istora Gelora Bung Karno. I went to Istora Gelora Bung Karno with my brother, Andi.

Before entering Istora Gelora Bung Karno, we looked the bus that took Indonesian badminton team players. I saw Taufik Hidayat, Muhammad Ahsan, Hendra Setiawan, Hayom Rumbaka, Angga Pratama, Rian Agung, Simon Santoso, Sony Dwi Kuncoro and the other

Indonesian badminton players in that bus. They were very handsome. Then, we followed that bus to main-entrance. I found that Taufik Hidayat left from the bus. When we wanted to get close to Taufik Hidayat, a security guard held me back. But, I thought that security guard was familiar because he was my old friend when I was senior high school, he was Andre. After that, he let me in, finally I could meet Taufik Hidayat and got his signature.

1. What is the purpose of the text?
2. What is the content of the text?
3. What happened to the writer at the end?
4. Identify generic structure of the text!

Came Late to School

Last Wednesday, I came late to my school because I played playstation until 2.00 am in the night. Because that I woke up late.

I woke up about 6.30 am and the class would be began at 7.00 am. I ran to bathroom to take a bath. I usually had a breakfast after took a bath, but in that day I did not do that.

I always went to school by my motorcycle. But in that day, I forgot where I put the key. So, I went to the school by public transportation. It made me took a longer time. I arrived at school at 7.15 am, I ran to my class but I saw my teacher has stood in front of the class to teach. I entered to my class and of course my teacher was angry to me because I came late.

It was my bad experience and I hoped I would not do that again.

1. What is the purpose of the text?
2. What is the content of the text?
3. What happened to the writer at the end?
4. Identify generic structure of the text!

My Busy Holiday

On February 8th, 2016, I thought this would be a great holiday for me because that was Chinese New Year holiday. I didn't celebrate the Chinese New Year as I'm not Chinese but I guessed that it was a good time for me to get full refreshing. I was so tired to studying. However, the unpredictable fact broke everything up.

First like an ordinary daughter, I had to get up early morning to help my mother, of course after I prayed. Then I did the dishes, cleaned up my room, and did my bed. I was really in danger if my mom knew that my room was messy. So, I made it as soon as possible. After finishing everything, my aunts called me in the afternoon. I did not meet them for a long time so we kept for hours to talk about some up to date gossips. Not long after that, my neighbor who is also my schoolmate visited me. She asked my help to finish her homework. At last, the time was running and the homework was successfully finished. An unpredictable moment happened after that. To my surprised, I just remembered that I had a lot of homework too. I got confused and regretful why I did not check it. As the consequence, I did my homework until late night and it was hardly finished. Since then, I always check my homework before having a holiday.

I did not feel this was holiday instead of I had to work hard and got a long ship with my homework.

1. What is the purpose of the text?
2. What is the content of the text?
3. What happened to the writer at the end?
4. Identify generic structure of the text!

A Trip to the National Zoo and Aquarium

Yesterday, my family and I went to the National Zoo and Aquarium to visit the new Snow Cubs and the other animals. In the morning, when we got to the Zoo and Aquarium there was a

great big line, so we had to wait awhile to get in.

After we entered the zoo, we went straight to the enclosure for the Snow Cubs. My brother and I were so excited to see them. They were so cute and playful. At lunchtime Dad decided to cook a bbq. He cooked sausages so we could have sausage sandwiches. My Mom forgot the tomato sauce so we had to eat them plain. In the afternoon, we visited the aquarium. My brother was excited to see the sharks and the tropical fish. At the end of the day when we left we were going to go and get ice cream but we decided we were too tired so we drove straight home, but of course I was very happy.

1. What is the purpose of the text?
2. What is the content of the text?
3. What happened to the writer at the end?
4. Identify generic structure of the text!

Being a Spiderman

I dreamed of being a superhero when I was a teenager. I imagined myself as Spiderman.

One day, when I was fishing at the river I was bitten by a spider and luckily I was not dying. At first I felt cold for 24 hours and I was alone in my room. Nobody knew about it. I didn't tell my family because I was afraid they would be angry with me. After that, something had happened in my body and I still did not recognize it. I lived as I did usually, went to school, went home, ate, did some activities and so on.

I realized at the first time that I had a superpower was when I was in an accident. I rode a motorcycle and suddenly a bus crashed into me. I bounced out of the road and my motorcycle was totally broken. But in that case, I did not feel any pain. There was no blood out of my body. I was angry at that time because the bus did not stop and escaped. I ran after it and I didn't know why I could run so fast and jump so high.

I jumped to the back of the bus and climbed it like a spider. I went to the front, stopped the bus and took the driver out of the bus door. I knew that I was no longer a normal human being. I did nothing more to the bus driver. I went back home and decided what to do after that.

I did nothing like Spiderman in the movie that helped people to catch the criminals. I was an opportunist super hero. I was afraid of killing people so that I hid my power from anybody else. I used my power only when I or my family and friends got into danger.

1. What is the purpose of the text?
2. What is the content of the text?
3. What happened to the writer at the end?
4. Identify generic structure of the text!

Visiting Bali

There were so many places to see in Bali that my friend decided to join the tours to see as much as possible. My friend stayed in Kuta on arrival. He spent the first three days swimming and surfing on Kuta beach. He visited some tour agents and selected two tours. The first one was to Singaraja, the second was to Ubud.

On the day of the tour, he was ready. My friend and his group drove on through mountains. Singaraja is a city of about 90 thousands people. It is a busy but quiet town. The street are lined with trees and there are many old Dutch houses. Then they returned very late in the evening to Kuta.

The second tour to Ubud was a very different tour. It was not to see the scenery but to see the art and the craft of the island. The first stop was at Batubulan, a center of stone sculpture. There my friend watched young boys were carving away at big blocks of stone. The next stop was Celuk, a center for silversmiths and goldsmiths. After that he stopped a little while for lunch at Sukawati

and on to mass. Mass is a tourist center

My friend ten-day-stay ended very quickly beside his two tour, all his day was spent on the beach. He went sailing or surfboarding every day. He was quiet satisfied.

1. What is the purpose of the text?
2. What is the content of the text?
3. What happened to the writer at the end?
4. Identify generic structure of the text!

My Horrible Vacation

Let me remind you my experience during an earthquake last week. When the earthquake happened, I was on my car. I was driving home from my vocation to Bali.

Suddenly my car lunched to one side, to the left. I thought I got flat tire. I did not know that it was an earthquake. I knew it was an earthquake when I saw some telephone and electricity poles falling down to the ground, like matchsticks.

Then I saw a lot of rocks tumbling across the road. I was trapped by the rock. Even I could not move my car at all. There were rocks everywhere. There was nothing I could do but left the car and walked along way to my house, in the town.

When I reached my town, I was so surprised that there was almost nothing left. The earthquake made a lot of damage to my town. Although nothing was left, I thanked God that nobody was seriously injured.

1. What is the purpose of the text?
2. What is the content of the text?
3. What happened to the writer at the end?
4. Identify generic structure of the text!

B. Teknik Penilaian

1. Penilaian Sikap

Observasi Guru

No.	Nama	Sikap yang dinilai			
		Religius	Disiplin	PercayaDiri	Kerjasama

Rubrik PenilaianSikap

Nilai	Deskripsi
SB	Sangat baik dalam bekerjasama dalam kelompok, disiplin dan percaya diri membaca/ mencari informasi dari sumber lain
B	Baik dalam bekerjasama dalam kelompok, disiplin dan percaya diri membaca/ mencari informasi dari sumber lain
C	Cukup baik dalam bekerjasama dalam kelompok, disiplin dan percaya diri membaca/ mencari informasi dari sumber lain
K	Kurang baik dalam bekerjasama dalam kelompok, disiplin dan percaya diri membaca/ mencari informasi dari sumber lain

PenilaianAntarTeman

Group: ...

No	indicator	Students' name/ Score				
		St. 1	St. 2	St. 3	St. 4	St. 5
1	Bekerjasamadalammenyelesaikantugaskelompok.					
2	Menunjukkan sikap disiplin dalam menyelesaikan tugaskelompok.					
3	Menunjukkan sikap percaya diri saat mengemukakan gagasan, bertanya, merespon atau menyajikan hasil diskusi.					
4	Menunjukkan sikap toleransi dan saling menghargai perbedaan agama yang dianut.					
5	Mampu menyelesaikan permasalahan/ perbedaan pendapat dalam kelompok.					

Diisidengan:

SB = Sangat Baik C = Cukup
 B = Baik K = Kurang

2. Penilaian Pengetahuan

a. Instrumen penilaian

1. Tes tertulis dalam bentuk soal. Penilaiannya dilakukan dengan cara menghitung jumlah jawaban benar dari jumlah soal yang diberikan.
2. Instrument unjuk kerja, yaitu berupa rubrik penilain. Berikut adalah rubrik-rubrik penilaian yang dapat digunakan oleh guru untuk melakukan penilaian unjuk kerja siswa, sekaligus teknik penghitungan nilainya.

Rubrik penilaian reading

Kriteria	Skor 5	Skor 4	Skor 3	Skor 2
Pelafalan (pronouncing)	Lafal dapat dipahami meskipun dengan aksentu tertentu	Ada masalah dalam pengucapan sehingga membuat pendengar harus fokus dan kadang-kadang menimbulkan kesalahpahaman.	Sulit dimengerti karena ada masalah dalam pelafalan dan frekuensinya sering	Hampir selalu keluar dalam pelafalan sehingga tidak dapat dimengerti
Kosakata (vocabulary)	Kadang-kadang pelafalan tidak tepat dan mengharuskan	Sering menggunakan kosakata yang tidak tepat sehingga dialognya	Menggunakan kosakata yang salah sehingga tidak dapat dipahami	Kosakata sangat terbatas sehingga tidak memungkinkan terjadinya

	n penjelasan lebih lanjut karena kosakata yang tidak sesuai.	menjadi terbatas karena kosakata yang terbatas		dialog
Kelancaran (fluency)	Dialog lancar, sangat sedikit menemui kesulitan	Tidak terlalu lancar karena tentu menemui kesulitan bahasa	Sering ragu dan berhenti karena keterbatasan bahasa	Sering berhenti dan diam selama dialog sehingga dialog tidak tercipta
Comprehension	Seluruh isi percakapan dapat dipahami meskipun sesekali ada pengulangan pada bagian-bagian tertentu	Sebagian besar isi percakapan dimengerti meskipun ada beberapa pengulangan	Sulit mengikuti dialog yang dilakukan kecuali pada bagian dialog umum dengan percakapan yang perlahan-lahan dan banyak pengulangan	Tidak dapat dipahami bahkan dalam bentuk dialog yang singkat sekalipun

Penilaian reading

No	Nama Siswa	Perolehan skor				Jumlah skor perolehan
		Kriteria 1	Kriteria 2	Kriteria 3	Kriteria 4	
1	ACHMAD ARZAKINNURIL ALFAN	5	4	4	3	16
2	AFRA NAURA NABHANI	4	4	4	3	15
3	ALVIAN REZKY PUTRA AHDIYANTO	4	5	5	4	18
...

Rumus perhitungan nilai siswa, sebagai berikut:
 Jumlah skor yang diperoleh siswa / skor maksimal *100

Keterangan skor yang diperoleh siswa adalah jumlah skor yang diperoleh siswa dari kriteria ke-1 sampai ke-4.

Skor maksimal adalah hasil perkalian skor tertinggi (4) dengan jumlah kriteria yang ditetapkan. Jadi skor maksimal = $5 \times 4 = 20$

Appendix 11: Pict Documentation



Researcher and Headmaster of MTsN 7 Jember



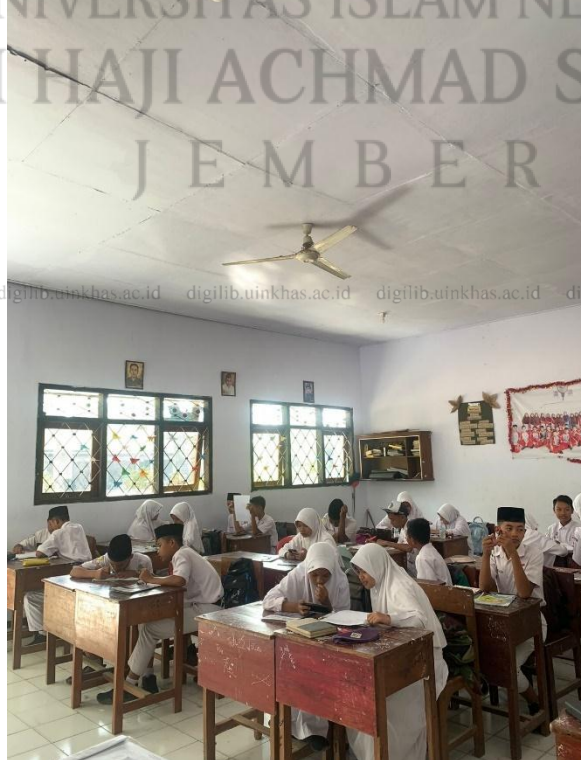
Resercher and English Teacher of MTsN 7 Jember

The Process of PQ4R Strategy



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Research Location: MTsN 7 Jember

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Appendix 12: curriculum vitae

ABOUT THE RESEARCHER



1. PERSONAL INFORMATION

Name : Yulio Hady Permana
 Nim : T20196068
 Gender : Male
 Place of birth : Jember
 Date of birth : 15th July 2001
 Address : Dusun Jatilawang Tegalwangi Umbulsari Jember
 Email : liongaul36@gmail.com

2. EDUCATIONAL BACKGROUND

2005-2007 : TK Dewi Masitoh Jatilawang
 2007-2013 : SDN Tegalwangi 02
 2013-2016 : MTsN Umbulsari
 2016-2019 : MAN 2 Jember

3. ORGANIZATION EXPERIENCE

- a. Vice chief of ESA UIN KHAS Jember
- b. Member of IKAMABSII (Ikatan Mahasiswa Bahasa dan Sastra Inggris se-Indonesia) East Java region